

## Clever Somu

### Overview

This unit has been included to make young learners understand that a child must be taught right from wrong. Children must not be spoilt by being allowed to do whatever they want even when it harms others. It is the parents' responsibility to make their child grow up to be a good, honest and responsible human being.

### Learning targets

At the end of this unit, the student will be able to:

- understand that the children must be taught manners and right from wrong.
- answer factual, inferential, evaluative and extrapolative questions.
- correctly use phrases that describe quantity with uncountable nouns.
- understand words related to *laugh* and use them accordingly.
- understand that some words can be used both as noun and verb.
- seek information by asking *will/where/when/what/how long* questions.
- write a dialogue.
- listen carefully and match names with pictures by referring to the given information.
- converse by describing people and places.

### Pre-reading

Use the Starter to acquaint the learners with famous heroes of children's stories. These heroes are extraordinary because of their will to be so. They are good, in the true sense of the word. They help others, sometimes even those who do not help them or see eye to eye with them, to the best of their ability. This is what makes them extraordinary and a kid in the class can be a superhero in his/her own way too if he/she were to emulate the values these heroes follow.

1. Let the students sit with their books shut. Do not disclose the name of the lesson they are about to read.

2. Ask the students the following questions and allow them to answer either individually or in chorus. Set a time limit of ten minutes for this discussion.
  - *What are good manners? Share some with the class.*
  - *Would they like it if a child behaved badly with them? What would they do if a child threw stones at them?*
  - *How do we know what is right and what is wrong?*
3. These questions will generate a lively discussion, which the teacher should monitor. All responses by the students should be appreciated.
4. Now ask the students to open their books to the lesson concerned.

## Reading

1. The meanings of difficult words have been given in boxes on the page corresponding to the said word. Students should, however, be encouraged to discover the meaning themselves by referring to the context of the word in the story. Also, do correct pronunciation, intonation and stress as the lesson is being read by different learners.
2. Tell the students to silently read the first part of the story that is till '*made no effort to stop him.*' Remind them not to move their lips, and neither should they use their fingers or pencils to mark the lines as they read.
3. Now ask the following questions to the students:
  - *Who is Subbu and where does he live?*
  - *Who is Somu?*
  - *Who is Muthu?*
  - *Why was Muthu spoilt?*
4. Now let one student read aloud the second paragraph of the text, that is, till '*they went to his shop.*' Now ask the following questions:
  - *What was Muthu's favourite pastime?*
  - *What would Muthu do if the customers or Subbu shouted at him?*
  - *Why did people stop going to Subbu's shop?*

5. Before continuing, the following questions should be written on the blackboard. The students will have to find the answers on the page. In this manner, students will learn to scan any given material for specific information.

- *What did Subbu request his neighbour?*
- *Did the parents do anything about his request?*
- *Who did Subbu complain to next?*
- *Why did the headman say that Muthu was not responsible?*

6. Now ask students to silently read the third section of the story that is till '*went home very disheartened.*' While reading, the students will automatically scan for the answers to the questions given on the blackboard.

7. Play the audio narration of the portion of the text that has been read till now. The students should listen to it with complete concentration, silently absorbing the rhythm and intonation of the language.

8. Moving on, let another student read aloud the next part till '*he took the stones home.*' Discuss the following questions:

- *Why was Somu upset?*
- *What did Somu do when Muthu threw stones?*
- *What did Somu do in the evening?*
- *What did Somu make sure every day?*

9. Now, ask a third student to read aloud from '*One day, Muthu came out*' till '*position outside his father's shop.*' Divide the students into groups and discuss the following questions:

- *What was in the packet?*
- *Where did Somu hide the packet?*

10. Now, ask a fourth student to read aloud from '*Just then Muthu's parents*' till '*hear the headman's verdict.*' Discuss the following questions with the groups:

- *What did Muthu's mother ask for?*
- *Why do you think Somu lied about the packet?*
- *Why do you think Somu agreed to go to the headman?*
- *What do you think the headman will decide?*

11. Now, ask a fifth student to read aloud from ‘*The headman was about to speak*’ till ‘*who looked shamefaced.*’ Discuss the following questions with the groups:

- *Why could the headman not give a different verdict?*
- *What had the headman said earlier?*
- *Why did the headman agree with Somu?*
- *What did the headman tell Muthu’s parents?*

12. Now, ask a sixth student to read aloud from the last part of the story. Discuss the following questions with the groups:

- *Why did the headman say that the packet now belonged to Somu?*
- *Why shouldn’t Muthu’s parents object to Muthu throwing things other than stones?*
- *How do we know that Muthu’s parents realised their fault?*
- *Do you think Somu is a clever boy?*

13. Now that the story has been read, ask the following questions to each group:

- *Did they enjoy the story?*
- *What did they like most about the story?*

Discuss and compare the answers with each group.

