

## English

<i>Learning Outcomes</i>	<i>Sources/Resources</i>	<i>Week-wise Suggestive Activities (to be guided by parents with the help of teachers)</i>
<p><b>The learners</b></p> <ul style="list-style-type: none"> <li>participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by the school and other such organisations.</li> <li>engages in conversations in English with family, friends, and people from different professions, such as, shopkeeper, salesperson etc. using appropriate vocabulary.</li> <li>responds to different kinds of instructions, requests, directions in varied contexts, viz. school, bank, railway station.</li> <li>speaks about excerpts, dialogues, skits, short films, news and debate on TV and radio, audio-video programmes on suggested websites</li> </ul> <p><b>The learner</b></p> <ul style="list-style-type: none"> <li>infers the meaning of unfamiliar words by reading them in context.</li> </ul>	<p><b>NCERT/State developed Textbook</b></p> <p><b>Honeycomb</b></p> <p><b>Unit 2: Story—A Gift of Chappals (week 5,6,7)</b></p> <p><b>Poem – The Rebel (Week 8)</b></p> <p>The themes chosen at the upper primary stage are—</p> <p><i>Self, family, home, friends, neighbourhood, environment, animals, plants, arts, sports, games, travel, media, science and technology, health and hygiene, peace, etc.</i></p> <p><a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></p> <p>Listen to the audio enabled text (from audio textbooks of NCERT or any text, if available). Share poems, songs, jokes, riddles, tongue twisters, etc.</p> <p>Use QR code reader from mobile.</p> <p>Use resources from creative commons</p>	<p><b>WEEK 5</b></p> <p><b>Competency/Skill</b></p> <p><b>Listening and Speaking</b></p> <p>Ask learners to</p> <ul style="list-style-type: none"> <li>watch/listen to English news and debates (TV, Radio) as input for discussion and debating skills</li> <li>watch English movies, serials, educational channels with subtitles, audio video materials, teacher reading out from materials and talks by eminent speakers</li> <li>share their experiences, such as, journeys, visits, etc., in pairs /groups</li> <li>introduce self, converse with other persons, participate in role play/speeches, reproduce speeches of great speakers</li> </ul> <p>(This may be done through group SMSes or mobile calls or instant messaging apps like WhatsApp/Telegram. Teachers may contact learners directly or create groups with learners.)</p> <p><b>Competency/Skill</b></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Give examples for using a dictionary as a reference book for finding multiple meanings of a word in a variety of contexts.</li> </ul>



- refers dictionary, thesaurus and encyclopaedia to find meanings/spelling of words while reading and writing.

Online dictionaries  
www.  
macmillandictionary.  
com

The Free Online English dictionaries are used for definitions, meanings, synonyms, pronunciations, games, sound effects, high-quality images, dictionary.cambridge.org › dictionary

QR codes of the textbook have some additional activities.

use ICT (Internet, mobile, website, Youtube, TED talks, etc.) to browse for information, for projects/PPT etc.

These could be used by all learners.

### **The learner**

- reads textual/non-textual materials in English/Braille with comprehension.
- identifies details, characters, main idea and sequence of ideas and events in textual / non-textual material.

<http://ncert.nic.in/textbook/textbook.htm>

- Guide learners/ their parents on conducting the following activities for enhancing learners' vocabulary with respect to the theme.

There are expressions which talk about fear and shock, and can prepare the learners for the text.

In Part I of the story, you can ask learners to underline the words which give this answer (*alarmed, startled, frightened out of his/her wits, hair standing on end, bounced up and down, scurried towards a bamboo tray, etc.*).

Part II is rich in words which bring about a contrast in smooth and rough movements.

Which of these movements represent effortless movements and which represent rough movements?

Ask learners to make a list of words: glided up and down, stumbled, float up, derailing, settled down, jutting out.

