



A Journey in Space

LEARNING OBJECTIVES

- Enjoying the idea of travelling in space – the exciting idea of exploring the unknown.
- Learning to use one's imagination, humour, etc.
- Living in harmony with the Universe.
- Listening, reading, understanding and answering questions orally and in writing.
- Grammar: Verbs – Simple Past and Past Progressive/Continuous Tenses and their usage.
- Word meanings, words with the prefixes in- and im-; antonyms; dictionary skills, usage, pronunciation.
- Writing about a picture, writing a letter.
- Learning to speak and converse correctly.
- **Outcome:** Experiencing the enjoyment of space travel – in imagination and reality.
- Learning to explore and find out more about space.
- Learning about the Simple Past and Past Progressive/Continuous Tense and their usage; learning about the using the prefixes in- and im-.
- Speaking and writing correctly.

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| <ul style="list-style-type: none"> ➤ Exercise A: Enjoy the riddles. Ask if the students know where 'The cow jumped over the moon' comes from. Recite/share the poem, 'Hey diddle, diddle, The cat and the fiddle' from where it is taken. ➤ Exercise B: Discuss space, its mysteries, the stories and the truth about it. ➤ If possible, share pictures, videos, films like Carl Sagan's 'Cosmos', etc., to encourage curiosity and interest in space. Ask if the students watch channels like National Geographic, Animal Planet, etc., to understand the world and the universe we live in. | Get Set! |
| <ul style="list-style-type: none"> ➤ Ask the students to read aloud the lesson in turns. Explain it and the words and ideas used in it. Ask text-related questions – Would you like to travel in space? Why? What do you expect to see or experience there? What would you do if you met an alien? What would you like to call it? How would you feel if you land as an alien on another planet? | Read and Enjoy |
| <ul style="list-style-type: none"> ➤ Exercises A to D: Read each exercise aloud and explain what the students are required to do. ➤ Ask them to answer the questions orally first. Then, let them write down the correct answers in their notebooks. | Read and Understand |
| <ul style="list-style-type: none"> ➤ Exercise A: Read out and discuss this in class. Balance respecting the freedom of others with the safety and respect for those who are offering freedom to others. | Think and Answer |

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| | <ul style="list-style-type: none"> ➤ Respect should ALWAYS be mutual; otherwise, it can be abusive. |
| Grammar Spotlight | <ul style="list-style-type: none"> ➤ Explain the usage of Verbs to show the time of action. Then, tell the students how verbs are used in the past tense. ➤ Simple Past Tense: These are the verbs that show action that has been done and completed in the past – yesterday, last week, last month, last year, etc. We add -d or -ed to the basic Verb to show that it is in the Past Tense. ➤ In some cases, the word changes altogether ['buy' becomes 'bought'; 'teach' becomes 'taught'; 'say' becomes 'said', etc.] Use the given examples and add your own too. ➤ Exercise A: Ask the students to complete the sentences using the verbs in the Help Box. ➤ Announce the correct answers and the student can check each other's work. ➤ Past Progressive/Continuous Tense: Some verbs refer to actions that were taking place earlier at some particular time. We use was + verb + -ing [Example – Mr Garg was eating his dinner last night. Mother was baking a cake on Sunday. Parul and Kiran were playing in the park yesterday.] Use the given examples and add your own too. ➤ Exercise B: Ask the students to complete the sentences by selecting the verbs in the brackets. ➤ Announce the correct answers; The students can check each other's work. |
| Spell Well | <ul style="list-style-type: none"> ➤ Exercise A: Explain how we can change a word and its usage by adding -ly or -ily to it. We need not tell them as yet about adverbs, but the word usage can be explained. Examples: (a) neat + ly = neatly [Her room is very neat. She keeps her books neatly.] (b) soft + ly = softly [His voice is very soft. He speaks very softly.] happy + ily = happily [I was very happy when Anu came. We played happily together.] ➤ Exercise A: Now ask the students to write the correct word. Then announce the correct answers aloud, using the board. Let the students check their own work. |
| Word Power | <ul style="list-style-type: none"> ➤ Explain what prefixes are – letters used before a word so that its meaning changes. Here we are learning about two prefixes –'im' and 'in'. ➤ Use the given examples and add your own, using the board. Examples: Possible – Impossible; Distinct – Indistinct; Permanent – Impermanent; Different – Indifferent. ➤ Exercise A: Now ask the students to write the correct word. Then announce the correct answers aloud, using the board. Let the students check their own work. |
| Listen and Learn | <ul style="list-style-type: none"> ➤ Exercise A: Read aloud the passage at least twice. Then ask the students the questions orally and they should answer orally in complete sentences. Correct them where required. |

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| <ul style="list-style-type: none"> Exercise A: Ask pairs of students to read the conversation. You can ask different pairs of students to converse about the same or similar issues. Example – What would you like to be or do when you grow up? What do you think are the different kinds of jobs one has to do in launching/operating a spacecraft? | Converse and Connect |
| <ul style="list-style-type: none"> Exercise A: Ask the students at random to speak about the picture, their reactions, what they would ask or speak about with the alien. Encourage participation and discussion. | Speak and Express |
| <ul style="list-style-type: none"> Exercise A: Read each word clearly and correctly. Use the board to explain the phonetic symbols and ask the students at random to repeat the words. Ask the class to follow you in reading each word. Correct them where required. | Pronunciation Practice |
| <ul style="list-style-type: none"> Exercise A: Ask the students to do this on their own. You should check their work individually. Exercise B: You have taught the students how to write an informal letter. Ask them to write this letter using their imagination. You should check their work individually. | Write Well |
| <ul style="list-style-type: none"> Exercise A: Ask the students to do this exercise on their own, using their dictionaries. You should check their work individually. | Dictionary Skills |
| <ul style="list-style-type: none"> Exercise A: This can be done by the students on their own. | Project Work/AIL Activity |
| <ul style="list-style-type: none"> Exercises A & B: Read out the statements and discuss in class. Exercise C: Examine each option and decide how far you find it appropriate or not, and why. | Values and Life Skills |