



GOVERNMENT OF KARNATAKA  
DEPARTMENT OF PUBLIC INSTRUCTION

**KALIKA CHETARIKE**

**2022-23**

**HAND BOOK OF FACILITATOR**

**ENGLISH**

**SECOND LANGUAGE**

**7**

**SEVENTH STANDARD**

SAMAGRA SHIKSHANA KARNATAKA, BENGALURU  
AND  
DEPARTMENT OF STATE EDUCATIONAL RESEARCH AND TRAINING, BENGALURU





## ಮುನ್ನುಡಿ



ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ-2020ರ ಆಶಯದಂತೆ ಮಕ್ಕಳ ಕಲಿಕೆ ಮತ್ತು ಅಭಿವೃದ್ಧಿ ನಮ್ಮೆಲ್ಲರ ಜವಾಬ್ದಾರಿ. ಆದರೆ ಕೋವಿಡ್-19 ಸಾಂಕ್ರಾಮಿಕ ವಿಪತ್ತಿನಿಂದ ಮಕ್ಕಳ ಕಲಿಕೆಯಲ್ಲಿ ವ್ಯತ್ಯಯವಾಗಿ ಕಲಿಕಾ ನಿರಂತರತೆಯನ್ನು ಕಾಪಾಡಿಕೊಳ್ಳಲು ಕಳೆದೆರಡು ವರ್ಷಗಳಿಂದ ಸಾಧ್ಯವಾಗಿರುವುದಿಲ್ಲ. ಸಾಕಷ್ಟು ಕಲಿಕಾ ಅಂತರವಾಗಿರುತ್ತದೆ. ಈ ಅಂತರವನ್ನು ನೀಗಿಸಲು 2022-23ನೇ ಸಾಲಿನಲ್ಲಿ ಕಲಿಕಾ ಚೇತರಿಕೆ ಎಂಬ ವಿನೂತನ ಉಪಕ್ರಮವನ್ನು ಅನುಷ್ಠಾನಗೊಳಿಸಲಾಗುತ್ತಿದೆ.

F G P P A A ಮೂಲಕ ಎಲ್ಲಾ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಬುನಾದಿ ಸ A P I M E ಮತ್ತು ಸ A S A A ಜ್ಞಾನಕ್ಕೆ ಒತ್ತು ನೀಡಲಾಗುವುದು ಹಾಗೂ ಮಗು ತನ್ನ ಹಿಂದಿನ ತರಗತಿಗಳಲ್ಲಿ ಅತ್ಯಗತ್ಯವಾಗಿ ಗಳಿಸಲೇಬೇಕಿದ್ದ ಕಲಿಕಾ ಫಲಗಳು ಹಾಗೂ ಪ್ರಸಕ್ತ ತರಗತಿಯಲ್ಲಿ ಕಲಿಯಲೇ ಬ A P A A "ಅತಿ ಮುಖ್ಯ ಕಲಿಕಾ ಫಲ" ಗಳನ್ನು ಗುರುತಿಸಿ, ಚಟುವಟಿಕೆ ರೂಪಿಸಿ ಕಲಿಕಾ ಹಾಳೆಗಳನ್ನು ಮತ್ತು ಶಿಕ್ಷಕರ ಕೈಪಿಡಿಯನ್ನು ರೂ A V Z E ಇವುಗಳಲ್ಲಿ 'ನಿಪುಣ್ ಭಾರತ್', 'ವಿದ್ಯಾ ಪ್ರವೇಶ್'ನಂತಹ ಉಪಕ್ರಮಗಳನ್ನು ಅಂತರ್ಗತಗೊಳಿಸಲಾಗಿದೆ. ಈ ಚಟುವಟಿಕೆಗಳು ಶಿಶುಕೇಂದ್ರಿತ, ಕಲಿಕಾ ಹಾಗೂ ಶಿಕ್ಷಕ ಸ್ನೇಹಿಯಾಗಿವೆ. ಚಟುವಟಿಕಾ ಹಾಳೆಗಳ ಜೊತೆಗೆ, ಶಿಕ್ಷಕರಿಗೆ ಅಗತ್ಯ ಮಾರ್ಗದರ್ಶನ ನೀಡುವ 'ಶಿಕ್ಷಕರ ಕೈಪಿಡಿ'ಯನ್ನೂ ಸಿದ್ಧಪಡಿಸಿ ನೀಡಲಾಗುತ್ತಿದೆ. ಇವುಗಳನ್ನು ಬಳಸಿ ಮಕ್ಕಳ ಕಲಿಕಾ ಅಂತರ ಸರಿದೂಗಿಸುವ ಕಾರ್ಯವನ್ನು ತಾವೆಲ್ಲರೂ ಜವಾಬ್ದಾರಿಯಿಂದ ನಿರ್ವಹಿಸುತ್ತೀರೆಂಬ ಆಶಯವನ್ನು ಾಂದಿರುತ್ತೇನೆ. ಈ ಕಾರ್ಯದಲ್ಲಿ ತೊಡಗಿಸಿಕೊಂಡ DSERT ಹಾಗೂ SSK ಯ ಅಧಿಕಾರಿಗಳಿಗೆ ಅಭಿನಂದನೆಗಳು. ಈ ಕಾರ್ಯದಲ್ಲಿ ಸಹಕರಿಸಿದ ಅಜೀಮ್ ಪ್ರೇಮ್‌ಜೀ ಫೌಂಡೇಷನ್ ಸಂಸ್ಥೆಗೂ ಇಲಾಖೆಯ ಪರವಾಗಿ ಅಭಿನಂದನೆಗಳು.