You can add more activities by

- ✓ showing picture/object/illustration and asking for appropriate word(s)
- ✓ word web
- ✓ crossword
- ✓ word-ladder
- ✓ giving synonyms
- ✓ giving antonyms
- ✓ explaining through context
- ✓ using dictionaries

## **WEEK 6**

### **Reading**

Ask learners to think about a visit to a relative (in another city/village) and recall all the things that caught their attention. You can model it by saying—*I went to my grandmother's house, and I clearly remember the rusty brown metal gate that swung and creaked when we opened it...*

Let them think of what they have played, what they did, if /and when they were scolded when they did something wrong.



- thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life.
- reads to seek information in print / online, notice board, signboards in public places, newspaper, hoardings, etc.
- reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, biography, autobiography, travelogue, etc. (extensive reading)

### **The learner**

- uses appropriate grammatical forms in communication (e.g., noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc.)

QR codes of the textbook have some additional activities.

These could be used by all learners.

Now, ask learners to read each episode/ section wise. There are four clear episodes in the story – (a) finding the cat and the speech about the cat's name, (b) Lalli's violin lessons, (c) the beggar and slippers, and (d) Rukku Manni's reactions.

Each section can be taken up for comprehension activities.

While reading activity—

- Depending on the length of the text divide it into parts and while reading the text check the comprehension of the learners for each part.
- Comprehension check can be conducted by using
  - ✓ true/false
  - ✓ matching
  - ✓ multiple choices
  - ✓ short answer
  - ✓ gap filling
  - ✓ completion type
  - ✓ word attack
  - ✓ questions and answer
  - ✓ table completion type questions, etc.

End of the text questions can be attempted by the learners for global comprehension check.

This is a story about the child's perception of the world, objects, animals and adults. There are many situations where we see that the child's world and the adult's world are different.

Ask learners to narrate a similar situation and how they resolved it. These can be shared online via video messages.

## **WEEK 7**

### **Grammar**

#### **Conditional sentences**

Learners will have some familiarity with conditional sentences already, but the exercises here are challenging, so make sure they are done thoroughly and that all rules of form and meaning are understood.

This exercise is on first conditionals, that is If + present simple + will.



- organises sentences coherently in English/ in Braille with the help of verbal and visual clues and with a sense of audience.
- writes formal letters, personal diary, list, email, SMS, etc.
- writes descriptions/ narratives showing sensitivity to gender, environment and appreciation of cultural diversity .
- writes dialogues from a story and story from dialogues.

It expresses a real condition and is quite possible. The first conditional often occurs in a request: If you don't mind, may I leave now?

Ask learners to make a suitable conditional sentence spontaneously from the prompts. For example,

*carry an umbrella – will not get wet ( If you carry an umbrella, you won't get wet)*

- Give learners examples of the grammar item and then ask them to underline these grammar items in the text.
- Ask them to look for more examples online and share them.

### **Writing**

Ask learners to interview their parents / grandparents and seek their views on the present situation of lock down and then write a paragraph reporting their elders' views and as well as their own.

Share the steps in the Process Approach to Writing with the learners.

- ✓ **Brainstorming:** writing down many ideas that may come to an individual's mind or through discussions, pair work and group work.
- ✓ **Outlining:** organising ideas into a logical sequence
- ✓ **Drafting:** writer concentrates on the content of the message (rather than the form).
- ✓ **Revisions:** in response to the writer's second thoughts or feedback provided by peers or teacher, the draft is revised.
- ✓ **Proof-reading:** with an emphasis on form. Correct the language and appropriateness of its use.
- ✓ **Final draft:** Write the final draft now

## **WEEK 8**

### **Poem: Rebel**

Teacher may ask learners to listen to the poem many times from the NCERT audio book and set tasks to understand and appreciate the poem.



This poem is about a rebel.

The dictionary lists three meanings for the word 'rebel'.

Learners should look up the word in the dictionary. This is important because the poem talks about the third kind of rebel, and not the ones who fight for the country or against someone. This poem makes fun of the third kind of rebel: a person who does not obey rules or does not do what others do.

