

CLASS 4 Second Language English

Dear Teachers:

Due to the 'Covid Pandemic' our academic activities are hampered. Keeping this in mind, we have designed a few activities to rebuild the language gap and motivate the learners to refresh their learning. Teachers are free to choose the relevant activities by referring the resource material provided in English Nali Kali workshop. Our vision is to help the learners to recall the previous class learning experiences and identify their learning needs. The Bandha is designed to strengthen the learning experiences and reconstruct the language skills.

Note to the teachers:

- These activities are based on a few learning outcomes.
- Teachers are free to use their own activities based on the level and strength of the class.
- TLM's needed for the activities have to be prepared earlier.

BANDHA

DAY	EXPECTED LEARNING OUTCOMES	LEARNING ELEMENTS	ACTIVITY	INSTRUCTIONS TO CONDUCT ACTIVITIES
1.	Enjoys, sings and recites rhymes or songs with proper pronunciation (Individually or in groups)	Recites the rhymes / songs in group or Individually with actions.	1. Enjoy the music 2. Let's Listen & Enjoy	Use the Audio/video of simple rhymes/ poems and ask the students to listen attentively.
2.			1. Let's learn, Let's Act	Ask the learner to listen to the rhymes/ poems and memorize them.
3.			1. Shall we sing? 2. Let us play. 3. Complete the rhyme	Let the learner sing the rhymes / poems in group / individually. Conduct any language game.
4	Self-Introduction	Self-introduction	1. Who am I? 2. Let's know each other.	Introduce yourself. (I am--(name).I am _____ years

			<p>3. Identify the voice</p> <p>4. Riddle</p>	<p>old. I am a _____</p> <p>(Teacher) Ask the learner to introduce himself/ herself in a few sentences as above. The teacher can add more sentences. (Name, age, class, hobby etc.)</p> <p>Let the learners introduce their partner in pairs.</p>
5.	Takes part in role plays / conversation	Dialogue	<p>1. Act like me.</p> <p>2. Let's share</p> <p>3. Fancy dress.</p> <p>4. Memorize</p>	<p>Write the names of different professions on the blackboard. Let the learner select any one profession and enact it with dialogues. E .g. Doctor, Farmer, Teacher.....</p> <p>I am a doctor. I give medicine.....</p> <p>Give situations to the learners and ask them to enact. (Friends meet in park/ market place / bus station etc. .Refer to previous class text books for simple dialogues.)</p>
6	Speak about their school / home surroundings.	Speaks	<p>1. Pick and Speak</p> <p>2. Pick and Act</p> <p>3. Language game</p>	<p>Give some topics and ask the learner to speak on his / her own. (E.g. Home/ Mother/ School /Teacher etc., This is my</p>

				home. It has four rooms....My house is neat and clean.)
7	Identifying Nouns (Naming Words), Pronouns, Adjectives	Nouns	<ol style="list-style-type: none"> 1. I am a star. 2. Odd one out 3. Memory game. 4. Match me 	<p>Give a picture. Ask the learners to observe it. Give them five minutes to write the names of things / objects/ places/ they have seen in the picture in their note book. The student who identifies the maximum number of nouns within a given time is identified as a star.</p> <p>E. g : dog, Ramesh, park , ball</p> <p>Write a short passage on the chart. Let the learner read it. Ask them to identify the nouns and write in their notebook,</p>
8		Pronouns	<ol style="list-style-type: none"> 1. Odd one out 	<p>Underlines the odd one out in the given worksheet.</p> <p>e.g.: Rekha, you, cat, fox.</p>
9			<ol style="list-style-type: none"> 1. Replace me 2. Give a title 3. Underline me 	<p>Fill in the blanks : e.g.: Geetha is a dancer. ----- is a dancer.</p>
		Adjectives	<ol style="list-style-type: none"> 1. Be proud. 2. Find my quality 3. Crown me 	<p>Provide a simple story and ask them to underline the adjectives and draw a crown over it.</p>

				Write a number of adjectives on the blackboard. E.g.: beautiful, smart. active, shining.... Ask the learner to select an adjective starting with the first letter of his/her name and let him /her relate his/her name with the adjective. e.g., Smart Susheela, Active Anitha etc.
10	Reads aloud the passage with appropriate pronunciation and pause.	Reading aloud with appropriate pronunciation.	<ol style="list-style-type: none"> 1. Find Me 2. Reading news 3. Radio Jockey 	Read aloud a simple story with proper pronunciation and pause, ask the learners to repeat it accordingly. Use audio clippings if necessary. Ask the learners to speak like a news reader/ a commentator / Radio jockey in FM
11			<ol style="list-style-type: none"> 1. Read Aloud 2. Repeat after me 	Provide different reading materials and ask the learners to read with appropriate pause and pronunciation.
12	Listens to stories, comprehends and expresses the gist and moral of the	Listens to stories	<ol style="list-style-type: none"> 1. Story Time 2.Rebuild/Reconstruct 3. Complete me 	Narrate a story using finger puppets/stick puppets/ glove puppets/ audio/ video. Ask a few simple

	story.			comprehension questions. Refer English Nali kali Module. Ask the learners to rebuild the incomplete stories.
13		Expresses the opinion	1. Moral stories 2. My opinion	Give a familiar story to read (big book /picture book / cartoons) and ask the learner to express its gist /moral in English / mother tongue.
14		Narrates the story	1. Listen to my story. 2. Fill the gap	1. Ask them to narrate the same story in English. Use language game with the help of characters 2. Fills the blanks in the story.
15		Creates a story album	1. My story book 2. Expand the story	Ask them to collect the simple stories and paste them to create own story album and exhibit.
16	Respond appropriately to oral messages/ telephonic communication	Follows oral instructions	1. Follow me 2. Do as I say	Give some commands (TPR Activity).Let them follow.
17		Knows each other	1. Telephone game 2. Instruct my route	Prepare match-box / paper cup telephone. Ask them to communicate with each other. Ask the learners to give instructions to his/her friend over the telephone to

				reach his/her home.
18		Communicates	<ol style="list-style-type: none"> 1. I hear, I do 2. Listen and Act 	Conduct TPR activities through telephone / recorded voice.
19	Talks about celebrations, surroundings, sports, feelings and emotions using simple past and present tense.	Speaks	<ol style="list-style-type: none"> 1. Open up. 2. My best friend. 3. Circle talk. 	Let them report on a birthday celebration / fair / festival/ marriage ceremony etc. The learners speak about their surroundings/ school/ facilities etc.
20		Expresses	<ol style="list-style-type: none"> 1. What's there in my boundary? 2. Sudoku –(Cross word) 3. Count me 	Let them talk about their home surroundings.
21		Uses present tense form of verb	<ol style="list-style-type: none"> 1. Play time. 2. Simon Says. 3. Odd one out. 4. Fill my bucket 	Take the learners to the playground. Discuss about various games they play. Ask them to tell a few sentences about their favorite game in present tense. (E.g. like Cricket. I play in the evening.) Play the game “Simon says “
22		Identifies the feelings or emotions.	<ol style="list-style-type: none"> 1. How Are You? 2. Mimicry 3. Finger Puppet Show 	Show Emoji characters. Ask the learner to identify the related feelings. The facilitator shows the flashcards of emotions .The learners have to express the feelings

				through face expression. .
23		Identifies the action words	<ol style="list-style-type: none"> 1. Action game 2. Peel the onion 	<p>Play game "Simon says". Use Minion characters. Use as many action words as possible while playing the game. Ask them to write down the action words they have learnt while playing the game. The facilitator provides a paper ball (onion). It's a ball of papers, each paper has an action word .e.g.: run, dance, eat, etc. Ask the learners to peel it and read it.</p>
24		Identifies likes and dislikes	<ol style="list-style-type: none"> 1. Do you like me? 2. Fill in the blanks 3. Yes or No 	<p>Ask yes/no type questions by showing objects. (e.g., show a bat-Do you like a bat? Do you like chocolate? etc, Let the learners write their likes and dislikes in simple present tense.</p>
25	Writes 3-4 sentences/ simple paragraphs in English on personal experiences/event s using verbal or visual clues using proper punctuation	Writes about known things	<ol style="list-style-type: none"> 1. Pen down 2. Fill the letter 	<p>Divide the class into four/ five groups. Assign a common topic to each group. e.g., My house, my pet Animal, my friend etc., Let them discuss in groups and</p>

				frame a few sentences.
26		Writes a paragraph in English with proper punctuation.	<ol style="list-style-type: none"> 1. Colour me 2. Match me 3. Identify me 	<p>Display a small story without punctuation. Tell them to read. Display the same story with punctuation. Ask them to read again and observe the differences. Mark the differences in colour pen. (Capital letter, full stop, question mark).</p>
27		Punctuates the given written material.	<ol style="list-style-type: none"> 1. Punch me. 2. Enjoy reading 	<p>Write a few sentences on the black board and guide them to punctuate.</p> <p>Provide small paragraph or stories to learners to read it aloud with proper pronunciation, pause and stress.</p>
28	Uses vocabulary related to subjects like Mathematics and EVS relevant to class 3	Identifies the words related to Mathematics.	<ol style="list-style-type: none"> 1. King maker 2. How many? 3. Tangram 4. Count me 	<ol style="list-style-type: none"> 1. Ask the learners to find out words related to Mathematics from their English reader book. 2. Prepare a set of mathematical figures like circle, triangle, square, rectangle etc. Ask them to create a picture

				<p>using these shapes. Introduce the names of these shapes and signs. 3. Instruct the learners to count the pictures of birds/trees/ fruits etc and write on their notebook.</p>
29		Identifies the word related to EVS	<ol style="list-style-type: none"> 1. Playground 2. Save me. 3. Protect me. 4. Use me. 5. Recycle me. 	<p>Take them to the playground and draw a big circle. Give following instructions.</p> <ol style="list-style-type: none"> 1. Run around the circle until the music stops/ whistle blows. 2. Stand inside/outside the circle. 3. Outside indicates non-living things. Inside indicates living things. 4. Those who stand in odd places are declared as out of the game. After the game the learners list out living and non-living things in their notebook. <p>Instruct the learners to list out the things</p>

				<p>which are valuable and we have to save it/ recycle it .Let them discuss in group and say why they have save it/ protect it.</p>
30		Creates a picture Album	<ol style="list-style-type: none"> 1. My Album 2. My Collection 3. My Hobby 	<p>Instruct them to draw / collect the pictures (which they had listed on 28th and 29th day related to Mathematics and EVS) and make an album.</p> <p>Instruct the learners to develop their hobbies to collect old coins, stamps , pictures etc.</p>

CLASS 5 -Second Language (English)

Dear teachers,

The pandemic COVID-19 has interrupted the learning process to a large extent. Even though there were online and Vidyagama classes, we were not able to reach each and every student. It is important to help students to adapt to the school environment and bridge the learning gaps. Kushala- the eight- day activities are intended to give joyful learning without any formal evaluation. Bandha – the thirty days activities focuses on the acquaintance of learning outcomes of the previous classes, followed by a post test.

Note to the teachers:

- These activities are based on a few learning outcomes.
- Teachers are free to use their own activities based on the level and strength of the class.
- TLM's needed for the activities have to be prepared earlier.

KUSHALA

Day	Expected learning Outcome	Learning Elements	Suggested activities	Instructions to conduct the Activities
1	1. Recite, read and enjoy poems/ rhymes/ story individually / in groups with correct pronunciation, pause and intonation.	Recites rhymes / poems and identifies the different forms of words.	1. Rhyme - Cup and saucer eliciting pair words. 2.Action song : Old Mac Donald, Put your Right hand in 3.Recitation of poems of class 3 4. Re-order the lines of the poem	1. Recite a rhyme with proper action. Learners repeat in group / individually .Elicit a few pair words like pen & pencil, idli & chutney etc.(Rhyming words , Animals and sounds) 2. Sings action songs with correct pronunciation, pause, intonation and proper actions. 3. After recitation of the poem, the lines of the poem can be jumbled, students re-order the lines.

