

UNIT-VI

Objectives

- Acquaint the students with the these, viz land and land forms and modes of travelling.
- Introduce the students to different land forms like mountains, plains, valleys etc. and the places where the trains can run or cannot run.
- Introduce the students to different means of transport on land.
- Introduce students to the different kinds of roads around their towns or villages and the local modes of transport like bullock carts, cycles, camels, buses and scooters.
- Give students knowledge about the rules of the road.
- Provide practice to the students in making aeroplanes from paper through paper folding activity.
- Focus on the importance of cleanliness and make students aware of its need.
- Help children listen to a text and enact it (The Race), enact scenes from daily life like a scene from a railway station (with characters like porters, vendors, passengers etc.)
- Help students move to a beat and play instruments in rhythm.

Part-I (Poem: Trains)

Pre-Reading Questions

Show the pictures of the train (as it is given in the poem) and ask students to identify what it is. Then ask the following questions to lead them to the poem.

1. Have you ever travelled on a train?
2. Did you enjoy the journey?
3. What places did you see during your journey?

Reading the Poem Aloud

- Start reading the poem when the students are ready for it.
- Read the poem with proper expressions, gestures and pronunciation.

- Use charts for various land forms (mountains, plains, rivers, valleys etc.), means of transport on land (cars, buses, trains etc.) and local modes of transport (bicycles, motorcycles, horse carriages, bullock carts etc.).
- You can also use a toy train to illustrate the concepts in the poem.
- Let students experience the movement of the train mentally or visually (if possible).
- When you read the poem, let the students watch your gestures, pronunciation and actions.
- After you have read the poem, ask students to recite the poem aloud with proper imitation of your gestures and pronunciation.

Post Reading Stage

After reading the poem aloud, check whether the students are comfortable with the new words in the poem. Discuss the words that they tell are difficult for them or those that you feel might be difficult for them.

New Words

(G) **mountains**: AV Aids – show the picture of a mountain in a chart

Linguistic context-The blue mountains look beautiful.

(G) **plains**: AV Aids-show the picture of a plain

Linguistic context-Trains easily pass through the plains.

(N) **carry**: action-Carry a bag in your hand and tell the students that you are carrying a bag in your hand.

(G) **passengers**: AV Aids-Show the picture of a bus/train carrying passengers

Linguistic context: Passengers face problems when a train stops for a longer time. Passengers are waiting for the next train.

(G) **rivers**: AV Aids –Show the picture of a river, preferably a river known to the students (the Ganges, for example).

Linguistic context: Rivers give us water.

(G) **mail**: realia –Show letters of various types (post cards, inland letters and envelopes)

Linguistic context- The postman brings us mails.

(G) **precious**: linguistic context-Gold is very precious; the poor cannot buy it.

(N) **load**: AV Aids-Show the picture of a donkey carrying load on its shoulders and say that the donkey cannot carry the load.

(N) **fail**: linguistic context-You should attend my birthday party without fail.

(N) **freight** cars: linguistic context-Freight cars carry our goods.

(N) **rush on**: linguistic context-Cars rush on busy roads.

(N) **darkness**: realia-Ask students to close all the doors and windows of the room so that there is darkness. Now tell that there is darkness in the room.

Linguistic context: There is darkness in the night.

(G) **dawn and dusk**: linguistic context-Farmers go to the fields at dawn and return at dusk.

Before providing the meanings of the difficult words, check if the students really need them. Encourage them to find out/guess the meanings from the context.

Reading is Fun

- Follow the steps for doing reading comprehension.
- Rephrase the questions if the students fail to understand them.
- Add extra questions if you feel that the questions given are not sufficient.

Suggested Extra Questions

What do the trains carry?

What do the freight cars carry?

Talk Time (Whole Class)

- If possible, allot a separate class for talk time. It needs more emphasis than any other activity as it promotes both linguistic and social skills.
- During this activity try to involve all students.
- Let there be six groups of students, each working one question (three given and three extra),
- Follow all steps suggested for Talk Time.
- Focus on their communication skills, not on the grammatical accuracy of their utterances.
- Provide clues if they are not able to understand or answer the questions.
- Add extra questions to the given questions to accommodate more groups of students.

