

## English Language (Class- IX & X)

<b>Learning Outcomes</b>	<b>Sources/ Resources</b>	<b>Week-wise Suggestive Activities (to be guided by teachers/parents)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>listens for information, gist and details and responds accordingly.</li> <li>listens to and discusses literary/non-literary inputs in varied contexts to infer, interpret and appreciate.</li> </ul>	<p><a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></p> <p><b>Use QR code reader form mobile.</b></p>	<p><b>WEEK 1</b></p> <p><b>Competency/Skill- Listening</b></p> <ul style="list-style-type: none"> <li>The teachers inform the learners about the website and the particular lesson to be learnt.</li> <li>Learners may be given special instructions — what is expected of them. Say, for example, listen to the audio text and then read the same text on your own.</li> </ul>
<ul style="list-style-type: none"> <li>reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring.</li> <li>reads silently with comprehension, interprets layers of meaning.</li> </ul>	<p><a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></p> <p><b>Reading</b></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>The NCERT textbooks are divided into sections followed by oral comprehension check.</p>	<p><b>WEEK 2</b></p> <p><b>Competency/Skill-Reading</b></p> <p>The teachers may ask learners to do the following activities as per the needs of the learner/curriculum:</p> <ul style="list-style-type: none"> <li>Attempt and answer the reading comprehension questions given at the end of text.</li> <li>Create a sub-text by summarising the text.</li> <li>Write or tell the whole story/text in your language to parents or sibling.</li> <li>Make a visual description of the story.</li> </ul> <p><b>While reading activity</b></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><b>Post Reading activity</b></p> <p><b>Reading comprehension</b></p> <p>Revisit/reread the text and answer the comprehension question given at the end of the text.</p>

<ul style="list-style-type: none"> <li>• uses words, phrases, idioms and words chunks for meaning making in contexts.</li> <li>• understands and elicits meanings of the words in different contexts, and by using dictionary, thesaurus and digital facilities.</li> </ul>	<p>QR codes of the textbook have some additional activities. These could be used by all learners.</p>	<p><b>WEEK 3</b></p> <p><b>Competency/Skill- Vocabulary</b></p> <p>Teachers may ask learners to</p> <ul style="list-style-type: none"> <li>➤ Find the new words and categorise into groups and make a word web or mind map of the words.</li> <li>➤ Create a dictionary of words you come across in the text.</li> <li>➤ Find the meaning of words and write them down in their note books.</li> <li>➤ Try to make sentences using the words.</li> </ul> <p><b>Vocabulary</b>  <b>Post Reading activity</b>  <b>Vocabulary learning</b></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>
<ul style="list-style-type: none"> <li>• uses grammar items in context such as reporting verbs, passive and tense, time and tense, etc.</li> </ul>	<p>QR codes of the textbook have some additional activities. These could be used by all learners.</p> <p>Grammar Notices the grammar items in the text from the given exercises under the grammar part of the textbook.</p>	
<ul style="list-style-type: none"> <li>• writes short answers/paragraphs, reports using appropriate vocabulary and grammar on a given theme;</li> <li>• writes letters both formal and informal, invitations, advertisements, notices, slogans, messages and emails.</li> <li>• writes short dialogues</li> </ul>	<p><a href="https://www.youtube.com/user/kanakoduthavanithan">https://www.youtube.com/user/kanakoduthavanithan</a></p>	<p>Teacher may give additional questions wherever possible and needed.</p> <p><b>WEEK 4</b></p> <p><b>Writing</b></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>and participates in role plays, skits, street plays (<i>nukkadnatak</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>		<p><b>Process Approach to Writing</b></p> <p><b>Process approach</b> to writing emphasises the steps a writer goes through when creating a well-written text. The stages include:</p> <p><b>Brainstorming:</b> writing down many ideas that may come to an individual’s mind or through discussions, pair work, group work</p> <p><b>Outlining:</b> organising the ideas into a logical sequence</p> <p><b>Drafting:</b> The writer concentrates on the content of the message (rather than the form).</p> <p><b>Revisions:</b> in response to the writer’s second thoughts or feedback provided by peers or teacher, the draft is revised.</p> <p><b>Proof-reading:</b> with an emphasis on form. Correct the language and appropriateness of its use.</p> <p><b>Final draft:</b> <i>Write the final draft now</i></p>
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## POINTS TO BE KEPT IN VIEW FOR LANGUAGE TEACHING-LEARNING

- The guideline enables 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/unit in language learning based on the textbook or 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’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 read carefully 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 any formal teaching-learning situation.