

LESSON

3



WHEN I GROW UP

Stage - 1. Pre-reading

Activity 1. Taking about the topic

At the beginning of the lesson the teacher asks several of the children : "What do you want to be when you grow up ?" The answers given by the children are written on the board and summed up by the teacher.

Activity 2. 'Mock-interviews'

This activity takes the form of a number of ' mock-interviews'. The children have to move around the classroom and 'interview' three or four of their classmates. The question which they ask is : "What do you want to be when you grow up ?" They should write down the names of the children whom they interview, as well their answers.

The teacher now asks the children, by turn, to come to the front of the classroom and read out what they have written. For example : " Ashok wants to be a doctor when he grows up."

Next, the children make a list of the choices of profession which their friends have made. How many want to become doctors or engineers ? What are the most popular choices ? Which choices are unusual ? (For example, does someone want to become a clown in a circus ?)

The teacher asks the children to prepare a table showing the choices made by the children, as follows :

Profession	Name of child
cricketer	Raghu, Neena
singer	Surendra, Manju, Mina...
.....
.....

Activity 3. Listening to the poem

The teacher reads out the poem while children listen with their books closed. This is done twice. Here is the poem.

WHEN I GROW UP

- 1 When I grow up
I want to be
A detective
With a skeleton key.
- 2 I could be a soldier —
Perhaps a sailor too.
Or become a keeper
In Nandan Kanan zoo.





3

I'd like to own a trumpet
And play a musical tune;
Or buy a private space-ship
To fly me to the moon.

4

I'd like to be the driver
Of an express diesel train;
Or be a lighthouse-keeper
And guard the people on the shore;
And I know I will want to be
At least a dozen things more.



5 For the more one lives

The more one learns.

I think I will be *all* these things

And go on taking turns.

Activity 4 Getting the main idea

The teacher asks :

1. What does the poem describe ?
2. What does the title "When I grow up" tell us about the poem ?
3. Who is the speaker (the "I" in the poem) ? What is the speaker trying to tell us ?

Activity 5. Reading in chorus

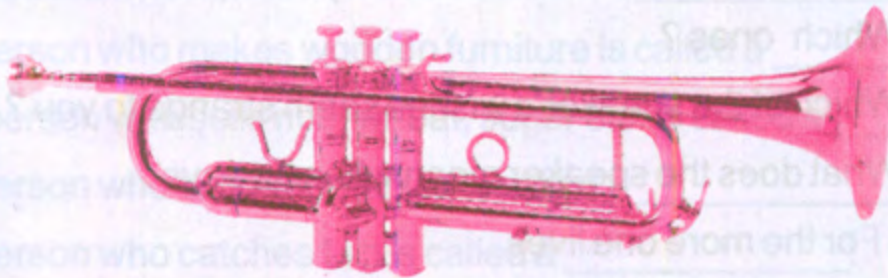
The teacher reads out the poem, one line at a time, and the children read in chorus, following the teacher's reading. This is done twice.

Stage 2 Reading

The teacher first introduces the key words and then asks the children to read the poem silently, twice.

Activity 6. Knowing the key words

<i>skeleton key</i> (stanza 1)	a master key which can open any lock
<i>keeper at a zoo</i> (stanza 2)	a person who takes care of the animals in a zoo
<i>trumpet</i> (stanza 3)	a musical instrument made of brass



lighthouse keeper (stanza 4)



A lighthouse is a narrow, tall and circular building, built on the shore, near the sea. There is a powerful light on the top of the lighthouse, which goes round and round at night. When sailors on ships see this light, they know that the sea-shore is quite near..

The 'lighthouse keeper' takes care of the lighthouse.

Stage 3.

After reading

Activity 7.

Comprehension

A. After the children have read the poem twice silently, the teacher asks them these questions. The children write the answers after a class discussion. Here the teacher can help them by writing the answers on the board.

