

English

Learning Outcomes	Sources and Resources	Week-wise Suggestive Activities (to be guided by parents/ teachers)
<p>The learner</p> <ul style="list-style-type: none"> listens for information, gist and details and responds accordingly. listens to and discusses literary / non-literary inputs in varied contexts to infer, interpret and appreciate. <ul style="list-style-type: none"> reads with comprehension the given text / materials employing strategies like skimming, scanning, predicting, reviewing, inferring. reads silently with comprehension, interprets layers of meaning. 	<p>Lesson 3: Two Stories about Flying</p> <p><i>His First Flight</i> by Liam O' Flaherty</p> <p><i>Black Aeroplane</i> by Frederick Forsyth</p> <p>https://ciet.nic.in/pages.php?id=firstflight&ln=en</p> <p>(Audio version of the Lesson)</p>  <p>Use QR code reader from mobile.</p> <p>http://ncert.nic.in/textbook/textbook.htm?jeff1=3-11</p> <p>(PDF version of energised book available at www.ncert.nic.in)</p> <p>Reading</p> <p>Having listened to the story / text / poem, learners read the text on their own. (In case there are other sibling at home, they can do it with their brother / sister or even parents)</p> <p>Learners read the text in chunks (the text may be divided into four or five sections). NCERT textbooks are divided into sections followed by oral comprehension check.</p> <p>While reading activity: As they read the text / stories on their own, learners will have to attempt to answer the question given in the middle of the text or learners are using text from state or other textbooks, they should attempt to answer the questions for comprehension given at the end of the text.</p>	<p>WEEK 5</p> <p>Competency/Skill—Listening and Reading</p> <ul style="list-style-type: none"> Teachers inform learners about the website and the particular lesson to be learnt. Teacher may be given special instruction - what is expected of them. Say for example, 'listen to the audio text and then read the same text on your own.' <p>Competency/Skill—Reading</p> <p>Teachers may ask learners to do the following activities as per the needs of learner/the curriculum—</p> <ul style="list-style-type: none"> Attempt and answer the reading comprehension questions given at the end of text. Create a sub-text by summarising the text Write or tell the whole story / text in your language to parents or sibling. Make a visual description of the story. <p>Post Reading Aactivity Reading comprehension</p> <p>Revisit / reread the text and answer the comprehension question given at the end of the text.</p> <p>Rearranging the sentences to create sub-text</p> <p>https://nroer.gov.in/55ab34ff8</p> <p>This interactive activity can be accessed using QR code mentioned above.</p>



<ul style="list-style-type: none"> ✓ uses words, phrases, idioms and words chunks for meaning making in contexts. ✓ understands and elicits meanings of the words in different contexts, and by using dictionary, thesaurus and digital facilities. • speaks fluently with proper pronunciation, intonation and pause, using appropriate grammar. <p>The learner</p> <ul style="list-style-type: none"> ✓ writes short answers / paragraphs, reports using appropriate vocabulary and grammar on a given theme; ✓ writes a description of one's experiences 	<p>Process Approach to Writing</p> <p>It emphasises the steps a writer goes through when creating a well-written text. The stages include:</p> <p>Brainstorming: writing down many ideas that may come to an individual's mind or through discussions, pair work, group work</p> <p>Outlining: organising the ideas into a logical sequence</p> <p>Drafting: writer concentrates on the content of the message (rather than the form).</p> <p>Revisions: in response to the writer's second thoughts or feedback provided by peers or teacher, the draft is revised.</p> <p>Proof-reading: with an emphasis on form. Correct the language and appropriateness of its use.</p> <p>Final draft: <i>Write the final draft now</i></p> <p>Watch the video on process approach to writing.</p> <p>Other resources can be found on— https://www.youtube.com/user/kankoduthavanithan</p>	<p>Competency/Skill—Vocabulary</p> <p>Thematic vocabulary (used / read in the lesson)</p> <p>Teachers may ask learners to —</p> <ul style="list-style-type: none"> • Find the new words and categorise into groups and make a word web or mind map of the words. • Create a dictionary of words you come across in the text. • Find the meaning of words and write them down in their notebook. • Try to make sentences using the words. <p>Skills/Competency Speaking</p> <p>Learners describe the movement of aeroplanes, motorcars, Bird flying and about how bird move from one place to another.</p> <p>(Describing movement with suitable words, sentence constructions)</p> <p>Learners write a description of their experience, like noticing the young bird flying.</p>
<p>The learner</p> <ul style="list-style-type: none"> • listens for information, gist and details and responds accordingly. • listens to and discusses literary / non-literary inputs in varied contexts to infer, interpret and appreciate. 	<p>Black Aeroplane by Frederick Forsyth</p> <p>https://ciet.nic.in/pages.php?id=firstflight&ln=en</p> <p>(Audio version of the Lesson. Listen to the Part II of the lesson)</p> <div style="text-align: center;">  <p>16582863</p> </div>	<p>WEEK 6</p> <p>Competency/Skill—Listening and Reading</p> <ul style="list-style-type: none"> • Teachers inform the learners about the website and the lesson to be learnt. • Teacher may be given special instruction - what is expected of them. Say for example 'listen to the audio text and then read the same text on your own.'



