

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>The learner</p> <ul style="list-style-type: none"> • responds to instructions and • announcements in school and public places viz., railway station, market, airport, cinema hall, and act accordingly. • introduces guests in English, interviews people by asking questions based on the work they do • engages in conversations in English with people from different professions such as bank staff, railway staff, etc. using appropriate vocabulary. • uses formulaic/ polite expressions to communicate such as 'May I borrow your book?', 'I would like to differ' etc. <p>The learner</p> <ul style="list-style-type: none"> • infers the meaning of unfamiliar words by reading them in context. 	<p>NCERT/State developed Textbook</p> <p>Honeydew</p> <p>Unit 2 : The Tsunami (week 5, 6, 7)</p> <p>Poem – Geography Lesson (Week 8)</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>http://ncert.nic.in/textbook/textbook.htm</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>Online dictionaries</p> <p>www.macmillandictionary.com</p>	<p>WEEK 5</p> <p>Competency/Skill—Listening and Speaking</p> <p>Ask learners to</p> <ul style="list-style-type: none"> • watch/listen to English news and debates (TV, Radio) as input for discussion and debating skills • watch English movies, serials, educational channels with subtitles, audio video materials, the teacher reading out from materials as well as talks by eminent speakers. • share their experiences such as, journeys, visits, etc., in pairs /groups • introduce self, converse with other • persons, participate in role play/ make speeches, reproduce speeches of great speakers <p>(This may be done through group SMSes or mobile calls or via apps like WhatsApp/Telegram/Google Meet. Teachers may contact learners directly or create groups of learners.)</p> <p>Competency/Skill — Vocabulary</p> <ul style="list-style-type: none"> • Give examples for using a dictionary as a reference book for finding multiple meanings of a word in a variety of contexts.



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

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

These could be used by all learners.

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

1. You can take a set of words related to natural calamities - like *flood, famine, storm, earthquake, snowstorm, landslide*, etc. – and jumble the letters of each word.

Ask learners to work out the answers. For example, the above words can be jumbled as lofod, eifmna, romts, threeqkuaa, swnotrosm, edilsdnal, etc.

2. Give the learners a set of words and ask them to categorise them as positive and negative attributes.

brave	sad	resourceful
courageous	traumatised	terrified
sacrificing	frightened	intelligent
helpful	quick-witted	hysterical
confused		

You can develop more activities for vocabulary development 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

The learner

- reads excerpts, dialogues, poems, commentaries of sports and games speeches, news, debates on TV, Radio and expresses opinions about them.
- reads textual/non-textual materials in English/Braille with comprehension.
- identifies details, characters, main idea and sequence of ideas and events while reading.

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

WEEK 6

Reading

Show learners a few pictures of natural calamities like earthquakes, floods, volcanic eruptions, storms or landslides, and a set of headlines or brief reports related to these calamities from newspapers.

Ask them to match the pictures and headlines.

You can ask learners questions like—

- ✓ What is common to all the conditions and what makes them different? Why is the loss of men and material so great?



<ul style="list-style-type: none"> • reads, compares, contrasts, thinks critically and relates ideas to life. • reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, also non-fiction articles, narratives, travelogues, biographies, etc. (extensive reading) 		<ul style="list-style-type: none"> ✓ Do you think one can predict such natural calamities? ✓ What would you do if you heard about an earthquake in a neighbouring town? ✓ How would you help others in such a situation? <p>While reading activity—</p> <ul style="list-style-type: none"> • Depending on the length of the text, divide it into parts. While reading the text, check the comprehension of the learners for each part. • Comprehension check can be conducted by using— <ul style="list-style-type: none"> ✓ true/false ✓ matching ✓ multiple choices ✓ short answer ✓ gap filling ✓ completion type ✓ word attack ✓ questions and answer ✓ table completion type questions, etc. <p>End of the text questions can be attempted by the learners for global comprehension check.</p>
<p>The learner</p> <ul style="list-style-type: none"> • prepares a write up after seeking information in print/online, notice board, newspaper, etc. • communicates accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech, etc.) • writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalising. 	<p>QR codes of the textbook have some additional activities. These could be used by all learners.</p>	<p>WEEK 7</p> <p>Grammar</p> <p>This lesson has a lot of examples of active and passive voice.</p> <p>Remember to point out that not all sentences in active voice can be rewritten in the passive.</p> <ul style="list-style-type: none"> • Give learners examples of the grammar item and then ask them to underline the grammar items in the text. • Ask them to look for more examples online and write. <p>Writing</p> <p>Share the steps of the Process Approach to Writing with the learners about—</p> <ul style="list-style-type: none"> ✓ Brainstorming: writing down many ideas that may come to an individual's mind or through discussions, pair work, group work