14. All the above discussions should be interactive, with the teacher encouraging the students to participate.

## **Post-reading**

### **Learn to read—1**

- Divide the class into groups of four.
- Ask each group to discuss the answer to each question and make notes in their rough notebooks.
- Each question is then discussed in class in the following manner:
  - Ask at least 3 groups to read out their points for each answer.

- Ask the other groups--
  - i) if they agree to the answer that has been read out.
  - ii) if they have anything to add.
- Finally, the students will write the answers in their notebooks.
- Each student's work will have to be checked for spelling, grammar and punctuation.

The time limit for this exercise should not exceed 15 minutes.

### **Learn to read—2**

- Discuss the given questions as a whole-class activity.
- Guide and correct as required.

### **Learn words**

- For Exercise 1, explain how phrases with uncountable nouns can describe quantity through the given example.
- Write some more examples on the blackboard.
- Divide the class into groups of four.
- Each group will work together to do the exercise.
- Ask the answer to each phrase to a different group.
- Ask the rest of the class if it's correct.
- Guide and correct as required.
- Explain how there are many different words in the English language that describe *laughter* through examples on the blackboard.
- Students may take the help of a dictionary to do this exercise.
- Do the given exercise (Exercise 2) as a whole-class activity.
- Then let the students mark the answers in their books.

### **Learn to use the dictionary**

- Ask students to bring a dictionary to class when teaching this component.
- Teach them how to look up words in the dictionary by following the headwords in alphabetical order.
- Explain how a word can be used as both noun and verb through the given example.
- Write another set of sentences on the blackboard as example.

- Ask the students to point out the verb and the noun.
- Then, again divide the class into groups of four.
- Each group will work together to do the exercise.
- Ask the answer to each sentence to a different group.
- Ask the rest of the class if they agree.
- Let the students look up the dictionary to confirm the answers.
- Guide and correct as required.

### **Learn grammar**

- Through the given examples show how questions should be asked to gather information.
- Explain what is to be done in Exercise 1 to the students.
- Do the given exercise (Exercise 1) as a whole-class activity.
- Then let the students write the answers in their books.
- For Exercise 2, explain the given exercise.
- Divide the class into groups of four.
- Each group will work together to do the exercise.
- Ask the answer to each sentence to a different group.
- Ask the rest of the class if it's correct.
- Guide and correct as required.

### **Learn to write**

- Explain what is to be done in the given exercise.
- Let each group decide on a part of the story to work on.
- Divide the class into groups of four.
- Each group will frame the dialogue through discussions among themselves.
- Let one representative from each group read out their draft.
- Correct grammar, syntax and logic as required.
- The students will then write the final version individually in their notebooks.
- Each student's work will need to be checked for spelling, punctuation and grammar.
- Then let at least two groups enact their dialogue.

### Learn to listen

- Explain the given exercise to the students.
- Ask the students to first listen attentively.
- Play the recording of the conversations twice.
- Let the students mark the answers.
- Then ask the answer to each question to a different student.
- Ask the rest of the class if it's correct.
- Guide and correct as required.

### Learn to speak

- It would be a good idea to ask the students to bring a photograph and a postcard to class when teaching this component.
- Explain the exercise to the class.
- Divide the class into pairs.
- Let the pair take turns to ask and answer questions based on the pictures.

### Additional digital resources

Pages	Audios	Interactivities
35	Prose audio: Clever Somu Pronunciation gloss : (Pondicherry, thoroughly, doted, chuckled, pelted)	
36	Pronunciation gloss : (disheartened, verdict, glittered)	
37	Pronunciation gloss : (hush, curb)	
38		Interactivity
41	Learn to listen	