Extra Questions

- How do you go to school everyday?
- What things does a bus carry?
- How is a train journey different from a journey by bus?

Let's Write

- This exercise is comparatively difficult. Students are to write full sentences. Provide props whenever required.
- This can either be a Group Activity or individual activity.
- If you decide to do it as a group Activity, ask each group to discuss the type of journey and the possible sentences describing the journey, with the help of the words and phrases given.
- Give the beginnings of the sentences if students get stuck and are not able to get started.
 - (1) I found crowded.....
 - (2) We purchased/ bought
 - (3) The train left
 - (4) I got a
 - (5) I could see.....

You could also provide them with sentence linkers like 'One day', 'then', 'after that', 'at last'/'finally'.

- When students start writing, monitor their progress by moving round the class.
- Check their spellings, handwriting and use of punctuation marks.
- After the writing is over, ask the coordinator from each group present their sentences
- Reward the group that has the best answer.

Word Building

Activity-I

- Divide the class into three groups. Let each group select the means of transport for a particular area (land/air/water).
- If students don't understand the meaning of any of the words (steamer, for example), explain it to them.
- Give five minutes to the students to discuss the answers.

- Check the answers after they have finalised the answers.

Activity-II

It's a simple activity and does not need extra instructions. Students may have some difficulty in understanding the phrase 'get on'. Provide its meaning either in mother tongue or in simple English (go into).

Paper Fun

- Get copies of old newspapers. Cut them into squares for the Paper Folding activity.
- Give one piece to Each child.
- Take the help of volunteers to distribute the sheets among children.
- Follow the steps suggested in the book.
- Demonstrate the making of a paper plane before the students and let them do it simultaneously.
- After the children have made the planes, ask them to crouch low, take off and move around the room, come down like a rocket and dance to the rhyme given in the book ("Up, up.....high we'll go".)
- If students fail to understand the instructions, demonstrate how to fly the paper plane. Let children follow you, imitate you and fly the planes.

Say Aloud

- As you see, the three pairs of words contain three pairs of rhyming words.
- Add more words to the list if you want to give them more practice in rhyming words.

over	cars	load	dusk	day	here
cover	bars	road	husk	say	near

- Read the rhyme aloud to the students. Ask them to repeat it after you or recite it aloud.
- Watch out for the pronunciation of words, particularly the rhyming words.
- Since many of the words are repeated, let them enjoy the music coming out of this repetition.
- You can provide a rhyme of your own, based on any of the themes discussed above.

My School Bus

Everyday to the school

My bus carries me

My books and breakfast

Past the oak tree.

Pom pom pom pom

It sings all the way

Never cares if it is

A sunny or rainy day.

Part-II: Story (The Story of the Road)

Pre-Reading Questions

1. When do you wake up in the morning?
2. What do you see after you get up?
3. What do you hear?
4. How does the road look like?
5. Who all do you see on the road?

Let's see what happens at day-break.

Reading the Story Aloud

- Read the story aloud to the students.
- Follow all the steps suggested for reading a story aloud.
- Use Charts for every stage in the story (the silent road, the chirruping sparrows, the cawing crow, the newspaper boy, the vegetable man, the school going boys). Most of them have been given in the book. You can duplicate these pictures or make new pictures.
- To make the story more interesting you could select six boys/girls and ask them to produce the sound/utterances produced by the characters in the story.
- After you have read the story aloud, ask students randomly to read the story in parts.
- When students read the story, watch out for their pronunciation, expressions and gestures.

Post-Reading Stage

Discuss the words that students may find difficult.

New Words

(N) **asleep**: action-Sit in your chair and pretend as if you are asleep. Tell students that you were asleep.

Linguistic context: I was asleep when my father came.

(N) **quiet**: action- Ask all students to keep quiet, either through gesture or through mother tongue. Then tell the students that the class is quiet.

Linguistic context: In the night it is quiet everywhere.

(N) **softly**: action-Speak something softly in the ears of some child and tell the students that you have spoken softly.

Linguistic context: Speak softly when you speak to your elders.

(G) **newspaper**: realia-Show a newspaper to the students.

