

English

This eight week calendar covers Lessons 3, 4 and 5 and three poems from Class IX.

Learning Outcomes	Sources and Resources	Week-wise Suggested Activities (to be guided by Parents under the guidance of teacher)
<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. • 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>Lesson 3: A Little Girl (Short Story) by Katherine Mansfield</p> <p>https://ciet.nic.in/pages.php?id=beehive&ln=en</p> <p>Use QR code reader from mobile.</p> <p>http://ncert.nic.in/textbook/textbook.htm?iebe1=3-11</p> <p>https://epathshala.nic.in//process.php?id=students&type=eTextbooks&ln=en (Energised flipped Books)</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).</p> <p>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</p>	<p>WEEK 5</p> <p>Competency/Skill- Listening and reading</p> <ul style="list-style-type: none"> • 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 <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—Reading comprehension</p> <p>Revisit / reread the text and answer the comprehension question given at the end of the text.</p> <p>Do the QR coded tasks from NCERT textbook and the workbook, Words and Expressions 1.</p> <p>http://ncert.nic.in/textbook/textbook.htm?iewe1=3-11</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. 	<p>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>Post Reading</p> <p>Use above sources for doing the post reading tasks from the textbook and also decode the QR coded (additional) tasks</p>  <p>https://epathshala.nic.in/process.php?id=students&type=eTextbooks</p> <p>QR codes of the textbook have some additional activities. These could be used by all learners.</p> <p>https://epathshala.nic.in/process.php?id=students&type=eTextbooks</p> <p>http://ncert.nic.in/textbook/textbook.htm?iwe1=3-11 (Workbook)</p> <p>Vocabulary</p> <p>Post Reading Activity</p> <p>Vocabulary learning</p> <p>Let learners consult the dictionary online or off line to find the meaning of words / phrases that they find it new in the passage they read.</p>	<p>WEEK 6</p> <p>Competency/Skill—Vocabulary</p> <p>Thematic vocabulary (used/read in the lesson)</p> <p>Glad, happy, pleased, delighted, thrilled and overjoyed and verbs of reporting.</p> <p>Teachers may ask learners to</p> <ol style="list-style-type: none"> Find the new words and categorize 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 note book. Try to make sentences using the words. do the activities and task in the work book for class X, Words and Expression 1
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<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>nukkad natak</i>) for the promotion of social causes like <i>Beti Bachao – Beti Padhao</i>, <i>Swachh Bharat Abhiyaan</i>, conservation and protection of environment, drug abuse, gender issues, child labour and promotion of literacy, etc. <p>The learner</p> <ul style="list-style-type: none"> • speaks fluently with proper pronunciation, intonation and pause, using appropriate grammar. • listens to and speaks on a variety of verbal inputs, viz. debate, speech, 	<p>https://www.youtube.com/user/kankoduthavanithan</p> <p>Lot of resources available on this</p> <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: Write the final draft now</p>	<p>Writing</p> <p>Teacher may give additional questions wherever possible and needed.</p> <p>Based on the reading of the text / story learner may now do the short answer comprehension questions</p> <p>Long answer questions article writing, essay writing, letter writing and so on.</p>
<p>The learner</p> <ul style="list-style-type: none"> • speaks fluently with proper pronunciation, intonation and pause, using appropriate grammar. • listens to and speaks on a variety of verbal inputs, viz. debate, speech, 	<p>Teachers use audio and audio and video resources from radio, visual medium</p> <p>Workbook has additional activities.</p>	<p>Speaking</p> <p>Learners do the activities in the textbook and also from the workbook.</p>