2		Listen, comprehend, and enact a story.	<ol style="list-style-type: none"> 1. Narrates a story using props (puppets, stick pictures etc.) - Two swans and a tortoise. 2. Draw a Picture Game and narrate a story 3. Video clip quiz 4. Telephone game 	<ol style="list-style-type: none"> 1. Narrate the story with thought provoking questions in between *Was the decision of the tortoise to fly, a wise one? *If you were a tortoise, What would you do if you see people laughing at you? 2. This one is a fun little group activity. Everyone starts off by drawing any picture they like on a piece of paper. Then they swap their drawings with the person next to them. That person now tells a story based on the drawing they have. 3. Shows a video clip and conducts a quiz.
3		Reads stories	<ol style="list-style-type: none"> 1. Reads pictorial stories 2. Completes the given story with appropriate pictures in the blanks. 3. 'Complete The Story' Game 4. The character I like the most 	<ol style="list-style-type: none"> 1. Display a chart of a pictorial story. 2. Display a chart of story with blanks in between where the students fill the blanks by drawing/ pasting appropriate pictures. 3. This is a great group story-telling game. Pick a random story starter prompt and then players take turns to continue this story.
4	2. Take part in role plays / conversation practice given in the text, enact different roles in short skits with simple dialogues	Reads simple dialogues.	<ol style="list-style-type: none"> 1. Enacting a Role play 2. Dialogue cards 3. Unscramble the dialogue 4. Fill the missing dialogue 	<ol style="list-style-type: none"> 1. Divide the students into groups. Provide dialogue cards to enact the given story in groups. 2. Provide conversation cards for a pair activity. Student A and Student B read the pre-written dialogue. Let the whole class do this activity.
5		Enacts different roles in short skits.	<ol style="list-style-type: none"> 1. Pick and act - Know my profession 2. Short skits on awareness 3. Take role of the character of a story 4. Dialogue card activity 	<ol style="list-style-type: none"> 1. Children pick a random profession card and act accordingly with dialogues. 2. Topics of short skits like Corona, Hand washing can be given and make them act in groups. 3. Listen to a story, students can take the character of a story they like and say dialogues. 4. Distributes the dialogue cards, students enact in pairs.

6		Speaks simple sentences.	<ol style="list-style-type: none"> 1. Guess where I am 2. I have something to say 3. Look and speak 4. Rearrange jumbled sentences and read 	<ol style="list-style-type: none"> 1. Divide the class into 3-4 groups; let the children act using dialogues used in the following places (Ex. Bus stand, Railway station, Market, Hospital...) Let others identify the place 2. Provides the advertisements in magazines and newspapers and let them speak individually. (E.g. The cost of the mobile is Rs.5900/-, ...)
7	3. Express orally her/his opinion/understanding about his home surroundings, in English	Speaks about his/her family.	<ol style="list-style-type: none"> 1. I am special! 2. Let's pair up 3. My family tree 4. Describe a family member 	<ol style="list-style-type: none"> 1. Introduce a cartoon character (puppets/ pictures) like Doremon, Motu-patlu, and Little Singham etc.) And ask students to introduce themselves and the members of their family. Student should speak 4-5 sentences. (Alternate : Learners can introduce their own family members) 2. Let the student choose their partner and ask them about their family structure, favourite colours and foods, pets and hobbies
8		Speaks about his/her home surrounding	<ol style="list-style-type: none"> 1. Let's gaze 2. My home - my dream 3. My clean surrounding 4. My little garden 	<ol style="list-style-type: none"> 1. The learner has to imagine himself / herself to be a butterfly, flying around his/ her home and narrate what he/she sees. 2. Students can even speak about their dream home. 3. Draw their home surrounding and can speak about clean surrounding, my garden, etc

BANDHA

Day	Expected learning Outcome	Learning Elements	Suggested activities	Instructions to conduct Activities
1	1. Express orally his/her opinion/ understanding about the story and characters in the story, in English.	Expresses opinion.	1. Story narration. 2. Story telling basket 3. Read and identify the moral. 4. My loving character in the story	1. Read aloud any story and let the learner express the characters of the story in his/ her own words. 2. Collect things in a basket and let them pick things randomly and say stories using the things. 3. Distribute story cards. The learners read individually and tell the moral of the story.
2		Understands the story.	1. Story with a twist 2. Puppet show. 3. Design a small comic book/ story album 4. Listen to an audio story.	1. Conclude the story in different ways (oral). Tell a story without a climax. Students are free to give an ending. 2. Narrate stories using puppets and later asks comprehension questions. 3. Students can design a small comic book/story album based on the listened stories.
3	2. Read aloud with appropriate pronunciation, stress and pause	Chunk reading	1. Let's try reading. 2. Read the poster 3. Reading headlines of a newspaper 4. Reading big books.	1. Prepare flashcards with simple sentences and ask students to read aloud individually. 2. Displays a poster and they read the sentences loudly. 3. The headlines of a newspaper can be cut and displayed on a chart and students can read it.
4		Sentence reading	1. Reading Cards 2. Reading instruction cards 3. Read and rearrange. 4. Read in pairs	1. Provide Reading cards or flashcards to each learner and let them read aloud with proper pronunciation, stress and intonation. 2. The instruction displayed in different places can be displayed on a chart. Students read and identify the place. E.g. Don't pluck flowers. Maintain silence. Use Me.
5		Simple paragraph	1. Children magazine / story cards	1. Let the children read the magazine or story cards aloud (individual).

		reading	2. Reading comic books. 3. Reading pamphlets, handbills 4. Read assigned paragraphs	2. Comic books like Tinkle, Amar Chitra Katha ,picture story books can be provided; Students after reading should speak about what they have read. 3. Pamphlets and handbills can be given in groups along with a set of questions. 4. Provide a text and assign paragraph/s to read.
6	3. Use vocabulary related to subjects like Mathematics and EVS of previous classes.	Uses vocabulary related to EVS	1. Find me out 2. Crossword Puzzle 3. Children class magazine 4. Displaying Vocabulary Cards	1. Provide a word grid to each group and askk students to search the words related to EVS. 2. Provide crossword puzzle individually or exhibit a puzzle chart and ask students to find the words. (Words in the puzzle should be related to EVS). 3. Provide old books /pictures to students and let them prepare their class magazine.
7		Vocabulary related to Mathematics	1. Let's buy and sell 2. Metric Mela 3. Maths crossword puzzle 4. Identifying the shapes	1. Create retail shops in the classroom using the available materials. 'Play-money' can also be used for the transaction (Group activity).Perform and observe alternatively. 2. Provide crossword puzzle individually or exhibit a puzzle chart and ask students to find the words. (Words in the puzzle should be related to Mathematics).
8				
9	4. Respond to simple instructions, announcements in English made in class/school...	Responds to simple instructions	1. Preparing a birthday greeting card. 2.Draw as I say 3.Understanding a map 4. Asking directions 5.Routine instructions at school in English	1. Provide necessary materials, the learners prepare the cards in groups as per the set of instructions given by the teacher. 2. Teacher instructs to draw a picture and they draw the picture. (E.g. Draw a house. Draw a tree behind the house, a garden in front...) 3. Displays a map and asks questions to understand the map.
10		Gives directions	1. 'Take me there' - map activity 2. Reading Atlas book 3. Situational conversation	1. Draw a map of the village/city with the school as the prime location on the Black board. Let the children give directions to reach the school from different locations. 2. Provides Atlas books along with a set of questions or

			4. Simple skit	teacher can display a map and ask questions. 3. Imagine you are in Mysore bus stop, and you need to visit Mysore Palace. How would you enquire with a stranger and reach the place?
11		Respond to announcements	1. Audio recordings 2. Verbal instruction 3. Total Physical Response (TPR) Activities 4. Passing the message game	Present audio clippings (Railway station, bus stand, hospital, school etc.). Let the children identify the place and create their own announcements.
12	5. Respond verbally/in writing to questions based on day-to-day life experiences.	Verbal response	1. Group discussion 2. Reading simple texts 3. Telling daily routines 4. Enacting daily routines with dialogues. 5. Writing about birthday celebration 6. Role-play	1. Let them share daily experiences (at home, at school, in the playground) in groups and elicit from others by asking probing questions. 2. Let them read simple incidents from children's story books and answer questions based on them.
13				
14		Written response	1. Peer discussion 2. Create a family activity album 3. Writing about future plans 4. writing about a past incident	1. Provide common probing questions on their daily routine and asks the children to write their responses. 2. Let them maintain a diary by writing about their daily activities
15	6. Use simple nouns, pronouns and adjectives in verbal and written communication.	Uses simple nouns, in verbal communication	1. Memory booster 2. Listing out the nouns 3. Writing a story using the given nouns 4. Writing an own simple story	1. Place objects on the table and cover them. Give two minutes to observe. Each learner has to speak a few sentences about any one hidden object without repetition. 3. Provide some nouns and ask them to form simple meaningful story

16		Uses simple nouns, pronouns and adjectives in verbal communication	<ol style="list-style-type: none"> 1. How am I? 2. Listing out the pronouns 3. Identifying the pronouns 4. Rewriting a story using proper pronouns 	<ol style="list-style-type: none"> 1. Identifying vegetables, classroom items and expressing them based on colour, shape, quality, smell etc. 2. Narrate a passage from previous class's text book. Let the children identify nouns in it.
17		Uses nouns, pronouns and simple adjectives in written communication	<ol style="list-style-type: none"> 1. Big book of activity. 2. Use appropriate adjectives. 3. Appreciation activities 4. Write Simple sentences. 	1. Create a Big book in groups for the story " Mittu and the mango tree" (NCERT class 1/ Nalikai Reader) (teacher can use any other story also).
18			<ol style="list-style-type: none"> 1. Appreciate me 2. Memory games 3. Simple conversation on shape/quality of objects 4. Write a fairy tale 	<ol style="list-style-type: none"> 1. Let the children select an object displayed in the classroom and write about it. 3. Initiate conversation using word clues. 4. Create a fairy tale based on children's imagination
19	7. Read small texts/ posters/ charts in English with comprehension.	Reads small texts with comprehension	<ol style="list-style-type: none"> 1. Put me in order 2. "Find the word" reading aloud activity 3. "Reading Aloud" task 4. "Team Reading Aloud" - Pronunciation reading 	<ol style="list-style-type: none"> 1. Rearrange jumbled lines from an unknown story to form a meaningful story. (Group activity). 2. Give Clue words and let the children read the chart to find the clue words. 3. Provide small texts and let the learner read aloud. 4. Initiate Reading in group activity.
20		Reads posters with comprehension	<ol style="list-style-type: none"> 1. My task card 2. Check-it-off reading/ responding 3. Read and identify the subject of a poster 4. Read and share the details 	<ol style="list-style-type: none"> 1. Prepare own / use posters from the internet, and the learners present their views. 2. Provide posters and ask the children about the theme/ message of the poster

21		Reads charts with comprehension	<ol style="list-style-type: none"> 1. Read me. 2. "Account Chart" reading 3. Decoding games 4. Speak on habit charts 	<ol style="list-style-type: none"> 1. Create own /use ready charts (e.g., related to poets, country etc.) from the internet to read. Ask comprehension questions. 2. Provide pictorial games and ask them to formulate rules on their own. 4. Create a habit chart and have a talk on it
22	8. Talk about celebrations, surroundings, sports, feelings and emotions using simple past and present tense.	Talks about celebrations using past tense	<ol style="list-style-type: none"> 1. Circle talk in wheeling game. 2. Talk about animals/plants 3. Talk about family and friends 4. Talk about food 	<ol style="list-style-type: none"> 1. Make 2 circles using children (inner and outer) with one circle fixed and the other moving, the children will talk to each other about the celebrations at home. This continues till each one gets his turn. 2. Talk about favourite food, its preparation.
23		Talks about sports, feelings using simple present / simple past tense	<ol style="list-style-type: none"> 1. Bind us together 2. Who is telling the truth? – game 3. Comic strip description 4. True words 	<ol style="list-style-type: none"> 1. Divide students in groups and assign names as school, hospital, bus stand, airport, sports etc to the groups. Spread flashcard of words related to the group names. Students should pick the flashcard related to the name of the group. The group that finishes first should be appreciated. After the game students should express their feelings about the game. 2. Anyone from the group can pick up a picture / prompt at random- everyone shouts the first word/sentence that comes to mind in turns or they can write it down on a paper. Later Tense forms are discussed and clarified.
24		Talks about emotions using simple present and past tense	<ol style="list-style-type: none"> 1. Lucky Emoji 2. True/false – story telling 3. Simple survey inside the campus 4. Role-play 	<ol style="list-style-type: none"> 1. Pick an emoji card and speak about it. Provide emoji cards having different expressions. (A happy face card. – I am happy. I got a gift.) <p>Enact different emotions with situations</p>
25	9. Write a few words/short sentences in response to poems and stories or using	Writes a few words in response to a poem	<ol style="list-style-type: none"> 1. Recite a poem 2. Word scramble activities 3. Poetry to prose 4. Entice poem with music 	<ol style="list-style-type: none"> 1. Recite a poem. The learner writes a few words related to the poem. 2. Rearrange the poem using the word clues. 3. Convert the theme of the poem to prose

26	picture clues.	Writes a few sentences in response to a story	<ol style="list-style-type: none"> 1. Narrate a story 2. Write a letter to a character 3. Talk on a main character 4. Dramatize a scene from the story 	<ol style="list-style-type: none"> 1. Children write a few sentences connected to a story. 2 Give different opinion on the characters of the story. 3. Enact the story with dialogues
27		Writes a few words/ sentences in response to picture clues.	<ol style="list-style-type: none"> 1. Read, imagine and write 2. Story chain 3. "What if..." question and answers on a story. 4. Writing a personal diary 	<ol style="list-style-type: none"> 1. Provide pictures of a story, elicit the words, ask them to frame meaningful sentences and write a story. 4. Maintaining daily activities systematically in a diary
28	10. Use punctuation marks appropriately in writing - question mark, comma, full stop and capital letters etc.,	Uses punctuations in simple sentences.	<ol style="list-style-type: none"> 1. Make me meaningful. 2. Punctuation puppets 3. Shuffle the sentences. 4. Sentence with contractions 	<ol style="list-style-type: none"> 1. Provide simple sentence strips and ask them to punctuate. (Individual activity). 2. Introduce punctuation marks using puppet play.
29		Uses punctuations in simple dialogues	<ol style="list-style-type: none"> 1. Let's talk 2. Dialogues shuffle fun 3. Supply the missing punctuation 	<ol style="list-style-type: none"> 1. Dialogue cards of conversation without any punctuation to be provided. 3. They have to punctuate the dialogue in pairs.
30		Uses punctuations in paragraphs	<ol style="list-style-type: none"> 1. Let's punctuate. 2. Punctuate and make it meaningful. 3. Worksheets on punctuation. 	<ol style="list-style-type: none"> 1. Small paragraphs without punctuation can be exhibited on a chart. Children in groups have to punctuate the text. 2. Give jumbled sentences without punctuation. Let learners rearrange and punctuate

CLASS- 6 SECOND LANGUAGE ENGLISH

Dear facilitators,

It is seen that there is a learning gap caused amongst the students due to Pandemic Covid-19. The primary focus of the KUSHALA activities is to identify the learning gaps of the students indirectly. Whereas BANDHA binds their previous knowledge and makes them ready for the learning activities of the present class. The activities provided here are suggestive. Your attempts to modify or add different activities to any of the learning outcomes, as per the requirements of the class are appreciated. Let us not forget that the main focus of all the activities is learning outcomes.

