

2

Goa – A Tourist’s Paradise

SPECIFIC OBJECTIVES

- * Learning about visiting new places.
- * Enjoyment of learning about new cultures, pastimes, places, etc.
- * Listening, reading and understanding and answering the questions orally and in writing.
- * Grammar: More about nouns - collective, abstract and material; gender and number
- * Words and their meanings, usage, words using ‘s’ and ‘sh’, dictionary skills.
- * Learning to speak and converse correctly.

- * Learning the value of travelling and learning about new cultures and places.
- * Learning more about nouns - collective, abstract and material; gender and number.
- * Speaking and writing correctly.

- * Discuss about travelling to different parts of India.
- * Discuss the different places or states from which the students come or to which they have been.
- * Do Exercise A, discussing the answers and also monuments the students may have seen.
- * Do Exercise B, discussing how children like to spend their holidays.

- * Read the lesson aloud or ask the students to read parts of it.
- * Explain the words and their meanings. Reading creates familiarisation with words.
- * Ask in-text questions to encourage the students to express themselves and share their views on travelling: Have you built mud houses or sand castles? Have you been to a beach? Have you seen people sailing, surfing, etc.? What food from some other state/culture have you eaten/liked?

Outcome

Get Set

Read and Enjoy



Read and Understand

- * Discuss the questions in Exercises A, B, C and D and ask the students to answer orally first.
- * Where necessary, write the answers on the board to help them in answering questions on the text, whether oral or written.
- * They may then write down the answers of Exercises B – D.
- * Read and discuss the question in the class. Then ask the students to write the answer.
- * The teacher can then check the answer of each student.

Grammar Spotlight

- * Use the board to explain collective, abstract and material nouns.
- * Use the given examples and also point out to different things in the class/home/environment familiar to the students to enable easier understanding.
- * Do Exercises A and B orally first and then ask the students to write the answers. The partners can check the work as you announce answers.
- * Use the given example and your own to explain gender – masculine, feminine, common and neuter.
- * Do Exercises C and D orally first and then ask the students to write the answers. The partners can check the work as you announce answers.
- * Use the given examples and your own to explain number – singular and plural.
- * Do Exercise E orally first and then ask the students to write the answers. The partners can check the work as you announce answers.

Spell Well

- * Getting to know new words.
- * Learn new words – their spellings and meanings.
- * Brush up on the use of the dictionary whenever possible.
- * Do Exercise A orally first. Then ask the students to write down the answers.

Word Power

- * Learning how to find synonyms in a grid.
- * Recall what synonyms are.
- * Do the exercise first on the board, writing down the synonymous words.
- * Now ask the students to locate the words on the grid. They can use colour pencils.
- * Teach the correct way of pronouncing these words.

Listen and Learn

- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.



- * The teacher can read the passage aloud or ask the students to take turns reading so they understand it well.
- * Then ask the students orally to answer the given questions.
- * Check the students where necessary.

- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
- * A. Ask the students to read aloud the conversation and enact it.
- * Check if the students understand the conversation well by asking them a few questions; explain where necessary.
- * Correct the students regarding content and pronunciation.

- * B. Ask the students to look at the picture.
- * Then discuss with them the given questions.
- * Let the students answer the questions.
- * This will help them to express what they want to say.
- * Teach them to put their thoughts into words correctly and politely.
- * Also, teach them how to speak clearly so as to be understood.
- * This will teach them to be observant and to speak out their minds freely.

- * Let the students listen to the DigiDisc so that they are sure of the right way to say the words.
- * Let the students say aloud the words spelt with 's' and 'sh'.
- * You can use your own examples also: state, stop, step, say; shake, shut, show, etc.
- * Ensure that the phonetic symbols for the sounds are understood by the students.

- * Explain the question thoroughly.
- * The exercise can be done by the students on their own.
- * The teacher must check the work of each student individually.

- * Ask the students to consult their dictionaries.
- * You can help by reminding them how to use the dictionary by seeing the words at the top of each page – how they tell you the first and last words on the pages.
- * Ensure that every student in the class understands the correct way to use the dictionary.

Converse and Connect

Pronunciation Practice

Write Well

Dictionary Skills

Project Work

- * Do the exercise on the board, to ensure they understand how to use a dictionary. Use the words in sentences to explain meanings.
 - * Then let them write it down in their notebooks.
-
- * The students can do the project on their own.
 - * Their work can be displayed and shared in the class.

Values and Life Skills

- * A. Read aloud the question and ask the students to discuss it with their partners.
- * Discuss the major points raised by the students in the class.
- * Talk about the differences in culture, language, cuisine, flora and fauna, dress, etc. This is essential so that the students learn to respect and enjoy different places and cultures.
- * B. Read out the question and then ask the students to make their lists. This can be done with partners too.
- * Ask random lists from the students and share in the class.



SPECIFIC OBJECTIVES

- * Enjoying the simple pleasure of sailing paper boats down a stream.
- * Reading and reciting the poem with the correct rhythm and emphasis.
- * Answering questions on the poem.
- * Learning words, their meanings, spellings, pronunciation, rhymes.

- * Learning to enjoy simple pleasures, imagination and poetry.
- * Understanding the poem well.
- * Learning to pronounce perfectly by reciting the poem.

- * This poem is by Robert Louis Stevenson, who wrote many poems about children and their imagination, their games and the fun they have playing with their imaginary friends.
- * Read aloud and enjoy the rhythm, rhyme and meaning of the poem.
- * Explain the poem clearly to the students so that they understand how the poet [as a little boy] enjoyed sailing paper boats made by him.
- * Explain to them the reason for words like 'a-floating' and 'a-boating', which are created to ensure the rhyme and the rhythm of the poem.
- * Explain the literal meanings and, where required, the imagined meanings of lines and phrases like 'castles of the foam', 'past the mill'.
- * Discuss the exercises and ask the students to answer them orally, before writing the answers down.
- * Ask them to learn the poem and recite it correctly in turns in the class. Correct them where necessary.

Outcome**Read and Understand**