

Take Me Out to Learn English





ACKNOWLEDGEMENT

I wish to express my gratitude to all the primary and secondary teachers who participated in the field trips I had formally and informally organized for them at the MIE. Their feedback and appreciation have inspired me to write this first workbook for Grade 3 learners. I hope it will inspire teachers and parents to take their children out to learn languages.

I extend my heartfelt thanks to Shalini, Preetima and Jane for motivating me to make this initiative known to a wider audience.

I will always be grateful to Nishi Manic for her generosity in designing this workbook. Her artistic mind gave the workbook its shape.

I am very thankful to Dr. Mooznah Auleear Owodally and Dr. Aruna Ankiah-Gangadeen for vetting this workbook and providing their suggestions.



PREFACE

This first workbook offers a variety of structured English language tasks outside the classroom to Grade 3 learners. Convinced that this way of learning would profoundly impact young learners, there was a need to ensure that teachers also have some deep learning experiences in nature. Hence, language-oriented field trips were informally and formally organised for pre-service primary teachers at the MIE for them to learn English in nature. They unanimously shared that they would recommend English language-oriented field trips to other teachers. Having always thought that field trips are meant for History and Geography or Science lessons, the teachers were surprised to live ordinary experiences in a foreign language and learn the language as well. The feedback of these teachers motivated me to visit several places in Mauritius and it was found that there is scope to learn English outside the classroom setting.

It is generally accepted that children tend to enjoy field trips organised by their teachers as these trips offer them new, memorable and hands-on, minds-on and hearts-on learning and life experiences. These trips spark learners' desire for learning and trigger their natural sense of curiosity. I believe that provided with rich life experiences that have clear English language goals, children will perceive English Language lessons as meaningful and entertaining. They will then bring to the classroom new experiences in English to stimulate speaking and writing lessons. Joining an English class with positive feelings not only benefits the children but also the teachers who are motivated to explore and experiment. We want children to be good observers, socialize positively and learn language and life lessons in their everyday surroundings; and also listen to English as well as expand their vocabulary, read, speak and write in English.

This first edition is also a modest attempt to respond to the ecological and environmental crises the world is facing; this calls for environmental education and education for sustainable development. By taking children out of classrooms, we want them to keep connected to the natural environment so that they feel they are part of nature rather than separate from nature. We also believe in empowering them with the language skills to speak about these amazing experiences in nature so that they can be leaders of change.

In this edition, we explore some field trip possibilities that could be organised for young learners, bearing in mind that safety precautions and permission will be required. This workbook can also be a resource for parents who want their children to use English more naturally in their immediate environment. The worksheets and activities are just suggestions that must be adapted to any new outdoor setting. Apart from language experiences, we also propose sensory and emotional experiences which are vital at that young age. Very little visual support is used in this workbook as a field trip is already a rich sensory experience. These activities require minimal resources: a photocopy of the worksheet, pencils and colouring pens. They can be carried out within an hour under the guidance of and with the support of an adult, with the intention of giving children the rest of the time to experience the field trip in their own ways.

I hope this workbook is an eye-opener for all those using it and they are all able to enjoy this way of teaching and learning. I also hope that teachers are inspired to write their own worksheets as they explore new places.

Kamini Moteea



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In the neighbourhood

This is a field trip for Grade 3 learners to explore the neighbourhood of the school to find out if people have any animals like fish, hens, horses, birds and ducks. This field trip destination is Redit. There is a family rearing a peafowl, so there is an opportunity to teach new words (peacock, peahen, peachick) with a review of other related vocabulary and the consolidation of reading skills. It ends with a colouring activity.

1. Listen to your teacher spell the name of the animals (peacock, peahen, peachick). Circle the letter of the alphabet as you hear it.

p i e a c e o c l k

p b e o a h i e n d

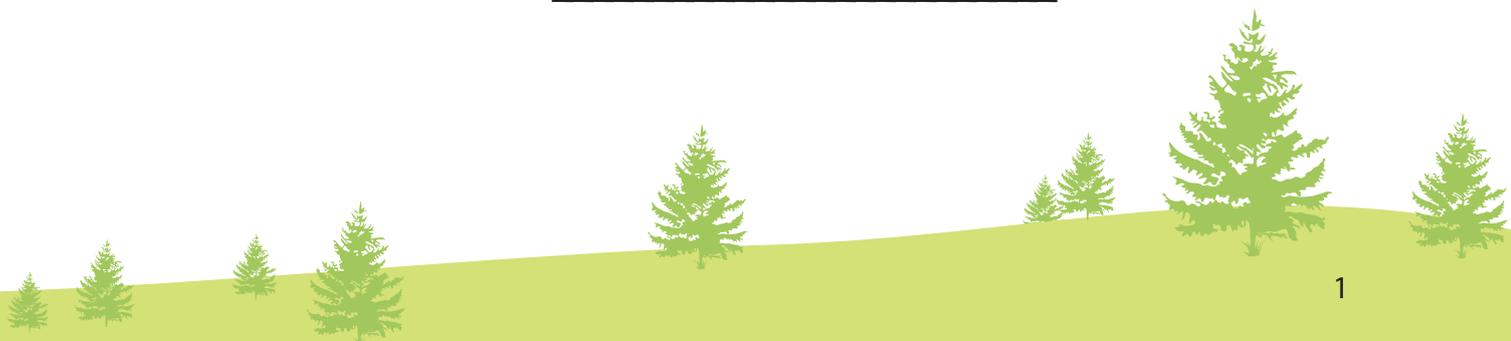
p e a c h i e c k b

2. Read and write the name of each animal in the family.

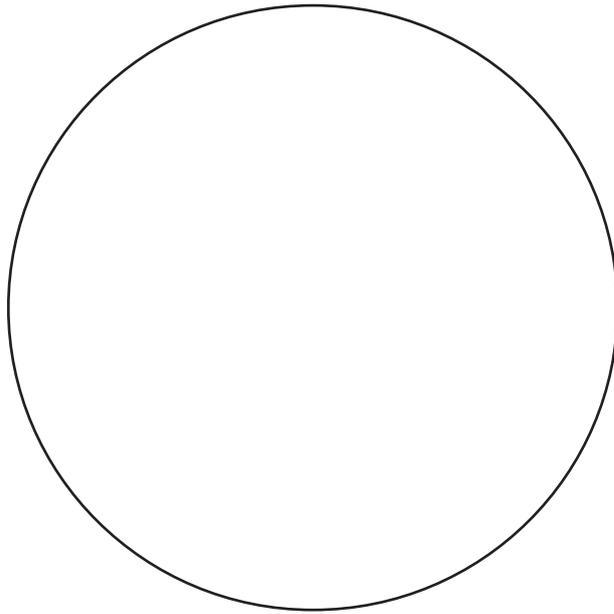
In this family, the baby is called the _____.

The mother is called the _____.

The father is called the _____.