**Steps to teach poetry**

- Begin with a warm-up which is thematically related to the poem, such as, encouraging learners to talk about any experiences that relate to the theme of the poem, using pictures, newspaper articles, etc., as prompts
- Talk about the background of the poem or poet
- Ask the learners to read the poem aloud
- Ask a simple question or two related to the theme of the poem to help learners recall words, phrases and even lines from the poem
- Ask them to read the poem aloud a second time
- Learners will now listen to, as well as, follow the poem in their books
- ask one or two questions from the poem
- ask the learners to read the poem silently

After the learners read the poem, give them different situations and ask them to say what a rebel would do in the present situation of lockdown.

A person who follows the rules should

- Wear a mask
- Stay home
- Wash hands

Let learners think of 'a rebel' and say what they do.

Ask them to answer questions (iv), (v) and (vi), and also to convey what they understand of the poet's intention. These questions are open-ended and have no fixed answers. Let learners think up answers and share their views online with each other through text message/emails/video messages.



<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• answers questions orally and in writing on a variety of texts</li> <li>• reads aloud stories and recites poems with appropriate pause, intonation and pronunciation.</li> <li>• participates in different activities in English, such as, role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organisations.</li> <li>• engages in conversations in English with family, friends, and people from different professions, such as, shopkeeper, salesperson, etc. using appropriate vocabulary.</li> <li>• responds to different kinds of instructions, requests, directions in varied contexts viz. school, bank, railway station.</li> <li>• speaks about excerpts, dialogues, skits, short films, news and debate on TV and radio, audio-video programmes on suggested websites</li> </ul>	<p>NCERT/State developed Textbook</p> <p><b>Honeycomb</b></p> <p>Unit 3 : Gopal and the Hilsa Fish (week 9,10,11)</p> <p>Poem: The Shed (Week 12)</p> <p>The themes chosen at the upper primary stage are— <i>Self, family, home, friends, neighbourhood, environment, animals, plants, arts, sports, games, travel, media, science and technology, health and hygiene, peace, etc.</i></p> <p><a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></p> <p>Listen to the audio enabled text (from audio textbooks of NCERT or any text, if available). Share poems, songs, jokes, riddles, tongue twisters, etc.</p> <p>Use QR code reader from mobile.</p> <p>Use resources from creative commons</p>	<p><b>Project</b></p> <p>Prepare an anecdotal diary documenting yours and your family members' stories. This could be annotated with visuals/ videos and can be created digitally.</p> <p><b>WEEK 9</b></p> <p><b>Competency/Skill</b></p> <p><b>Listening and Speaking</b></p> <p>Teacher asks learners to</p> <ul style="list-style-type: none"> <li>• watch/listen to English news and debates (TV, Radio) as input for discussion and debating skills.</li> <li>• watch English movies, serials, educational channels with subtitles, audio-video materials, teacher reading out from materials and talks by eminent speakers.</li> <li>• share their experiences, such as, journeys, visits, etc., in pairs /groups.</li> <li>• introduce self, converse with other persons, participate in role play/make speeches, reproduce speeches of great speakers</li> </ul> <p>(This may be done through group SMSes, mobile calls, or apps (WhatsApp/Telegram/Google Meet,etc). Teacher may contact learners individually or create online groups with learners)</p>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• infers the meaning of unfamiliar words by reading them in context.</li> </ul>	<p>Online dictionaries</p> <p><a href="http://www.macmillan.com">www.macmillan.com</a></p>	<p><b>Competency/Skill</b></p> <p><b>Vocabulary</b></p> <p>Teach vocabulary associated with various professions (e.g. cook, cobbler, farmer, blacksmith, doctor, etc.) Give activities related to the theme of fishing.</p>



