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A Trip to Kolkata

SPECIFIC OBJECTIVES

- * Learning about the joy and advantages of travelling.
- * Learning about a new place, people and culture.
- * Listening, reading, understanding and answering the questions orally and in writing.
- * Grammar: Verbs - Future tense, its forms and usage; modal auxiliaries and their usage.
- * Words, meanings, usage, phrases used in idiomatic English; dictionary skills and pronunciation of different words.
- * Understanding punctuation.
- * Learning to speak, converse and write correctly.

Outcome

- * Learning about the joy and advantages of travel.
- * Learning more about verbs: Future tense - its forms and usage; modal auxiliaries and their usage.
- * Understanding, speaking and writing correct English.

Get Set

- * Discuss the pictures given.
- * Talk about places the students have lived in or travelled to.
- * The lesson talks about the benefits and enjoyment of travelling to new places - as a tourist, as a member of the family, etc.
- * Exercise A: Ask the students if they recognise the monuments shown in the pictures. Ask them which cities they are located in.
- * Write the correct answers on the board.

Read and Enjoy

- * Read the lesson aloud, asking the students to read parts of it.
- * Explain the words and meaning. Reading creates familiarisation with words.
- * Relate the play to the daily life of the students and ask in-text questions: Have you gone to visit any place/city and seen monuments, tried the food, bought artefacts, etc.? Did you enjoy it? Do you think you learned anything new?

Read and Understand

- * Discuss the questions in Exercises A, B and C, 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 and C.
- * HOTS: Read and discuss the questions in class. Then ask the students to write down the answer. The teacher should assess the answers of the students individually.

- * Use the board to explain verbs and the future tense.
- * Draw a timeline on the board to explain Past, Present and Future.
- * Then use it to explain the various forms: Simple future, future progressive, future perfect and future perfect progressive.
- * Use the given examples and also your own, and ask the students to think of examples too.
- * Write down the modal auxiliaries on the board and ask the students to use them in sentences; correct them where they make mistakes.
- * Discuss Exercises A, B and C orally first and then the students can do them in the class.

- * Getting to know new words.
- * Learn to recognise new words by selecting them from the box and writing the missing letters.
- * Learn 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.

- * Learning about the correct use of words.
- * Explain the meanings of 'hear' and 'listen' using the board where necessary and examples given in the exercise. Use your own examples too.
- * Explain that though the words broadly have a similar meaning, the usage is different.
- * Do Exercise A orally first, asking the students for answers at random.
- * Then ask the students to write down the correct answers.

- * Listen to the accent, stress and intonation on DigiDisc so that you can guide the students accordingly.
- * The teacher can read the passage aloud or ask the students to take the students to take turns reading so that they can understand it well.
- * Then ask the students orally to the questions in Exercise A.
- * Check the students where necessary.

Grammar Spotlight

Spell Well

Word Power

Listen and Learn

Converse and Connect

- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
- * Then ask pairs of students at random to enact the dialogue according to their own imagination.
- * Check if the students understand the conversation by asking them a few questions; explain where necessary.
- * Correct the students regarding content and pronunciation.

Speak and Express

- * Exercise A: Read the question aloud.
- * Discuss what the students would do if they had to ask the Principal about a change of route.
- * Have a mock session with the students being asked at random to enact the roles of the applicant and the Principal.
- * This will help the students to express themselves clearly.
- * Teach them to put their thoughts into words correctly and politely.
- * Teach them how to speak so as to be understood.
- * This will help them to speak out their minds freely.

Pronunciation Practice

- * 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, in a group and individually at random.
- * Use the given words and any other examples you like or doubts that the students may have.
- * While explaining the correct pronunciation, show how these words are pronounced distinctly, and where the stress is laid.
- * Exercise A should be done orally.
- * Ensure that the phonetic symbols for the sounds are understood by the students.

Punctuation

- * Use the board to do this exercise.
- * Call random students to correct the sentences in the passage.
- * Once it is all written correctly on the board, ask them to write it down in their books.
- * Let the partners check the work.

Write Well

- * Ask the students to read through the exercise first.
- * Exercise A: Ask them to complete the sentences on their own.
- * The teacher can ask each student to read aloud his/her sentences and correct them.
- * Exercise B: The students can fill in the blanks based on the lesson.

- * The teacher may ask them to put fictitious or real addresses. Then, after they have written the answers, announce them aloud and let the partners check them.
- * Ask the students to consult their dictionaries.
- * Walk them through the exercise and remind them how to use it 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.
- * Draw attention to the meanings and the pronunciation.
- * Do the exercise on the board, to ensure they understand the correct use of the dictionary.
- * Then let them write it down in their books.

- * Make groups of 3-4 students and read out and explain the exercise.
- * A. Give the groups time to collect the material and then a period to make their charts.
- * Display the charts in the class.

- * Exercise A: Read aloud the quotations.
- * Discuss them and any related issues raised by the students.
- * B. Read aloud the question and discuss the options given. Why are (b) and (d) the good options and why are (a) and (c) not good?

Dictionary Skills

Project Work

Values and Life Skills

SPECIFIC OBJECTIVES

- * Learning to love one's toys and other things.
- * Loving things and people just because you enjoy being with them, not because you are getting something from them.
- * Reading and reciting the poem with the correct rhythm and correct emphasis.
- * Answering questions on the poem.
- * Learning words, meanings, spellings, homophones, pronunciation, rhymes.

- * Playing with our toys and loving them, and loving people too because we simply like being with them.
- * Understanding the poem well.
- * Learning to pronounce perfectly by reciting the poem.

- * This poem is by Lewis Carroll. It describes in a humorous way how Bessie, a little girl, enjoys playing with her doll and loves her even though she can do nothing to entertain Bessie – she can't talk, hear or see anything. And yet Bessie loves her. The poet is telling us through this poem that we often love people too not because of what we get from them, but merely because we enjoy being with them.
- * 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 we can love toys and people.
- * Also explain words and phrases like 'riddles', 'in vain', 'might and main', 'plain', etc.
- * Discuss the exercises and ask the students to answer them orally, before they write 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