3. Observe and count the number of animals. Write in words in the circle.

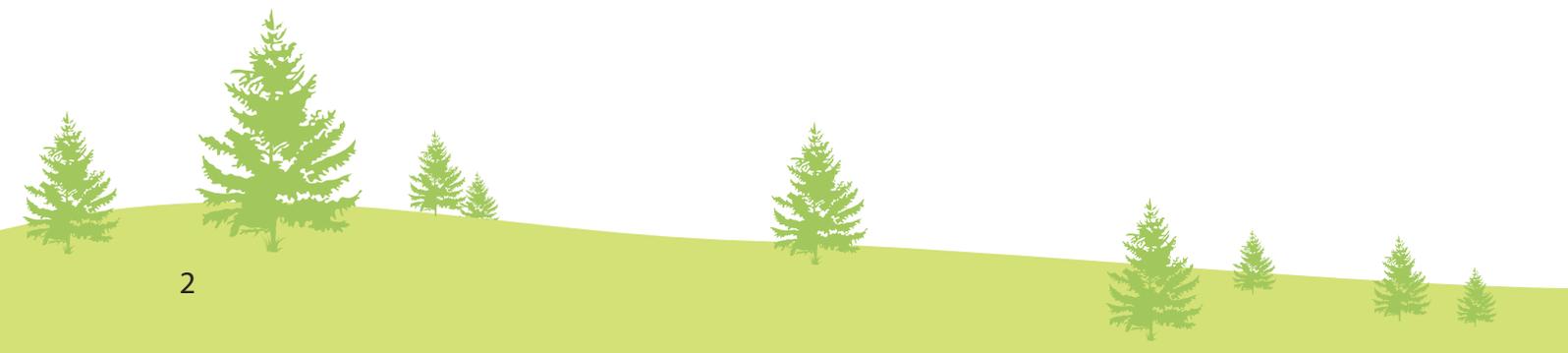


4. Observe the animals and read the information below. Fill in the blanks with one word from the list.

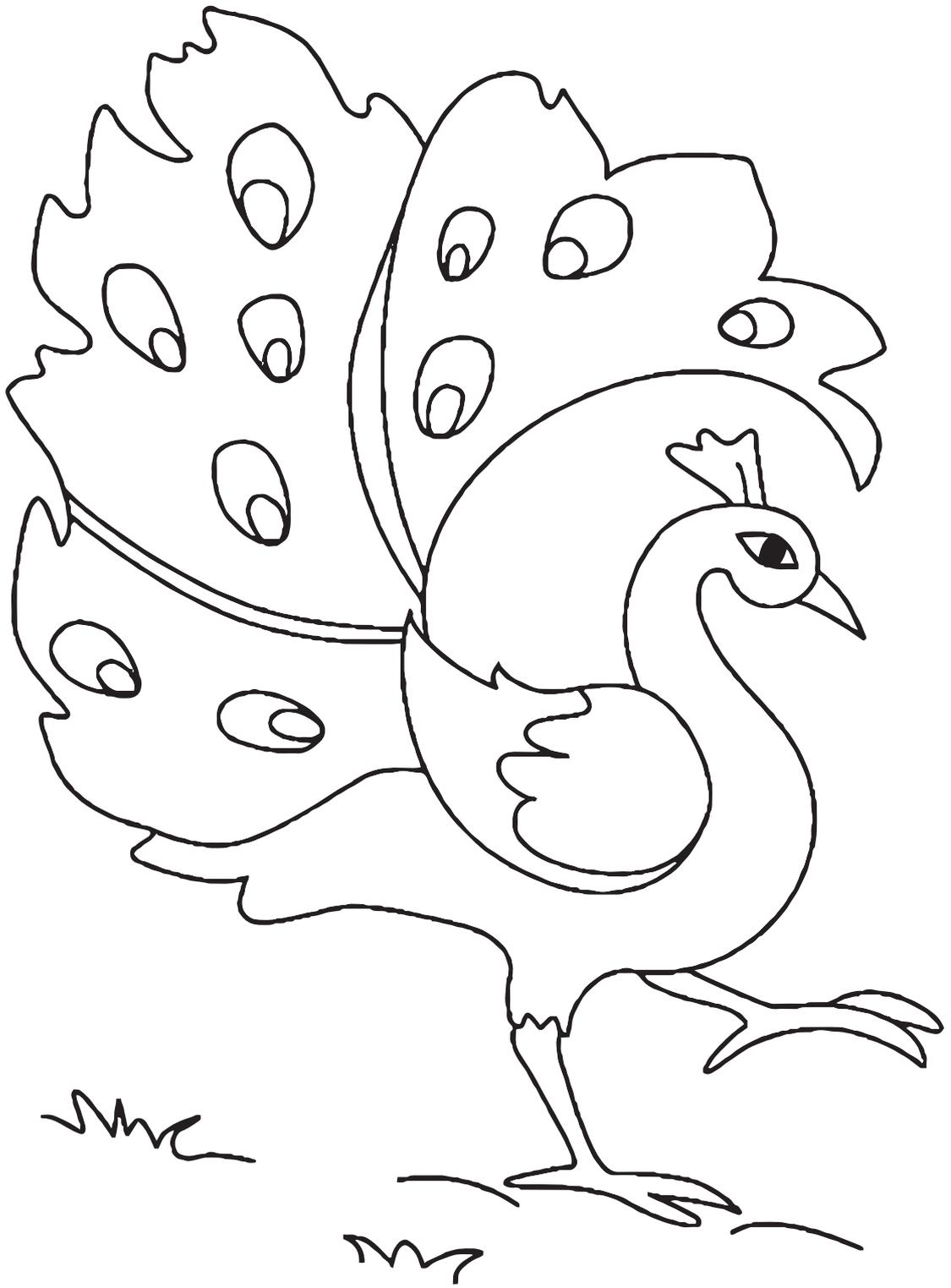
- | | | | |
|---------|-----------|-------------|----------|
| ugly | beautiful | sleeping | standing |
| walking | love | do not love | green |
| blue | red | brown | bread |

This family of the peafowl is _____. The peacock has _____ and _____ feathers. The peacock is _____. We _____ these animals. They eat plants, fruits, seeds, and flower petals. These ones are eating _____. Peacocks can fly.

Read more at https://www.momjunction.com/articles/peacock-facts-and-information-for-kids_00409721/#gref



5. Colour the peacock below.





In a garden

This field trip can be carried out in a garden or a park. This worksheet has been designed for the Balfour Garden in Beau-Bassin. Some language games and grammar practice exercises have been proposed. It ends with a coloring activity.

