

# 3

## UNIT 3: ADVENTURE AND TRAVEL

### Gulliver and the Lilliputians

#### SPECIFIC OBJECTIVES

- ▶ Explain the layout of the lesson – this Unit has 3 lessons, two are prose and one is poetry. Lesson 3 has one prose and one poetry chapter, and Lesson 4 is prose. The answers are given separately for Lessons 3 and 4.
- ▶ Making the students understand the value of travelling, in real life and in imagination, through creative, study and art-related and social activities
- ▶ Understanding the need for awareness and alertness when travelling, through friendly social interaction and collaboration, integrating discipline and communication
- ▶ Learning to appreciate the value of travelling, the enjoyment of seeing new places, and meeting new people, learning about the culture of others and interacting with it in a harmonious manner, not just exploiting it for our selfish purposes
- ▶ Learning to be creative and make things of utility and value, while treating Nature with respect
- ▶ In today’s world, we are living very busy lives, tied to our schedules and routines, and not thinking of adventure and physical travel or even travelling in our imagination widely. It is necessary to break our addiction to virtual travel and technology and enjoy the open air outside as well as to cultivate our imagination.
- ▶ **Comprehension:** Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context
- ▶ **Grammar:** Adjectives, Kinds of Adjectives, More about Adjectives of Number, Comparison of Degrees, Formation and Order of Adjectives; Pronouns and Kinds of Pronouns
- ▶ Listening, understanding. Reading, speaking, pronouncing and writing correctly, imagination and paragraph writing; writing travelogues and a news review
- ▶ Building a vocabulary, spellings, meaning, different pronunciation for words spelt with ‘v’ and ‘w’ and also ‘ai’ and ‘ei’; punctuation; similes; synonyms

#### Get Going!

- ✧ Read out the issue and discuss it in class. Ask the students to use their imagination freely and suggest possible events, people and funny or embarrassing outcomes.

|  |                            |
|--|----------------------------|
| <ul style="list-style-type: none"> <li>✧ This is an excerpt and adaptation from Jonathan Swift's famous work 'Gulliver's Travels'. The book has four parts in which Gulliver is shown travelling to different lands and having different adventures. In this excerpt, Gulliver's ship is storm tossed and splits on rocks. He swims to safety and falls asleep in a strange land. When he wakes up he has stepped into a land of little people called Lilliput.</li> <li>✧ Read aloud the lesson or ask the students to read it in turn. Explain it as they read and ask some simple questions to keep them alert to what they are reading. [For example: What happened to Gulliver's shipmates? Where did he swim to? Why was he unable to move? Etc.]</li> </ul>   | <b>Read and Enjoy</b>      |
| <ul style="list-style-type: none"> <li>✧ Exercises A, B, C, D and E: Explain the exercises, clear doubts if any and ask the students to write the answers on their own. It is advisable to check and assess their work individually.</li> </ul>  | <b>Read and Understand</b> |
| <ul style="list-style-type: none"> <li>✧ Brush up on Adjectives [used to describe Nouns/Pronouns] and their kinds: Quality [kind lady]; Quantity [a little milk]; Number [three people]; Demonstrative [that house]; Possessive [his bag]; Interrogative whose umbrella]; Emphatic [her own voice]</li> <li>✧ Explain the Adjectives of Number in greater detail, using the instructions and examples given and adding your own examples too.[Few people play lacrosse now. A few pebbles lay in the pool. The few people left in the theatre were talking.] They are of different kinds too: (i) Definite Numeral - these can be Cardinals [one, two, hundred, etc.]; or Ordinals [first, twentyseventh, hundredth, etc.]</li> <li>✧ Indefinite Numeral Adjectives: They give broad idea of quantities, not numbers [many mangoes; few shops; several posters; some paper; all the stars;]</li> <li>✧ Distributive Numeral Adjectives: something about each of the nouns [each student; every bus; either cup; neither room; etc.]</li> <li>✧ Degrees of Comparison: Positive; Comparative; Superlative [-er/-est or more/most; less/least]</li> <li>✧ Order of Adjectives: opinion, size, age, shape, colour, origin, material, purpose. This becomes familiar with usage. Begin by asking students to arrange 2 or three adjectives. [For example: a kind, old lady; a large, red hat; a handy, sharp pair of scissors; a colourful Goan town; the wooden rolling pin; etc.]</li> <li>✧ Formation of Adjectives by adding suffixes -y; -ly; -ful; -less; -en; -ish; -ous; -some; -able; -ment; -dom; -ible. [scary; plainly; helpful; helpless; wooden; clownish; mysterious; troublesome; understandable; advancement; management; kingdom; flexible]</li> </ul> | <b>Grammar Spot</b>        |

|                               |  |
|-------------------------------|--|
|                               | <p>✧ Exercises A, B, C and D: After explaining each part of the instructions and examples above, so the exercises orally. Then ask the students to write their answers on their own. It is advisable to check and assess their work individually.</p>  |
| <b>Word Wise</b>              | <p>✧ Explain what a collocation is - the frequent use of two or more words together to convey a particular meaning. Use the instructions and examples given and add your own too. For example: This is not my cup of tea. [This has nothing to do with an actual cup of tea. It means - this is not something I like or appreciate.] Examples: mark time; stay put; cool off; work out; war footing; hold on; raw deal; etc.</p> <p>✧ Exercise A: Ask students to do the exercise on their own. Announce the answers, and explain them if required [using them in sentences]. Let students check their own work.</p> |
| <b>Listen and Learn</b>       | <p>✧ Exercise A: Read the passage at least twice, or ask the students to read it. Then ask the questions and tell the students to select the right options. Announce the answers and let the students check their answers. The teacher can assess their attention to the passage.</p>  |
| <b>Converse and Connect</b>   | <p>✧ Exercise A: Read out and explain the exercise. Ask partners to converse as given. Move around to guide and assess the discussions.</p>  |
| <b>Speak and Express</b>      | <p>✧ Exercise A: Ask the students at random to speak on the topic given. Encourage different views. Guide and assess the students.</p>   |
| <b>Pronunciation Practice</b> | <p>✧ Exercise A: Say each word aloud and ask the class to follow. Emphasise the difference in pronunciation of the words in the two columns clearly indicating how 'v' is pronounced by teeth biting down on the bottom lip, while 'w' is pronounced by starting with the lips held in the position of 'o'.</p>  |
| <b>Punctuation</b>            | <p>✧ Exercise A: Ask the students to do the exercise on their own. Then write the correct answers on the blackboard and let them check their work in pairs.</p>  |
| <b>Write Well</b>             | <p>✧ Exercise A: Ask the students to write the paragraph on their own. It is advisable to check and assess the work individually.</p>  |
| <b>Dictionary Skills</b>      | <p>✧ Exercise A: Ask the students to do the exercise on their own. Then write the correct answers on the blackboard, discuss and let them check their work in pairs.</p>   |
| <b>AIL Activity</b>           | <p>✧ Exercise A: This can be done in class or by students at home.</p>   |
| <b>Values and Life Skills</b> | <p>✧ Exercise A: Discuss this in life - Why would anyone want to laugh at someone else? Would it be right or not? Why would it be right? Why would it be wrong? Then ask students to answer the given question.</p>  |