

# A Trip to Kolkata

## LESSON PLAN

### SPECIFIC OBJECTIVES

- ▶ Enjoying travel; learning about new places; appreciating different cultures; knowledge expansion
- ▶ Reading, listening and understanding
- ▶ Answering questions orally and in writing
- ▶ Vocabulary: Words, meanings, spellings, pronunciation; learning correct stress in words
- ▶ Grammar: Articles a, an and the and their uses. Also, learning about adverbs and their types.
- ▶ Learning to converse
- ▶ Creative writing and project work
- ▶ Applying the value of travel to increase knowledge in life

### GEAR UP!

- ▶ Look at the pictures. Ask the students if they can identify the monuments and places.
- ▶ Ask the students if they have been to any of these places. What did they learn about the place or the monument?
- ▶ Discuss: Did they like to travel? How do they travel? Do they enjoy it? Why? What do they do? How do they plan a trip? etc.

**Outcome:** Travelling to different places—increasing one’s knowledge and experience.

### READ AND DISCOVER

- ▶ Ask the students to read aloud in turns.
- ▶ Explain the lesson and its new words and phrases, e.g., vehicles crawling by; awestruck; artefacts; etc.
- ▶ Ask in-text questions, e.g., Do the students visit the grandparents in other cities? Discuss the experience.

**Outcome:** Reading aloud and understanding words, meanings, spellings and pronunciation.

## ENJOY AND UNDERSTAND

- ▶ Exercise A: Ask one question at a time. As the correct answer emerges, dictate it to the students and ask them to write it down in their copies.
- ▶ Exercise B: Students can do this exercise on their own. The teacher can announce the answers aloud. They can correct their own work.
- ▶ Exercise C: Ask one question at a time. As the students give correct answers, ask them to write them down in their copies.
- ▶ HOTS–Discuss both questions in the class first and then ask the students to write down the answers on their own. The teacher must assess the students’ answers individually.

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**Outcome:** Answering the questions orally and in writing.

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## GRAMMAR SPOTLIGHT

- ▶ Use the blackboard and given examples to explain the concept and function of articles; using definite article ‘the’ and omission of articles. Also explain adverbs, types of adverbs.
- ▶ Exercises A and B: Do the exercises orally and in the class, first. Then, ask the students to do them on their own. The teacher can assess the answers of the students individually.

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**Outcome:** Learning about articles and adverbs and their types and usage.

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## SPELL WELL

- ▶ Ask the students to do the exercise on their own by selecting words from the Help Box to complete the spellings.
- ▶ The teacher can announce the answers aloud and students can correct their own work.

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**Outcome:** Learning words, meanings, spellings and pronunciation.

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## VOCABULARY

- ▶ Exercise A: Explain with examples words ending in ‘sion’ and ‘tion’ so that the students have some idea. Then let them do the exercise on their own. The answers can be announced in the class.
- ▶ Exercise B: Explain that ‘listen’ and ‘hear’ may mean the same thing technically, but there is a difference of quality. ‘Hear’ refers to the physical response of the ears when a sound is made—a person ‘hears’ something. ‘Listening’ is more conscious and requires concentration of the mind on a particular sound, e.g., listen to music, listen to a talk, listen to what parents or teachers are saying, etc.
- ▶ Then, do the exercise along with the class. Ask the students to indicate which should use ‘hear’ and which should use ‘listen’ in the context. Correct them wherever required.

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**Outcome:** Selecting the right words to complete the sentences.

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## LISTEN AND LEARN

- ▶ Read out the passage. Ask the students to listen to it attentively.

- ▶ Ask one question at a time and instruct the students to reply in complete sentences orally.
- ▶ Correct them wherever required.

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**Outcome:** Listening attentively and answering the questions orally.

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### **CONVERSE AND CONNECT**

- ▶ Select two students to enact Mahima and Ridhima.
- ▶ Enact the conversation in the class.
- ▶ Ask the students to listen to it carefully.
- ▶ Involve the class in the assessment of the conversation: punctuation, pause, emphasis and inflexion.

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**Outcome:** Learning to converse—pronunciation, pause, emphasis and inflexion correctly.

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### **WRITING**

- ▶ **Transcription:** Exercise A: Ask the students to write the sentences neatly in their notebooks and mark the verbs.
- ▶ **Composition:** Exercise B: Ask the students to complete the letter with suitable words.
- ▶ Draw their attention to the format of the letter—address; date; way of addressing the Principal; subject; use of “faithfully”; their own name and class.
- ▶ The teacher must assess each student’s answer individually.

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**Outcome:** Writing sentences and writing a leave application to school Principal.

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### **PROJECT WORK**

- ▶ Students are asked to work in groups of 5.
- ▶ First, discuss the subject with group. Each student is asked to collect data and pictures on one aspect. Then, sit together and design, and prepare a display chart.

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**Outcome:** Doing group work; learning about a subject and preparing a display on it.

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### **VALUE CORNER/LIFE SKILLS**

- ▶ Read out the sentences. Explain them.
- ▶ Discuss the sentences in the context of the lesson.
- ▶ All aspects of travel—for fun, for knowledge, for doing something; becoming independent, confident; what to carry; how to travel; precautions; etc., along with enjoyment.
- ▶ Explain the question in ‘Life Skills and the options. Help the students select the correct option(s).

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**Outcome:** Applying lesson learnt about travel—its joy and purpose.

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