1. Listen to your teacher spell the name of the garden (Balfour). Put a cross on the letter of the alphabet as you hear it..

r	c	l	f
u	P	g	a
d	b	k	o

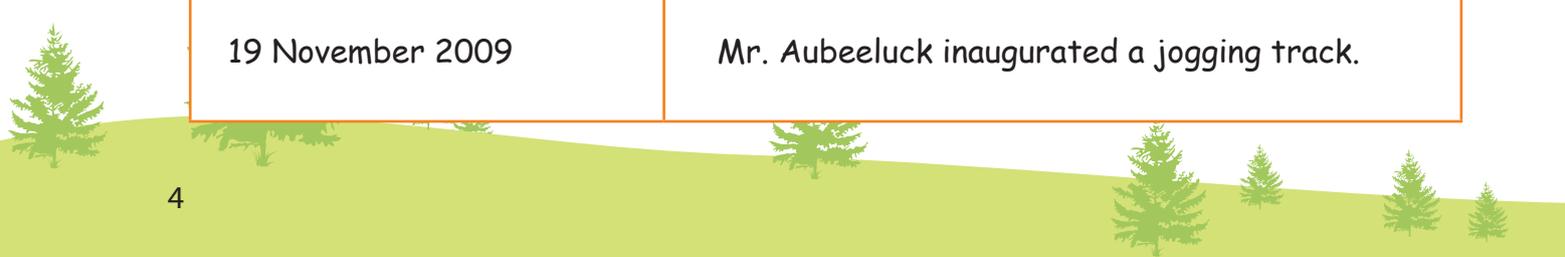
2. Write the name of the garden: _____

3. Read the notice board at the entrance and find the word NOT. Write 'I can' or 'I cannot'.

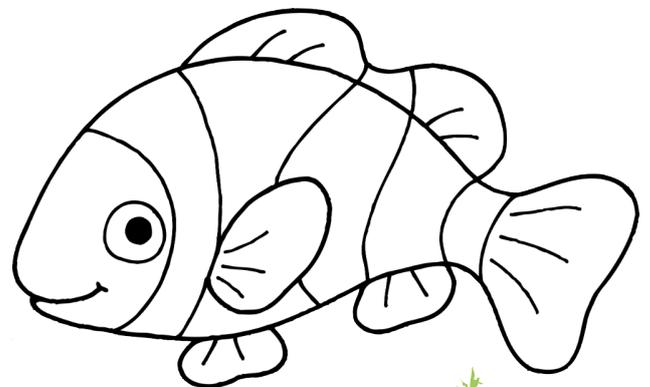
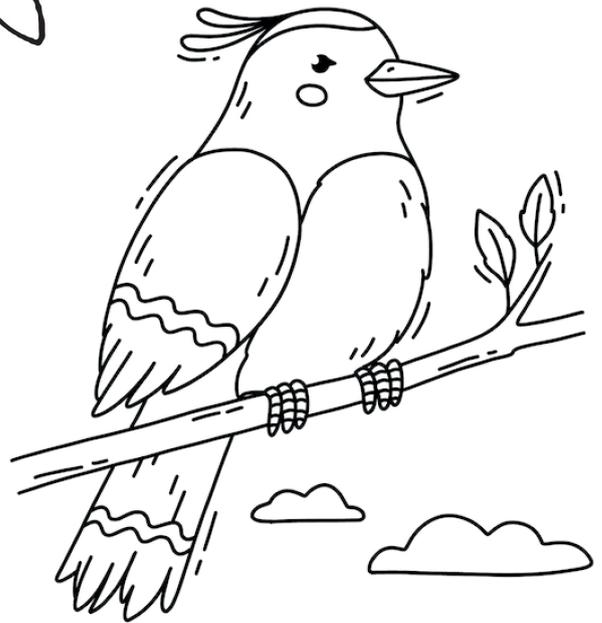
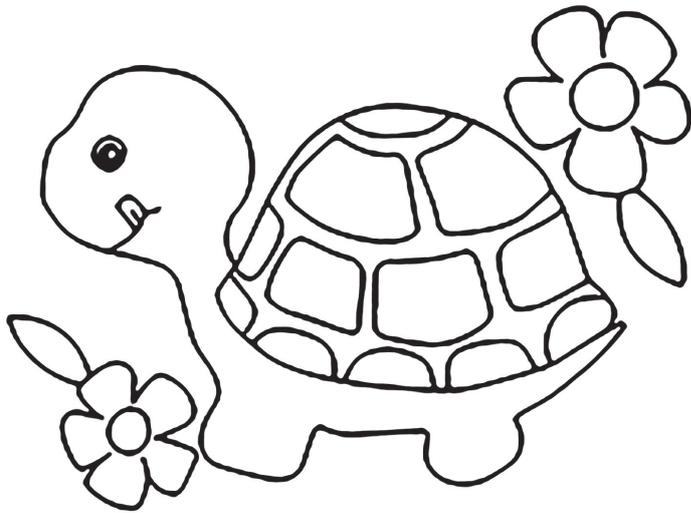
- _____ bring animals.
- _____ play.
- _____ ride my bicycle.
- _____ touch plants.

4. In groups of four, I go on a hunt to match the dates and the persons.

12 January 2007	Mrs. Chauvin planted a tree.
February 2013	Mr. Toussaint planted three trees.
19 November 2009	Mr. Aubeeluck inaugurated a jogging track.



5. Colour the animal you find in the garden and which you love the most.





In the bus

For this language-oriented field trip, we aim to maximise on the bus trip that learners will take to any destination. The intention is for them their surrounding while travelling and make language connections by recalling English vocabulary that they know. It ends with a writing and reading aloud activity.

1. Sit with one or two friends and work together. Write 'Yes' as you find:

	A shop
	A supermarket
	A bus stop
	A garden
	The sea
	A hospital
	Traffic lights
	A tree
	A river
	A school
	A policewoman
	A policeman
	Cars
	Trucks
	Bicycles