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ಸರ್ಕಾರದ ಪ್ರಧಾನ ಕಾರ್ಯದರ್ಶಿ  
ಪ್ರಾಥಮಿಕ ಮತ್ತು ಪ್ರೌಢಶಿಕ್ಷಣ ಇಲಾಖೆ

## ಆಶಯ ನುಡಿ



«ದ್ಯಾರ್ಥಿಯ ಶ P T P A ಬದುಕಿನಲ್ಲಿ ಪ್ರತೀ ನಿತ್ಯವೂ ಕಲಿಕಾ ನಿರಂತರತೆ ಅತ್ಯಗತ್ಯ. ಆದರೆ ಕೋವಿಡ್-19 ಸಾಂಕ್ರಾಮಿಕದಿಂದಾಗಿ ಜಾಗತಿಕವಾಗಿ ಕಲಿಕಾ ನಿರಂತರತೆಗೆ ವ್ಯತ್ಯಯ G A m A V ಮಕ್ಕಳಲ್ಲಿ ಕಲಿಕಾ ನಷ್ಟವಾಗಿರುವುದು A A A ಇದನ್ನು ಸರಿದೂಗಿಸುವುದು ನಮ್ಮೆಲ್ಲರ ಆದ್ಯ ಕರ್ತವ್ಯವಾಗಿದೆ. ನಮ್ಮ ರಾಜ್ಯದಲ್ಲಿ ಕೋವಿಡ್-19 ನಿ A Z A V ಶಾಲೆಗಳು ಮುಚ್ಚಲ್ಪಟ್ಟಾಗ ವಿದ್ಯಾಗಮ, ಸ A A A ವಿಶೇಷ ಸೇತುಬಂಧ A A A V A A A ಯು ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ರೂಪಿಸಿದರೂ A A S A A A T ತರಗತಿ ಪ್ರಕ್ರಿಯೆಗೆ ಇವೆಲ್ಲಾ ಸಮಾಂತರವಾಗುವುದಿಲ್ಲ. ಪ್ರಸ್ತುತ 'ಕಲಿಕಾ ಚೇತರಿಕೆ' G P P A A A A ಜ್ಞಾನಿಕ ತಳಹದಿಯ ಮೇಲೆ ಶಿಶು ಕೇಂದ್ರಿತ ಚಟುವಟಿಕೆಗಳನ್ನು ಒಳಗೊಂಡ ಕಲಿಕಾ ಹಾಳೆಗಳನ್ನು ರೂಪಿಸಿ ನೀಡುತ್ತಿರುವ ವಿನೂತನ ಕ್ರಯತ್ಯ. ಿಸುಮಾರು ಎರಡು ವರ್ಷಗಳ ಶೈಕ್ಷಣಿಕ ಪ್ರಕ್ರಿಯೆಗಳು ಪೂರ್ಣವಾಗಿ ನಡೆಯದೇ, ಮಕ್ಕಳಲ್ಲಿ ಉಂಟಾಗಿರುವ ಕಲಿಕಾ ಅಂತರವನ್ನು ಸರಿದೂಗಿಸುವ ಿಲುವಾಗಿಯೇ ರೂಪಿಸಿದ ಉಪಕ್ರಮ. ಈ ಕಾರ್ಯವನ್ನು ಒಂದು ವರ್ಷದವರೆಗೆ ರಾಜ್ಯದಾದ್ಯಂತ ಅನುಷ್ಠಾನಗೊಳಿಸಿ ಮಕ್ಕಳ ಕಲಿಕಾ ನಷ್ಟವನ್ನು ತಾವೆಲ್ಲರೂ ತುಂಬಿಕೊಡುತ್ತೀರಿ ಎಂದು ಆಶಿಸುತ್ತೇನೆ. G P P A A A ಯು ಅನುಷ್ಠಾನಕ್ಕಾಗಿ ಎಲ್ಲಾ ಭಾಗೀದಾರರು ಸಕ್ರಿಯವಾಗಿ ತೊಡಗಿಸಿಕೊಳ್ಳುವಿರೆಂದು ನಂಬಿದ್ದೇನೆ.

