

# Port Blair—A Dreamland

## LESSON PLAN

### SPECIFIC OBJECTIVES

- ▶ Enjoyment of travel and history of places we visit
- ▶ Reading, listening, understanding, thinking and discussing
- ▶ Answering questions orally and in writing
- ▶ Vocabulary: Words, meanings, spellings, pronunciation; suffixes, dictionary work and editing
- ▶ Grammar: Conditional clauses (if clauses); types of conditional clauses and their usage; Prepositions—classification, prepositions and adverbs; conjunctions
- ▶ Learning to converse correctly with proper pronunciation, pause and inflexion
- ▶ Writing: Dos and Don'ts for subletting a flat, using conditionals and letter to father
- ▶ Think and do: Group work, data collection and projects on water sports and travel to the Andaman and Nicobar Islands
- ▶ Applying what has been learnt to life

### GEAR UP!

- ▶ Discuss and do the exercise. Each island can be named.
- ▶ The fascination of islands—the pleasure of water sports, the climate, etc.
- ▶ Travelling is both a pleasure and a method of acquiring knowledge.
- ▶ Danger to islands: Tsunamis, earthquakes and rising sea levels due to global warming.

**Outcome:** Learning about islands — mainland/planet connected; enjoyment of travel and history of places.

### READ AND DISCOVER

- ▶ Ask the students to read the lesson aloud in turns. Correct them wherever necessary.
- ▶ Explain the lesson and its words and phrases, e.g., a penal colony, political prisoners, Garden of Eden, cruise, etc.
- ▶ Ask in-text questions and discuss, e.g., why were Andaman Islands known as Kala Pani? Why is

there a difference in the uprising of 1857 being called the Indian Revolt of 1857 and the first war of Independence of 1857? etc.

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

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### **ENJOY AND UNDERSTAND**

- ▶ Exercise A: Ask one question at a time. Instruct the students to reply in complete sentences. Correct them wherever required.
- ▶ Exercises B and C: Students can answer these on their own. The teacher must assess the work of the students individually.
- ▶ HOTS—Discuss the two questions in the class. Then, ask the students to write the answers on their own. The best HOTS answers can be discussed in the class after the teacher has assessed the work of the students individually.

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**Outcome:** Understanding and answering the questions orally and in writing.

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### **GRAMMAR SPOTLIGHT**

- ▶ Use the blackboard and given examples to explain what dependent and main clauses are; conditional clauses (using if, when).
- ▶ Types of conditional clauses
  - (a) situation in main clause depends on another situation.
  - (b) describe a situation likely to happen
  - (c) refer to some unreal, imaginary or less likely to happen
  - (d) condition that should have happened in the past to give the expected result but was never fulfilled but did not.
- ▶ **Prepositions:** classification—of position and place, of time, of movement/direction.
- ▶ Prepositions and adverbs—usage differences
- ▶ Prepositions and conjunctions—usage differences
- ▶ **Conjunctions**
  1. Coordinating conjunctions
    - (a) Cumulative (b) Adversative (c) Alternative (d) Illative/Resultative
  2. Subordinating conjunctions
- ▶ Exercises A to F: These can first be discussed in the class. Then, ask the students to write the answers on their own. The teacher must assess the work or, alternatively, the answers can be announced aloud and students can then check and correct their work in pairs.

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**Outcome:** Conditional clauses (if clauses), types of clauses and their usage; prepositions and conjunctions.

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### **VOCABULARY**

- ▶ Exercise A and B Use the blackboard to explain suffixes using the given examples. Let the students do the exercise on their own. The teacher can announce the answers in class. The students can check and correct their own work.

## **Dictionary Work**

- ▶ Exercises C and D may be done by the students on their own. Then, the teacher can ask the students to give the answers and correct them wherever required.

## **Editing**

- ▶ Exercise E: Ask the students to do the exercise on their own. Then, ask one student to come up and write the edited passage on the blackboard. Involve the class in correcting the passage. The final correctly edited passage written on the blackboard can be copied by the students in their books.

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**Outcome:** Learning suffixes and the words formed with the help of them; using the dictionary and editing.

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## **LISTEN AND LEARN**

- ▶ Read out the passage. Ask the students to listen to it attentively. Explain if required.
- ▶ Ask one question at a time. Instruct the students to reply in complete sentences.
- ▶ Correct them wherever required.

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

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## **CONVERSE AND CONNECT**

- ▶ Select two students to enact Ruby and Amit.
- ▶ Enact the conversation in the class.
- ▶ Ask the students to listen to it attentively.
- ▶ Involve the students in the assessment of the conversation enacted based on pronunciation, pause, emphasis and inflexion.

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

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## **WRITING**

- ▶ Exercise A: Discuss the questions in the class.
- ▶ Then, ask the students to first prepare a list of dos and don'ts for the residents. After that, change each sentence into conditionals for the agreement.
- ▶ Exercise B: Ask the students to ensure the correct format for an informal letter.
- ▶ Students may do the exercise on their own.
- ▶ Teacher must assess the answers of the students individually.

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**Outcome:** Writing Dos and Don'ts for residents. Writing a letter to your father.

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## **PROJECT WORK**

- ▶ Make groups of five students each.
- ▶ Ask them to do a project on water sports—collect data; write about it; prepare a display as instructed.

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**Outcome:** Group work, data collection on water sports.

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## VALUE CORNER

- ▶ Read the quotation.
- ▶ Discuss in detail with reference to people, islands and planet Earth.

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**Outcome:** Changing our perception on seeing things.  
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## LIFE SKILLS

- ▶ Discuss the question in class and all the options, along with reasons for choices.

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**Outcome:** Travelling is a form of education.  
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