KUSHALA

DAY	EXPECTED LEARNING OUTCOMES	LEARNING ELEMENTS	SUGGESTED ACTIVITIES	INSTRUCTIONS TO DO THE ACTIVITY
1	Listens and responds to various simple text types.	Participating in short dialogues and in greetings.	<ol style="list-style-type: none"> 1. Respond to the greetings 2. Dialogue practice 3. Group the greetings 4. Read the greeting cards 	<ol style="list-style-type: none"> 1. Write different greetings in chits and make every child pick one and respond to the greetings. Ex: Good morning/happy birthday/Happy Deepavali. 2. Make the students participates in simple dialogues having 3 to 4 exchanges, written in dialogue cards. Provide simple dialogues that are usually used in class, school or in their home.
2		Listens to the story narrated by the teacher and answering simple questions.	<ol style="list-style-type: none"> 1. Listen and answer 2. Match the story with characters 3. Listen to the story and repeat the words 	<ol style="list-style-type: none"> 1. Narrate a simple story with gestures and voice modulation, using TLMs, Big books, Readers, charts, cards of pictorial stories or puppets. Ask them to say some words, simple sentences of the story and ask simple questions. (Hello English package or from trusted and suitable stories available in internet.) 2. Provide the names of the characters and respective descriptions written in different chits. Ask the learners to match them with the characters after listening to the story.

3		Participates in activities like songs, riddles, tongue twisters, language games.	<ol style="list-style-type: none"> 1. Recite Rhymes 2. Answer riddles 3. Repeat tongue twisters. 4. Language games 	<ol style="list-style-type: none"> 1. Make the students perform action songs in group. 2. Write required number of riddles and its answers in separate chits that will be distributed amongst the students. If one student reads the riddle or answer, the other who has the riddle or answer that matches will join, thus they make pairs. 3. Read the tongue twisters and make the students repeat, those who repeat most will be rewarded.
4		Responds to the announcements and instructions made in class, assembly, railway station and in other public places.	<ol style="list-style-type: none"> 1. Identify the announcements. 2. Match the announcements. 3. Follow the instructions. 4. Reproduce an announcement 	<ol style="list-style-type: none"> 1. Read out different announcements that are usually used in classroom, assembly, railway station, bus stand or in airport, and tell the students to identify the places where they are used. 2. Ask the students to match the written forms of the announcements with the name of the places they are used. 3. List out various instructions used in class, school and in their home surroundings and tell them to respond each instruction, and then make the students give instructions and get response. Ex: Clean the blackboard, Wear the mask, Bring a glass of water etc.
5	Reads simple words, phrases, sentences and short paragraphs	Reads stories, advertisements, food wrappers, notice board, newspapers, tables, charts, titles of book and pamphlets.	<ol style="list-style-type: none"> 1. Read simple texts. 2. Read stories 3. Read a notice and extract the details 4. What does it advertise? 	<ol style="list-style-type: none"> 1. Tell the students to collect food wrappers, advertisements published in newspapers, pieces of newspapers, pamphlets and give different activity on reading by using it. Ex: Reading headline in newspaper, identifying the different colours, numbers and words written on food wrappers. 2. Provide story books/stories to make them read more. Choose known stories.
6	Writes words, phrases, simple sentences and short paragraphs.	Writes words and simple sentences from different things in their surroundings,	<ol style="list-style-type: none"> 1. Write about surroundings. 2. Write description in simple sentences. 3. Complete the 	<ol style="list-style-type: none"> 1. Make the students list out the words related to the various things available in their class, school or home surroundings and makes them write simple sentences using it. 2. Provide pictures / videos to write words and simple sentences on it. Ex; Pictures of Market, Hospital, School.

		pictures and videos.	sentences of a paragraph.	Teacher can do this activity individually or in small groups.
7		Solves simple crossword puzzles and builds word chains.	<ol style="list-style-type: none"> 1. Play the Puzzle game. 2. Build word chains. 3. Solving puzzling sheets 4. Puzzles with picture clues. 	<ol style="list-style-type: none"> 1. Draw the crossword puzzle boxes in corridor/ground and distributes different letter cards to the students. Call out the cues of across or down words. Students having letters of those words quickly come and sit in respective boxes. Teacher should choose the crossword puzzles to suit the level of class 5 students. 2. Provide the students simple puzzle cards individually and ask them to solve it.
8		Attempts creative writing	<ol style="list-style-type: none"> 1. Draw and Write 2. Write on “what if...” 3. Write using picture prompts. 4. Diary of a famous figure 	<ol style="list-style-type: none"> 1. Make the students sit in small groups and tell the students to draw the pictures of city/ hospital/ school/ market/ garden etc. Then ask the students to provide words for the pictures and write simple sentences on it. 2. Provide the prompts like – ‘What if a man can fly? , What if you are a sun? and ask the learners to write 5-6 sentences about it. 4. Present a sample diary entry. Ask the learners to write an imaginary diary entry of any one of the famous figures of their choice.

BANDHA

DAY	EXPECTED LEARNING OUTCOMES	LEARNING ELEMENTS	SUGGESTED ACTIVITIES	INSTRUCTIONS TO DO THE ACTIVITY
1	Speaks independently on daily routine.	Speaks on daily routine	<ol style="list-style-type: none"> 1. Reply orally about their daily routine. 2. Match the daily routines with the time. 3. Express the daily routine in simple sentences. 	<ol style="list-style-type: none"> 1. Ask simple questions to the students about their daily routine. Students reply orally. 2. Make four students stand in front of the class by holding flash cards written as 'in the morning', 'in the evening', 'at night', 'in the noon' and distribute rest of the students the chits in which different daily routines are written. Students read the chits that they get and join the respective groups. 3. Ask the students to tell their daily routine in simple sentences. Ex: I take bath in the morning, I play in the evening, I read at night etc.
2	Differentiate short and long vowels	Introducing short and long vowels	<ol style="list-style-type: none"> 1. Group the words with long and short vowels. 2. Fill the words with long and short vowels. 3. Encircle the words with short/ long vowels 4. Pair the short vowel word with its long vowel word. 	<ol style="list-style-type: none"> 1. Give oral practice and distribute the cards of words having short vowel/long vowel sounds: group them accordingly. Instruct learners to fill suitable long or short vowel sound words in the given sentences. Ex: fit-feet, sit-seat. 2. Teacher gives different sentences to the students in pairs/small groups to fill suitable words having long vowels or short vowels. Ex: Buy Shoes that _____ your _____ (feet, fit) 3. Introduce short and long vowels. Give them the texts which contain the words having short vowel and long vowel. Ask them to encircle such words. 4. Focus on pairing of the words like bit-beat, pull-pool etc.

3		Responds to announcements made in school and public places.	<ol style="list-style-type: none"> 1. Listen to the announcements. 2. Match the announcements. 3. Act out the announcements. 4. Factual questions on announcement 	<ol style="list-style-type: none"> 1. Make the students listen to audio clips of different announcements that are made in public places like railway station, bus stand, airport, malls etc. 2. Give some announcements/names of the public places written in different chits. Distribute the chits to the students. One of the students reads the announcement/name of the place loudly, the other who matches with it should run to him/her and stand in pairs. 3. Play the audio clips again and ask the students to act out the announcements.
4	Responds to announcements and instructions made in class, school, assembly and railway station and in other public places.	Responds to instructions in class, school and in assembly	<ol style="list-style-type: none"> 1. Follow the instructions. 2. Stick the Instructions. 3. Listen and draw 4. TPR activities 	<ol style="list-style-type: none"> 1. Give practice to follow different instructions used in the class, school and in assembly. Give the instructions written in chits to each student to read out one by one and other students should follow it. Ex: Stand in a line, wash your hands etc. 2. Divide the class in small groups and give the task to the students to write some instructions that can be used in their school surroundings, later make them paste the instructions at the proper places of the school premises. Ex; Use me, Stand in a line, Keep clean, Don't waste water, Wash hands regularly.
5		Responds to instructions in public places	<ol style="list-style-type: none"> 1. Match the instructions. 2. Complete the instructions. 3. Create situation of public place and give instruction. 	<ol style="list-style-type: none"> 1. Read out different instructions given in public places like railway station, bus stand, hospital, market etc., and asks the students to identify the places where they are used. Ex: Stand in a queue, Don't Pluck flowers, Keep the area clean, Keep your footwear outside etc. 2. Provide incomplete instructions. Make them complete the instructions. Ex: Don't _____, Avoid _____, _____ is prohibited.
6	Answers coherently in oral form to questions on day to day life experience in English.	Knows formation of questions.	<ol style="list-style-type: none"> 1. Guessing game. 2. Ask and answer the questions. 3. Question on a picture 4. One sentence – Many question 	<ol style="list-style-type: none"> 1. Give an object to a student and tell others to ask yes or no questions to find out the name of the object. Ex: Is the color of the object is red? Is it hard? Is it soft? 2. List out 'Wh' and 'yes or no' questions based on day to day life experiences and give practice in pairs. Ex: How do you come to school? Which is your favorite food? Do you sing? 4. Provide a sentence for which many questions can be framed. Ex: Vimal went to Mumbai yesterday. (Questions with Who, When,

				Where can be framed)
7		Knows how to answer simple questions	<ol style="list-style-type: none"> 1. Ask and answer 2. Meet the family – Ask about one’s family. 3. Interview your friend 4. Ask the route 	<ol style="list-style-type: none"> 1. Make the students stand in circle and teacher asks a question to one of the students. The student answers it and asks the same questions to the student next to him. The activity continues till every student gets the chance. Use different questions in the same way. Ex: What is your father? 2. Show a map or draw it on the board and ask the learners to tell the route to a specific place in the map. You can also ask about the route to school, home or market.
8	Uses naming words, action words, pronouns, prepositions, and describing words in speech and writing.	Uses naming words in speech and writing.	<ol style="list-style-type: none"> 1. List out nouns. 2. Identify nouns 3. Write simple sentences. 4. Replace the noun with another noun. 	<ol style="list-style-type: none"> 1. Tell the students to list out the names of person, place and things around them. And introduce the naming words- nouns. 2. Provide simple sentences including nouns and instruct learners to underline nouns in it. Provide simple stories or paragraphs to underline nouns. Do the activity in small groups or individually or in pairs. 3. Ask the students to write simple sentences using nouns. While doing all these activities, give focus on the examples which are mostly related to their school, home and native place.
9		Uses action words in speech and writing.	<ol style="list-style-type: none"> 1. Enact verbs. 2. Identify Verbs. 3. Write simple sentences 4. Tell the procedure orally 	<ol style="list-style-type: none"> 1. Ask the students to list out the activities that they perform in a day. Ex; eat, come to school, play etc. and tell them to enact some of them. Through this introduce action words - Verbs. 2. Provide simple sentences, stories, paragraphs or texts and tell them to identify verbs in it. 3. Ask the students to frame simple sentences having verbs. 4. Ask about preparation of lemon juice, tea etc. let them tell orally

10		Uses pronoun in speech and writing.	<ol style="list-style-type: none"> 1. Write a small paragraph. 2. Substitute nouns with pronouns. 3. Provide nouns to each pronoun 	<ol style="list-style-type: none"> 1. Ask the students to write a small paragraph about school and to underline the nouns in the written paragraph. By using the paragraph, teacher introduces pronouns- words used instead of noun. Provide more examples on pronouns by using simple sentences. 2. Ask the students to substitute nouns by using pronouns in the given sentences in pairs or in small paragraphs. Ex: Ramesh is reading a story book- He is reading a story book. 3. Ex: He- Ramesh, Venu; She- Rani, Uma
11		Uses prepositions in speech and writing.	<ol style="list-style-type: none"> 1. Place the things. 2. Introduce the prepositions. 3. Identify the prepositions. 4. Prepositions in sentences. 	<ol style="list-style-type: none"> 1. Use the classroom objects and keep the things scattered on the floor. Ask children to place the things according to the instructions. Ex; Keep the book on the table. Stand in between Ramesh and Mahesh. 2. Introduce the prepositions in, on, under, from, above, between, below, for, at by using real objects as TLMs. 3. Provide a text with prepositions and ask the students to identify the sentences having prepositions. 4. Ask the students to write sentences using prepositions.
12		Uses describing words in speech and writing.	<ol style="list-style-type: none"> 1. Describing nouns. 2. Match the nouns with describing words. 3. Add the right adjectives. 4. Rewrite the paragraph adding adjectives. 	<ol style="list-style-type: none"> 1. Ask the students to list out different nouns. By using those nouns and different TLMs, introduce describing words to the students. Ex: Red Rose, green grass etc. Make the students use describing words in sentences. 2. Give, Match the following and Fill in the blanks activity to the students. Ex: The rose is _____, The sugar is _____ 3. Give them a paragraph with a blank before each of the nouns. Ask the students to fill suitable adjectives choosing from the ones given in the bracket.