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## CONCEPT AND GUIDANCE

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## A Note to the Teacher

School closure due to the COVID 19 pandemic situation has led to gaps in schooling, which in turn resulted in the need for learning recovery across the world. In order to address this need of the hour, Karnataka State has decided to look at the academic year 2022-23 as the Kalika Chetarike year which would focus more on the learning recovery for all school children rather than the completion of the current grade level syllabus.

When it comes to the learning recovery in English, we are faced with an additional challenge: most children, in our specific context, have little or no exposure, especially at the initial grades, to the language. Hence, it is important to focus on the Foundational Literacy (FL) competencies along with the necessary Learning Outcomes (LO) of the two preceding grades, and a few selected grade-appropriate LO of the grade that the children are in the current academic year.

Goals of FL, as specified in NIPUN Bharat, largely cover all the four major language competencies – speaking, listening, reading, and writing – up to a level that a learner may understand. It is quite possible that there are a considerable number of students who struggle with these basic competencies in every grade. It goes without saying that the language learning exposure given to such children should be age-appropriate keeping in mind their cognitive development. The approach with which the FL is taken up in different classes varies according to the context.

Being aware of these circumstances, the teacher, irrespective of the grades they teach, should keep a few important things in mind while they engage with their students in the classroom:

- Explain concepts bilingually, especially those which students may find challenging to understand. What we mean by bilingualism is the use of the mother tongue of the child wherever possible, or the school language along with English. The facilitator should encourage students to respond bilingually if they find it difficult to respond in English.
- Involve all students in the classroom activities. Many of the activities given in the Student's Workbook (SW) require pair and group work. Encourage all students to contribute towards doing the activities using whatever little English they can.
- Prioritised LO can be achieved by using the activities provided in the SW. However, some meaningful interaction in the form of teaching-learning process using TLMs wherever required should happen before asking students to attempt doing the activities in the SW.
- The Learning Sheets (LS) in the SW can be used for practice as well as assessment. Some of the LS can be attempted by children independently at home as well.
- The activities suggested are for enabling the learning of the chosen LO. A teacher may conduct more activities or customise activities to suit the specific classroom context keeping the scope of the LO in mind. The focus should be on learning recovery rather than on getting the activities completed.
- Provide “Constructive Feedback” for the students at the end of each LO. Please do not write any negative statements that can discourage students or have strong negative emotional impacts.

### Assessments

As part of the Kalika Chetarike, there are three types of assessments.

- In the beginning of the year, schools need to conduct some form of diagnostic assessment to clearly understand the current levels of students in terms of FL and grade level competencies. Instead of any large-scale exercise, an effort to understand students' level by the teacher over a period of a week with various methods like oral questions, select-response questions, essay-type questions, projects and certain activities would be preferable.