<ul style="list-style-type: none"> • group discussion, power point presentation, radio programme, interview, mock parliament, etc. • uses language for purposes – collecting information from various sources and developing a report / write up and work with other on theme / work • interprets theme, ideas and events of the poem • appreciates literary language / poetry • 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, 	<p>https://www.youtube.com/watch?v=W_gARDa4zgA</p> <p>Poem <i>Rain in the Roof</i> by Coates Kinney</p> <p>Use the audio book to enable learners to listen to the poem many times.</p> <p>https://ciet.nic.in/pages.php?id=beehive&ln=en</p> <p>Lesson 4 <i>Truly Beautiful Mind</i> (A biographical narrative about Albert Einstein)</p> <p>Listen to the text from the NCERT audio book</p> <p>https://ciet.nic.in/pages.php?id=beehive&ln=en</p> <p>Use QR code reader from mobile.</p>  <p>http://ncert.nic.in/textbook/textbook.htm?iebe1=4-11</p> <p>https://epathshala.nic.in//process.php?id=students&type=eTextbooks&ln=en</p>	<p>WEEK 6 (LAST/ONE DAY)</p> <p>Doing a Project work</p> <p>Learners do the project work given in the textbook and in the Workbook . Or else teacher along with learners may design project work for learners (doing from home)</p> <p>WEEK 7</p> <p>Learners learn to appreciate and interpret ideas and language of the poem. (We need not teach other language aspect through a poem. Poetry is for enjoyment.)</p> <p>Do the tasks from the Workbook</p> <p>http://ncert.nic.in/textbook/textbook.htm?iewe1=4-11</p> <p>WEEK 8</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 give special instruction — what is expected of them. 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.
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<p>scanning, predicting, previewing, reviewing, inferring.</p> <ul style="list-style-type: none"> reads silently with comprehension, interprets layers of meaning. connects with the ideas and concept of other subjects -Science and Mathematics – the Einstein’s theory and it use to promote Language Across the Curriculum (LAC) 	<p>(Energised flipped Books)</p> <p>Reading</p> <p>Having listened to the biographical narrative / 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).</p> <p>NCERT textbooks are divided into sections followed by oral comprehension check.</p> <p>While reading activity</p> <p>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>Post Reading</p> <p>Use above sources for doing the post reading tasks from the textbook and also decode the QR coded (additional) tasks.</p> <p>http://ncert.nic.in/textbook/textbook.htm?iewe1=4-11</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"> 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. <p>Post Reading activity reading comprehension</p> <p>Revisit / reread the text and answer the comprehension question given at the end of the text.</p> <p>Do the QR coded tasks from NCERT textbook and the workbook, Words and Expressions I.</p> <p>http://ncert.nic.in/textbook/textbook.htm?iewe1=4-11</p>
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<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. 	<ul style="list-style-type: none"> • 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. <p>Post Reading Activity</p> <p>Reading comprehension</p> <p>Revisit/re-read the text and answer the comprehension question given at the end of the text.</p> <p>Do the QR coded tasks from NCERT textbook and the workbook, Words and Expressions I.</p> <p>Moving Beyond Text</p> <p>Connect with subjects like, Science and Mathematics with the support of the subject teachers and design activities for Language Across the Curriculum.</p> <p>Lesson 4: Truly Beautiful Mind (A biographical narrative about Albert Einstein)</p> <p>QR codes of the textbook have some additional activities. These could be used by all learners.</p> <p>https://epathshala.nic.in//process.php?id=students&type=eTextbooks&ln=en</p> <p>http://ncert.nic.in/textbook/textbook.htm?iewe1=4-11 (Workbook)</p>	<p>WEEK 9</p> <p>Competency/Skill—Vocabulary</p> <p>Thematic vocabulary (used/read in the lesson)</p> <p>Words and phrases from the text read.</p> <p>Teachers may ask learners to</p> <ul style="list-style-type: none"> • Learning to use the words and categorise into groups and make a word web or mind map of the words. One word which can substitute a clause. • Create a dictionary of words you come across in the text. • Find the meaning of words and write them down in their notebook.
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<p>The learner</p> <ul style="list-style-type: none"> uses grammar items (Participle phrases) in context such as reporting verbs, passive and tense, time and tense etc. writes short answers / paragraphs, reports using appropriate vocabulary and grammar on a given theme 	 <p>Vocabulary</p> <p>Post Reading activity</p> <p>Vocabulary learning</p> <p>Let learners consult the dictionary online or offline to find the meaning of words / phrases that they find it new in the passage they read.</p> <p>Lesson 4: Truly Beautiful Mind (A biographical narrative about Albert Einstein)</p> <p>QR codes of the textbook have some additional activities. These could be used by all learners.</p> <p>Grammar</p> <p>Notices the grammar item in the text from the given exercises under grammar part of the textbook.</p> <p>https://epathshala.nic.in//process.php?id=students&type=eTextbooks&ln=en (Text book)</p> <p>http://ncert.nic.in/textbook/textbook.htm?iewe1=4-11 (Workbook)</p> <p>https://www.youtube.com/user/kankoduthavanithan</p> <p>https://www.youtube.com/watch?v=MhMKKdWftwk&t=4s</p> <p>Lot of resources available on this, like,</p> <p>Any Newspaper report</p> <p>Use Newspaper as a resource</p>	<ul style="list-style-type: none"> Try to make sentences using the words. Do the activities and task in the work book for Class X, Words and Expressions I. <p>WEEK 10</p> <p>Grammar Item in Context</p> <p>Use of Participle Phrases in context from the textbook as well as the workbook, Words and Expressions 1.</p> <p>Teacher gives additional activities/tasks to help learner understand and use the reported speech aspect on their own.</p> <p>WEEK 11</p> <p>Writing</p> <p>Writing a Newspaper Report</p> <p>Teacher may give additional report writing tasks to make them learn to write.</p> <p>Let learner understand the process of writing by writing. (Adopting the strategy of ‘learning to do by doing things.’)</p> <p>The whole week can be spent in enabling learners to write.</p>
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<p>The learner</p> <ul style="list-style-type: none"> • uses appropriate punctuation marks and correct spelling of words while taking down dictation. • takes notes and makes notes while listening to TV news, discussions, speech, reading aloud/silent reading of texts, etc., and summarises. 	<p>Process Approach to Writing</p> <p>Process approach to writing 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: Write the final draft now.</p> <p>For the teacher</p> <p>Dictation is not just memory exercises where learners are given some words the day before and asked to write the day after. There are many ways Dictation that can be used to engage learners. Here are some ways.</p> <ul style="list-style-type: none"> • Can be used as an interactive activity • Can be considered a good learning technique to improve students’ proficiency 	<p>Integrated Language Practice</p> <p>Dictation</p> <p>Design tasks for dictation in many ways as suggested in the previous column.</p> <p>Teachers may use texts from Science, social Science textbooks for various types of dictation.</p>
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- edits passages with appropriate punctuation marks, grammar and correct spelling.

