

# Goa—A Tourist's Paradise

## LESSON PLAN

### SPECIFIC OBJECTIVES

- ▶ Introducing the variety of people and cultures of India
- ▶ Enjoying travel
- ▶ Learning about places, people and their history and culture
- ▶ Listening, reading aloud and understanding
- ▶ Expanding vocabulary, learning pronunciation, spellings and meanings
- ▶ Grammar: Nouns and their types – Collective, abstract and material; gender and number – definitions and usage
- ▶ Answering questions orally and in writing
- ▶ Learning to be creative in expressing oneself using vocabulary and grammar learnt; observing people, places and cultures and describing them; respecting all cultures

### GEAR UP!

- ▶ Discuss how holidays are enjoyable, help expand experience and knowledge of places, cultures, people and customs, need for relaxation.
- ▶ Explain why all cultures should be respected and the need to balance work and play.
- ▶ Exercise A: Give a brief account about the four cities and monuments shown and the need to respect heritage and monuments.
- ▶ Exercise B: Need for holidays for relaxation, family time, enjoyment along with learning.

**Outcome:** Understanding the need for holidays, travel and respecting all cultures and heritages.

### READ AND DISCOVER

- ▶ Students should read aloud the lesson in rotation.
- ▶ Correct the pronunciation, stress and pauses in the reading.
- ▶ Ask in-text questions about words, ideas, etc., in the lesson, e.g., 'beaches', 'planning a holiday', 'traditional food', 'languages', etc.

- ▶ Ask in-text questions about the narrative, e.g., “What is literacy rate?”, “What are water sports?”, “What do you do on holiday?”, “What are beaches?”, etc.

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**Outcome:** Learning pronunciation and concept reading; alert and active listening, vocabulary and meanings.

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### **ENJOY AND UNDERSTAND**

- ▶ Exercise A: Students should answer orally after discussion and the answers can be corrected.
- ▶ Exercises B and C: Correct/Incorrect and MCQs may be answered by students on their own.
- ▶ Exercise D: Discuss the answers in the class, then the students can write answers on their own.
- ▶ HOTS—questions – answers can be discussed in the class, then students can write answers on their own.
- ▶ The best HOTS answer can be discussed in the class highlighting (a) why it is the best (b) expression (c) content (d) vocabulary (e) what is the culture in different parts of India – similarities and differences.

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

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### **GRAMMAR SPOTLIGHT**

- ▶ Using blackboard and examples from the class, teach students about nouns.
- ▶ What are collective, abstract and material nouns?
- ▶ Explain gender: Masculine, feminine, common and neuter
- ▶ Explain number: Singular and plural
- ▶ All the exercises should be done orally first so that students clearly understand the concepts. Then, they can do the exercises on their own.
- ▶ The teacher can announce the answers and students can check their works.

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**Outcome:** Learning about collective, abstract and material nouns; gender and number.

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### **SPELL WELL**

- ▶ Students can do the exercise on their own, selecting the right words from the Help Box.
- ▶ The teacher should encourage the use of dictionary to learn meanings and spellings, give dictation and ask the students to make sentences.

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**Outcome:** Learning words; spellings and meanings.

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### **VOCABULARY**

- ▶ Go over words and meanings in boxes in the lesson and learn spellings and meanings.
- ▶ Mark words on grid.
- ▶ Students should find synonyms. This can be done with more examples.
- ▶ We can give dictation of words learnt in the lesson and in above exercises.

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**Outcome:** Learning words, pronunciation, meanings, spellings and use of dictionary.

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### **LISTEN AND LEARN**

- ▶ The teacher will read out the passage and the students will listen to it carefully. After listening to the passage, the students will answer the questions orally.

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

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### **CONVERSE AND CONNECT**

- ▶ Two students should be selected in advance to learn the dialogue. Enact in the class. Students in groups are asked to comment on the dialogue enactment, pronunciation, expression, inflexion, etc.

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**Outcome:** Learning speech, rhythms and pronunciation.

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### **WRITING**

- ▶ Let the students first answer each question orally. Then, encourage them to write the answers and combine them to form a paragraph.
- ▶ Check the work of each student.

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**Outcome:** Paragraph writing; using what has been learnt in the lesson.

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### **PROJECT WORK**

- ▶ Student can do this on their own. They may also involve their parents.

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**Outcome:** Students learn about travelling; parents' involvement.

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### **VALUE CORNER**

- ▶ Read aloud the sentence in the class and discuss the enjoyment and all aspects of travel.

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**Outcome:** Enjoying travel.

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### **LIFE SKILLS**

- ▶ Teacher can explain and help students to do this exercise.