

## **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.

### **BANDHA**

<b>Day</b>	<b>Expected learning Outcome</b>	<b>Learning Elements</b>	<b>Suggested activities</b>	<b>Instructions to conduct the Activities</b>
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"> <li>● Give a list of words on a worksheet/ BB; Flash-up one word or picture. Students should find the homophones as quickly as possible</li> <li>● Learners add more homophones to the list and frame meaningful sentences</li> <li>● Let the learners use dictionary to find more homophones and prepare chart in groups.</li> <li>● Worksheets can be given for practice.</li> </ul>
2		Identifies/ matches Antonyms and Synonyms	1.Locate and encircle/ 2.Underline	<ul style="list-style-type: none"> <li>● Write a descriptive paragraph with Synonyms and Antonyms.Students encircle the synonym and underline the</li> </ul>

			<p>3.Highlight me</p> <p>4.Search me</p> <p>5.Match me</p>	<p>antonyms.(Use of dictionary is encouraged.)</p> <ul style="list-style-type: none"> <li>• Provide photocopies of stories to mark Antonyms and Synonyms.</li> <li>• Provide lists of Antonyms and Synonyms and ask pupil to match them.</li> </ul>															
3		Identifies/ uses/ matches Prefixes and Suffixes	<p>1.Identify and match</p> <p>2.Complete with suffix /prefix</p> <p>3.Match it</p> <p>4.Sort me out</p>	<ul style="list-style-type: none"> <li>• Prepare a set of word card for a group activity. Ask learners to match the Prefix and Suffix to form suitable words.</li> </ul> <p>Eg : <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>un</td></tr></table> <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>Believe</td></tr></table></p> <ul style="list-style-type: none"> <li>• Provide sentences to be completed using Prefixes/ Suffixes.</li> <li>• Give Match the following activities</li> <li>• Sort the words into the “prefix” column, “suffix” column, or “both” column</li> </ul>	un	Believe													
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4		Identifies Tenses/ uses correct tense in framing sentences	<p>1.Perfect your tenses</p> <p>2.Timeline</p> <p>3.Frame sentences</p> <p>4.Fill work sheet</p>	<ul style="list-style-type: none"> <li>• Write a paragraph and encourage the students to identify the tense form.</li> <li>• Prepare a timeline ( on black board / in note book)</li> </ul> <div style="text-align: center;"> <table style="margin: auto;"> <tr> <td style="text-align: center;">Past</td> <td style="text-align: center;">Present</td> <td style="text-align: center;">Future</td> </tr> <tr> <td style="text-align: center;">←</td> <td style="text-align: center;">→</td> <td style="text-align: center;">→</td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> <tr> <td style="text-align: center;">Walked</td> <td style="text-align: center;">Walks</td> <td style="text-align: center;">Will walk</td> </tr> <tr> <td style="text-align: center;">Came</td> <td style="text-align: center;">Come</td> <td style="text-align: center;">Will come</td> </tr> </table> </div> <ul style="list-style-type: none"> <li>• The teacher can ask students to frame sentences using correct tenses</li> </ul>	Past	Present	Future	←	→	→				Walked	Walks	Will walk	Came	Come	Will come
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←	→	→																	
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				<ul style="list-style-type: none"> <li>● Provide creative worksheets to fill tenses</li> </ul>
5		Identifies/ uses different types of Prepositions and Adjectives	<ol style="list-style-type: none"> <li>1.Scavenger hunt</li> <li>2.Use images</li> <li>3. Where am I?</li> <li>4.Match maker</li> </ol>	<ul style="list-style-type: none"> <li>● Newspaper bits are given. Colour the Preposition in Green and Adjectives in Red in the given newspaper bits.</li> <li>● Discuss the usage of preposition with images.</li> <li>● Identifying prepositions of movement using activities done in school premises.</li> <li>● Adjectives are chosen by each student and asked to describe the person to their left using the adjective. E.g: Komal is pretty.</li> </ul>
6		Uses appropriate Articles	<ol style="list-style-type: none"> <li>1. All about articles a,an,the</li> <li>2.Match the following</li> <li>3.Fill me</li> </ol>	<ul style="list-style-type: none"> <li>● Discuss countable / uncountable nouns, vowel/ consonant sounds.</li> <li>● Give a set of words/ sentences to use appropriate articles. Discuss the conditions for using articles.</li> <li>● Provide printable exercises on articles</li> <li>● Fill the blanks with suitable articles</li> </ul>
7	2. Pronounces correctly and articulates clearly	Pronounces words with silent letters	<ol style="list-style-type: none"> <li>1.Listen and repeat</li> <li>2. Who is silent?</li> <li>3.Listen and Identify</li> <li>4.Oral work</li> </ol>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Dictate a set of words with silent letters and ask students to identify the silent letters.</li> <li>● Display a set of words. Let students mark the silent letters.</li> <li>● Allow learners to read a</li> </ul>

