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Unit 2: Travel

A Trip to the City of Lakes – Udaipur

LEARNING OUTCOMES

- ▶ Learning the importance of travelling to different places, with family or friends, or the freedom of travelling alone, having fun and expanding one's experience and understanding of different places, people and cultures, through creative, study and art-related and social activities
- ▶ Understanding the need for friendly social interaction and collaboration, integrating discipline and communication at the school, at home and in various public places
- ▶ Learning to appreciate the love, attitudes, choices and contribution of people living in different places with various cultures and traditions that are unfamiliar to us, and to learn to grow and adjust with others
- ▶ Learning to be creative and make things of utility value and respect the varied creativity of people
- ▶ Often we have choices and likes/dislikes that are different from people living in other places and follow different lifestyles. We need to respect the attitudes of others. This lesson highlights the need to adjust and compromise with the cultures, traditions, attitudes, opinions and choices of others.
- ▶ Comprehension: Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context
- ▶ Grammar: Articles–Indefinite and Definite–and their usage; prepositions and their usage
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly, writing a paragraph
- ▶ Building a vocabulary, spellings, collocation, similies, words ending with -tion and -sion, punctuation: inverted commas and their usage
- ▶ Explain the layout of the lessons – each unit has two lessons, one is prose and one is poetry.

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| Warm Up | <ul style="list-style-type: none"> ✧ A. Ask the students to work in pairs and identify the monuments. Announce the answers aloud and let them check their own work. ✧ B. Show pictures of different Indian monuments that are beautiful and ask the students to identify them, or learn more about them. For example: the Brihadeshwara Temple; the Dilwara Temple; Kumbhalgarh; Ranakpur; Vivekananda Memorial; Chhatrapati Shivaji Terminal; the Sun Temple at Konark; the Lakshmi Vilas Palace at Mysuru; Mandu Fort, etc. Then ask the question and discuss with the class where they would like to go. They can first discuss it with their partners. |
| Read and Enjoy | <ul style="list-style-type: none"> ✧ This lesson is written like a comic strip, with pictures telling the story. Ruby and her parents visit Udaipur, the city of palaces. There are different aspects to the visit. (i) the sightseeing, (ii) the local culture, like the food, the crafts, etc., and (iii) the special precautions that have to be taken when travelling in strange places. |

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| | <ul style="list-style-type: none"> Three students can read the different parts or the different pictures can be assigned to different sets of students for reading. Check them gently where required. Explain something about the history of Udaipur. For example: There were several major Rajput kingdoms and many smaller principalities in Rajasthan. Udaipur, and before that, Chittorgarh and Kumbhalgarh, were the centre of the Mewar kings. The famous Maharana Pratap belonged to this dynasty. Jodhpur and other places to the west [Bikaner, Jaisalmer, Barmer, etc.] were Marwar, and the Jaipur belt was known as Mewat. In the south, towards Kota, etc., was the Hada clan. There were many other smaller tribes and clans, of Rajputs, Meenas, Bhils, etc. Show pictures of the famous places. Udaipur also has some famous temples nearby: Nathdwara, Eklingji, Ranakpur, etc. Forts, palaces, temples, and a wide range of attractive handicrafts and textiles are the major attractions of Rajasthan. When travelling, learning about the culture and history of a place makes the trip very interesting. |
| Read and Understand | <ul style="list-style-type: none"> Exercises A, B, C and D: Explain the exercises. Do them orally first and then ask the students to write the answers in their notebooks. It is advisable to check and assess their work individually. |
| Think and Answer | <ul style="list-style-type: none"> A. Discuss this in class. Talk about the things we learn: the details of travel [by air, train, bus, road or trekking]; the weather of the place; people [friendly, shy, etc.]; food; language; places of stay and for sightseeing; natural and man-made attractions; culture. |
| Grammar Spot | <ul style="list-style-type: none"> Explain articles – definite and indefinite articles and their usage. Indefinite Articles: ‘A’ is used before words that begin with a consonant sound [‘hair’ begins with a consonant and a consonant sound]. ‘An’ is used before words that begin with a vowel sound [‘heir’ begins with a consonant that has a vowel sound]. Therefore, we write: ‘a hair of her head’ and ‘an heir to the throne’. Read out the instructions and examples given and add your own also, using the blackboard. For example: a rainy day, an umbrella, a chicken, an egg, a letter, an e-mail, a difficult situation, an emergency, an urgent matter, a deep thought, etc. Exercise A: Do the exercise orally and then ask the students to write down the answers. Announce the answers aloud and let the students check their own work. Definite Article: The is used before the name of a person, place or thing if it is specific to them. Read out the instructions and examples given and add your own also, using the blackboard. For example: the Sun, the house that Jack built, the President’s palace, the Nobel Prize, the Parliament, the chair I told you about, the roof of the house, etc. Exercise B: Do the exercise orally and then ask the students to write down the answers. Announce the answers aloud and let the students check their own work. Explain prepositions and their usage. They tell us the position and relationship of the other words and are, therefore, position words. Explain the instructions and the examples, adding your own examples also. For example: Molly hid behind the door. Lena was hiding under the bed. Hanu got into the clothes basket. Exercises C and D: Explain the exercises. Then ask the students to write the answers. Announce the answers aloud and let them check their own work. |