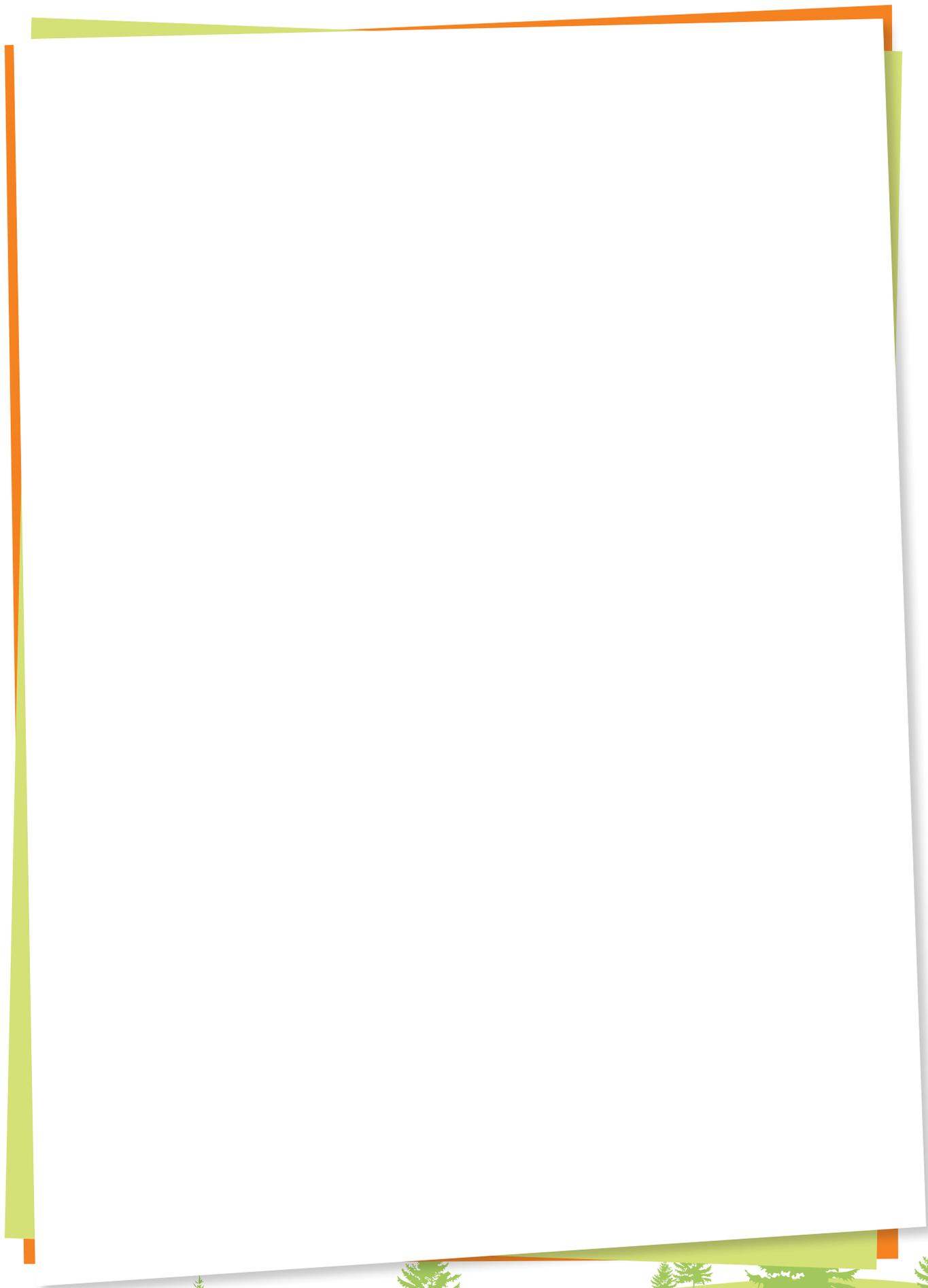
2. Read and fill the spaces with your own words.

- a) Today we went on atrip.
- b) I saw and
- c) I liked the
- d) I did not like the.....

3. Share your sentences with a friend for him/her to read aloud.



4. When the bus stops, quickly find and draw something that you don't like.





At a reservoir

This worksheet has been designed for La Ferme reservoir but it can be adapted to any other places which are near water: the sea, lake, river, or stream, waterfall. The focus is mainly on observing the environment and learning key vocabulary related to the place. The teacher can also tell the children some historical facts about the place to consolidate cross-curricular learning. The worksheet ends with a colouring activity.

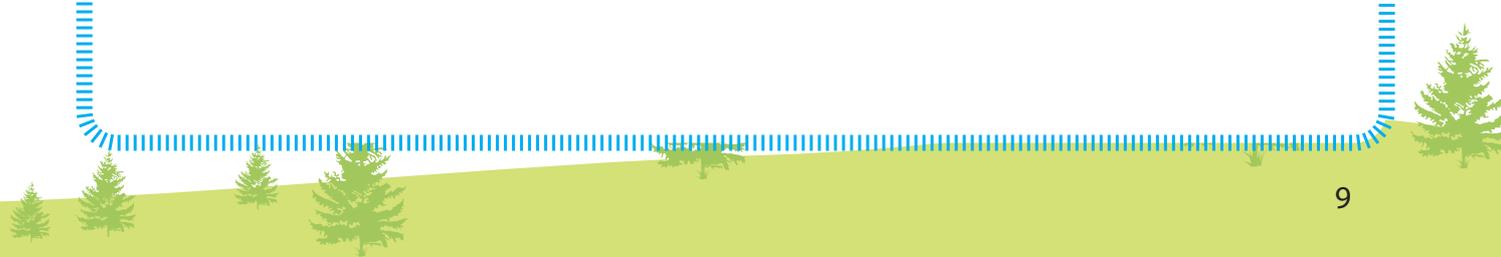
1. Observe the place at La Ferme reservoir and compare it to the three pictures below. Which picture is the odd one?



2. Listen to your teacher say the following words:

Mountain Corps de Garde - solar panels - trees - La Ferme Reservoir - canal.

Make a quick drawing as you hear the words.



- 3 (a) Colour your favourite spot in your drawing you made above.
- (b) Tell a friend why you love that spot.

I love the ... because it is/they are ...

3. Choose the most suitable words to fill in the blanks.

- a) La Ferme reservoir is _____ (big/small).
- b) The reservoir is in the _____ (village/city) of Bambous.
- c) The area around the reservoir is _____
(green/dry).
- d) The water in the reservoir is _____
(still/flowing).
- e) The place is _____ (calm/noisy).



To an art exhibition

This worksheet is meant for an art exhibition. The children are exposed to shapes and colours and they learn precise vocabulary in a real-life context. The suggested tasks are general in nature, which make them easily adaptable to any other art exhibition. The worksheet ends with a writing activity.

1. Walk around and put a tick when you see the following colours:



Orange



Purple



Grey



Turquoise



Blue



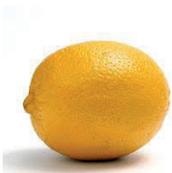
Pink



2. Find something of the colour at the exhibition and draw it. If you don't find anything, leave the space empty.



Strawberry Red



Lemon Yellow



Chocolate Brown

3. Find the painting that you love the most. Write the name of the painting and say why you love it.

I love the most. I love it
because it has
.....

Here are some expressions that you can use:

- beautiful shapes
- bright colours
- colourful lines
- cheerful colours
- it looks alive
- beautiful drawing of a ...
- makes me happy





At a national park

This field trip is specifically designed for the Black River Gorges, starting from the visitors' centre entrance. The proposed activities can be adapted for other national parks. After exploring the place and carrying out some language tasks, the children will also understand why it is a protected area. The worksheet ends with a drawing and colouring activity.

1. How do you feel in this place? Circle your answer/s in green.

I feel great!

I am amazed!

I am excited!

I am scared!

2. Listen to the sounds around you. Write 2 things that you hear.

I hear the _____ and the _____.

3. Read the notice board and choose a verb to fill in the blanks.

a) We must not _____ litter.

b) We must not _____ pets.

c) We must not _____ a fire.

d) We must not _____ loud music.