Jig-saw dictation

Children listen to a short text read by teacher and write down chunks of the text in the form of phrases or short sentences (understanding and listening to the gist of the text)

Partial dictation

Children work in pairs. A text is divided in half. Two of them work out the whole text. (reading, speaking, listening & writing task)

Running Dictation

Children work in groups (four/five). One child is responsible for writing the text while the other member takes turns to read out the text sentence by sentence.

This enables children to work together. All the skills (LSRW) involved.

Grammar Dictation

Children work in groups

They listen to a short text read by the teacher at a normal speed and jot down some important words.

They pool their resources, discuss and work to compose a text nearest to the original text possible. (listening, speaking, writing skills and children do it together)

Composition Dictation

Group work (four / five). Children listen to a text read by the teacher at normal speed and jot down familiar words as they listen. They use their limited number of isolated words or fragments



<p>The learner</p> <ul style="list-style-type: none"> interprets theme, ideas and events of the poem appreciates literary language /poetry reads with comprehension the given text/ materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring, and summarising. reads silently with comprehension and interprets layers of meaning. 	<p>of sentences to reconstruct their version. Text need not be the same as original text. Let children discuss, compare, seek help from peer and edit their texts before the final submission.</p> <p>(Source: Davis & Rinvolucris 1988, Wajnryb 1992 and many others)</p> <p>Use dictation as a learning technique to engage learners with language, not as a testing device.</p> <p>Poem: <i>The Lake Isle of Innisfree</i> by W.B. Yeats</p> <p>Use the audio book to enable learners to listen to the poem many times.</p> <p>https://ciet.nic.in/pages.php?id=bee_hive&ln=en</p> <p>Supplementary Reader (Extensive Reading)</p> <p>Audio book</p> <p>https://ciet.nic.in/pages.php?id=moments&ln=en</p> <p>PDF version with QR code</p> <p>http://ncert.nic.in/textbook/textbook.htm?iemo1=1-10</p>	<p>WEEK 11 (CONTINUED)</p> <p>Learners learn to appreciate and interpret ideas and language of the poem. (We need not teach other language aspects through a poem. Poetry is for enjoyment.)</p> <p>Do the tasks from the Workbook</p> <p>http://ncert.nic.in/textbook/textbook.htm?iemo1=4-11</p> <p>WEEK 12</p> <p>Lesson 1: The Lost Child by Mulk Raj Anand</p> <p>(A child goes to a fair with his parents. He is happy and excited and wants the sweets and toys displayed there. But his parents don't buy them for him. Why does he refuse when someone else offers them to him?)</p> <p>This is extensive reading and reading for pleasure.</p> <p>Teacher need not set tasks for detailed language activities. Learners be able to read, interpret and appreciate the story.</p> <p>Teacher enables learners to do tasks at the end of the text and few extrapolative tasks for appreciation and moving beyond the text.</p> <p>Teacher may supply or use the suggested text given at the end of the lesson to read by learners.</p>
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Points to be kept in view for language teaching-learning

