

BANDHA – CLASS 10 -Second Language (English)

Day	Expected learning Outcome	Learning Elements	Suggested activities	Instructions to conduct the Activities
1	1.Listens to a story , dialogue or a poem and comprehends it	Listens and Comprehends	<p>Listen and respond to a text</p> <p>*Listen to a story</p> <p>* Listen to a dialogue</p>	<p>Set up different language tasks before going to present a story/ a dialogue.</p> <p>* Presents a story/ a dialogue in the classroom.</p> <p>* Present language tasks and collects responses .</p> <p>*Observe the child's ability to listen.</p>
2			<p>Appreciates a poem</p> <p>*Listen and list out the rhyming pairs</p> <p>*Listen and identify word images</p>	<p>The learners are asked to listen to a rhyme and list out the rhyming words. Enjoy the music and identify the images from the rhyme</p> <p>Observe the child's ability to listen.</p> <p>Learners listen to story related dialogues and are asked to speak out.</p> <p>Then listen to the story and opinions are expected from them.</p>
3			<p>Identifies different sounds in English</p> <p>* Listen and identify Long vowel</p> <p>* Listen and identify Short</p>	<p>The learners are provided with different types of phonetic sounds (vowel sounds, short or long vowel sounds)</p> <p>The class is divided into groups to practise and list out more words having similar sounds</p>

			vowel * Listen and identify Diphthongs *Listen and identify consonants	Later diphthongs and consonant sounds can be practised
4	2. Uses different language functions in situations	Communicates for seeking information, giving suggestions and introducing oneself	Seeking information	The learners are provided with some open ended questions to get some information. Thus various language functions are introduced to them.
5			Making suggestions	Giving suggestion and advices are practiced with ample of examples e.g. Better to consult a doctor Why don't you improve your studies .*Facilitators use different language tasks to know the comprehension level of the learners. * Guide learners to take different roles and gives feedback.
6			Introducing others	. The students are expected to introduce others by name, age, gender, qualification, occupation, hobbies etc Present two or three dialogues on 'introducing others'. *Divide the class into pairs.*Learner is asked

				to introduce his/her friend.*Facilitators give feedback
7	3. Reads a given text and identifies the main theme.	Uses different techniques to read for comprehension/ responding	Skimming and scanning *Reading a table *Reading a chart	Learners are provided with some text to read and guess what type of text it is. They understand the difference between skimming and scanning after some reading activities.
8			Reads and comprehends a text *Read an unseen passage and answers thought provoking questions	Provide one or two unseen passages and ask a few questions (factual and thought provoking) on them. *Gives some clues to identify the answers.*Collects responses and gives feedback.
9			Reads and responds in other forms *Read a story and present the gist in a "Flow chart"	Learners read a story and express their feelings. Learners write down the main points and put them on a flowchart/ Or express the gist in their own words.
10	4. Writes letters (formal and informal) with a sense of addressee	Differentiates between formal and informal letter/ Writes the correct format of a letter	Differentiate formal and informal letters *Letter to father/friend * Letter to officials * Classify the words used in formal and	Introduce a conversation about different types of letters we write to communicate with others. Informal letter pattern is introduced to recall their previous knowledge. They learn the basics.

			informal letters	<p>Revise steps to follow while writing a letter</p> <p>* Use some factual questions to make the learners to involve themselves in the activity. *Ask them to list out the differences between the two formats.* Give feedback</p>
11			<p>Introduction of formats (guided writing)</p> <p>*Rearrange and write letter in appropriate format.</p>	<p>The learners practice to write a letter to a friend/uncle or to parents. Later they are introduced to Formal letter and learn the steps of writing a formal letter. Give practise to write fluently.</p> <p>*Facilitator provides different steps of the letter in jumbled form and asks the learners to arrange them in the order.</p> <p>*Gives new topic and guides them to write the letter.*Learner presents them to the class and gets feedback.</p>
12			Unguided writings/ alternatives	<p>Different issues are given, to write a letter to the concerned authorities with the support of the teachers or peers. *Facilitator presents alternative topics and asks learners to write the letter individually. *</p>

				Learners are allowed to present the letters to the class.* Displays and rewards the best writer in the classroom. *Gives feedback
13	5.Uses a dictionary for specific purpose	Refers for finding meanings/ abbreviations/ spelling/ part of speech / phoenetic transcriptions	Let's search..... *Rearrange the words *Super minute *Refer a dictionary and find abbreviations.	*. Facilitator divides students into different groups *Conduct any dictionary game to make the learner familiar with dictionary.* Give set of words beginning with same letter or other letter*. Conduct competition to involve all the learners* For the "Super minute" – teacher gives a letter (e.g., 'V') . *Learners are asked to find as many words which begin with the letter 'V' along with their meanings in a minute.
14			*Find * meaning, *spelling *Parts of speech	Divide the class and give unfamiliar text.*Ask learners to find unfamiliar words.*Give time to find meanings in the given context* Help learner to identify different parts of speech