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| Word Wise | <ul style="list-style-type: none"> ✧ Explain what collocation means using the instructions and examples given, and add your own examples too. It refers to words that are usually used together. For example: We will say 'a beautiful sunset' and 'a delicious lunch'. We will not say 'a beautiful lunch' or 'a delicious sunset'. We will say 'silvery moonlight' and 'golden sunshine', not 'golden moonlight' and 'silvery sunshine'. |
| | <ul style="list-style-type: none"> ✧ Exercise A: Do the exercise orally first. Then ask the students to write down the answers. Announce the answers aloud and let them check their own work. ✧ Explain what is meant by suffixes. Refer to what the students have learnt earlier about prefixes. Prefixes are added in front of a word. [unknown; unkind; improper; impossible] Suffixes are added at the end of the word. Explain the instructions and the examples and use your own examples too. We usually add -tion or -sion as suffixes to a word to form new words. For example: explain + tion = explanation; violate + tion = violation; etc. ✧ Exercise B: Explain the exercise and do it orally first. Then ask the students to write down the words with suffixes. Announce the answers aloud, or write them on the blackboard and let the students check their own work. |
| Listen and Learn | <ul style="list-style-type: none"> ✧ Exercise A: Read aloud or have the students read the passage twice. Explain it and then ask the questions. Check the students gently where required. |
| Converse and Connect | <ul style="list-style-type: none"> ✧ Exercise A: Have two students enact the conversation. ✧ Exercise B: Then ask partners to converse on similar lines about any city they are familiar with. Guide and check the students. |
| Speak and Express | <ul style="list-style-type: none"> ✧ Exercise A: Explain the questions and discuss. Show the class pictures of such places, preferably in India, like the Valley of Flowers, Hemkund Sahib, etc. Ask the students at random to tell the class how they would feel, what they would do, how they would like to travel there, etc. |
| Pronunciation Practice | <ul style="list-style-type: none"> ✧ Exercise A: The focus is on words that use 'ch' in their spelling. Say the words aloud and ask the class to follow. Correct them where required. Add your own examples. For example: witch; watch, stitch, ditch, hitch, chalk, church, chimpanzee, chicken, hatch, touch, match, couch, crouch, Dutch, such, much, wrench, fetch, chin, etc. |
| Punctuation | <ul style="list-style-type: none"> ✧ Explain what inverted commas [“ ”] are and the correct way of writing them and using them. They are used to show the exact words spoken by a person. ✧ Usually a comma is placed before the inverted comma opening if we show who is speaking. [He said, “Sit down.”] The closing inverted commas are placed after the full stop/question mark or exclamation mark. [“How lovely!” or “Who is there?”] They are used for opening and ending what is spoken – show the class exactly how they are formed using the blackboard. Use your own examples also. ✧ Exercise A: Explain what is required and then do the exercise orally, using the blackboard if necessary. Then ask the students to write the corrected sentences in their notebooks. Check and assess their work individually. |
| Write Well | <ul style="list-style-type: none"> ✧ Exercise A: The students have learnt how to make a diary entry. Ask them to do this exercise on their own, either in class or at home. Check and assess their work individually. |
| AIL Activity | <ul style="list-style-type: none"> ✧ Exercise A: The students can work in groups of four to prepare the collage. Each one can bring cutting and the chart can be decorated with drawings. Display in class. |

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| Values and Life Skills | <p>✧ Exercise A: You can use the displayed charts to trigger this discussion and take up each option given. Walk them through each of them. It is especially necessary to tell the students that dress, language, customs, gestures, food, etc., will differ from place to place. Mocking them in any way, even in a spirit of fun, shows a want of good behaviour on the part of the visitor; it does not show the local person or customs in a bad light.</p> |
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