- These guidelines enable learners to learn languages based on the textbook or any other material available to them. Since this is self-initiated and directed, learners, teachers and parents have to be highly flexible in enabling the learners to use them effectively.
- This can be used for any lesson or unit in language learning based on textbook or based on any other material available to learners in print or as soft copy.
- Not all the activities can be undertaken by all learners. So let us 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.

संस्कृतम्

अधिगम-प्रतिफलानि	उपयुक्तानि संसाधनानि	प्रस्ताविता: गतिविधयः (शिक्षकाणामभिभावकानाम् वा साहायेन विधेयाः)
<ul style="list-style-type: none"> • विद्यार्थी सरल संस्कृत भाषया कक्षोपयोगीनि वाक्यानि वक्तुं समर्थः अस्ति। • विद्यार्थी कक्षातः बहिः दैनन्दिन-जीवनोपयोगीनि वाक्यानि वदति। • प्रश्न-आश्चर्य-उत्साहणह-दुःख-विनम्रताऽऽदीन् भावान् संस्कृतभाषया वदति लिखति च। 	<p>एनसीईआरटी द्वारा अथवा राज्य द्वारा निर्मितानि पाठ्यपुस्तकानि, गृहे उपलब्धाः पठनलेखनसामग्रयः</p> <p>अन्यदृश्यश्रव्यसामग्रयः यथा इंटरनेट-वेबसाइट, रेडिओदूरदर्शनादिषु उपलभ्यन्ते।</p>	<p>सप्ताहः – पंचमः</p> <p>श्रवणसम्भाषणकौशलं</p> <p>1. शिक्षणक्रमे शिक्षकः/शिक्षिका सरल-संस्कृत-वाक्यानां प्रयोगं कुर्यात्। छात्राणामवबोधनं श्रवणकौशलम् च परीक्षितुं मध्ये मध्ये प्रश्नान् पृच्छेत्। संस्कृतभाषावबोधनसमये छात्रैः काठिन्यमनुभूयते चेत् मध्ये मध्ये हिन्दीभाषायाः क्षेत्रियभाषायाः अपि प्रयोगः करणीयः।</p> <p>उदाहरणम् -</p> <p>बालः –सुप्रभातम्! महोदये! किम् अहम् अन्तः आगन्तुं शक्नोमि?</p> <p>शिक्षिका –आम्! आगच्छ।</p> <p>प्रियंका - क्षम्यतां महोदये!, अहम् इमं श्लोकं सम्यक् रूपेण न अवगच्छामि। कृपया पुनः एकवारं बोधयतु।</p> <p>शिक्षिका –अस्तु, पुनः एकवारं बोधयामि।</p> <p>प्रियंका - महोदये! अधुना श्लोकार्थः स्पष्टः। धन्यवादः।</p> <p>2. शिक्षिका प्रारम्भे छात्रान् दैनन्दिन-जीवनोपयोगिनः प्रश्नान् पृच्छेत्।</p> <p>यथा –अद्य गृहे मात्रा सह कीदृशः वार्तालापः कृतः?</p> <p>मातः! अद्य अहं किमपि स्वादुभोजनम् वाञ्छामि। किं सायंकाले विपणिं गमिष्यति? मिष्टान्नम् च आनेष्यति?</p> <p>3. इण्टरनेट्मध्ये उपलब्धानि संस्कृततगीतानाम् श्रवणम् भवेत्।</p>