				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"> <li>Students make simple announcements like cancellation/postponement/something found or lost etc.[Encourages to frame simple sentences/announcements]</li> <li>Real life situations should be provided to form simple sentences.</li> <li>Announcement on a sports day[create situation in class] is provided</li> <li>Cabinet meeting in the class room.</li> <li>Fill different types of forms accurately and read aloud</li> <li>Railway ticket booking form to fill, read aloud meaningfully.</li> <li>Learners read short stories from your school library.</li> <li>Learners read notices from school bulletin board</li> </ul>
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"> <li>Learners complete the question with the correct words in the boxes. E.g., .....the highest mountain in the world?</li> <li>Learners are asked to correct the questions. What town that is? (Which town is that?)</li> <li>Provide worksheets to tick the correct Verbs. Who.....the winner?</li> <li>Provide Worksheet to fill WH</li> </ul>

				questions.
11		Frames questions	1. Frames questions 2. WH questions 3. Question me 4. Questions???	<ul style="list-style-type: none"> <li>Encourage learners to read the sentences- frame questions to get the underlined word as the answer.            E.g.: Tajmahal was built by <u>Shahjahan</u>.</li> <li>Learners Read the passage and frame "WH" questions</li> <li>Give sentences and ask students to frame questions.</li> <li>Encourage students to frame questions on the given passage</li> </ul>
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"> <li>Provide opportunity to converse about your daily routine with the help of 'Wh' questions [Pair interaction].</li> <li>Students use topics like field trip, excursion, interview and practice questionnaire</li> <li>Ask the learners to frame questions for the given answers.</li> </ul>

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"> <li>● Ask the students to look at a visual carefully – encourage them to discuss and speak about it.</li> <li>● 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.</li> <li>● Elocution topics based on daily day to day activities is given to students</li> <li>● Students pick chits and speak on topic.</li> </ul>
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"> <li>● Provide Pamphlets to help learners grasp the information provided.</li> <li>● Learners should be encouraged to read Newspapers and note down the events</li> <li>● Students read and understand comic, story books and express their views.</li> <li>● Learners read tables and charts present on wrappers and other written materials for information</li> </ul>
15			1.Creative writing 2.Info Chart 3.It's my own 4.Worksheet	<ul style="list-style-type: none"> <li>● Students read, understand information and transfer it into own writing.</li> <li>● Ask students to comprehend the tables , charts given and write a short note on it</li> <li>● Learners write their own story using posters provided</li> <li>● Students complete the given written exercises.</li> </ul>

16		Visualizes and Writes	<ol style="list-style-type: none"> <li>1.Match me</li> <li>2.See and write</li> <li>3.Watch the video</li> <li>4.My story</li> </ol>	<ul style="list-style-type: none"> <li>● Learners match the images with the correct description. [Images and description should be given]</li> <li>● Pupils see the given Picture and write a paragraph on it.</li> <li>● Display videos with subtitles ; ask learners to watch and answer the questionnaire provided after viewing the video</li> <li>● Display a picture chart and encourage students to write own story</li> </ul>
17 18	6. Write correct sentences independently as directed by the teacher	Writes short stories independently	<ol style="list-style-type: none"> <li>1. Unlock the Key</li> <li>2. Set me right</li> <li>3. Picture story</li> <li>4. Enjoy the story</li> <li>5. Story Time</li> <li>6. Strip out</li> <li>7. Story Chain</li> <li>8. Bag of words</li> </ol>	<ul style="list-style-type: none"> <li>● Let students use key words of a story and complete the story coherently with appropriate message.</li> <li>● Ask students to arrange the story in the right sequence</li> <li>● 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</li> <li>● Display printed stories. Ask students to wriet about what they see.</li> <li>● Give a comic script and ask learners to make up a story.</li> <li>● Encourage learners to narrate a story - one sentence at a time and build a new story.</li> <li>● Instruct students to create their own story with a words given in a bag</li> </ul>

19		Writes independently	Profile (All these activities make the best profile)	<ul style="list-style-type: none"> <li>• Encourage profile writing.</li> <li>• Students write their own profile - [Clues should be given]</li> <li>• Students write Profile of an actor</li> <li>• Students write Profile of a sports star.</li> <li>• Students write Profile of a National leader</li> </ul>
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"> <li>1. Investigate and learn</li> <li>2. Dictionary dig</li> <li>3. I am online</li> <li>4. Solve me</li> </ol>	<ul style="list-style-type: none"> <li>• Instruct learners to arrange the given words in the dictionary order.</li> <li>• Encourage discussion about commonly used abbreviations in the dictionary.</li> <li>• Provide opportunity to discuss about online/digital dictionary</li> <li>• Provide Crosswords, puzzles and quiz to solve.</li> </ul>
21		Derives different forms of a word [Noun and Verb]	<ol style="list-style-type: none"> <li>1. Word Hunt</li> <li>2. Estimate and measure</li> <li>3. Mystery word</li> <li>4. Speed word search</li> </ol>	<ul style="list-style-type: none"> <li>• 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.]</li> <li>• Learners look for meaning and spelling of a word in a dictionary.</li> <li>• Instruct learners to prepare word charts of different noun forms</li> <li>• Learners make up new words using a dictionary</li> </ul>
22	8. Writes a Letter	Writes an Informal letter	<ol style="list-style-type: none"> <li>1. Draft &amp; Post</li> <li>2. Write a letter</li> <li>3. Invitation</li> <li>4. Friendly letter</li> </ol>	<ul style="list-style-type: none"> <li>• Practice should be given to write informal letters such as</li> <li>❖ Letter to father/friend</li> <li>❖ Letter of invitation for any occasion</li> </ul>