15			<p>Dictionary for other references</p> <p>*Irregular verbs</p> <p>*Phonetic transcriptions</p>	<p>Talk about various uses of dictionary – abbreviations, irregular verb forms, forms of word, phonetic symbols,*Discuss with some examples.*Give time to refer in groups.</p>
16	6. Reads and comprehends different literary forms	Reads and comprehends	<p>Exposure to different texts</p> <p>*Read an autobiography and answer (e.g. “My Beginnings”)</p> <p>* Read a play and write details about a character</p>	<p>*Provide different texts for silent reading.</p> <p>*Give time to read silently. *Ask them to share their views on the text.* Ask simple questions</p> <p>* Give time to share responses on different text types.</p>
17			<p>Reads and responds to factual questions</p> <p>*Silent reading.</p> <p>*Pair discussion</p>	<p>Divide the class and give unfamiliar text.*Provides factual questions*Guide learners to contribute their responses to the group.*Elicits answers and give feedback</p>
18			<p>I can think...</p>	<p>Provide unfamiliar text to read silently.</p> <p>*Ask thought provoking and open ended questions.</p> <p>*Give time to read and comprehend the text.</p> <p>*Collect responses in written form and give feedback</p>
19	7. Attempts to write a paragraph	Writes a note/ profile/ guided /	<p>*Note taking</p> <p>*Profile Writing</p>	<p>Provide some paragraphs on great</p>

	using clues given in a profile	creative paragraph		personalities. *Give worksheets to complete a profile or write an incomplete profile on the black board* Read the paragraphs and ask them to find some details about that person while listening*Collect responses and discuss.
20			Guided writing *Profile of a sportsman * Profile of an actor * Profile of a freedom fighter	Display some profiles and ask the learners to read aloud.*Guide them to frame sentences using the details given in the profile*Help to arrange them into a paragraph.*Give home task – ‘prepare a profile of child’s family member/ friend/ teachers or a well-known person of his locality.’
21			Creative writing *Profile of himself, * Profile of a friend * Profile of a family member	*Give time to present the profiles prepared by the learners *Ask them to write a paragraph on the prepared profile. * Give time to present their paragraphs * Appreciate their attempts and give feedback
22	8. Frames questions in different contexts and	Uses ‘wh’ words/frames question	Ask me..... *Frame questions within a minute	Play a Language game to find out what is hidden (such as students pose questions to know what

	responds.		<p>*Fill the blanks with “wh” word</p> <p>is hidden in the fist of the teacher.)</p> <p>They continue to ask questions until the object is found. The types of questions are later discussed in the class.</p> <p>This game can be given to the groups to score points.</p> <p>*Facilitator asks students to frame any question.*Observes the way of framing questions.* Gives an interesting text and asks them to frame questions* Guides them to frame questions by giving proper instructions.</p>
23			<p>Inform or Confirm</p> <p>*“wh” questions</p> <p>*“Yes/No” questions</p> <p>Ask number of questions (including “wh” & ‘yes’ or ‘no’) and take short responses.*Form two groups based on answers. (Group 1 who have answered yes /no. Group 2 who have given some information for “wh “questions).*</p> <p>Revisit the questions asked to them earlier.</p> <p>* Classify the questions and write them on the black board</p> <p>*Discuss the way of framing questions and give feedback</p>
24			<p>Responds to</p> <p>Read a story / a</p>

			the questions. * Answering skill	dialogue and write some questions on the black board.*Elicit answers and write appropriate answers on the board. Give feedback.
25	9. Reads stories from different sources and narrates in the classroom	Guesses/completes / narrates stories	Story presentation *Guess the story. *Complete the story.	Collect some stories and narrate them (through images, puppets, videos etc.). *Present language tasks to involve all the learners*Elicit responses and give feedback.*Guide learners to present the story in next class.
26			Listen to me.... *My Story	*Learner collects stories and frames simple language tasks with the help of teacher*Learner presents the stories and gets responses from friends. Facilitator appreciates and give feedback.
27			Story Development	Learners are provided with the outline of a story *Guide to frame sentences.*Learner develops the story and presents to the class* Facilitator appreciates and gives feedback
28	10.Uses appropriate grammatical forms in communication	Uses parts of speech in communication	Listen and find me..... *Nouns *Adjectives *Verb	The learners are asked to tell a story. Others listen and list out the naming words as nouns, describing words as adjectives and action words as verbs. Cross check and

				<p>confirm the correct information. Elicit words and write them on the board *Classify them as names of person, place, things etc.</p> <p>* Read the same story again and ask learners to identify the describing words for the names * Write them on the black board and discuss nouns and adjectives.</p>
29			<p>Use auxiliaries</p> <p>*"Be".</p> <p>*"Do"</p> <p>*"Have"</p>	<p>The learners are provided with some sentences and learn the appropriate forms of be, do, and have with different tenses. Discuss the applications through simple conversation in the class.</p> <p>Eg,.is,was,am, are, has, have,did,does etc.</p> <p>*Facilitator presents a substitution table of "Be" and guides to frame sentences* Elicit answers and write them on the board</p> <p>*Discuss different forms of "Be" with person, number and tense.</p>
30			<p>(comparative learning of time)</p> <p>*Now.....</p> <p>*Then....</p>	<p>Frame number of sentences for the comparative learning of 'Present-Past-Future time'</p> <p>*Draw a timeline on the</p>

			*Later	board * Read a sentence and ask the learners to mark on the 'time line, based on the time when the action has taken place. Instruct the learner to write the given sentences in three columns*Discuss and give feedback
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