13		Integrates naming words, action words, pronouns, prepositions, and describing words	<ol style="list-style-type: none"> 1. Identifying different parts of speech. 2. Practice time 3. Read a newspaper and identify parts of speech in it. 	<ol style="list-style-type: none"> 1. Provide a story to the students to underline naming words, action words, pronouns, prepositions and describing words in it. 2. Give worksheets for more practice. Ex; Fill in the blanks, Match the following, encircling activity etc. 3. Give them newspaper clippings and ask them to identify parts of speech in it, like underline noun, encircle verb, etc.
14	Uses indefinite articles, plural forms and past tense forms.	Uses Indefinite articles	<ol style="list-style-type: none"> 1. Introducing Indefinite articles. 2. Using proper indefinite articles. 3. Relating A/An with words starting with vowel and consonant sounds 	<ol style="list-style-type: none"> 1. Give different texts and ask the students to underline the indefinite articles, A and An. Help the students to do the proper use of indefinite articles with a lot of examples. 2. Provide a passage and ask the students to fill the blanks with correct indefinite articles. 3. Ask them to list out the words (start with vowel or consonant sounds) which go with A or An
15		Uses plural forms	<ol style="list-style-type: none"> 1. Introduce plural forms. 2. Practicing plural forms. 3. Convert a story to plural form. 	<ol style="list-style-type: none"> 1. Introduce the plural forms with a lot of examples by using TLMs. Select plural forms that suits to the level of class 5 children. 2. Give different group activities on plural forms: Fill in the blanks, Matching, and quiz and language games. 3. Give the learners a simple story. Ask them to rewrite it by changing the nouns from singular to plural or plural to singular wherever possible.
16		Learns past tense forms	<ol style="list-style-type: none"> 1. Introduce verbs. 2. Provide suitable past tense forms. 3. Read to identify the other form of the verbs. 	<ol style="list-style-type: none"> 1. Ask the students to list out verbs and introduce the past tense forms of the verbs using charts. Give fill in the blanks and matching activities on the sentences having verbs. Ex; 1. Radhika _____ (sing) a song yesterday. 2. He writes a letter-He wrote a letter. 3. Give them a text. Put some base form of verbs from the text on the board. Let them read the text and identify the other tense forms of the verbs.

17		Uses past tense forms in speech and writing	<ol style="list-style-type: none"> 1. Change the tense form. 2. Rewrite the story 3. Speaks about past activities 	<ol style="list-style-type: none"> 1. Read a simple sentence in present tense and ask the students to say it in past tense form. 2. Ask the students to fill the missing words of the story in past tense by using the clues given in present tense. 3. Ask a question like – “What did you do yesterday?”
18		Reads high frequency words, sight words and 4 to 6 letter words.	<ol style="list-style-type: none"> 1. Read words. 2. Identify the words 3. Rearrange the letters into a meaningful word. 4. Word chain (Oral) 	<ol style="list-style-type: none"> 1. Help the students to read high frequency words, sight words and 4 to 6 letter words with the help of TLMS. Prepare the lists of high frequency words, sight words and 4 to 6 letter words. 2. Write simple words in flash cards and ask the students to pick and read. 4. Let one student utter a word loudly; others continue the word, starting with the first letter of the previous word.
19	Reads storybooks, news items / headlines, advertisements, titles of books, pamphlets etc. independently	Reads different text types	<ol style="list-style-type: none"> 1. Reading practice. 2. Read in groups. 3. Read the text and suggest a title. 	<ol style="list-style-type: none"> 1. Tell the students to collect food wrappers, news items/headlines, magazines, advertisement, title of books and pamphlets. Give demo on how to read different text types. 2. Divide the class into four groups and provide different reading materials to the students to read.
20		Reads story books independently.	<ol style="list-style-type: none"> 1. Reading time. 2. Read in turns. 3. List out the characters of a story. 4. Read and rearrange the events of a story 	<ol style="list-style-type: none"> 1. Give new story books from the school library to the children to read. Encourage them to read library books. 2. Assign the paragraphs of the story to the children and ask them to continue reading as per their turns. 4. Write the events of the story that you give for reading, in separate chits. After reading ask the learners to arrange the events in a sequential order.
21	Uses the dictionary for reference.	Find meaning and write words in dictionary order	<ol style="list-style-type: none"> 1. Find meaning 2. Write in Alphabetical order. 3. Things in order 4. Ladder game – word ladder 	<ol style="list-style-type: none"> 1. Divide the class into small groups .Provide different texts to each group to underline the new words. Then ask the students to refer a dictionary to find the meanings. 2. Guide the students to write the underlined words in alphabetical order by using the dictionary. 3. Ask the learners to arrange the things in alphabetical order according to their names.

22	Comprehend stories.	Read stories and comprehend	<ol style="list-style-type: none"> 1. Answer orally 2. Comprehend stories. 3. Rearrange the paragraphs of a story 4. Change the roles of a story 	<ol style="list-style-type: none"> 1. Read or show narration videos of a familiar story and ask comprehension questions to the whole class. By reading the story, the students answer the questions orally. 2. Then divide the class into small groups and give different stories with questions. By reading the story students answer the questions. (Select stories from the textbook and the workbook of previous classes.)
23	Writes words/ phrases/ simple sentences and short paragraphs as dictated by the teacher.	Write word, phrases & sentences	<ol style="list-style-type: none"> 1. Read text. 2. Dictation 3. Give and take dictation 4. Fill it 	<ol style="list-style-type: none"> 1. Provide suitable text to each child to read. 2. Dictate words, phrases and simple sentences. 3. Ask them to give and take the dictation of words and sentences in small groups. 4. Make the learners fill in the missing letters/ word in the given sentences/ texts.
24		Writes short paragraphs	<ol style="list-style-type: none"> 1. Writing paragraphs with clues 2. Rearrange the sentences of a paragraph 3. Write a own paragraph 	<ol style="list-style-type: none"> 1. Write the key words of the paragraph that is to be dictated, on the board. Dictate the paragraph, students listen to the paragraph and write it with the help of the key words written on the board. 3. Provide hints like opening line, closing line and major key points of the topic and ask the learners to write a paragraph in 100-150 words.
25	Attempts creative writing with the help of the prompts.	Writes simple sentences by using pictures.	<ol style="list-style-type: none"> 1. Picture into sentence 2. Write opinion about different topics. 3. Replace with right sentence 	<ol style="list-style-type: none"> 1. Divide the class in small groups and provide pictures to each group to list out the names of things in it. By using those words, teacher guides the students to write simple sentences. Guide the students to write sentences grammatically. Provide the pictures of school, garden, market, hospital, fair, zoo etc. 3. Give a text which has sentences irrelevant to the given topic. Ask them to identify them and replace them with the right one.
26		Attempts creative writing	<ol style="list-style-type: none"> 1. Creative Writing 2. Write about likes and dislikes 3. Write about different professions 4. Imagine and write 	<ol style="list-style-type: none"> 1. Provide key words/ picture clues on a particular topic. In small groups, students will write about the topic. Ex: If students are going to write about Food items, teacher should provide some pictures of food items like- fruits, vegetables, juice items etc. and also some clues written in flash cards like taste, likes and dislikes, colour, uses, etc. Teacher can give verbal clues whenever necessary. By

				using all the clues, students should write a paragraph on the given topic, framing sentences on their own. Different topics should be given to each group like Vehicles, forests, animals, accidents, market etc.
27	Writes paragraphs from verbal, visual clues, with appropriate punctuation marks.	Learns punctuation marks.	<ol style="list-style-type: none"> 1. Matching the punctuation marks 2. Listen and identify 3. List out different sentences to each of punctuation marks. 4. Punctuation Game 	<ol style="list-style-type: none"> 1. By using the punctuation symbols and their names, written on different flash cards, ask the students to match them and introduce different punctuation marks by giving examples in simple sentences. 2. Pair up the students. One reads the sentence and the other will identify which punctuation mark it requires. 4. Let them play same way as “Color.. Color... what color..?” game. Use different sentences instead of colors. Ask the learners to tell which punctuation mark that particular sentence carries.
28		Punctuate the texts.	<ol style="list-style-type: none"> 1. Identify punctuation marks. 2. Punctuate it 3. fill in the blanks with right punctuation marks 	<ol style="list-style-type: none"> 1. Provide small paragraphs of printed text having punctuation marks to the students to identify the different punctuation marks in pairs. 2. Provide short paragraphs with no punctuation marks; students will use correct punctuation marks by reading it. It can be done in pairs or in small groups.
29		Writes paragraphs by using punctuation marks.	<ol style="list-style-type: none"> 1. Punctuate paragraphs. 2. Choose sentences with punctuation marks. 	<ol style="list-style-type: none"> 1. Give clue words or pictures to the students to write a simple paragraph with punctuation marks. It can be done in pairs or in small groups. Teacher should choose the familiar theme and make the students use most of the punctuation marks. 2. Ask the students to list out the sentence with (.), (?), (!) etc. from any of the texts of their choice
30	Identifies the different parts of a formal letters.	Identify parts of a formal letters.	<ol style="list-style-type: none"> 1. Read formal letters. 2. Rearrange the formal letters. 3. Let’s complete 4. Write a formal letter 	<ol style="list-style-type: none"> 1. Provide sample formal letters and ask the students to read. 2. Divide the class into four groups and provide parts of the formal letter written in different chits. Allow them to arrange it in order. 3. Provide incomplete letters and ask them complete it 4. Give them some simple topics and ask to write a formal letter.

CLASS: 7 SECOND LANGUAGE ENGLISH

The pandemic has created a learning gap. There is a need to quickly upgrade language learning and competencies among the learners. Here we have made an effort to bridge the gap with variety of activities. The insightful vision of bridging the gap paves the way to better clarity and minimises the difficulty level. We wish that this course material will be a good boost to enrich language competencies among learners.

Note: Teachers are free to design their own language tasks like factual questions, comprehensive questions, thought provoking and open-ended questions, fill in the blanks, matching, true/false, web diagrams etc.

KUSHALA

Day	Learning outcome	Learning points	Suggested activities	Instructions to conduct the activities
Day 1	1. Enacts different roles in short skits with simple dialogues.	Listens to a story Delivers the dialogues Enacting	1. Time to open up! 2. Listen to a story 3. Deliver the dialogue 4. Listen and enact	Narrate a simple story with 2-3 characters. Let learners reproduce the story in the form of dialogues. Distribute dialogue cards. Let the students enact the story with the dialogues. E.g.: Aesop's fables (Moral stories)
Day 2	2. Reads aloud/ recites poems joyfully	Sings and enjoys	1.Sing with me 2 Recitation 3.Group singing 4.Sing a rhyme	Sing a rhyme with suitable rhythm and action. Ask them to repeat. E.g.: sing the sunflower.... / answer my son.... Karadi path rhymes
Day 3		Reads simple words, frames simple sentences (orally)	1.Ready to read 2.Match the picture and words 3. Read a story 4. Read the pictorial story	Shows picture cards and asks them to read the picture (students respond with words or simple sentences) Shows pictures related to scenery, festivals, celebrations etc. Distributes the sentence cards and asks them to read the sentence that matches the picture.
Day 4	3. Speaks simple sentences	Introduces themselves	1.Know me 2.Know my friend	Provide the students with beginning of the sentences that are to be used to introduce oneself.