<ul style="list-style-type: none"> <li>refers dictionary, thesaurus and encyclopedia to find meanings / spelling of words while reading and writing</li> </ul>	<p>The Free Online English <i>dictionaries</i> are used for <i>definitions, meanings, synonyms, pronunciations, games, sound effects, high-quality images,</i></p> <p>dictionary.ca mbridge.org dictionary</p> <p>QR codes of the textbook have some additional activities.</p> <p>use ICT (Internet, mobile, website, YouTube, TED talks etc) to browse for information, for projects/PPT etc</p> <p>These could be used by all learners.</p>	<ul style="list-style-type: none"> <li>Word ladder provides an opportunity for vocabulary building. Elicit the required word from learners by providing a set of synonyms for it.             <ul style="list-style-type: none"> <li>✓ cross: angry, annoyed, displeased, irked</li> <li>✓ tiny: small, little, negligible, meagre</li> </ul> </li> <li>Form groups of four learners and ask them to choose a word and think of at least four/five words which have similar meanings.</li> <li>Ask them to make a crossword puzzle. They can consult the dictionary to decide on the sentences/ clues describing the words.</li> <li>Then exchange the puzzles among groups via email or instant messaging.</li> <li>In Exercise 2, before learners are asked to make sentences, explain the different phrases that can be used with these words, for instance,             <ul style="list-style-type: none"> <li>✓ challenge: to accept / to take up/to face / to mount a challenge</li> <li>✓ smearing: smearing mud on the wall/smearing the wall with mud/smearing mud over the wall</li> <li>✓ comical: comical expression/ comical situation/ comical fellow</li> </ul> <p>(Note that comical does not occur with many words. We normally do not say comical character, but comic characters.)</p> <p>More activities can be generated by—</p> <ul style="list-style-type: none"> <li>✓ showing picture/object/illustration and asking for appropriate word(s)</li> <li>✓ word web</li> <li>✓ crossword</li> <li>✓ word ladder</li> <li>✓ giving synonyms</li> <li>✓ giving antonyms</li> <li>✓ explaining through context</li> <li>✓ using dictionaries</li> </ul> </li> </ul>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>reads textual/non-textual materials in English/Braille with comprehension.</li> </ul>	<p><a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a> <a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></p>	<p><b>WEEK 10</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Having listened to the audio text (role play/ drama), ask the learners to read the text on their own.</li> </ul>



<ul style="list-style-type: none"> <li>identifies details, characters, main idea and sequence of ideas and events in textual / non-textual material</li> <li>thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life.</li> <li>reads to seek information in print / online, notice board, signboards in public places, newspaper, hoardings, etc.</li> <li>reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, biography, autobiography, travelogue, etc. (extensive reading)</li> </ul>	<p>Use ICT (Internet, mobile, website, YouTube, TED talks etc) to browse for information, for projects/PPT discussion, debates, etc.</p>	<p>Learners are naturally interested in picture stories, particularly comic books.</p> <ul style="list-style-type: none"> <li>Give them a comic strip without dialogues (words in the speech bubbles can be erased). Ask learners to look at the pictures and complete the speech bubbles.</li> </ul> <p>Note: Many learners might find it difficult to write dialogues. Let them do it in their mother tongue, and you can help them reformulate these in English.</p> <ul style="list-style-type: none"> <li>You can also try another activity. Take a comic strip and cut out frame by frame, divide learners into groups and give each group a cut up comic story. Ask them to arrange the pictures in order.</li> </ul> <p>While reading activity—</p> <ul style="list-style-type: none"> <li>Depending on the length of the text divide it into parts and while reading the text check the comprehension of the learners for each part.</li> <li>Comprehension check can be conducted by using <ul style="list-style-type: none"> <li>✓ true/false</li> <li>✓ matching</li> <li>✓ multiple choices</li> <li>✓ short answer</li> <li>✓ gap filling</li> <li>✓ completion type</li> <li>✓ word attack</li> <li>✓ questions and answer</li> <li>✓ table completion type questions, etc.</li> </ul> </li> </ul> <p>End of the text questions can be attempted by the learners for global comprehension check.</p> <p>Ask learners to take a picture strip and write dialogues and share it online.</p>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>uses appropriate grammatical forms in</li> <li>communication (e.g. noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc.)</li> </ul>	<p>QR codes of the textbook have some additional activities. These could be used by all learners.</p>	<p><b>WEEK 11</b></p> <p><b>Grammar</b></p> <p>The exercise is on reported speech. Before learners work on the exercise, make sure that they know how to convert direct to reported speech. The fact that the tense has to change (how much did you pay becomes how much he had paid); the</p>