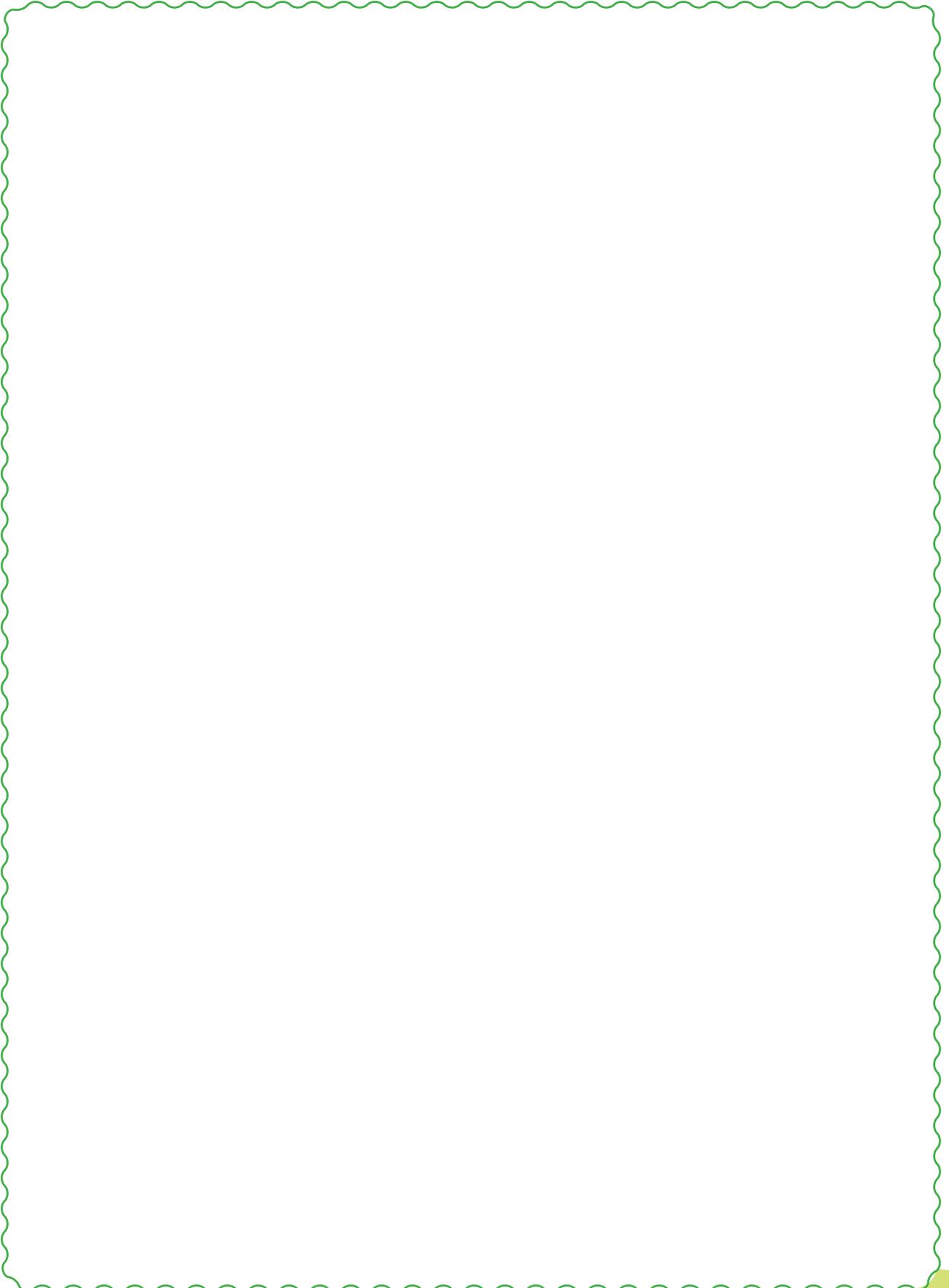
4. Find more about the birds that live in the park from the information centre.

Use the information you get to fill in the blanks below.

There are _____ bird species that are still alive. The park is home to three important birds namely _____, Pink Pigeon and _____.



5. Observe a tree that you see in the park. Draw and colour its **roots, trunk, branches, the leaves and flowers and fruits** (if any). Label the different parts of the tree.





At a natural history museum

This worksheet was inspired after a visit to the recently renovated Natural History Museum in Port Louis. The amount of information may be daunting for young learners. The English language would also need to be adapted for them. This worksheet proposes a way to organise some information so that the learners can learn English. Activities are meant for the learners to have auditory and visual experiences. There are also reading activities. The worksheet ends with a drawing/colouring activity.

1. What do you hear when you visit these sections?

- (a) birds (b) fish (c) the Dodo Gallery

2. How do you feel in each of the above sections? Share with the group.

3. Birds section

- (1) With a friend, find the birds below in the birds section.
- (2) Match the birds with the food they eat.
- (3) Two answers may be the same.

Bird	Food
Green Woodpecker	Nectar of flowers
Indian Myna	Insects
Trinidad Petrel	Ants
Mauritius Olive White Eye	
Greenshank	Fish
Madagascar Fody	Worms
	Snails
	Fruits

4. Ocean Section

With a friend, find the fish named below in the ocean section. Write the colours of the fish. Choose from this list:

yellow, grey, white, blue, green, turquoise

Boxfish: _____

Butterfly Fish: _____

Moorish Idol: _____

Common Dolphin Fish: _____

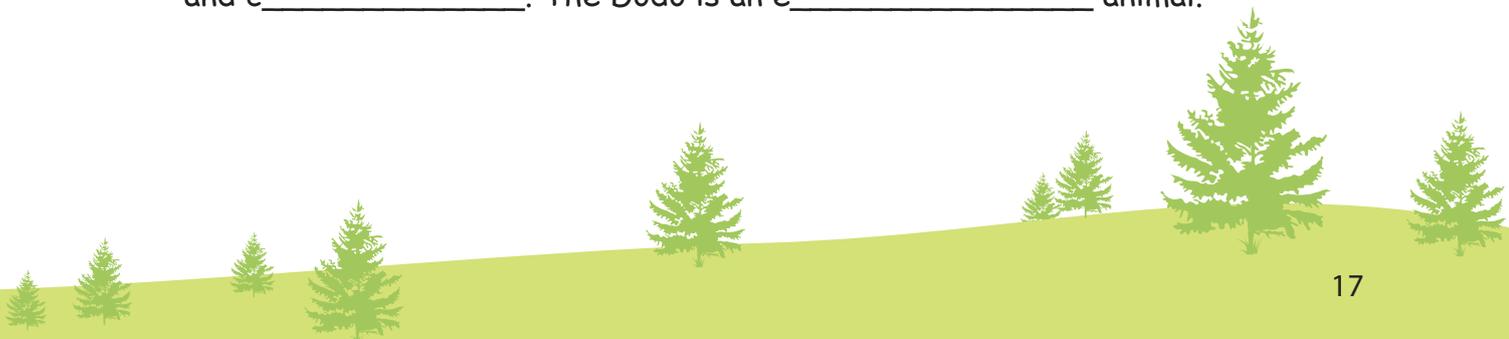
Vieille Faraud: _____

Velours: _____

7. Dodo Gallery

Read the story of the Dodo below. Walk around the Dodo Gallery in a group of three and add the missing information.