				❖ Letters for practice (E.g.: Trip, School day, Examination etc.)
23		Writes a Formal letter	<ol style="list-style-type: none"> <li>1. Surface tracing</li> <li>2. What's the difference?</li> <li>3. Arrange me</li> <li>4. Spot the error</li> </ol>	<ul style="list-style-type: none"> <li>● Jumble the format of formal and informal letter writing ask the students to sort out.</li> <li>● Ask learners to differentiate between formal and informal patterns of letter writing</li> <li>● Learners should be able to rearrange the parts of the formal, informal letter in correct sequence.</li> <li>● Learners find errors in a given letter.</li> </ul>
24	9. Use appropriate Grammatical forms to support communication	Makes announcement in different context / suggests / requests	<ol style="list-style-type: none"> <li>1. Language functions</li> <li>2. Pair interaction</li> <li>3. Role-play</li> <li>4. Debate</li> </ol>	<ul style="list-style-type: none"> <li>● Give practice in making suggestions and respond to them using the phrases given below. E.g.: Shall we ..... (Suggestions)  May, I please ... (Request)</li> <li>● Encourage a simple conversation to reinforce language functions.</li> <li>● Practice dialogues changing roles.</li> <li>● Conduct Debate on familiar and relevant topics (E.g.: Online classes)</li> </ul>
25		Uses Language functions- Agreeing and Disagreeing; giving opinion	<ol style="list-style-type: none"> <li>1. Hear my voice</li> <li>2. My Textbook</li> <li>3. Guessing game</li> <li>4. Interviews</li> </ol>	<ul style="list-style-type: none"> <li>● Provide learning material with sign boards for reading.</li> <li>● Learners Practice the textual contents</li> <li>● Provide display charts with agreeing and disagreeing statements. Students guess the meaning.</li> <li>● Conduct mock interviews (E.g. : Newspaper Reporter,</li> </ul>

				Job Interview...)
26		Gives reasons	<ol style="list-style-type: none"> <li>1. Hear my voice</li> <li>2. Think before you speak</li> <li>3. Start by listening</li> <li>4. My opinion</li> </ol>	<ul style="list-style-type: none"> <li>• Create a situation and seek response to support communication.</li> <li>• Narrate short incidents and ask students to give reason</li> <li>• Use PPT presentations and conduct discussions</li> <li>• Show Video clippings on how to express ones opinion</li> </ul>
27		Identifies passive sentences	<ol style="list-style-type: none"> <li>1. Solve me</li> <li>2. Voices</li> <li>3. Error spotting</li> <li>4. Hands on activity</li> </ol>	<ul style="list-style-type: none"> <li>• Prepare a worksheet and provide it to the learners to identify active and passive voice sentences.</li> </ul> <p>E.g:</p> <pre> graph TD     A[Ram] --&gt; B[by]     C[studies] --&gt; D[is studied]     E[French] --&gt; F[French]   </pre> <ul style="list-style-type: none"> <li>• Pupil changes the sentences from active to passive voice.</li> <li>• Find out the errors in the statements and ask students to explain why they are wrong</li> <li>• Provide worksheets for practice</li> </ul>
28		Reads Graph	<ul style="list-style-type: none"> <li>• Read graph</li> <li>• Questionnaire</li> <li>• Table of contents</li> <li>• Line graph</li> </ul>	<ul style="list-style-type: none"> <li>• Present a bar graph and learners transfer its information into a paragraph.</li> <li>• Learners complete a questionnaire based on pictorial graph</li> <li>• Learners read and collect information from the table given</li> <li>• Simple line graph to be presented and encourage students to read it</li> </ul>

29		Writes a Paragraph	<ul style="list-style-type: none"> <li>● Unlock the key</li> <li>● Pen me down</li> <li>● About me</li> <li>● My family</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils write a paragraph using keywords provided by the teacher.</li> <li>● Students describe ones experience in school during the pandemic</li> <li>● Students write a Descriptive paragraph about their hobbies.</li> <li>● Pupil write a short passage about their family</li> </ul>
30		Edits	<ul style="list-style-type: none"> <li>● Edit me</li> <li>● Punctuate</li> <li>● Spot me</li> <li>● Link me</li> </ul>	<ul style="list-style-type: none"> <li>● Provide some paragraphs with errors of articles and prepositions and ask students to rectify it.</li> <li>● Ask learners to punctuate the given sentences</li> <li>● Encourage learners to spot the spelling errors</li> <li>● Learners edit a sentence by using appropriate conjunctions</li> </ul>