<ul style="list-style-type: none"> <li>organises sentences coherently in English / in Braille with the help of verbal and visual clues and with a sense of audience</li> <li>writes formal letters, personal diary, list, email, SMS, etc.</li> <li>writes descriptions/ narratives showing sensitivity to gender, environment and appreciation of cultural diversity</li> <li>writes dialogues from a story and story from dialogues</li> </ul>		<p>pronoun has to change (you becomes he/ she/they); in 'wh questions', the reported verb -askedis used.</p> <ul style="list-style-type: none"> <li>Give learners examples of the grammar item and then ask them to underline the grammar items in the text.</li> <li>Ask them to look for more examples online and write.</li> </ul> <p><b>Writing</b></p> <p><b>Writing a telephonic conversation</b></p> <p><b>Examples include:</b> phoning to make a complaint, speaking to a friend or inquiring about a job position.</p> <p><b>Going to the shop:</b> Key phrases are often important here, such as, "I would like..." "How much are..." "Good morning..." and so forth.</p> <p><b>Sharing opinions:</b> Dialogue between two friends. For example, Stay Home, Stay Safe.</p> <p>You can also encourage learners to write a diary/journal everyday till their school reopens.</p> <p>Share the steps of the Process Approach to writing with the learners.</p> <ul style="list-style-type: none"> <li>✓ <b>Brainstorming:</b> writing down many ideas that may come to an individual's mind or through discussions, pair work, group work</li> <li>✓ <b>Outlining:</b> organising ideas into a logical sequence</li> <li>✓ <b>Drafting:</b> writer concentrates on the content of the message (rather than the form).</li> <li>✓ <b>Revisions:</b> in response to the writer's second thoughts or feedback provided by peers or teacher, the draft is revised.</li> <li>✓ <b>Proof-reading:</b> with an emphasis on the form. Correct the language and appropriateness of its use.</li> <li>✓ <b>Final draft:</b> write the final draft now</li> </ul>
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**WEEK 12****Poem: *The Shed***

- Having listened to the audio (poems), ask the learners to read the text on their own.
- Learners read the poem aloud with appropriate stress, pauses and intonation.

While reading activity—

**Steps to teach poetry**

- begin with a warm-up which is thematically related to the poem, such as, encouraging learners to talk about any experiences that relate to the theme of the poem, using pictures, newspaper articles, etc., as prompts
- share the background of the poem or poet
- ask the learners to read the poem aloud
- ask a simple question or two related to the theme of the poem to help learners recall words, phrases and even lines from the poem

Ask learners to read the poem aloud a second time

- Other learners will now listen to, as well as, follow the poem in their books

OR

- Ask the learners to read the poem silently

You can then ask them one or two questions from the poem.

Ask learners to compare stanzas 1, 2 and 3 with stanza 4. What does the poet think about the following.

1. Spider's web
2. Hinges creaking in the wind
3. Through the cracked panes of glass
4. Brother's words

What does the last line tell you? Is the poet still afraid?

Ask learners to think of different expressions they would use to describe a ghost.



	<p>You may help the learners by consulting the notes appended and if necessary supplement the glossary.</p> <p>Remember that the objective is not 'to teach' vocabulary but to ensure maximum comprehension of the text, which is integral to total appreciation.</p> <p>End of the text questions can be attempted by the learners for global comprehension check.</p> <p><b>Project</b></p> <p>Learners can be asked to write one page of dialogues based on their routine and daily conversations during the lockdown. They can be asked to create a story using these dialogues. Stories can be illustrated as well. Later, learners may be asked to read out stories written by their classmates on a group call.</p>
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