

# A Trip to Mumbai

## SPECIFIC OBJECTIVES

- ▶ Learning to enjoy travelling to different places and learning about their culture and lifestyles, through school activities and creative, art-related and social activities
- ▶ Learning the value of expanding one's experience and knowledge through travel
- ▶ Understanding the need for adapting to different cultures and habits, through social interaction and collaboration, integrating discipline and communication
- ▶ Getting to know the sheer delight and adventure of travelling
- ▶ Talk to students about travel books and films, about various kinds of places we can visit: metros, cities, villages, wildlife sanctuaries, monuments and historical towns, places of pilgrimage, forts, beaches, rivers, mountains, lands known for natural beauty, etc. Learning about how people live in different parts of the country and the world.
- ▶ In today's world, reading books is going out of fashion so give the children a taste of reading and enjoying books by having a story reading session from time to time. You can read out excerpts from books involving travel, like 'Kidnapped', 'Treasure Island', etc.
- ▶ Comprehension: Learning to read and understand the lesson and answer questions on it
- ▶ Grammar: Verbs - Present tense, past tense; the use of 'has' and 'have'; usage of the apostrophe [ ' ] for shortened words and to show belonging
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly; writing poetry; silent letters; writing descriptions
- ▶ Building a vocabulary; words spelt with 'oo'; dictionary practice
- ▶ Learning to recite poems, understand and appreciate them, and answer questions on them
- ▶ Explain the layout of the lessons - each Unit has two lessons, one is prose and one is a poem.

✧ A. Make groups of four students. Explain the exercise and give them time to discuss the points. Ask each group to select one person to stand up and give a gist of what they discussed.

**Fun Zone**

	<ul style="list-style-type: none"> <li>✧ B. Explain the exercise. Use the blackboard to write down the words that the students make out of the word TRAVEL.</li> <li>✧ Discuss how people travel by boat. Ask the students to make their paper boats, helping them where required. Display their boats.</li> </ul>
<b>Get Going!</b>	<ul style="list-style-type: none"> <li>✧ Discuss the first point in class, asking the students where they would like to go during their next holidays. Keep a map for reference if you like.</li> <li>✧ Discuss the pictures given, asking the students to say what each one depicts. The pictures depict: a beach; mountain/snow sports; a camel safari; a metro; a village. Then ask them if they would like to visit any of those places and why. They can mark the pictures of places they wish to go to.</li> </ul>
<b>Read and Enjoy</b>	<ul style="list-style-type: none"> <li>✧ Read aloud the lesson or ask the students at random to read parts of it. Check them gently where required. Explain as the lesson is read. Show pictures of Mumbai to the class. If there is any student from Mumbai, he/she can share his/her views.</li> <li>✧ Draw out the the students to talk about the places they have visited, or wish to visit, and why, who they go with, what preparations they make, etc.</li> </ul>
<b>Read and Understand</b>	<ul style="list-style-type: none"> <li>✧ Exercises A and B: Read out and explain what is required in the exercises.</li> <li>✧ Do them orally first and then ask the students to mark/write the answers.</li> <li>✧ Announce the answers aloud and let them check their work themselves or in pairs.</li> </ul>
<b>Think and Answer</b>	<ul style="list-style-type: none"> <li>✧ Explain what we learn when we travel: (a) about the place (b) about the people and their lifestyle and culture. A new experience: (a) teaches us to be adaptable (b) widens our knowledge and experience, and (c) helps us become independent. Also, discuss what we need to carry with us when we travel and what preparations have to be made.</li> <li>✧ Ask the students to discuss what Ahil learns with their partners.</li> </ul>
<b>Grammar Spot</b>	<ul style="list-style-type: none"> <li>✧ Action words or verbs: Read out the instructions and examples to explain what verbs are – doing words that tell us what action is being done or is taking place.</li> <li>✧ Use the examples given and add your own examples. Familiar words will help students understand. For example: play, take, give, ask, speak, bake, cook, seek, search, blow, work, post, write, beat, etc. Do not use verbs that have to change their form in the past tense. [run, see, fly, etc.]</li> </ul>

✧ Explain the use of '-s' and '-es' added to the basic verb when we are talking about one person or thing doing the action. For example: If the verb is read, we say: Mary reads a book. We also use this form when we are talking about something that we do every day or something that happens every day. For example: Kajal goes to school every day. [go + es = goes] The sun rises every morning. [rise + s = rises]

✧ When we talk of many persons or things doing an action, then we do not add '-s' or '-es'. For example: The stars come out every night. We go to school at 7 a.m.

Exercise A: Explain the exercise and do it orally first. Then ask the students to mark the answers. Announce the answers aloud and let them check their work themselves or in pairs.