			/family 3. Speak about yourself 4. Describe any object	E.g., I am....., I live.... I was born on..... My father is.... Students use those prompts and introduce themselves/ others.
Day 5		Speaks simple sentences	1. Speak Please 2. Pick and act 3. Describe your school surroundings 4. Speak about the picture	Give some easy topics like MY MOTHER, MY FRIEND, MY PET ANIMAL etc. and ask them to speak simple sentences.
Day 6	4. Writes coherently with focus on appropriate beginning, middle and end in English	Identifies Part of a sentence	1. Substitution table 2. Find S+V+O 3. Question me? 4. Change into negative sentence	Provides substitution table and asks the learners to frame sentences.
Day 7		Framing sentences	1. Rearrange sentences/ words/ letters 2. Put in order 3. Arrange me 4. Correct me	Rearrange the word cards in meaningful sentences. E.g.: School/ happy/ to/ I/ come/ am/ to Our/ respects/ parents/ should/ we
Day 8		Fills the blanks; Rearranges and writes sequentially	1. Weave a story 2. Rearranging the daily routine 3. Replace the words instead of picture 4. Discuss and write the end.	Provides the incomplete sentences of a simple story. Asks them to complete the sentences. Who bells the cat: The mice once called the meeting to decide on a plan to free themselves from the cat. At least they wished to find some way of knowing when she was coming, so they might have time to run way. Many plans were discussed, but none of them was thought good enough. A young mouse got up and said..... Let them arrange the sentences in sequential order.

BANDHA

Day	Expected learning Outcome	Learning Elements	Suggested activities	Instructions to conduct Activities
Day 1	Listens to news reports, stories, poems, conversations and expresses it orally	Listens and recalls Listen and act	1. Listens to a paragraph/ articles/ unknown text/ conversation 2. The rain game 3. Deliver the dialogue 4. Listen and enact	Read a newspaper report and ask learners to recall some words from it. Eg; Articles on importance of health /stories/conversations Ask the learners to form a circle. Direct them to listen to what you say and perform the actions. Instructions: Rub your thumb and forefingers together, snap your fingers, clap hands, stamp your feet, slap your thighs, clap hands etc.
Day 2		Listen and express orally	1. Story chain 2. Complete the conversation 3. Am I right? 4. Listen and find the mistakes	Narrate the following story and ask them to continue by adding different things and changing the hiding place . E.g. One day my father bought a box of chocolates . He wanted to distribute it on his birthday so he hid the chocolate box under a cupboard . Ask the learners to identify and correct the mistakes made by the teacher while reading.
Day 3		Listens and converses	1. Dialogues 2. Practice the dialogues 3. Greet and welcome your friend 4. Practice with your partner	Read a conversation, ask the students to listen to it and let them interact with their partners. In the bank: Customer: Good morning sir. Officer: Good morning what can I do for you? Customer: I would like to open an account in your bank. Officer: it's good, do you have any proof? {continues}
Day 4	Read and guess the title, comprehend and answer the	Reads with proper pronunciation and intonation	1. Let me read 2. Read poems /read stories	Divide the class into groups and provide a paragraph and ask the learner to read and give an appropriate title. (different paragraphs being provided)

	questions		3. Collect and recall 4. Read the advertisements	
Day 5		Finds the answers	1. Let me hunt the answers 2. Find the new words 3. Find the antonyms 4. Suggest a title	Paste different paragraphs in different places in the classroom. Provide them questions and ask the pupils to find answers by reading the paragraphs. (e.g.: It was a dark stormy night. Rover heard a noise. He ran to the door. A mouse was eating some cheese.) 1. What kind of night was it? 2. What did Rover hear?
Day 6		Comprehends the story	1. Story reading 2. Answer me 3. Find the other word 4. Dictation	Divide the class into groups. Provide a story chart for each group with a few questions. Ask the learner to find answers to the questions.
Day 7		Comprehends	1. Graph reading 2. Find my partner (match the following) 3. Complete me 4. State true or false	Provide a pie chart to the learners with clues and ask them to answer the given questions / fill in the blanks/ match the following. Provide a table of different professions and match with the pictures provided.
Day 8	Reads, appreciates and find the rhyming words	Recites appreciates and enjoys the poem	1. Find my pair 2. Add to my group 3. Sing with tune 4. Group singing	Write a poem on the board. Ask them to find the rhyming pairs. Add a few more rhyming words.
Day 9	Responds to announcements and instructions made in class, school assembly, and railway station and in other public places.	Responds to announcements	1. Attention, Please! 2. Read the notice board and share the information 3. Repeat the announcement 4. Where do you hear me?	Play audio clip of different announcements and ask the learner to identify the place. (e.g.: railway station, airport etc.). Ask a few factual questions based on the announcements.

Day 10		Responds to instructions	1. Do as I say 2. Listen and draw 3. Draw me! 4. Listen to me!	Conduct some TPR (Total Physical Responses) activities and observe the responses. Say step by step instructions and ask them to draw a picture.
Day 11	Find the correct spellings and differentiate based on meanings	Reads the words and puts them under right column and corrects them	1. Categorise 2. Find the correctly spelt word 3. Correct me 4. Classify the words	Group the students and provide each group with work cards. Ask them to read and categorise the words. E.g.: book, pen, scale, chilly, tomato, potato etc. Category: stationery items and vegetables) Encircle the correct word from the given list. E.g., Peece, piece, peese, peice (Meaning : a part)
Day 12		Identifies the odd words, homophones/ homonyms and write it separately	1. Odd man out 2. Homophones 3. Homonyms 4. Hangman	Write some words on the black board and ask the students to pick the odd man out. Find the words with different spelling and meaning. (use pictures) Find the words with same spelling and different meaning. Ask the student to enact words written on the board. Sit on the chair. Guess the word
Day 13		Reads and corrects the spellings.	1. Correct me 2. Fill the bucket 3. Ladder game (associated words) 4. Spell me correctly	Provide a paragraph with some misspelt words in it. Ask the students to read and correct the misspelt words. (Refer to a dictionary, if necessary) Divide the class into groups. Provide some correct and misspelt words. Ask them to write the correct words in one column and misspelt words in another.
Day 14		Finds new words	1. Bingo game 2. Run to learn Words start with different letters 3. Connect me 4. Short list of connected words	Play the bingo game using new words. Paste some words in different places. Ask learners to find the words, recall and write Ask them to write the word start with L, D, R E.g.: little, lead, let, leg etc.
Day 15	Participates in activities like role play, group discussion, debate,	Speaks with proper pronunciation, stress, pause and	1. Fun with twisters 2. Riddles 3. Proverbs 4. Find me	Provide a chart of tongue twisters and ask them to repeat. Riddle cards can be provided and learners have to solve them. Ask them to share

	poem recitation, songs, jokes riddles, tongue twisters etc.	intonation.		
Day 16			1.Role play 2.Airport /bank/ park 3. Guess me 4. Deliver the dialogue	Group the learners. Provide a situation with the dialogues. Let them enact. (Airport, park, bank...)
Day 17	Write words, short paragraphs as directed	Sequences the sentences	1.Let's put them in order 2.Chain me 3. Story building 4.Fill in the blanks	Narrate a familiar incident. Then provide some jumbled sentences. Students arrange them according to the incident.
Day 18		Frames sentences	1.Vocabulary challenges 2. Find your partner 3.Word chain 4. Organize me	1. Pick a new word for the students to learn from any text. Learner finds the meaning using dictionary. Ask them to frame a sentence with that word. 3. Ask them to complete the word chain using last letter of the previous word.
Day 19		Profile writing	1.Know me 2.Write about you 3. Tell me about 4. Who/ What am i?	Provide an example of a profile and ask learners to write their own profile. Ex: Name: Miss Shalini, Age: -50, Profession- teacher
Day 20		Discusses and writes	1.Hook on sentences 2. Help me to connect 3. Describe me 4. I can express	Divide the class into small groups. Provide them with simple topics like My friend, My home etc. Write the first sentence of the paragraph on the board then ask each group to add supportive sentences.
Day 21	Appreciates either verbally / in writing the variety in food, dress, customs and festivals.	Expresses views about festivals at home /school	1. I can share 2. Express verbally 3. My favourite food 4. Celebration of any national festival	Provide pictures of festival celebration to each group and ask them to write a small paragraph.
Day 22 Day 23		Appreciates the food	1. My delicious food. 2. Sparkle and enjoy 3. Place the object 4. Taste me	Ask learners to write about the special food prepared during festivals in their houses and also about the food that they like the most. Let them express their views about why they like that food.
Day	Uses nouns, verbs,	Finds the naming	1.Circle me	1. Provide a simple story and ask the learners to underline

24	adjectives, and prepositions in speech and writing.	words	2.Memory game 3. Do as I say 4. Look and write	the naming words 2. Collect some objects and present them on the table. Ask them to observe it for 2minutes. Cover the objects. Let them recall and write the names of objects within a given time.
Day 25		Usages of adjectives	1. What am I? 2. Describe me 3. Use me 4. Circle me	Show any object and ask them to describe it. (e.g: ball-round, soft, colourful, bouncy) Provide a picture with some clue words. Ask the learner to describe it. E.g. Picture of an elephant Words: fat, big, small, long, sharp etc.
Day 26		Usages of pronouns	1.Find me 2. Hide and seek 3. Where am I? 4. Who am I?	Ask the learners to make a circle and ask them to sing "who stole the laddu from the laddu jar" children repeat the same with "me sir! No sir, then who sir? He sir (continues with the different pronouns). List the pronouns after the activity.
Day 27		Identifies	1.Colour me 2.Word search 3.Group me 4.Find me	Provide a story to the children and ask them to colour the naming words, action words, adjectives and pronouns with different colours. (Nouns-Red) Provide a word grid and ask them to circle and write pronouns, nouns, adjectives in different headings.
Day 28 Day 29	Writes informal letters, messages	Gets introduced to informal letter	1.Activities to identify the steps of informal letter 2.Rearrange the parts of the letter 3. Fill in the blanks 4. Missing words	Provide different formats of letters. Ask the learners about different steps of a letters through questions. Provide different steps of the letter in jumbled form and ask them to arrange in order.
Day 30		Writes as guided	1.Choose me 2. Invite your friend 2.Letter writing 4. Complete me	Provide an incomplete letter to the learners with some clues and ask the learners to complete it. Ask the learners to write letter to their friend/ parents about their birthday celebration/ an excursion

CLASS 8 - Second Language (English)

Dear Teachers,

This material is given to bridge the learning gap caused due to the Covid pandemic. Facilitators are expected to identify the learning gap of the students in Kushala activities. Facilitators are free to design and modify activities according to the need of their class. Facilitators should make sure that they are ready with the required TLMs and instructions before getting into the class.

Note to the teachers:

- These activities are based on a few learning outcomes.
- Teachers are free to use their own activities based on the level and strength of the class.

KUSHALA

Day	Learning outcomes	Learning elements	Suggested activities	Instructions to conduct the activity
Day 1	1. Understands and follows instructions to perform game/ activity / action.	Listens to draw/ act/ say/ do	1. Listen & draw 2. Listen & Act 3. Listen & say 4. Listen & Do	Give instructions to draw a man, Ex: “draw a face..,” “add ears to the face..,” “draw the neck part”. Add such instructions so as to get a complete picture of a man. Facilitator can conduct listen and act activity or any other activity focussing on the learning outcome.
Day 2		Follows specific instructions.	1. Listen & Do 2. It is a secret 3. Read & Do it 4. Read & prompt	Prepare different instructions for each student and instruct them to do it individually. E.g., Go to the staff room and bring the yellow piece of chalk. Let learner whisper the written instruction to his/her friend, he/she follows the instruction (It is a secret activity).
Day 3	2. Builds simple oral stories from the given	Connects meaningful words to form simple	1. Story building 2. My story for your clues	Use any picture story without any dialogue as in comics; students try to build a story orally using the given clues. E.g., Use picture story of ‘scholar’s mother tongue’ without dialogues.

	clues.	sentences to build story	<ol style="list-style-type: none"> 3. Connect the words 4. Create situation 	<p>Similarly activities can be done using the clues. Focus on using clues to construct story, situation or a scene orally.</p>
Day 4		Connects meaningful words to form simple sentences to build story	<ol style="list-style-type: none"> 1. Story building 2. Let us change the climax. 3. Story for the pictures. 4. Clues cracked 	<p>Give clue words and ask learners to build a story using those words .E.g., Instead of pictures give important key words of Scholar's mother tongue. Let learners build the story.</p> <p>Ask students to change the climax or ending of any familiar story in their own words orally. Use clue words.</p> <p>Place clues & pictures randomly in class and ask students to connect it & express it orally.</p>
Day 5	3. Read and comprehend gist of the given text/ paragraph	Reads the given Text / paragraph/ comprehends and shares	<ol style="list-style-type: none"> 1. Paragraph reading 2. Read & share 3. Read the passage & narrate to the class 4. Read the paragraph & tell the other group 	<p>Divide the class into 3 or 4 groups and give each group a different text/paragraph, let the learners read it in group.</p> <p>Learners read the given material and discuss in group and share the gist to the whole class. Use previous class stories, dialogues etc.</p> <p>Make the students to read the given passage or text and narrate the gist in their own words. Do the activity in groups as well. One group will tell the gist of their text to another group.</p>
Day 6		Reads news headline and guesses the content/ picks key points/ reads a piece of news and comprehends	<ol style="list-style-type: none"> 1. What is the news? 2. Read the news & tell the key points 3. Read the news and report to the class. 4. Read the heading & guess the news 	<p>Divide the class into 3 or 4 groups and give each group different news articles. Learners read and discuss in group and share the gist of the news to the whole class.</p> <p>Learners read any given piece of news and tell the key points to the class.</p> <p>Learners read any piece of news and report it to the whole class. Give newspaper headings. Learners read it and guess the content of the report.</p>
Day 7	4. Writes own opinion about the incident given/ narrated	Shares opinion/ interesting incident/ gives suggestions and writes	<ol style="list-style-type: none"> 1. Share the opinion 2. My suggestion to your incident 3. Write opinion on today's news 	<p>Divide the class into 4 groups ask learners to share any interesting incident during the pandemic. Then ask every student to write his/her opinion and share it to the whole class. E.g., How I spent lock down days.</p>

		suggestions/ opinion on any interesting incident/news	4. Write opinion on friends' good qualities.	Ask children to give suggestions on the incident narrated by their peers. Learners narrate any important news from the newspaper. Learners write their opinion about that news. Tell learners to write their opinion on their friends' qualities.
Day 8			1. Share the opinion 2. My views 3. Write opinion on panchayat. 4. Write opinion hobby of reading.	Continue the previous day's activity with different interesting incidents. Appreciate learner's opinions. Narrate some information about the topics mentioned in the activities. Ask learners to write their views / opinion on the narrated topic. Facilitator should focus on writing skill and make necessary suggestions.