<ul style="list-style-type: none"> ✓ reads with comprehension the given text / materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring. ✓ reads silently with comprehension, interprets layers of meaning. 	<p>Use QR code reader from mobile.</p> <p>http://ncert.nic.in/textbook/textbook.htm?jeff1=3-11</p> <p>(PDF version of energised book available at www.ncert.nic.in Read Part II of the lesson)</p>	<p>Competency/Skill—Reading</p> <p>Teachers may ask learners to do the following activities as per the needs of learner / the curriculum—</p> <ul style="list-style-type: none"> • Attempt and answer the reading comprehension questions given at the end of text. • Create a sub-text by summarising the text • Write or tell the whole story / text in your language to parents or sibling. • Make a visual description of the story. <p>Post Reading Activity</p> <p>i. Reading comprehension</p> <p>Revisit / reread the text and answer the comprehension question given at the end of the text.</p> <p>ii. Rearranging the sentences to create sub-text</p> <p>https://nroer.gov.in/55ab34ff8</p> <p>This interactive activity can be accessed using QR code mentioned above.</p>
<p>The learner</p> <ul style="list-style-type: none"> ✓ uses words, phrases, idioms and words chunks for meaning making in contexts. ✓ understands and elicits meanings of the words in different contexts, and by using dictionary, thesaurus and digital facilities. ✓ uses grammar items in context, such as, reporting verbs, passive and tense, time and tense etc. 	<p>QR codes of the Workbook, Words and Expressions II have some additional activities. These could be used by all learners.</p> <p>http://ncert.nic.in/textbook/textbook.htm?jew2=3-11</p> <p>Grammar</p> <p>Notices the grammar items in the text from the given exercises under grammar part of the textbook.</p> <p>http://ncert.nic.in/textbook/textbook.htm?jew2=3-11</p>	<p>Vocabulary and use of words figuratively</p> <p>Finding many words / synonyms for one word. Word from the text is ‘fly’</p> <p>Teacher may give some more words, like, drive, move</p>



<p>The learner</p> <ul style="list-style-type: none"> • writes short answers / paragraphs, reports using appropriate vocabulary and grammar on a given theme; • writes letters both formal and informal, invitations, advertisements, notices, slogans, messages and emails. • writes short dialogues and participates in role plays, skits, street plays (<i>nukkadnatak</i>) for the promotion of social causes like <i>BetiBachao – BetiPadhao</i>, <i>Swachh Bharat Abhiyaan</i>, conservation and protection of environment, drug abuse, gender issues, child labour and promotion of literacy etc. <p>Project Work</p> <ul style="list-style-type: none"> • uses language for purposes – collecting information from various sources and developing a report / write up and work with other on theme / work • appreciate literary language / poetry 	<p>https://www.youtube.com/user/kankoduthavanithan</p> <p>Lot of resources available on this NROER, QR codes of the lesson</p> <p>Process Approach to Writing (Please refer to the writing activity given above)</p> <p>https://www.youtube.com/watch?v=W_gARDa4zgA</p> <p>Access using QR code.</p> <p>https://ciet.nic.in/pages.php?id=firstflight&ln=en</p> <p>Listen to the poem from the audio book (NCERT)</p>	<p>WEEK 7</p> <p>Writing</p> <p>Based on the reading of the text / story, the learner may now do the short answer comprehension questions. Learners undertake at least three or four writing tasks undergoing the process (approach).</p> <p>Week 7 (last two days)</p> <p>Doing a Project work</p> <p>Learners to the project work given in the textbook and in the Workbook.</p> <p>WEEK 8</p> <p>How to Tell Wild Animals by Carolyn Wells</p> <p>Read the poem, listen to it from the audio and do 'Thinking about the Poem'</p> <p>The Ball Poem by John Berryman</p> <p>Learners write (some lines) poem on their own.</p>
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The learner

- ✓ listens for information, gist and details and responds accordingly.
- ✓ listens to and discusses literary / non-literary inputs in varied contexts to infer, interpret and appreciate.
- ✓ reads with comprehension the given text / materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring.
- ✓ reads silently with comprehension, interprets layers of meaning.

Thinking about Language (Vocabulary and Grammar— Phrasal verbs, Idioms, Contracted forms)

- ✓ uses words, phrases, idioms and words chunks for meaning making in contexts.

Lesson 4**From the Diary of Anne Frank by Anne Frank**

<https://ciet.nic.in/pages.php?id=firstflight&ln=en>

Listen to the audio of the text.

QR Code



<http://ncert.nic.in/textbook/textbook.htm?jeff1=4-11>

Read from the energised text.

<http://epathshala.nic.in/QR/?=1059CHO4>

Post reading activity task. Creating a sub text by rearranging the sentences which summarises the story / text.