1. Who is the speaker in the poem ?
2. Make a list of 5 of the things that the speaker wants to be when he/she grows up.
3. What do you want to be when you grow up ? Why?
4. Are some of the wishes made by the speaker also your wishes ? Which ones ?
5. Which of the speaker's wishes seem strange to you ?
6. What does the speaker mean when he says :
" For the more one lives
The more one learns" ?

Activity 8.**True / False**

Say whether the following statements are True or False.

1. The speaker wants to be a singer.
2. The speaker loves animals.
3. The speaker does not want to be a sailor.
4. The speaker is not sure what he will be when he grows up.
5. The speaker wants to do different things one after another in his life.

Activity 9.**Vocabulary**

The teacher explains :

English has a number of words for people who have different professions. Some of these words have been used in this poem. For example

soldier	=	one who fights.
sailor	=	one who <i>sails</i> in a ship.
zoo-keeper	=	one who <i>keeps</i> animals in a zoo.
driver	=	one who <i>drives</i> a car or a train.

Now fill in the blanks below, using such words.

(If you are working in groups, you should discuss this activity with the other members of your group.)

1. A person who teaches children is called a _____.
2. A person who stitches clothes is called a _____.
3. A person who makes wooden furniture is called a _____.
4. A person who sells rice, wheat, sugar etc. is called a _____.
5. A person who sells vegetables is called a _____.
6. A person who catches fish is called a _____.

7. A person who repairs machines is called a _____.
8. A doctor who takes care of your teeth is called a _____.
(carpenter, grocer, fisherman, tailor, dentist, green-grocer, teacher, mechanic)

Activity 10. Usage (contracted forms)

Read the sentences below . (The teacher can ask the children to read out the sentences by turn.)

1a I will ask him to see you.

2a You shall do as I say.

The teacher explains :

The words 'will' and 'shall' are spelt out in full when we write, but when we speak they are generally shortened to 'll. So, the two sentences above would be spoken as :

1b I'll ask him to see you.

2b You'll do as I say.

Notice that both 'will' and 'shall' change to 'll in the spoken form.

Here are some more examples :

3a I **would** like to ask you a question. (written form)

b I'd like to ask you a question. (spoken form)

4a I **had** seen him yesterday.

b I'd seen him yesterday.

Both 'would' and 'had' change to 'd in the spoken form.

5a I am the captain of the cricket team.

b I'm the captain of the cricket team.

6a You are my best friend.

b You're my best friend.

7a He is my younger brother.

b He's my younger brother.

8a I have seen him before.

b I've seen him before.

(Each of the pairs of sentences above should be read out by a child.)

Activity 11. Reading and Writing

(A) Read out the following sentences :

I shall ask my friend Ram to come with me to the cricket match tomorrow. My friend will bring some food for both of us. His mother is a good cook. I am very fond of her. I would have bought some sweets for my friend, but I have only 2 rupees in my pocket.

(B) Now, re-write the sentences using short forms. (The first sentence has been partly done for you.)

I'll take my friend

(C) Read out the sentences that you have written.

Activity 12. Speaking

The teacher asks two children to come to the front of the classroom and read out the dialogue in role play. After they have finished, some other children can repeat this activity.

Shobha Mohun, we're going to have a magic show at home tomorrow. You must come.

Mohun Who's doing the show ?

Shobha A famous magician from Kolkata. He's my brother's friend.

- Mohun That's wonderful ! I'd like to be a magician when I grow up and do all kinds of tricks on the stage. What about you ?
- Shobha Oh, I want to become a teacher like my mother.
- Mohun Why don't you become a singer ? You've got a fine voice.
- Shobha (thinking) Yes, I might become a singer. You know, my father is a photographer. He knows a famous music director in Mumbai. Maybe he'll give me a chance to sing for films.

Activity 13. Final Reading of the poem

The teacher asks 2 or 3 of the children to read out the entire poem. The others listen.