- writes short paragraphs coherently in English/ Braille with a proper beginning, middle and end with appropriate punctuation marks.
- writes answers to textual/non-textual questions after comprehension/ inference; draws character sketch, attempts extrapolative writing.
- writes email, messages, notice, formal letters, descriptions/ narratives, personal diary, report, short personal/ biographical experiences, etc.
- develops a skit (dialogues from a story) and story from dialogues.

- ✓ **Outlining:** organising the 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.

Keeping the present pandemic in view, ask the learners to develop an advisory for their locality.

WEEK 8

The poem: Geography Lesson

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

In the poem, the poet uses a series of negative terms to describe objects seen at the ground level (*haphazard, unplanned, without style, hate, kill*), but a set of positive terms to describe the aerial view (*developed, inevitability, valleys were populated, logic, attracted, clearly delineated*).

Ask the learners to (i) identify these two sets of words by themselves, and (ii) say what it suggests about the poet's attitude to things on the ground.

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



<p>The learner</p> <ul style="list-style-type: none"> • responds to instructions and • announcements in school and public places viz. railway station, market, airport, cinema hall, and act accordingly. 	<p>NCERT/State developed Textbook</p> <p>Honeydew</p> <p>Unit 3 : Glimpses of the Past (week 9,10,11)</p>	<ul style="list-style-type: none"> • 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 <p>Ask them to read the poem aloud a second time</p> <ul style="list-style-type: none"> • Learners will now listen as well as follow the poem in their books <p>OR</p> <ul style="list-style-type: none"> • Ask the learners to read the poem silently <p>You can then ask one or two questions from the poem.</p> <p>An interesting thing in this poem is the set of words used to describe the movement of the jet across the sky: sprang, reached, rose.</p> <p>Why has the poet chosen these words, and not more commonly used verbs such as <i>flew, climbed or travelled?</i></p> <p>After the poem has been dealt with, ask them to write an article on the topic “Some ways in which people on earth can live in harmony and peace”.</p> <p>Remind them that the poem indirectly suggests that people can live with mutual respect if we realise that our quarrels are very insignificant when compared to natural disasters.</p> <p>Project</p> <p>Read two stories from the Supplementary Reader and write their review.</p> <p>WEEK 9</p> <p>Competency/Skill— Listening and Speaking</p> <ul style="list-style-type: none"> • watch/listen to English news and debates (TV, Radio) as input for discussion and debating skills
--	---	---



<ul style="list-style-type: none"> introduces guests in English, interviews people by asking questions based on the work they do engages in conversations in English with people from different professions such as bank staff, railway staff, etc. using appropriate vocabulary. uses formulaic/polite expressions to communicate such as 'May I borrow your book?', 'I would like to differ', etc. 	<p>Poem: Macavity: the Mystery Cat (Week 12) The themes chosen at the upper primary stage are:</p> <p>Self, family, home, friends, neighbourhood, environment, animals, plants, arts, sports, games, travel, media, science and technology, health and hygiene, peace, etc.</p> <p>http://ncert.nic.in/textbook/textbook.htm</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>	<ul style="list-style-type: none"> watch and listen to English movies, serials, educational channels with subtitles, audio video materials, teacher reading out from materials and talks of eminent speakers. share their experiences such as journeys, visits, etc. in pairs /groups introduce self, converse with other persons, participate in role play / make speeches, reproduce speeches of great speakers <p>(This may be done through group SMSes, mobile calls, or apps like WhatsApp/Telegram/Google Meet. Teachers can contact learners directly or create groups of learners)</p>
<p>The learner</p> <ul style="list-style-type: none"> infers the meaning of unfamiliar words by reading them in context. refers to the dictionary, thesaurus and encyclopedia to find meanings / spelling of words while reading and writing 	<p>Online dictionaries</p> <p>www.macmillandictionary.com</p> <p>The Free Online English dictionaries are used for definitions, meanings, synonyms, pronunciations, games, sound effects, high-quality images,</p>	<p>Competency/Skill—Vocabulary</p> <ul style="list-style-type: none"> Give examples for using a dictionary as a reference book for finding multiple meanings of a word in a variety of contexts. Guide learners and their parents on conducting following activities for enhancing vocabulary related to the theme. <p>You can share pictures of historical events and ask learners to label them with appropriate words.</p> <p>You can develop more activities for vocabulary development by</p> <ul style="list-style-type: none"> ✓ showing picture/object/illustration and asking for appropriate word(s) ✓ word web