Read and explain the usage of 'has' and 'have'. Tell the students that these are also action words or verbs. Use the given examples and add your own, using the blackboard. For example: Molly has a doll but Dinah does not have one. I have a toy car. Hari has a soldier. Tariq has a pet rabbit. Mani's family has a café. Karuna and her sister have a shop. We have a house in Press Colony. Do you have a bus pass?

Exercise B: Explain the exercise and do it orally first. Then ask the students to mark the answers. Announce the answers aloud and let them check their work themselves or in pairs.

Explain how action words or verbs show the time of an action. Action can be in the present moment or can be regularly done/happen every day. We can also talk about actions done in the past. They are over. So we have present actions and past actions. The verb changes according to the time of action. Sometimes we add '-d' or '-ed' to a word to show past action [change + -s = changes; scold + -ed = scolded]. Sometimes the verb changes its form [say → said; tell → told].

Explain the instructions with the examples given and use your own examples too.

**Present**

I saw the frog jump.  
I live in this house.  
Look at the sunrise!  
I always tell the truth.  
We go to school.

**Past**

The frog jumped.  
I lived in this house.  
We looked at the sunrise.  
I told the truth.  
We went to school.

	<p>✧ Exercises C and D: Explain the exercises and do them orally first. Then ask the students to write the answers. Announce the answers aloud and let them check their work themselves or in pairs.</p>
<b>Word Wise</b>	<p>✧ Exercises A and B: Ask the students to work in pairs. Explain the exercises and do them orally first. Then students can mark/write the answers. Announce the answers aloud and let them check their work in pairs.</p>
<b>Spell Well</b>	<p>Explain the exercises and do them orally first. Then students can write the answers. Announce the answers aloud and let them check their work in pairs. You can give them hints to guide them about the words.</p>
<b>Listen and Learn</b>	<p>Read aloud the passage or ask the students to read parts of it. Explain it with pictures of the places mentioned in it. Read it a second time to clarify the sequence and explain.</p> <p>Ask the students orally to give the correct sequence of events in the sentences. Let them write down the numbers. Announce the correct sequence and let them check their work themselves.</p>
<b>Converse and Connect</b>	<p>Read and explain the conversation. Two students can enact the conversation.</p> <p>Make partners and ask them to discuss their travels as instructed. After 10 minutes, ask each pair what they spoke about.</p>
<b>Speak and Express</b>	<p>Exercise A: Ask the students to discuss the picture with their partners. Then ask them at random about it and write down all their suggestions on the blackboard.</p> <p>Exercise B: Read and explain the question. Then ask the students to describe what they will pack into their bags. Tell them that their baggage will also depend on where they are going and how they will be travelling. The climate, the places they will visit, all will determine their baggage. Write down suggestions on the blackboard and guide them gently and with humour.</p>
<b>Pronunciation Practice</b>	<p>In English often there are silent letters. Explain the concept and the question using the given examples and your own also. For example: watch, listen, year, knife, knit, warm, arch, know, knee, heir, bridge, four, etc.</p>
<b>Punctuation</b>	<p>Refresh punctuation marks: Capital letters, full stop, question mark and exclamation mark.</p> <p>Explain what is an apostrophe, using the blackboard. It has two purposes:</p>

<p>✧ (i) It is used to show shortened words and marks the place where letters are missing. For example: Isn't [Is not] it windy? I'm [I am] going out. You're [You are] Meena, aren't [are not] you? It's [It is] very cold. Can't [Cannot] we go tonight? I won't [will not] do it again. Don't [Do not] be noisy. I haven't [have not] got my book. We're [We are] getting late. That's [That is] my puppy.</p> <p>(ii) It shows ownership of things, places, people, etc. For example: Mr Sharma's daughter; Simi's cat; Gopal's book; Robin's farm; Benny's school; India's capital; Nita's pencil; Honey's mother; Baba's glasses.</p> <p>Exercise A: Explain the exercise and do it orally first, using the blackboard. Then the students can write/mark the answers. Announce the answers aloud and let them check their work in pairs.</p>	
<p>Exercise A: Explain the exercise, telling the students that this is a small poem. Do it orally first, using the blackboard. Then the students can write the answers. Announce the answers aloud and let them check their work in pairs.</p> <p>Exercise B: Ask the students what they understand by rhyming words and ask them in pairs - one student suggesting a word and the other finding a rhyming word. Then ask them which are the two rhyming words in the poem. Let them circle them in the books/notebooks.</p>	<b>Write Well</b>
<p>This can be done as homework by the students on the book. Alternatively, you can ask groups of six students to prepare one chart each in class, bringing pictures and making a collage with pictures, and colouring little drawings on it also on a chart paper. Display in class.</p>	<b>AIL Activity</b>
<p>Explain this carefully. It is an important life lesson for children. Why they should ask a policeman or someone responsible is something to be carefully explained. For a child, any stranger can be a source of fear or problem. Keep that in view when you explain.</p>	<b>Values and Life Skills</b>