

MARY POPPINS' DAY OUT

Note: The transactional processes suggested in CISCE curriculum are highlighted in grey.

Learning Outcomes

- To recognise the text as part of a larger story.
- To trace the sequence of events in the outing.
- To comprehend the text as having elements of a fairy tale
- To recognise the descriptive words in the text



Pre-reading

The pre-reading section focusses on *assessment for learning*.

This will help them relate to the extract and the fun the children have with Mary Poppins.

Students develop communication skills when they share their responses with the class.

Give a brief introduction to *Mary Poppins* to help students understand the text better.

Mary Poppins is a young lady with magical powers who takes on the job of a nanny to two children, Jane and Michael. She and the children meet a poor young man, Albert and they get friendly.

READING

Students read to comprehend, predict and analyse

Play the audio / Read the text and pause at relevant points to explain / check comprehension.

- *Mary Poppins has come...into the picture?"*

Tell students:

- who Mary Poppins had come to meet.
- what they usually did and what they decided to do on that day.
- about the new picture Bert had drawn.
- about Bert's suggestion.

Let students answer the embedded question and explain why they think so. Lead them on to say that this can be possible only through magical powers.

Do you think it is possible to go into the picture? (Free response)

Allow students time to read through the description of the painting and answer.

Now ask them:

What would they see if they actually go into the picture? (Allow free response as this will help develop communication skills and interpersonal and spatial intelligences)

- *Holding her hand...big brass kettle.*

Ask students:

Did Bert know about Mary's magical powers? Why do you think so? (Yes; at first, he suggested that they go into the picture and then appeared not to be surprised when they actually went into the picture.)

To help students grasp the **imagery** in the paragraph, question them to draw out the words used to describe the scene.

How did the grass look and how did it feel under their feet? What are the words used to describe the tree? Do you think it was a cool and breezy day? What made the branches rustle? What covered the ground? How do you think the ground would have looked?

Talk about how Mary Poppins and Albert looked different now, what they saw and the tea they enjoyed.

Ask students:

Why did the table have raspberry jam cakes and tea and not something else? (This was what they usually had) Do you think their wish was coming true?

- *How wonderful... what lay behind the trees.*

"How wonderful!" How would you say this in your home language? (Free response)

Ask students:

What did Mary tell the waiter? What did she not notice in the picture? What was the

explanation the waiter gave? Why did Mary Poppins compliment Bert for the outing and why was Bert filled with pride? (It was Bert who had drawn the picture and it had been turned into a real location where they got to enjoy the scene and all that it could provide.) Why did Mary and Bert smile in the end?

Do you like to go on a merry-go-round? (Free response)

Post-reading

Draw the picture that Bert had made on the pavement.

GRAMMAR

Simple present, past and future

The simple present tense

Write the following sentences on the board (You may add more). Ask them to fill in their friend's names when they speak. Draw their attention to the words in italics (you may underline them) in every sentence.

Make sure that every student says at least one sentence.

wakes up before 5 a.m.

has breakfast at 8.

drinks tea in the morning.

plays in the evenings.

polishes his/her shoes.

Now write the following sentence: A cat drinks milk.

Ask students:

Is the cat drinking milk now? (Don't know.)

Does it always like milk? (Yes)

Is it true that a cat drinks milk? (Yes)

Explain that we use the present tense to talk about routine, things that happen again and again and things that are always true.

Simple Past

Encourage a student from the class to come to the front and ask her / him to talk about how she / he spent the weekend.

Pick out a sentence from the student's narration: *I went to the park on Sunday.*

Ask students the following questions: *Is she in the park now? /When did she go to the park?*
Elicit from them that their friend is talking about an action that is over.

Explain that we use *simple past* to describe these actions. Now encourage the other children to give one word each to describe any of the actions they did in the recent past.

You may help them by asking questions if needed: *What did you do at eight in the morning?*

Explain the use of 'did' in the use of the simple past tense.

Future time

Write this sentence on the board: *I will visit our old English teacher tomorrow.*

Tell the class that we use *will* to express something that is going to happen which we refer to as *future*.

Brainstorm with the class for a few more sentences that talk about future time.

Now, explain the use of negative forms with the help of the input given in the Reader.

