



A Trip to Kolkata

LEARNING OBJECTIVES

- Learning about the joy and advantages of travelling; and about a new place, people and culture.
- Listening, reading, understanding and answering the questions orally and in writing. Grammar: Pronouns – Kinds [Personal, Possessive, Demonstrative, Reflexive, Emphatic]
- Words, meanings, usage; dictionary skills and pronunciation of different words.
- Understanding punctuation.
- Learning to speak, converse and write correctly
- Words, meanings, spellings, usage, phrases used in idiomatic English; dictionary skills and converting a word from one part of speech into another, and pronunciation of different words.
- Understanding punctuation and writing an application
- Learning to speak, converse and write correctly
- **Outcome:** Learning about the joy and advantages of travel.
- Learning about Pronouns, their kinds and their usage
- Understanding, speaking and writing correct English

Get Set!	<ul style="list-style-type: none">➤ A. Ask the students to name the monuments.➤ B. Discuss this in class. Ask students if they have visited these or any other monuments. What did they enjoy about the visit?
Read and Enjoy	<ul style="list-style-type: none">➤ Read the lesson aloud, asking the students to take turns to read it. Explain the words, phrases and ideas and their meaning. Reading creates familiarisation with words. Relate the lesson 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, seen and compared the place with the one where you live, etc.? Did you enjoy it? Do you think you learned anything new?
Read and Understand	<ul style="list-style-type: none">➤ A to D: Ask the students to answer write the answers in their books. Announce the answers aloud and ask the partners to check each other's work.
Learn and Answer	<ul style="list-style-type: none">➤ A. Read and discuss the questions in class. Then ask the students to write down the answers. The teacher should assess the answers of the students individually.
Grammar Spotlight	<ul style="list-style-type: none">➤ Brush up on Pronouns – the words that replace Nouns. Now explain the kinds of Pronouns, using the given examples and your own.

<ul style="list-style-type: none"> ➤ Personal Pronouns – These pronouns are used in sentences and refer to the persons, things and places talked about [subjects]: I, we, you, he, she, they, it. They can also be used as the ones who receive the results of the action [objects]. [Example - Kiran has a puppy. She loves him./ Mr Sharma goes to that shop regularly. He likes it very much.] ➤ Possessive Pronouns – These pronouns show ownership or belonging. They show possession. [Examples – This is my house. Those are her shoes. Where is my water bottle? This car is ours. Take your place. Let's go to their party. Return the bike to its owner.] ➤ Demonstrative Pronouns – These pronouns point to or demonstrate a thing, person or place. They can be singular [this cup; that newspaper] or plural [those glasses; these flowers] ➤ Reflexive Pronouns – These pronouns are used to emphasise the subject and are also, therefore, called emphasising pronouns. [Examples – I myself wrote this poem. You yourself must answer the question. He himself made the chair. She herself designed the dress. They themselves drove to the hills. We ourselves cooked dinner. The train itself was late.] ➤ Interrogative Pronouns – These are pronouns that are used to ask questions, and usually come at the beginning of the sentence. [Examples – Who is the man in the blue coat? Whom did you give the book to? What happened to her? Whose hat is that? Which way is the station?] ➤ A & B: Ask the students to work with their partners and do the exercises. Then announce the answers aloud and let the students check their own work. 	
<ul style="list-style-type: none"> ➤ A. Ask the students to complete the words by selecting them from the box and writing the missing letters. They should learn their spellings and meanings. 	Spell Well
<ul style="list-style-type: none"> ➤ Explain the meanings of 'hear' and 'listen' using the dictionary 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. 	Word Power
<ul style="list-style-type: none"> ➤ A. Ask the students to write down the answers. Then announce the answers and ask the partners to check. ➤ A. Read the passage aloud at least twice or ask the students to take turns reading so that they can understand it well. Then ask them to orally answer the questions in complete sentences. Check the students where necessary. 	Listen and Learn
<ul style="list-style-type: none"> ➤ A. 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. 	Converse and Connect
<ul style="list-style-type: none"> ➤ A. Read and explain the question. 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. Also guide them how to speak so as to be understood. This will help them to speak out their minds freely. 	Speak and Express

Pronunciation Practice	<ul style="list-style-type: none"> ➤ A. Read each word aloud and ask the students to follow correctly. While explaining the correct pronunciation, show how these words are pronounced distinctly, and where the stress is laid. Write the phonetic symbols on the board and familiarise the class with them.
Punctuation	<ul style="list-style-type: none"> ➤ A. 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	<ul style="list-style-type: none"> ➤ A. Ask the students to read through the exercise first. Let them complete the sentences on their own. Then ask each student to read aloud his/her sentences and correct them. ➤ B. Explain the purpose and format of an application – that it is a formal letter. The students can fill in the blanks with the details required. Announce or write the correct answers on the board and let the partners check.
Dictionary Skills	<ul style="list-style-type: none"> ➤ A. 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 [phonetic symbols] given. 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.
Project Work/AIL Activity	<ul style="list-style-type: none"> ➤ A. Make groups of 3-4 students and read out and explain the exercise. Give the groups time to collect the material and then a period to make their charts. Display the charts in the class.
Values and Life Skills	<ul style="list-style-type: none"> ➤ 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 2 and 4 the good options and why are 1 and 3 not good?