BANDHA

Day	Learning outcomes	Learning element	Suggested activities	Instructions to conduct the activity
Day 1	1. Uses polite expressions in conversations.	Uses Polite expressions in everyday conversations in different situations/ shares simple exchanges	1.Introduction of polite expression 2. Simply polite expressions 3. More polite expressions 4. Polite expressions in different situations	Introduce different types of polite expressions and their structures with meanings. E.g., "Open the door please" "Please give me a paper" etc. E.g., "Could you please give me a pen" "Would you mind opening the window" etc. Introduce the polite expressions used in different situations. E.g., Hospital, Bank, Offices etc.
Day 2			1. Practicing the examples 2. Let us speak politely 3. Be polite in speaking 4. Polite words with professionals	Divide class into 4 groups, provide different situations and ask learners to practice the usages of polite expressions. Give some common expressions and ask learners to convert them into polite expressions. E.g., Give me your pen. (Could you please give me your pen?) Introduce different types of polite expressions used while speaking with different professionals. (E.g., with Police, nurse, teacher etc.)
Day 3	2. Engages in conversation with people of	Uses given dialogues related to different	1. Role play 2. Dialogue cards	Provide different situations to learner with 2 or 3 characters. Learners speak according to the situation. Facilitator makes corrections if necessary. E.g., Patient consulting doctor. etc.

	different professions.	professions to enact / comprehend the dialogues and answers	3. Response to the situation 4. Let us meet professionals	Use dialogue cards with 2 or 3 exchanges and do the activity as above. Assign a learner, role of any profession; let other students converse with him/her.
Day 4		comprehension questions based on the dialogues.	1. Skit 2. Enact the scene 3. Here is a situation 4. Ask with professionals	Create a situation where all students can perform (Ex: market) and make learner to speak with people of different professions. Use any means (Dialogue cards, audio clips, and video) to make learners to act and engage in conversations. Assign learner, role of any profession, let other students ask questions about his/her profession.
Day 5		Responds to questions related to different professions	1. I am..... (Any profession) 2. Ask me about my job 3. What you do? 4. Do you know my work?	Write different professions in chits & put it in a box. Learners select a chit and enact as per the chit. Others ask questions about that profession. He/she responds to those questions. Make sure that learners speak about different professions and ask questions related to it. Provide necessary information if required.
Day 6	3. Uses appropriate grammatical forms in communication.	Uses appropriate Verb forms/ adjectival forms/ possessive pronouns	1. Change the time 2. Time line activity 3. Change the word according to the time. 4. I change with time!	Narrate any incident in simple present tense in 4-5 sentences. Then change it to simple past tense. Give one more incident and ask learner to change the tense. Draw a time line on the board and mark past, present & future time. Learners change the words according to the time and write under the time line. Provide words in chits. Learners change same words into other tenses.
Day 7			1. You can compare 2. Compare the objects 3. Compare the pictures 4. My words and your	Using appropriate TLMs, introduce the three forms of comparison like, tall, taller, tallest etc. Explain how it changes according to the degree of comparison. Then ask learners to write comparisons using at least 5 adjectives. Use objects available in the surrounding and use them to comparison. E.g., this book is smaller than that one etc

			comparison	Divide the class into 3 or 4 groups. One group provides adjectives to other group, the other group uses those words to compare.
Day 8			<ol style="list-style-type: none"> 1. Is this yours? Game 2. Find the owner game 3. Yes its mine, no its not mine 4. Words of possessions 	Learners stand in a circle, one learner stands in the middle, shows any object (e.g., bag) and asks anyone in the circle "Is this your bag?" gets reply as "No it's not mine" "yes it's mine" "it's his/her" etc. Learners use appropriate personal pronoun. Introduce the words of possessions which learners missed out in games.
Day 9	4. Narrates stories / real incidents.	Narrates real life situation from one's own life / narrates a story read from a book/ film	<ol style="list-style-type: none"> 1. Unforgettable incidents 2. My special birthday 3. Favourite celebration 4. My favourite festival. 	<p>Ask learners to narrate any real incident. E.g., Memory of monsoon days. Learners narrate in 4-5 simple sentences.</p> <p>Ask learners to narrate the special things done on their birthdays. Ask learners to narrate their favourite celebration at school. Ask learners to narrate their favourite festival celebrated at home.</p>
Day 10			<ol style="list-style-type: none"> 1. My favourite film 2. My favourite story. 3. My favourite person 4. My good habits 	<p>Ask learners to narrate the story of their favourite movie or book in a few sentences.</p> <p>Ask learners to narrate about their favourite story, person and good habits in a few sentences. Focus on narrative skills. Encourage learners to use own sentences.</p>
Day 11	5. Participates in different activities organised by school.	Debates on the given topic/ organises ideas/ completes/ writes short rhymes	<ol style="list-style-type: none"> 1. Advantages of TV 2. Disadvantages of mobile. 3. My holidays 4. Participate in debate 	<p>Ask each learner to tell one advantage of TV. List points on the board. Ask learners to speak a few sentences on the topic 'My holidays'. Make necessary corrections, if needed</p> <p>Give a topic relevant to 7thstd learners and make two groups and conduct debate. E.g., Pros & cons of online learning.</p>
Day 12			<ol style="list-style-type: none"> 1. Poem writing 2. Complete the rhyme 	Describe/ Display any picture in the classroom then ask learners to write a poem/ rhyme on that picture. E.g., sunset scene / sketch of village life.

			<ol style="list-style-type: none"> 3. Change the poem lyrics 4. Write rhyme with given clues 	<p>Give an incomplete rhyme. Learners complete the rhyme by filling the blanks.</p> <p>Ask learners to change the lyrics of poem by replacing with suitable alternative words.</p>
Day 13	6. Thinks critically and responds to questions based on texts, events, character or ideas.	Discusses Historical events / guesses causes for a historical event / narrates causes and effects of events/ narrate familiar stories	<ol style="list-style-type: none"> 1. Discussion 2. Guess the causes of event. 3. Narrate the effects of events. 4. Imagine yourself as a freedom fighter. 	<p>Narrate any historical event and ask critical questions. E.g., Jallianwala Bagh massacre event. Why did this incident happen? How did it affect the freedom struggle? How could this incident have been prevented? Etc.</p> <p>Narrate any other historical event, ask learners to guess the causes and also the effects. This activity can be done in group as well.</p> <p>Ask learner to imagine himself to be a freedom fighter and speak about his experiences.</p>
Day 14			<ol style="list-style-type: none"> 1. Discussion 2. Change the climax of the story. 3. Change the characters 4. Comment on the characters. 	<p>Narrate any familiar story and ask questions. E.g., "The Hare & the Tortoise". Why did the rabbit sleep in the midway? Would the rabbit have slept if it had run with some other animal? Ask learners to change the ending of the story with their own idea.</p> <p>Ask learners to change the story by replacing the characters. E.g., Instead of hare use fox or panther etc.</p> <p>Ask learners to comment on the behaviours of the characters of the story.</p>
Day 15	7. Reads aloud stories / recites poems with appropriate pause intonation and pronunciation.	Reads stories & poems	<ol style="list-style-type: none"> 1. Pick & read activity 2. I read your story / text. 3. Read the newspaper aloud 4. Read the texts glued to the wall 	<p>Different types of text and poems are put in a box. Learner picks and reads aloud the with proper pause, intonation and pronunciation. Give necessary feedback.</p> <p>Provide learners newspaper cuttings and ask them to read it aloud.</p> <p>Glue different types of texts on the wall. Learners move to the wall and read the texts aloud.</p> <p>Instruct learners to collect any story or poem for the next class.</p>
Day 16			<ol style="list-style-type: none"> 1. Loud reading 2. My partner's 	<p>Ask the learner to read the story/poem aloud which he/she has brought, with proper intonation and pronunciation.</p>

			collection 3. Read the surprise passage. 4. Read a familiar passage	Exchange the texts, ask learners to read it aloud to the class. Observe the pronunciation & intonation. Provide a passage and ask them to read it aloud to the whole class. Ask learner to read any familiar passage aloud. E.g., from the textbook.
Day 17	8. Reads a variety of texts for pleasure. Ex: comic stories, fairy tales etc.	Reads and enjoys Comic books/ short stories / fairy tales	1. Reading comics 2. Reading small story cards. 3. Change the names of the characters of story and read again. 4. Read a fairy tale	Divide class into 3 groups. Give a comic strip/ stories to read in group then let learners share their opinion about the comic. Provide learner with small story cards. Learners read and understand it. Ask learners to change the names of the characters in the story and read it again. Provide 3-4 small fairy tale stories and ask learners to read it in groups.
Day 18			1. Enact the story 2. Dialogues of the story. 3. Favourite fairy tale. 4. Let me tell a poem	Help the learners prepare role-play based on the story read the previous day and practice in groups and enact it to the whole class. Ask learners to repeat the dialogues from the story. (group activity) Ask learners to tell their favourite fairy tales in a few sentences. Ask learners to read / tell their favourite poem.
Day 19	9. Identifies the different types of sentences.	Identifies/ uses different types of sentences/ changes types of sentences from one type to another	1. Introduction 2. Examples 3. Add an example 4. Categorise the sentences	Introduce different types of sentences. (assertive, interrogative, exclamatory, imperative) Introduce multiple examples for each types of sentence. Learners add one example each to different types of sentence. Provide chits with different types of sentence. Learners categorise it into 4 types.
Day 20			1. Put me in the right box 2. Can you label my type? 3. Where I belong to? 4. Tell me what kind of	Place 4 boxes on the table labelled with the types of sentences. Give chits in which different types of sentences are written. Learner categorizes and drops the chits into the respective box.

			sentence.	Provide opportunities to learners to give own examples.
Day 21			<ol style="list-style-type: none"> 1. Change me 2. Let us change the type 3. Complete the sentence. 4. One situation & many type of sentences 	<p>Divide class into 4-5 groups, give different types of sentences to the groups, and ask them to change it to any other type of sentence. E.g., "This is a table" can be changed as "Is this a table?" etc.</p> <p>Provide incomplete examples to different type of sentences. Learners complete it according to the type. Provide one situation and introduce different type of sentences for it . Let learners give more examples. E.g., 'This is a beautiful rose' 'Oh what a beautiful rose!' 'is this a beautiful rose?' etc</p>
Day 22	10. Refers to dictionary for meaning and spelling.	Uses Dictionary to find meaning/ arranges words in dictionary order/ finds synonyms and antonyms	<ol style="list-style-type: none"> 1. Find the meaning 2. Arrange the words in the dictionary order. 3. Reverse the alphabetical order 4. Find 5 synonyms for each word. 	<p>Divide class into 3 to 4 groups then give them a list of 20 unfamiliar words, ask them to find meaning in a given span of time. Give inputs regarding the usage of dictionary.</p> <p>Give explanations to the dictionary codes if necessary. Give unfamiliar words to search.</p>
Day 23			<ol style="list-style-type: none"> 1. Arrange our list in right order. 2. Find the antonyms 3. Write the sounds. 4. Introduce the unknown word 	<p>Divide the class into 2 groups- one group gives any random 10 words to another group, they arrange them in alphabetical order and find their meanings in a given time. Divide the class into 4 groups. Give them list of 10 words, ask them to write the phonetic sounds using dictionary.</p> <p>Ask Each group to introduce any one unknown word using dictionary. Give complete information about the word.</p>
Day 24			1. Treasure word game	Divide class into 4-5 groups then give clues about treasure word. The group which finds the word quickly is the winner. E.g., "I am an