(N) **vegetable**: AV Aids -Show a chart containing vegetables

(N) **chatter**: action- Ask two students to come to the front of the class and talk about anything they like. Now tell the students that this is what you call chatter.

(G) **foolish**: linguistic context-Rahul ran in the rain. He was foolish.

I did not wear sweater on a cold day; it was foolish of me.

Use the vegetable Chart to explain the names of all vegetables.

As usual, don't explain the meanings of any of the words unless students ask for it. It is unwise to underestimate the standard of students.

Reading is Fun

- Follow all the steps suggested for doing reading comprehension.
- Use the Charts wherever necessary to help students understand the questions and answer them.
- Add extra questions if the questions given are not sufficient.

Extra Questions

How does the road look like early in the morning?

How do the birds call?

What sound does the crow make?

What sound does the newspaper boy's cycle make?

What does the vegetable man say?

How do the children sound when they go to school? What sound do their shoes make?
What does the road say at last?

When students try to answer the questions, don't interfere. Encourage them to give the answer, even if they try to speak in their mother tongue. If their answers are correct, get them translated by their peers or translate them yourself.

Talk Time

As the activities are varied, approach them in different ways.

Activity-I (Whole Class)

This activity is appropriate for a whole class activity as it can be sung in chorus. Read the rhyme aloud with proper expression, gesture and pronunciation. After the recitation of the rhyme in chorus, check the pronunciation of students by asking them randomly to read the rhyme aloud. Correct their pronunciation if they go wrong anywhere.

At the end of reading, tell the students how you would cross the road.

Activity-II (Group Activity)

Divide the whole class into groups of five or six. Ask each group to discuss the sounds they would hear while walking on the road. After the discussions are over, ask the group coordinators to present the sounds before the class.

Provide props if they fail to understand the instructions. For example, you can give the sounds of cars, rickshaws, autos, cycles etc.

Activity-III (Whole Class)

Students may not be able to understand the instructions for this activity. Ask students to number the questions. Then tell them that they are to use 'can' with the questions with odd numbers and 'cannot' with the questions with even numbers.

You can work out the first two sentences for their convenience.

- I can hear the sound of cars.
- I cannot hear the train whistle.

Song Time (Whole Class and Individual)

- Let the students sing the song in a chorus first. After they have sung it in chorus, see if it is possible to make them to do it individually. If not possible, ask one student in one group to read out the song.

- Comment on the pronunciation, actions and gestures after they have done it. Explain them why a particular gesture/action/pronunciation is incorrect. Don't forget to appreciate the students who sing the song with correct pronunciation, actions and gestures.
- When one group sings, let the members of other groups move to a beat and play instruments in rhythm. They sing to the accompaniment of rhythmic sounds made with their hands, feet, mouth, etc. with other parts of their bodies.

Team Time (Group Activity)

- Assign roles to the students as per requirement.
- Ask five students to form line so that it becomes a bus. Similarly ask a few more students to form another row which becomes the train. The bus and the train run alongside each other. Four students (two on each side) hold a rod or a rope to act as a railway gate. When the bus driver says "I must stop", the bus stops and the boys in charge of the railway gate put the gate before the bus stops. The train goes past them and the first boy/girl in the train line gives a loud whistle and says "I am first".
- Three characters will speak during this race: the passenger in the bus (preferably the middle one), the bus driver (the first one) and the train driver (the first one).
- Let the other students enjoy the race.

You can also follow the following steps for Group Activity.

- Ask ten students to form a line so that it becomes a train.
- Two students stand at a distance; one holding a red cloth in his/her hand and the other holding a green cloth.
- Ask the "Children Train" to move when the green cloth is dropped and to stop when the red cloth is dropped.

This way students will both enjoy the activity and learn some traffic rules.

Let's Write (Individual activity)

- Ask the students to watch the picture carefully and note down whatever they see in the picture.
- Thereafter ask them to make sentences using the names of three other things which they see in the picture.

- Since the exercise is easy, students should be able to write the sentences. But if they cannot do that, help them to find out the things.
- Provide the names of things in a jumbled form: kutrc, rac, rircare, vreir
- Tell students that they can use verbs other than 'see'.
- When the students have written the sentences, check them out with the whole class. Explain the incorrect answers and replace them with correct ones.