VOCABULARY

Suffix: *ful; less*

Put up this table on the board. (Note: Add the words as you explain)

Word	Adding <i>ful</i>	New meaning	Word	Adding <i>less</i>	New meaning
peace	peaceful	full of peace	home	homeless	without a home
care	careful	alert/watchful	pain	painless	feeling no pain/without feeling any pain
cheer	cheerful	full of cheer	end	endless	without an end

- **Suffix *ful*:** Write the root words and tell students to read the root words aloud.
Brainstorm with the class for the meaning of the root words.

Example: peace: *calm and quiet* care: showing concern cheer: joy/happiness

Now tell students that you will add *ful* to each word and they should read the new words.

Explain the difference in meaning in the new words with *ful*.

Tell students that when we add the letters *ful* to some words, they take on new meanings.

- **Suffix *less*:** Explain the usage of the suffix *less* in a similar way.

Point out that by adding *less*, the words take on the opposite meaning.

WRITING

Paragraph-writing

Recap guidelines for paragraph-writing done in earlier classes with the help of the following questions:

- *How should you begin the paragraph?* (with the main idea— Example: *Games keep us healthy and make us happy.../Children love to play games, at home and in school. I love to play too...*)

- *What should the next set of sentences talk about? (they should support the main idea: What is my favourite game; why I like to play this game; who I play with; if I like to play other games as well and so on)*
- *How should you end the paragraph? (by revisiting the first sentence which has the main idea of the paragraph— Example: We should never stop playing games because this keeps our mind and body fit and healthy... and so on)*

STUDENTS' BOOK ANSWER KEY

Mary Poppins' Day Out

Pre-reading

- A. *Free response.*
- B. *Free response.*

Comprehension

- A. 1. Bert proudly showed Mary a painting of the countryside. It showed trees, grass, the blue sea in the distance and something that looked like a town in the background.
2. After stepping into the picture, Bert and Mary looked at each other and noticed that they had both changed.
Mary Poppins saw that Bert had a new suit of clothes. He had a bright red and green striped coat, white trousers and a new straw hat.
Mary had a silk cloak with wavy patterns all over it. Her brown shoes were gone and she had new red ones.
3. In the open space, Mary and Bert saw a green table with afternoon tea on it. There was a brass kettle of tea and a pile of raspberry-jam cakes on it.
4. Inside the woods, Bert and Mary saw the waiter and a merry-go-round. Mary had not seen them in the picture.
5. Mary and Bert decided to leave after the ride on the merry-go-round because the waiter told them that the place had to close at seven according to the rules.
Mary and Bert followed the waiter to a large white doorway. It looked like it was made of thick chalk lines. They stepped through the doorway to leave the picture.
6. When Mary looked at the picture after coming back, she saw only the still trees, the grass and the still sea.
- B. 1. a. Bert suddenly had the idea of going into the picture together with Mary right then.
b. Bert's idea worked. When Bert held Mary's hand and pulled her into the very middle of the picture, they entered it.
We know that Bert's idea worked because after entering the picture, Bert and Mary saw they were inside it. The branches of the trees in the picture rustled against their hats and the grass was crisp under their feet.
2. a. When Mary turned to see the speaker, she saw a tall man in a black coat coming out of the wood with a table napkin over his arm.
b. The speaker asked Mary and Bert to sit down, poured them tea, showed them the merry-go-round nearby and showed them the way out of the picture.

3. a. The waiter showed Mary and Bert a merry-go-round in a little gap in the trees, near the table with afternoon tea.
- b. When Mary and Bert went on the merry-go-round, there was music playing while the horses moved round and also up and down. The forest, the tea-table and the sea seemed to spin around them.
4. a. Bert was filled with pride when Mary said this.
- b. When Mary and Bert left the picture, Mary's silk cloak disappeared and the new red shoes were replaced by her old brown ones. Bert's clothes faded and his straw hat turned into his old cap.

C. 1. *(suggested answer, accept any logical response)*

A 'Day Out' is a special day when we take a trip or visit a place to enjoy ourselves.

People look forward to having a 'Day Out' because they can have a pleasant break and visit a place that is new or fun. We can also have fun activities on a 'Day Out' that we don't have at home.