			<ol style="list-style-type: none"> 2. Use the hints - guess the word 3. Word chain game 4. Find the suffixes / prefixes 	<p>8 letter word”, “starts with H”, “people get medicine here” etc. Use at least 25 words from the 7thstd textbook. Play the word chain game. (Like anthyakshari)</p> <p>Learners find right prefixes and suffixes using the dictionary.</p>
Day 25	11. Infers the meaning of unfamiliar words by reading them in context.	Recognises New words/ guesses their meaning in context while reading a text/ uses a dictionary to finds the meaning of the new word	<ol style="list-style-type: none"> 1. I can crack the passage 2. List out the unfamiliar words. 3. Guess the meaning. 4. Write the meaning in home language 	<p>Give a paragraph of 8-10 lines. Learners read and underline the unfamiliar words.</p> <p>Ask learners to list out the unfamiliar words from the passage.</p> <p>Guess the meaning of the unfamiliar words in English or home language and write them. Then read the passage again and try to understand it.</p>
Day 26			<ol style="list-style-type: none"> 1. Replace the unfamiliar words. 2. Rewrite the passage in home language 3. Translate to English 4. Substitute the unknown words 	<p>Learners replace the unfamiliar words of the passage with the guessed meaning. And try to understand the passage.</p> <p>Learners rewrite the passage in their home language. Read it to the whole class.</p> <p>Ask learners to translate the passage to English in simple words. Ask learners to read it again and try to understand the unfamiliar words.</p>
Day 27			<ol style="list-style-type: none"> 1. Let us find in dictionary 2. Rewrite the passage with dictionary meaning 3. Here is the story 4. I understood the passage. 	<p>Learners use a dictionary and find the meaning of the new words and compare it with their guess. Learners rewrite the paragraph with actual meaning.</p> <p>(Repeat activity with different paragraphs for better practice)</p> <p>The above mentioned 3 days’ series of activities for the same learning outcome are to be done using the same passage only. Focus on the learning outcome. Modify the activities according to the need of the class</p>

Day 28	12. Writes notice, formal letters, descriptions.	Writes/ completes a Notice	<ol style="list-style-type: none"> 1. Observe the notices 2. List out the features of a notice 3. Complete the notices 4. Fill the details of a given notice 	<p>Present different notices. Give learners incomplete notice and ask them to complete.</p> <p>Learners list out the features of a notice. E.g., date, matter, conclusion etc. by seeing a sample notice.</p> <p>Give incomplete notices to the learner and ask them to fill the blanks so as to get a meaningful notice.</p>
Day 29		Identifies parts of a formal letter / Writes a formal Letter	<ol style="list-style-type: none"> 1. Letter writing 2. Introduction to letter writing 3. Sample leave letter observation. 4. Copy the leave letter 5. Write leave letter to class teacher. 	<p>Introduce formal letter writing. Give importance to the aspects of letter writing. E.g., writing date, addressing, subject, conclusion, signature etc.</p> <p>Provide some sample formal letters and ask learners to observe and note down the features of the letter.</p> <p>Provide one sample leave letter and ask learners to copy it. Focus on the positions of aspects like date, place, signature etc. Ask learners to write a leave letter to their class teacher. Make necessary corrections.</p>
Day 30		Writes a Descriptive text	<ol style="list-style-type: none"> 1. My favourite food. 2. Guess me! 3. Can you tell? 4. Describe the object. 	<p>Describe your favourite food in 5-6 sentences without naming it. E.g., “My favourite food is made from Ragi” “It is round in shape” “It can be swallowed with sambar” etc. Let the learners guess the food. Then learners write descriptions about their favourite food in a sheet of paper and display it. Others try to name the food. (This activity can be repeated using any other concept such as describing house, pet etc.).</p>

CLASS 9- Second Language (English)

Due to the pandemic the learners had a gap of acquiring necessary learning outcomes. This handy tool is an endeavour to improve the quality of education. The purpose of this package is to develop activities to motivate the students to reconnect with the previous class learning outcomes.

Note: Teachers are free to design their own language tasks like factual questions, comprehensive questions, thought provoking and open ended questions, fill in the blanks, matching, true/false, presenting the gist in flow charts, web diagrams etc.

KUSHALA

Day	Expected learning Outcome	Learning Elements	Suggested activities	Instructions to conduct the Activities
1	1. Engage in active listening and respond appropriately.	Listens and transforms information orally.	1.Tune your mind 2.Hear me 3.Picture chart 4.Chinese whispers	<ul style="list-style-type: none">● Select an audio clip – prepare a list of 5 to 6 questions; give instructions to note down the points while listening ; based on these questions encourage students to respond orally. E.g.: Audio clips related to Covid- 19 – No. of Deaths, Recoveries, Most affected states, Vaccination status etc.● Learners will listen to Interesting Topics – Recorded Audio / Video clips● A pictorial chart will be displayed; students actively listen and respond orally● Passing the message will be played by children

2	2. Speaks fluently with no repetition and minimal hesitation	Speaks fluently	1.Be Confident and speak well	<ul style="list-style-type: none"> ● Transform your classroom into a Market / Railway station/ Hospital. Prepare a conversation related to the situations. E.g.: Enquiry about Departure, Arrival, Train Number, Name, Ticket enquiry, Fare, Platform number, etc. ● Telephonic conversation can make the activity more interesting ● Introducing one self and family using photo cards ● Dialogue practice in classroom (Language functions) ● Role play using characters of epics ● Single person acts out each syllable of a word or phrase in an order, while the rest of the learners guess to decipher the words/phrases. ● Provide simple phrases for translation from Kannada to English
3			2.Call me	
4			3.Introduction	
			4.Let's talk	
			5.Role play	
			6.Charades	
			7.Translate	
4			1.What happens If ...?	<ul style="list-style-type: none"> ● Encourage students to visualize unnatural situations. - What happens if? [E.g.: If all houses on earth starts flying in the air. If all the wild animals rush into your city.] ● Encourage students to share their responses freely. ● Provide opportunity for Students to speak on familiar topics ● Conduct a Debate on a given scenario.
			2.Express	
			3.Pick & speak	
			4.Debate	
5	3. Read and understand short/ Simple passages	Reads and Understands	1.Race to react	<ul style="list-style-type: none"> ● Students read and understand the given text. E.g.: News items, Advertisements, Recipes etc.
			2.Read and set	<ul style="list-style-type: none"> ● Give the jumbled form of the recipe. Students arrange it in a right sequence and read it aloud.
			3.What's in the paper	<ul style="list-style-type: none"> ● Learners read an advertisement from a newspaper and give the gist of it (E.g.: Covid vaccination)
			4. Library use	

				<ul style="list-style-type: none"> ● Use story books from library and encourage reading
6			1.Read and comprehend 2.Read and enact 3.Read me 4.Read aloud	<ul style="list-style-type: none"> ● Learners read the labels and associate with the right situation. E.g.: Beware of the dogs / No littering around / restricted area / Beware of falling rocks. ● Learners read a sentence and enact it ● Give a small comprehension passage to the learners. After reading it let them answer comprehension questions given ● Provide simple stories. Make the learner read aloud.
7	4. Write simple controlled description	Visualizes and Writes	1. Let's scribble... 2.Write for fun 3.Writing generator 4.Penpal	<ul style="list-style-type: none"> ● Provide material for Picture Reading – Encourage learners to describe the situation in their own words and give a caption. [Key words and Clues should be given. Encourage to use dictionary.] ● Learners write maximum words after seeing the pictures. ● Learners write a story using story boards shown (E.g.: Show a textbook story and encourage students to make their scenario by changing the plot) ● Learners write a note to a friend on any topic of their choice
8			1.Write and win 2.Write using keywords 3.Story time	<ul style="list-style-type: none"> ● Learners write as many smaller words from the given word E.g: Constantinople ● Encourage students to write briefly about relevant and realistic topics. E.g., How to stay fit and healthy / How to manage waste at home / How can I make my city smart? ● Display keywords on a selected topic and ask students to write a description

			4. Build a story	<ul style="list-style-type: none"> Provide a picture and ask students to build a story on it.
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BANDHA


Day	Expected learning Outcome	Learning Elements	Suggested activities	Instructions to conduct the Activities
1	1. Makes use of appropriate vocabulary in different contexts	Identifies/ uses /differentiates between Homophones	1. Search race 2. Use me 3. Homophones together 4. worksheet	<ul style="list-style-type: none"> Give a list of words on a worksheet/ BB; Flash-up one word or picture. Students should find the homophones as quickly as possible Learners add more homophones to the list and frame meaningful sentences Let the learners use dictionary to find more homophones and prepare chart in groups. Worksheets can be given for practice.
2		Identifies/ matches Antonyms and Synonyms	1. Locate and encircle/ 2. Underline 3. Highlight me 4. Search me 5. Match me	<ul style="list-style-type: none"> Write a descriptive paragraph with Synonyms and Antonyms. Students encircle the synonym and underline the antonyms. (Use of dictionary is encouraged.) Provide photocopies of stories to mark Antonyms and Synonyms. Provide lists of Antonyms and Synonyms and ask pupil to match them.
3		Identifies/ uses/ matches Prefixes and Suffixes	1. Identify and match 2. Complete with suffix /prefix 3. Match it	<ul style="list-style-type: none"> Prepare a set of word card for a group activity. Ask learners to match the Prefix and Suffix to form suitable words. <div style="text-align: center;"> Eg : un Believe Able </div> Provide sentences to be completed using Prefixes/ Suffixes.

			4.Sort me out	<ul style="list-style-type: none"> • Give Match the following activities • Sort the words into the “prefix” column, “suffix” column, or “both” column
4		Identifies Tenses/ uses correct tense in framing sentences	1.Perfect your tenses 2.Timeline 3.Frame sentences 4.Fill work sheet	<ul style="list-style-type: none"> • Write a paragraph and encourage the students to identify the tense form. • Prepare a timeline (on black board / in note book) <div style="text-align: center;"> <p>Past Present Future</p> <p>←—————→</p> <p>Walked Walks Will walk</p> <p>Came Come Will come</p> </div> <ul style="list-style-type: none"> • The teacher can ask students to frame sentences using correct tenses • Provide creative worksheets to fill tenses
5		Identifies/ uses differeent types of Prepositions and Adjectives	1.Scavenger hunt 2.Use images 3. Where am I? 4.Match maker	<ul style="list-style-type: none"> • Newspaper bits are given.Colour the Preposition in Green and Adjectives in Red in the given newspaper bits. • Discuss the usage of preposition with images. • Identifying prepositions of movement using activities done in school premises. • Adjectives are chosen by each student and asked to describe the person to their left using the adjective. E.g: Komal is pretty.
6		Uses appropriate Articles	1. All about articles a,an,the 2.Match the following	<ul style="list-style-type: none"> • Discuss countable / uncountable nouns, vowel/ consonant sounds. • Give a set of words/ sentences to use appropriate articles.Discuss the conditions for using articles.

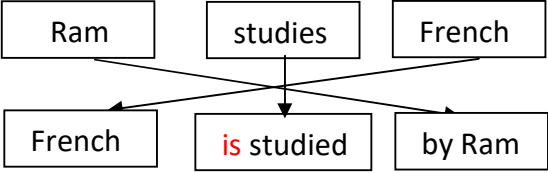
			3.Fill me	<ul style="list-style-type: none"> ● Provide printable exercises on articles ● Fill the blanks with suitable articles
7	2. Pronounces correctly and articulates clearly	Pronounces words with silent letters	1.Listen and repeat 2. Who is silent? 3.Listen and Identify 4.Oral work	<ul style="list-style-type: none"> ● Make the students listen to different sounds through online dictionary and Mobile apps - Display a list of words with Vowels and Consonant sounds- Encourage the students to identify. ● Dictate a set of words with silent letters and ask students to identify the silent letters. ● Display a set of words. Let students mark the silent letters. ● Allow learners to read a flash card and practice orally.
8 9		Reads aloud different types of text accurately and meaningful	1.Read aloud 2.My life 3.Announce aloud 4.Cabinet meet 5.Read clear 6.Book tickets 7.Library run 8.Bulletin board	<ul style="list-style-type: none"> ● Students make simple announcements like cancellation/postponement/something found or lost etc.[Encourages to frame simple sentences/ announcements] ● Real life situations should be provided to form simple sentences. ● Announcement on a sports day[create situation in class] is provided ● Cabinet meeting in the class room. ● Fill different types of forms accurately and read aloud ● Railway ticket booking form to fill, read aloud meaningfully. ● Learners read short stories from your school library. ● Learners read notices from school bulletin board

10	3. Ask Questions in different Context and Situation	Frames 'Wh' question based on the text	1.Click the right 2.Correct me 3.Tick me 4.Worksheet	<ul style="list-style-type: none"> Learners complete the question with the correct words in the boxes. E.g.,the highest mountain in the world? Learners are asked to correct the questions. What town that is? (Which town is that?) Provide worksheets to tick the correct Verbs. Who.....the winner? Provide Worksheet to fill WH questions.
11		Frames questions	1.Frames questions 2.WH questions 3.Question me 4. Questions???	<ul style="list-style-type: none"> Encouragr learners to read the sentences- frame questions to get the underlined word as the answer. E.g.: Tajmahal was built by <u>Shahjahan</u>. Learners Read the passage and frame "WH" questions Give sentences and ask students to frame questions. Encourage students to frame questions on the given passage
12		Reads a text and frames question	1.Pair interaction 2.Face to face 3.Pen me down 4.Work on	<ul style="list-style-type: none"> Provide oppurtunity to converse about your daily routine with the help of 'Wh' questions [Pair interaction]. Students use topics like field trip, excursion, interview and practice questionnaire Ask the learners to frame questions for the given answers.