The Dodo lived on the island. It weighed 1_____kg. It was 7_____cm tall. It had w_____ but could not fly. It laid o_____ egg every year. When the Dutch came, they killed the Dodo for f_____. Some Dodos travelled to Japan, India, I_____, Holland, P_____ and England. The Dodo ate f_____, n_____, s_____ and c_____. The Dodo is an e_____ animal.



8. Observe the butterflies and choose one that you like. Draw and colour it.

My favourite butterfly is _____



At a world heritage site

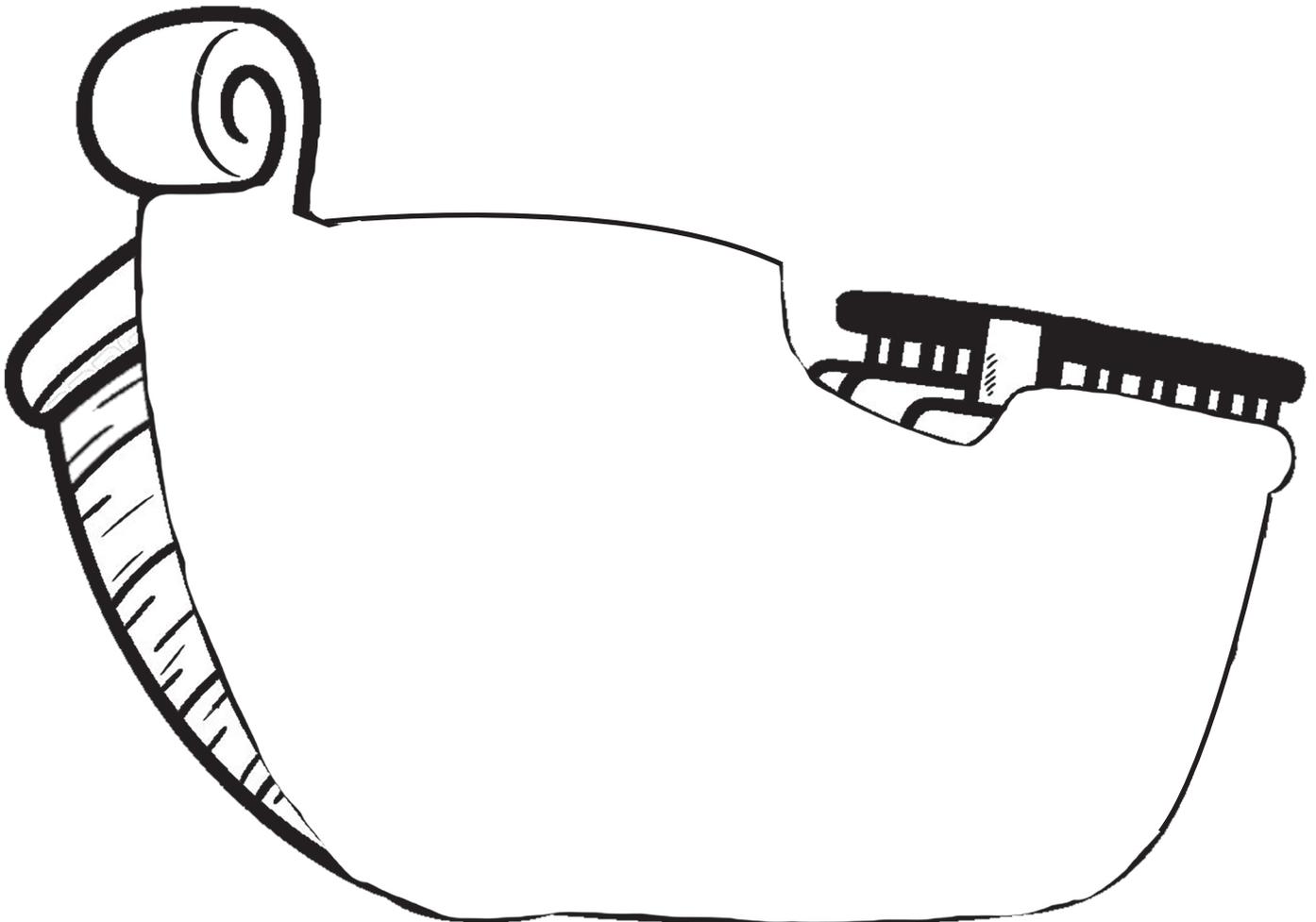
This worksheet is meant to be carried out at the Apravasi Ghat. It focusses mostly on some grammar points, drawing and listening tasks which are adapted to the level of young learners. Being a place with lots of historical information, we want them to get a feel of the place through language-directed tasks. Cross-curricular learning can also be consolidated.

1. Listen to Rajah telling his story and answer these questions:

a. Where was Rajah born?

b. Why did he come to Mauritius?

2. Rajah's parents travelled on a ship. Visit the ship and draw 5 things that you see in the ship.



3. The indentured labourers took the ship from different ports. Listen to your teacher say the names of the port. Find each port on the map on the wall.

Letter C	Letter M	Letter S
Calcutta	Madras	Sainte-Marie
Colombo	Moheli	Singapore
Cochin	Massawah	

4. The indentured labourers lived in huts. Visit their hut and write how you feel.

I feel

5. The indentured labourers used many tools in the sugarcane fields. Find the tools in the museum and write the missing letter in each word.

F__ rk

Ho__

P__ck__ce

Sp__de

6. With a friend, find the plural of these words in the museum and write them below:

a. Ancestor: _____

b. Labourer: _____

c. Worker: _____

d. House: _____

e. Immigrant: _____

f. Man: _____

g. Woman: _____



A visit to the tea fields

This worksheet has been inspired from a visit to the Corson tea plantation. It can be adapted to a visit to any other tea or sugarcane plantation. After the experience, the learners do some reading and vocabulary work. Then they listen actively to a short story in the quiet and green space around. It ends with a drawing/ colouring activity.

1. **After the trip: Read the sentences and write about the trip by choosing the appropriate words.**

- a. We reached the tea plantation in the _____ (morning/afternoon).
- b. The weather was _____ (sunny/cloudy/rainy).
- c. The place was _____ (quiet/noisy).
- d. We breathed _____ (fresh/polluted) air from the tea fields.
- e. There was a _____ (light/strong) breeze.
- f. Tea bushes grow on _____ (flat/sloping) ground.
- g. The tea plantation looks like green _____ (hills/mountains).
- h. I _____ (loved/did not love) the place.



2. **Story time:** Listen to your teacher telling a short story and answer his/her questions orally.