2. *(suggested answer, accept any logical response)*

We can cheer our friends up by spending time with them, playing games together or going to the park or a playground.

Grammar

- A.**
1. Prithesh cleans his room every day.
 2. Arpita eats her breakfast at 7 a.m. every day.
 3. I will bake a pizza tomorrow.
 4. No one can catch Tanim. She runs very fast.
 5. Himanshi locked her cycle carefully this morning.
 6. I met Allan in the evening.
- B.**
1. Aditi does not like horse riding.
 2. Mohit does not cycle to school every day.
 3. I will not go to Zubi's birthday party.
 4. Ashwani and Rehan did not laugh at the joke.
 5. The children do not listen to their teacher.
 6. We will not buy fruits from the market.
 7. Rahil does not polish her shoes.
 8. Raghu and Ronald did not jump on the grass.

Vocabulary

- A.**
1. harm + ful = harmful
 2. care + less = careless
 3. colour + ful = colourful
 4. use + less = useless
 5. help + ful = helpful
- B.**
1. Everything looks so bright and colourful in spring!
 2. Suman is so brave. She is fearless.
 3. The doctor told Radhika that sugar can be harmful to the teeth.

4. Arpan broke the glass. He is very careless with things.
5. Yamini is very friendly and helpful.

Listening

Dictation

The window is open. Air comes through the window. It is warm air. It is a warm day. The air smells like bread. It smells like fresh bread. It smells good. It makes Fred hungry. Fred goes to the kitchen. He makes a sandwich. He sits down. He eats the sandwich.

Writing

Free response.

Dictionary work

1. The tiny worm wiggled in Sana's hand.
2. Amol winked to show that he was joking.
3. He was angry, so he stomped out of the room.
4. Anita and Dominic hid David's book. They kept giggling while he was looking for it.
5. Rehan sat on a lemon and squished it.

ANSWER KEY TO WORKSHEET 10

A. 1. visits 2. cleaned 3. will go 4. meets 5. will play 6. jumped

- B.** 1. Harjeet locked the door.
Harjeet did not lock the door.
2. Imroz answered the questions.
Imroz did not answer the questions.
3. We will go to the market tomorrow.
We will not go to the market tomorrow.
4. Arpan plays cricket.
Arpan does not play cricket.
5. Meenal will bring the books.
Meenal will not bring the books.
6. Dushyant likes to swim.
Dushyant does not like to swim.

C. (Sentences are suggested answers, please accept any logical response)

1. Forgetful: Ashima forgot to bring her lunch. She is very forgetful.
2. Powerful: Lata lifted the chair with one hand. She is very powerful.
3. Colourful: My English book is very colourful.
4. Useless: That bottle is useless. There is a hole in it.
5. Helpful: Amir is very helpful. He helped me with my homework.

- D.** 1. a. unhappy: not happy
b. croaky: loud and harsh
c. unpleasant: not pleasant
2. a. The peacock was unhappy because he thought he had a very rough and croaky voice.
b. The peacock could not sing, but he was very beautiful.
c. The nightingale has its song.

QUESTION BANK

Mary Poppins' Day Out

A. Answer in brief.

1. Why did Mary say that she was having a wonderful day out?

Ans: Mary saw that they had they had gone straight into the picture drawn by Bert. The scene was beautiful and they were no longer in their old outfits as they were wearing fine clothes. All this made Mary say that she was having a wonderful day out.

2. What did Bert and Mary see and feel when they went inside the picture?

Ans: Bert and Mary saw that the grass on which they were standing felt soft and crisp under their feet. The green branches rustled against their hats. The little flowers covered the ground. They also noticed that both of them were now wearing new sets of clothes and hats.

B. Choose the right answer.

Usually, Bert and Mary

- a. made paintings on the sidewalk.
b. went on the merry-go-round.
c. had tea and cakes.

Ans: c

C. Think and answer.

Explain why the story of Mary Poppins is like a fairy tale.

Ans: The story of Mary Poppins is like a fairy tale. The painting that Bert shows to Mary changes into a real scene as soon as they stand on it. When they go into this magical place, they find that they are in new sets of clothes. A waiter serves them tea and the raspberry-jam cakes that Bert could not get for Mary that day. The whole place looks like it is out of a fairy tale.