13	4. Narrates real life incidents and shares experiences	Speaks fluently and Confidently	1.Pair interaction 2.Talk on a topic 3.Pick and speak 4.Super minute	<ul style="list-style-type: none"> ● Ask the students to look at a visual carefully – encourage them to discuss and speak about it. ● Students are given five minutes to think and prepare about a topic E.g.,: Picture of Child marriage, Child labour etc. - Clues can be given. ● Elocution topics based on daily day to day activities is given to students ● Students pick chits and speak on topic.
14	5. Read Pictures, Tables, Charts Incorporates the Information in writing	Reads and Expresses information	1.Grasp write 2.Write it 3.Express out 4.Unwrap me	<ul style="list-style-type: none"> ● Provide Pamphlets to help learners grasp the information provided. ● Learners should be encouraged to read Newspapers and note down the events ● Students read and understand comic, story books and express their views. ● Learners read tables and charts present on wrappers and other written materials for information
15			1.Creative writing 2.Info Chart 3.It's my own 4.Worksheet	<ul style="list-style-type: none"> ● Students read, understand information and transfer it into own writing. ● Ask students to comprehend the tables , charts given and write a short note on it ● Learners write their own story using posters provided ● Students complete the given written exercises.
16		Visualizes and Writes	1.Match me 2.See and write 3.Watch the video 4.My story	<ul style="list-style-type: none"> ● Learners match the images with the correct description. [Images and description should be given] ● Pupils see the given Picture and write a paragraph on it. ● Display videos with subtitles ; ask learners to watch and answer the questionnaire provided afterviewing the video ● Display a picture chart and encourage students to write own story
17	6. Write correct	Writes short	1. Unlock the Key	<ul style="list-style-type: none"> ● Let students use key words of a story and complete the story

18	sentences independently as directed by the teacher	stories independently	<ol style="list-style-type: none"> 2. Set me right 3. Picture story 4. Enjoy the story 5. Story Time 6. Strip out 7. Story Chain 8. Bag of words 	<p>coherently with appropriate message.</p> <ul style="list-style-type: none"> ● Ask students to arrange the story in the right sequence ● Provide a story where some words are represented by pictures. Ask students to replace the picture with suitable words and rewrite the story. E.g.: Ram lives in a big ● Display  nted stories. Ask students to write about what they see. ● Give a comic script and ask learners to make up a story. ● Encourage learners to narrate a story - one sentence at a time and build a new story. ● Instruct students to create their own story with a words given in a bag
19		Writes independently	Profile (All these activities make the best profile)	<ul style="list-style-type: none"> ● Encourage profile writing. ● Students write their own profile - [Clues should be given] ● Students write Profile of an actor ● Students write Profile of a sports star. ● Students write Profile of a National leader
20	7. Refer to a dictionary to check meanings and spelling of the new words	Arranges words in Dictionary order and discusses about the abbreviations found in a dictionary	<ol style="list-style-type: none"> 1. Investigate and learn 2. Dictionary dig 3. I am online 4. Solve me 	<ul style="list-style-type: none"> ● Instruct learners to arrange the given words in the dictionary order. ● Encourage discussion about commonly used abbreviations in the dictionary. ● Provide opportunity to discuss about online/digital dictionary ● Provide Crosswords, puzzles and quiz to solve.
21		Derives different forms of a word [Noun and Verb]	<ol style="list-style-type: none"> 1. Word Hunt 2. Estimate and measure 3. Mystery word 4. Speed word search 	<ul style="list-style-type: none"> ● Encourage students to make use of the grammatical information's in the dictionary against each word. E.g.: [n-noun, adj-adjective, v-verb etc.] ● Learners look for meaning and spelling of a word in a dictionary. ● Instruct learners to prepare word charts of different noun forms ● Learners make up new words using a dictionary

22	8. Writes a Letter	Writes an Informal letter	<ol style="list-style-type: none"> 1. Draft & Post 2. Write a letter 3. Invitation 4. Friendly letter 	<ul style="list-style-type: none"> ● Practice should be given to write informal letters such as ❖ Letter to father/friend ❖ Letter of invitation for any occasion ❖ Letters for practice (E.g.: Trip, School day, Examination etc.)
23		Writes a Formal letter	<ol style="list-style-type: none"> 1. Surface tracing 2. What's the difference? 3. Arrange me 4. Spot the error 	<ul style="list-style-type: none"> ● Jumble the format of formal and informal letter writing ask the students to sort out. ● Ask learners to differentiate between formal and informal patterns of letter writing ● Learners should be able to rearrange the parts of the formal, informal letter in correct sequence. ● Learners find errors in a given letter.
24	9. Use appropriate Grammatical forms to support communication	Makes announcement in different context / suggests / requests	<ol style="list-style-type: none"> 1. Language functions 2. Pair interaction 3. Role-play 4. Debate 	<ul style="list-style-type: none"> ● Give practice in making suggestions and respond to them using the phrases given below. E.g.: Shall we (Suggestions) May, I please ... (Request) ● Encourage a simple conversation to reinforce language functions. ● Practice dialogues changing roles. ● Conduct Debate on familiar and relevant topics (E.g.: Online classes)
25		Uses Language functions- Agreeing and Disagreeing; giving opinion	<ol style="list-style-type: none"> 1. Hear my voice 2. My Textbook 3. Guessing game 4. Interviews 	<ul style="list-style-type: none"> ● Provide learning material with sign boards for reading. ● Learners Practice the textual contents ● Provide display charts with agreeing and disagreeing statements. Students guess the meaning. ● Conduct mock interviews (E.g. : Newspaper Reporter, Job Interview...)
26		Gives reasons	<ol style="list-style-type: none"> 1. Hear my voice 2. Think before you speak 3. Start by listening 	<ul style="list-style-type: none"> ● Create a situation and seek response to support communication. ● Narrate short incidents and ask students to give reason ● Use PPT presentations and conduct discussions

			4. My opinion	<ul style="list-style-type: none"> • Show Video clippings on how to express ones opinion
27		Identifies passive sentences	<ol style="list-style-type: none"> 1. Solve me 2. Voices 3. Error spotting 4. Hands on activity 	<ul style="list-style-type: none"> • Prepare a worksheet and provide it to the learners to identify active and passive voice sentences. <p>E.g:</p>  <ul style="list-style-type: none"> • Pupil changes the sentences from active to passive voice. • Find out the errors in the statements and ask students to explain why they are wrong • Provide worksheets for practice
28		Reads Graph	<ul style="list-style-type: none"> • Read graph • Questionnaire • Table of contents • Line graph 	<ul style="list-style-type: none"> • Present a bar graph and learners transfer its information into a paragraph. • Learners complete a questionnaire based on pictorial graph • Learners read and collect information from the table given • Simple line graph to be presented and encourage students to read it
29		Writes a Paragraph	<ul style="list-style-type: none"> • Unlock the key • Pen me down • About me • My family 	<ul style="list-style-type: none"> • Pupils write a paragraph using keywords provided by the teacher. • Students describe ones experience in school during the pandemic • Students write a Descriptive paragraph about their hobbies. • Pupil write a short passage about their family

30		Edits	<ul style="list-style-type: none"> ● Edit me ● Punctuate ● Spot me ● Link me 	<ul style="list-style-type: none"> ● Provide some paragraphs with errors of articles and prepositions and ask students to rectify it. ● Ask learners to punctuate the given sentences ● Encourage learners to spot the spelling errors ● Learners edit a sentence by using appropriate conjunctions
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CLASS 10 -Second Language (English)

- **NOTE:** Kushala activities of 8 days are designed to build a rapport between the teacher and the learners.
- The teacher identifies the learner’s ability in LSRW skills.
- *Teachers are free to design their own language tasks like factual questions, comprehensive questions, thought provoking and open ended questions, fill in the banks, matching, true/false, presenting the gist in flow charts, web diagrams etc.
- The above language tasks help the learners to involve in the process of language learning.
- Each learning outcome in “Bandha” is designed in three steps. It glides from essential level to challenging tasks.

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	Listen and respond to a text *Listen to a story * Listen to a dialogue	Set up different language tasks before going to present a story/ a dialogue. * Presents a story/ a dialogue in the classroom. * Present language tasks and collects responses .*Observe the child's ability to listen.
2			Appreciates a poem *Listen and list out the rhyming pairs *Listen and identify word images	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 *Observe the child's ability to listen. Learners listen to story related dialogues and are asked to speak out. Then listen to the story and opinions are expected from them.
3			Identifies different sounds in English * Listen and identify Long vowel * Listen and identify Short vowel * Listen and identify Diphthongs *Listen and identify consonants	The learners are provided with different types of phonetic sounds (vowel sounds, short or long vowel sounds) The class is divided into groups to practise and list out more words having similar sounds 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	Learners read a story and express their feelings. Learners write down the main points and put them on a

			the gist in a “Flow chart”	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 informal letters	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. Revise steps to follow while writing a letter * 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
11			Introduction of formats (guided writing) *Rearrange and write letter in appropriate format.	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. *Facilitator provides different steps of the letter in jumbled form and asks the learners to arrange them in the order. *Gives new topic and guides them to write the letter.*Learner presents them to the class and gets feedback.
12			Unguided writings/ alternatives	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. * 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			Dictionary for other references *Irregular verbs *Phonetic transcriptions	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.
16	6. Reads and comprehends different literary forms	Reads and comprehends	Exposure to different texts *Read an autobiography and answer (e.g. "My Beginnings") * Read a play and write details about a character	*Provide different texts for silent reading. *Give time to read silently. *Ask them to share their views on the text.* Ask simple questions * Give time to share responses on different text types.
17			Reads and responds to factual questions *Silent reading.	Divide the class and give unfamiliar text.*Provides factual questions*Guide learners to contribute their responses to the group.*Elicits answers and give feedback

			*Pair discussion	
18			I can think...	Provide unfamiliar text to read silently. *Ask thought provoking and open ended questions. *Give time to read and comprehend the text. *Collect responses in written form and give feedback
19	7. Attempts to write a paragraph using clues given in a profile	Writes a note/ profile/ guided / creative paragraph	*Note taking *Profile Writing	Provide some paragraphs on great 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 responds.	Uses ‘wh’ words/frames question	Ask me..... *Frame questions within a minute *Fill the blanks with “wh” word	Play a Language game to find out what is hidden (such as students pose questions to know what is hidden in the fist of the teacher.) They continue to ask questions until the object is found. The types of questions are later discussed in the class.

				<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).* 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 the questions.</p> <p>* Answering skill</p>	<p>Read a story / a dialogue and write some questions on the black board.</p> <p>*Elicit answers and write appropriate answers on the board. Give feedback.</p>
25	9. Reads stories from different sources and narrates in the classroom	Guesses/completes / narrates stories	<p>Story presentation</p> <p>*Guess the story.</p> <p>*Complete the story.</p>	<p>Collect some stories and narrate them (through images, puppets, videos etc.).</p> <p>*Present language tasks to involve all the learners*Elicit responses and give feedback</p> <p>. *Guide learners to present the story in next class.</p>
26			<p>Listen to me....</p> <p>*My Story</p>	<p>*Learner collects stories and frames simple language tasks with the help of teacher</p> <p>*Learner presents the stories and gets responses from friends. Facilitator appreciates and give feedback.</p>
27			<p>Story Development</p>	<p>Learners are provided with the outline of a story</p> <p>*Guide to frame sentences.</p>

				<ul style="list-style-type: none"> *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..... <ul style="list-style-type: none"> *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 confirm the correct information. Elicit words and write them on the board <ul style="list-style-type: none"> *Classify them as names of person, place, things etc. * 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.
29			Use auxiliaries <ul style="list-style-type: none"> *"Be". *"Do" *"Have" 	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. Eg,.is,was,am, are, has, have,did,does etc. <ul style="list-style-type: none"> *Facilitator presents a substitution table of "Be" and guides to frame sentences * Elicit answers and write them on the board *Discuss different forms of "Be" with person, number and tense.
30			(comparative learning of time) <ul style="list-style-type: none"> *Now..... *Then.... *Later 	Frame number of sentences for the comparative learning of 'Present-Past-Future time' <ul style="list-style-type: none"> *Draw a timeline on the 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