Ryan was eight years old. He loved going to his Grandma's place in the afternoon when she had tea.



[How old was Ryan? Where did he like to go? At what time did he like to go to his Grandma's place]

"Can I please have some tea too?" Ryan asked his Grandma. She used to stir tea with a silver spoon while drinking.

[Why did Grandma had to stir the tea in the cup?]

"No, Ryan. You're too young to drink tea."

[Why can't Ryan drink tea?]

"Can I taste a little bit of tea?" asked Ryan.
"Okay you can try a little," said Grandma.

[Did Grandma let Ryan taste some tea?]

"Oh, it's hot," said Ryan.

[How was the tea?]

"Yes I am drinking hot tea. Now we have cold tea too known as iced tea. Do you know where tea comes from?" asked Grandma.

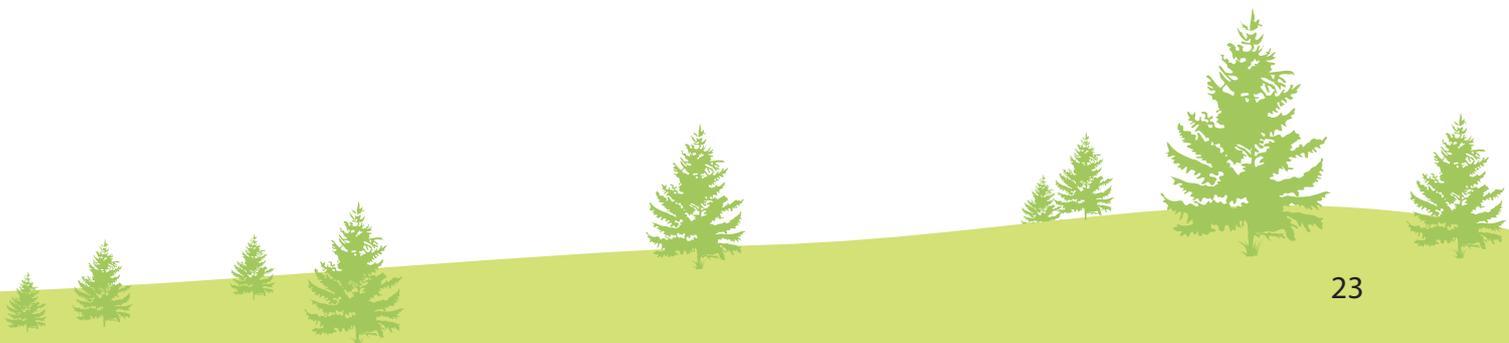
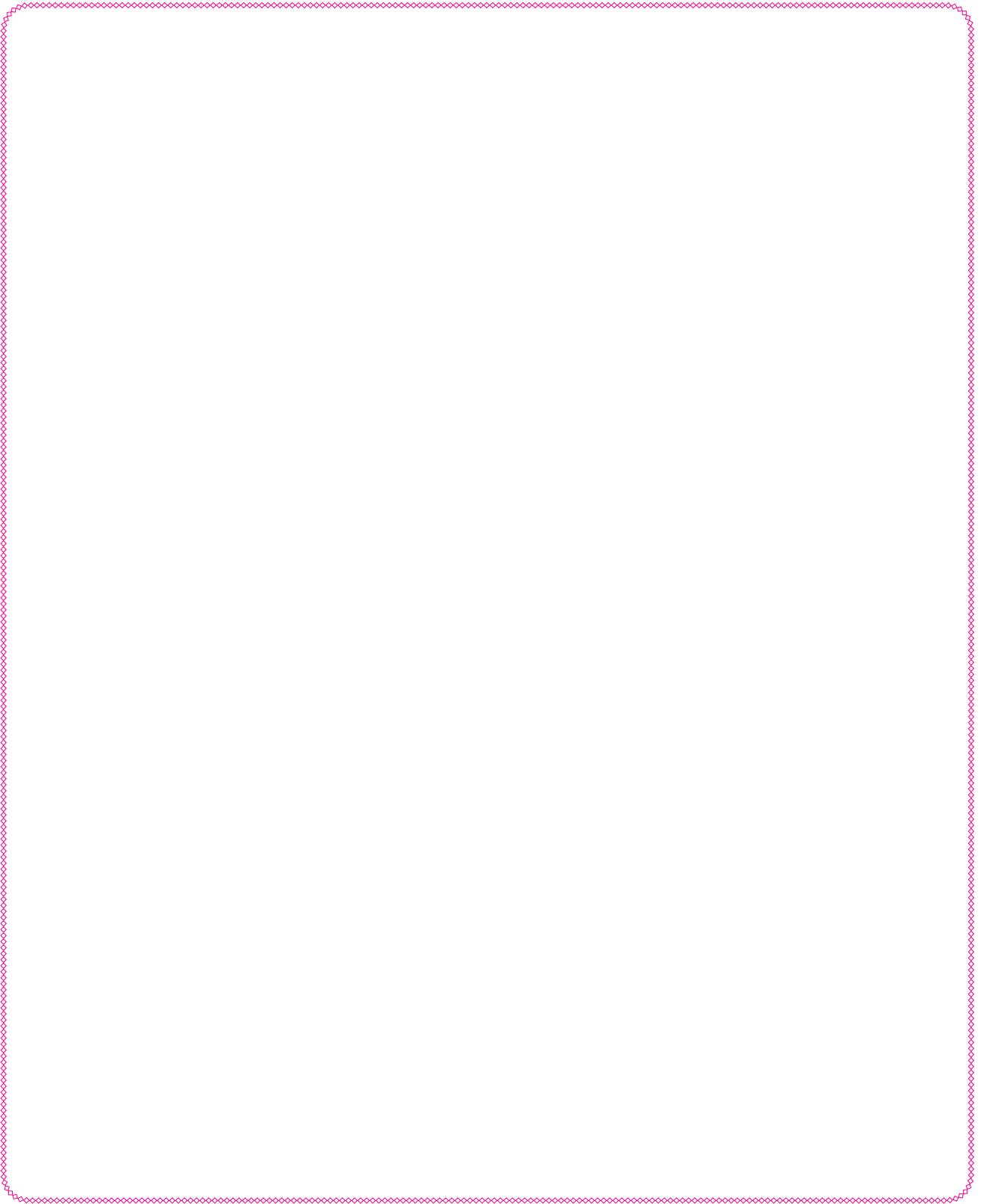
[Did Ryan taste hot or cold tea?]

"Yes, I know. We went to Corson tea plantation in Curepipe," said Ryan.

[Does Ryan know where tea comes from? Do you know where tea comes from?]



3. Draw a tea bush and colour it.





At a botanical garden

This worksheet has been inspired from a visit to the SSR Botanical garden in Curepipe. Learners listen to a poem to locate one of the rarest palm trees in the world. The worksheet also includes vocabulary, letters of the alphabet and writing tasks.

1. Listen to the poem on the lonely palm tree. Find it in the garden and write its name.



I am a very lonely tree.