<https://nroer.gov.in/55ab34ff8/>

<https://nroer.gov.in/55ab34ff8/>

Interactive tasks based on the text and vocabulary- phrasal verbs

WEEK 9**Competency/Skill—Listening and Reading**

- Teachers inform the learners about the website and the particular lesson to be learnt.
- Teachers may be given special instruction - what is expected of them. Say for example 'listen to the audio text and then read the same text on your own.'

Competency/Skill—Reading

Teachers may ask learners to do the following activities as per the needs of learner / the curriculum:

- Attempt and answer the reading comprehension questions given at the end of text.
- Create a sub-text by summarizing the text
- Write or tell the whole story /text in your language to parents or sibling.
- Make a visual description of the story.

Post Reading activity**i. Reading comprehension**

Revisit / reread the text and answer the comprehension question given at the end of the text.

ii. Rearranging the sentences to create sub-text

Teacher guides learners through activities / tasks from the textbook and also additional activities to notice phrasal verbs and how they are formed and uses.

Learners understand and use Idioms in contexts,



<ul style="list-style-type: none"> ✓ understands and elicits meanings of the words in different contexts, and by using dictionary, thesaurus and digital facilities. ✓ uses grammatical items appropriate to the context in speech and writing. ✓ uses grammatical items as cues for reading comprehension such as tense, reported speech, conjunctions, and punctuation <p>Speaking</p> <p>The learner</p> <ul style="list-style-type: none"> • speaks with coherence and cohesion while participating in interactive tasks. • uses language appropriate to purposes and perspectives. • talks on key contemporary issues like social justice, environment, gender, etc., in speech and writing. <p>Writing</p> <ul style="list-style-type: none"> • writes diary expressing one’s experiences and emotions. <p>Listening</p> <p>The learner</p> <ul style="list-style-type: none"> • listens to announcements, instructions, read-aloud texts, audio, videos for information, gist and 	<p>Teacher may use any resource from internet or any other source to showcase dialogues</p> <p>Here is one from NROER Come on Let us Dialogue</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5dc39f3516b51c73271bc03c</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5dc39f1016b51c73271bc039</p> <p>Two videos on writing.</p> <p>https://www.youtube.com/watch?v=MhMKKdWftwk</p> <p>https://www.youtube.com/watch?v=sPVYTjwXvcs</p> <p>https://www.youtube.com/watch?v=9MPIUAHV84o&t=61s</p> <p>https://www.youtube.com/watch?v=uW_zybiWlik&t=102s</p> <p>Use resources QR code of NCERT textbook and from NROER</p>	<p>WEEKS 10 AND 11</p> <p>Teacher asks learners to read out the dialogue from the textbook or learners may read the dialogue with their sibling or parents.</p> <p>Teacher may create some more dialogues. Some with gaps so that learners can fill them up.</p> <p>Teacher gives an illustration of a diary citing from <i>Anne Frank’s Diary</i>.</p> <p>Provides an engaging experience of writing through the process approach to writing – jotting down the point, making an outline, writing the first draft, editing and proof reading and writing the final draft. (Refer to Process Approach to writing given above)</p> <p>Teacher should engage learners to write at least three or four diary writing tasks.</p> <p>Teacher directs the learners to do the listening activity from the textbooks (p. 59)</p>
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<p>details; responds by answering questions accordingly.</p> <ul style="list-style-type: none"> listens to and discusses literary / non-literary inputs in varied contexts to infer, interpret, and appreciate. <p>The learner</p> <ul style="list-style-type: none"> interprets ideas and theme of the poem and uses the literary devices. Appreciate literary language / poetry <p>Revision of lessons / Competencies learnt</p>	<p>Poem</p> <p>Amanda!</p> <p>Learners listen from the audio book (NCERT).</p> <p>https://ciet.nic.in/pages.php?id=firstflight&ln=en</p> <p>Use the resources mentioned above and teacher's own.</p>	<p>One of the learners / siblings read out the text and the other learner completes the task.</p> <p>Week 12 (First Four days)</p> <p>Teacher makes the learners read the poem at least three times and the do the tasks.</p> <p>Week 12 (Last two days)</p> <p>Teacher revises the lesson / competencies learnt so far. May use this time also for formative / period assessment.</p>
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Points to be kept in view for language teaching-learning

- This guidelines enables learners to learn languages based on the textbook or any other materials available to them. Since this is self-initiated and directed, learners, teachers and parent have to be highly flexible in enabling the learners to use them effectively.
- This can be used for any lesson / unit in language learning based on textbook or based on any other materials available to learners in print or as soft copy.
- Not all the activities can be undertaken by all learners. So let's be flexible and let learners do on their own depending on the facilities available to them. (For example, some may not have audio enabled gadgets with them, in that case they should do reading well or ask another person to listen to the text at home.)
- All the activities mentioned here are for learners to do as they are not with teachers or in any formal teaching-learning situation.