<p>The learner</p> <ul style="list-style-type: none"> • reads excerpts, dialogues, poems, • commentaries of sports and games speeches, news, debates on TV, Radio and expresses opinions about them. • reads textual/non-textual materials in • English/Braille with comprehension. • identifies details, characters, main idea and sequence of ideas and events while reading. • reads, compares, contrasts, thinks critically and relates ideas to life. 	<p>dictionary.cambridge.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/PPTs etc.</p> <p>These could be used by all learners.</p> <p>http://ncert.nic.in/textbook/textbook.htm</p>	<ul style="list-style-type: none"> ✓ crossword ✓ word ladder ✓ giving synonyms ✓ giving antonyms ✓ explaining through context ✓ using dictionaries <p>WEEK 10</p> <p>Reading</p> <p>As a pre-reading exercise to motivate the learners, elicit from them their favourite comic character and why they like it.</p> <p>You can then have a discussion on why they prefer comic strips to stories written in text (i.e. written in paragraph format).</p> <p>Ask the learners if they have noticed something special/different about this lesson, and how does it vary from lessons in their textbooks?</p> <p>The discussion should bring out points like pictures, dialogues, simple and sentences, speech bubbles with arrows pointing at the characters, the expressions on the characters' faces, visual images of the background of the story, especially historical stories, and so on.</p> <p>While reading activity—</p> <ul style="list-style-type: none"> • 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. <p>Comprehension check can be conducted by using</p> <ul style="list-style-type: none"> ✓ true/false, ✓ matching, ✓ multiple choices, ✓ short answer, ✓ gap filling,
---	---	--



- reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, also non-fiction articles, narratives, travelogues, biographies, etc. (extensive reading)

The learner

- prepares a write up after seeking information in print / online, notice board, newspaper, etc.
- communicates accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech, etc.)
- writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalising.
- writes short paragraphs coherently in English/ Braille with a proper beginning, middle and end with appropriate punctuation marks.
- writes answers to textual/non-textual questions after comprehension / inference; draws character sketch, attempts extrapolative writing.

QR codes of the textbook have some additional activities.

These could be used by all learners.

- ✓ 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.

Ask the learners which aspect of History they like from their course (Social Science/History) and why? They can write a paragraph explaining why.

WEEK 11

Grammar

This lesson has a lot of examples of reported speech.

This exercise will help the learners practice the grammatical function of direct and indirect speech. You can share some rules for changing direct into reported speech

You may revise the tenses and then take up the reported speech.

- 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 via email or text.

Writing

Divide the class into small groups and give each group a section from the lesson. Then ask them to try and rewrite the story in text form.

They can use the dialogues as they are, or change the direct narration into reported speech.

At the end of the activity, you can consolidate all the paragraphs to form a coherent story.

Share the steps of 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, group work



- writes email, messages, notice, formal letters, descriptions/ narratives, personal diary, report, short personal/ biographical experiences etc.
- develops a skit (dialogues from a story) and story from dialogues.

- ✓ **Outlining:** organising the 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 12

Poem: Macavity— the Mystery Cat

Macavity the 'mystery' cat has been described in human terms in this poem.

The cat's general patterns of behaviour have been dramatised in such a manner that its actions seem to resemble those of master criminals.

The poem builds a sense of excitement and mystery by hinting that Macavity is a riddle for everybody.

After the learners have read the poem once, ask them, to list all the words in the poem that refer to the law, and breaking the law.

Their list should include words like Scotland Yard, Hidden Paw, master criminal and crime. (Definitions of Scotland Yard and the Flying Squad are mentioned in the glossary)

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



		<p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Ask the learners to read the poem silently. <p>Learners will now listen to as well as follow the poem in their books.</p> <ul style="list-style-type: none"> • Ask one or two questions from the poem <p>The description of Macavity tells us that he is a very odd and mysterious creature. You can ask learners to identify the lines that describe Macavity.</p> <p>Having read the poem, try to guess whether the poet is fond of cats or not?</p> <p>Project</p> <p>Read two stories from the Supplementary Reader and write their review.</p> <p>OR</p> <p>Write two poems about any other animal of your choice. Add images or annotate with videos if creating online.</p>
--	--	--