I am the loneliest in the world.

I have no friend.

I am all alone in this world.

I am scared of the winds and the cyclones.

I am scared of the rats and the monkeys.

I am scared people will hurt me.

I am scared no one will find me.

Can you find me and say 'Hi'?

Can you remember my name?

Can you write my name here:

_____?

Thank you, my little friends.



2. Read the information and fill in the blanks with the missing letters.

You can find these bodies of water in the garden.

I am flowing water.

You can hear me.

I am the r_____r.

I am still water.

I am small.

You cannot hear me.

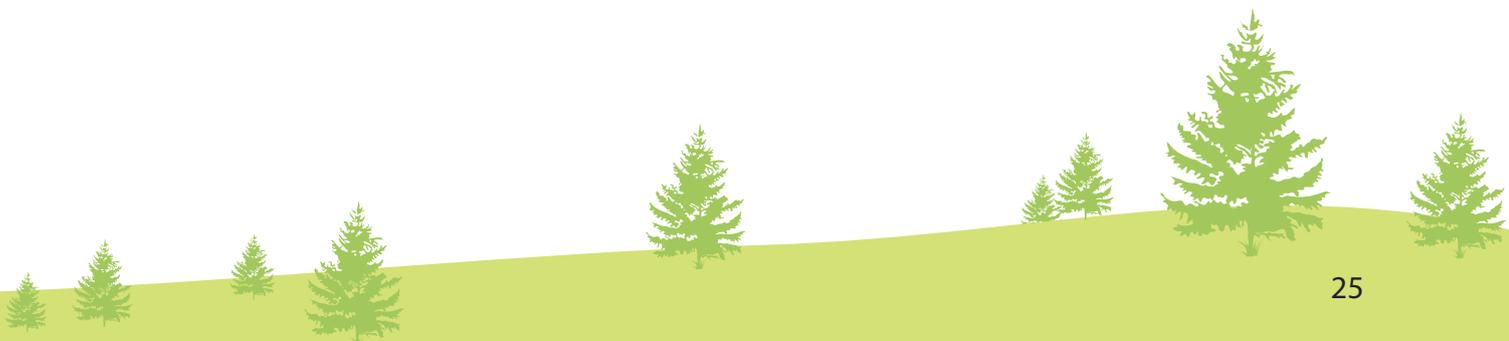
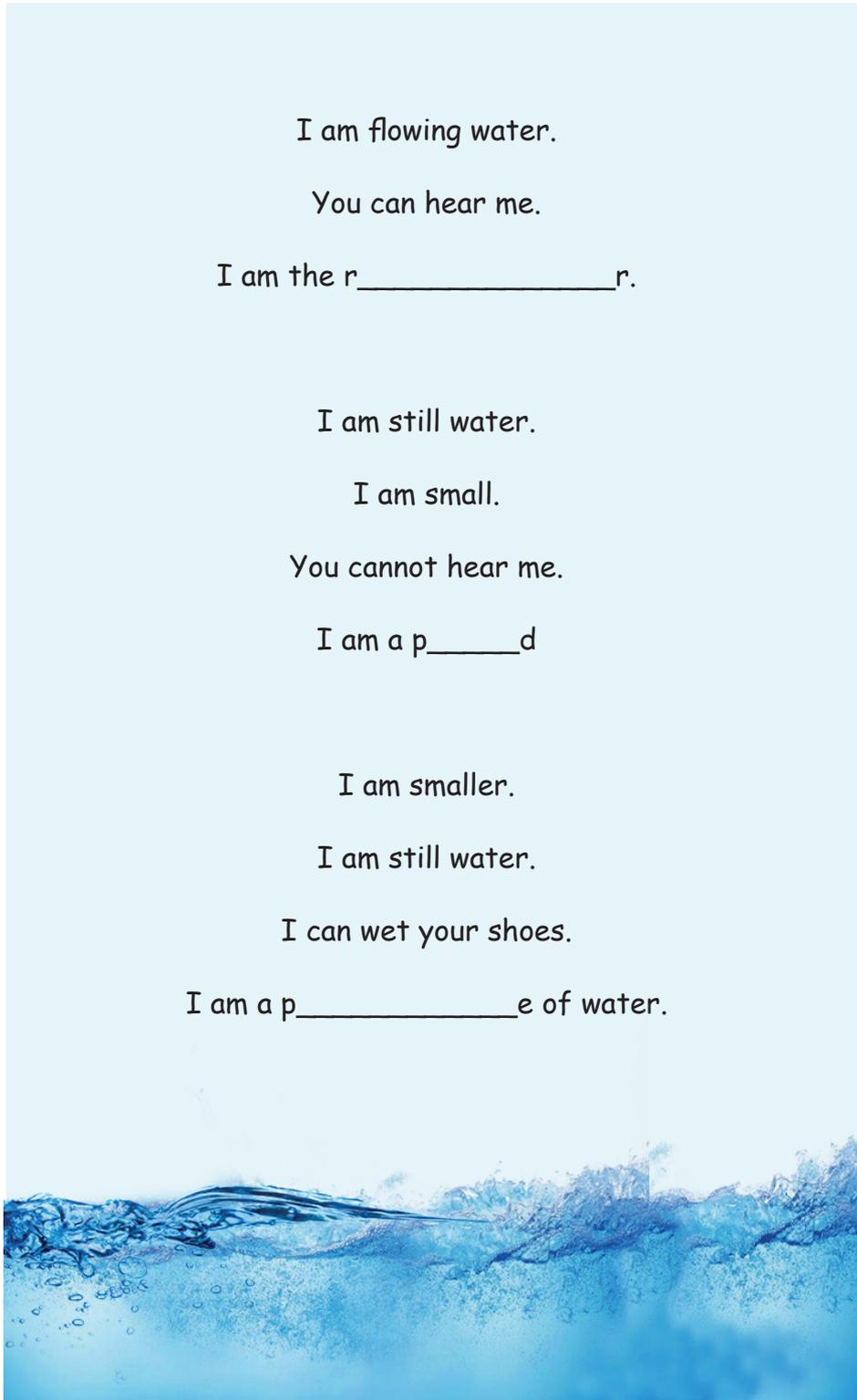
I am a p_____d

I am smaller.

I am still water.

I can wet your shoes.

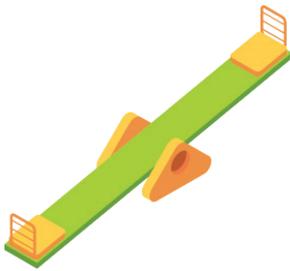
I am a p_____e of water.



3. I visit the recreational park to play on the swings, seesaw and slide.
After playing I circle letter 's' in all the words below.



S w i n g s



S e e s a w



S l i d e

I read and complete this message with my own words.

Hi. My name is _____ and I am _____
years old. Today I am at the _____ Botanical Garden in
Curepipe. I love the _____
_____. I will visit the garden again!