Based on this, teachers can prepare a note of student performance which would be helpful to plan teaching that suits the needs of the children.

- Formative assessments should be central to the teaching-learning process during the year. Continuous practice of formative assessments will help to adjust classroom instruction to address students' learning needs. Rubrics for assessments are provided for each LO. This should serve as a guide to group children for helping in teaching in the classroom and maintain a portfolio of work of children. The cumulative performance of a student across different LO's completed can help teachers decide on grading his/her performance.
- There will be 2 summative assessments during the year: one at the end of the first term and the second, at the end of the second term.

The approach adopted for Kalika Chetarika in Grades 1 to 9 are largely following the principle of focus on FL and the essential LO to be covered in each grade. However, there could be some variation with regard to the approach, focus and pedagogy at different levels. Here is a brief outline of these areas.

Grade 1 to 3: The focus is on FL competencies and the materials and pedagogy of English Nali-Kali-Level 1 (ENK-1) will be used to achieve the expected LOs.

Grade 4 & 5: Since children in these grades had little schooling in the previous two grades, which was absolutely essential for attaining the basics of FL, the focus would be largely on strengthening FL competencies along with very few LOs of current grade. The FL component of these grades will be based on ENK-1 & ENK-2 with age-appropriate pedagogical modifications, and as per the NIPUN goals.

Grade 6 to 8: The approach adopted in grades 6 to 8 is one that focuses on the essential LO required at the previous grades as well as a few at the current grade. The activities are designed in such a way that the students are given opportunities to develop competencies in listening, speaking, reading and writing in an integrated way. A few higher order competencies have also been included in these grades as the cognitive levels of these children could be higher than those of grades 1 to 5.

Grade 9: For Class 9 students, a skill-based approach has been taken when selecting the learning outcomes. Two skills from each of the four competencies have been selected and divided into sub-learning outcomes. The difference in the structure of the materials for the Class 9 learning sheets is deliberate, keeping in mind that the current year is to prepare the students for Class 10. The materials have been structured in such a manner to develop multiple skills parallelly. Another goal of the re-organisation of sub-learning outcomes is to help weave and develop together all four of the skills to facilitate more effective language learning in the classrooms.

All said and done, what really matters the most in the classroom is the discretion, and resourcefulness of the teacher and their understanding of the students rather than the materials used. It is sincerely hoped that the teachers would find the Kalika Chetarika materials helpful and put them to their best use in their classrooms. We wish them all the best in their attempts for the same!

### List of Learning Outcomes

7.1	Answers coherently to questions in English in written or oral form based on day-to-day life experiences and unfamiliar stories.
7.2	Reads story books, news items / headlines, advertisements etc independently.
7.3	Writes words /phrases/simple sentences and short paragraphs as dictated by the teacher.
7.4	Uses the dictionary for reference & infers the meaning of unfamiliar words by reading them in context.
7.5	Participates in activities like role play, group discussion, debate, poems recitation, songs, jokes, riddles, tongue twisters, etc.
7.6	Responds to announcements and instructions made in class, school assembly, and railway station and in other public places.
7.7	Reads to seek information from notice board, newspaper, Internet, tables, charts, diagrams, and maps etc.
7.8	Appreciates either verbally / in writing the variety in food, dress, customs, and festivals.
7.9	Engages in conversations in English with family, friends, and people from different professions such as shopkeeper, salesperson etc. using appropriate vocabulary.
7.10	Thinks critically and responds to questions based on texts (from books or other resources), events, characters, ideas, or themes.
7.11	Uses appropriate grammatical forms in communication (e.g., noun, pronoun, verb, determiners, time and tense, passivation, adjective, adverb, etc.).

<b>Time frame:</b>	
<b>Month</b>	<b>LOs to be Completed</b>
May	Diagnostic Test
June	LO 1 and LO 2
July	LO 2 and LO 3
August	LO 4 and LO 5
September	LO 5 and Revision
October	LO 6
November	LO 7 and 8
December	LO 9
January	LO 10 and LO 11
February	LO 11
March	LO11 and Revision

**Learning outcome 7.1**

Answers coherently to questions in English in written or oral form based on day-to-day life experiences and unfamiliar stories.

**Objectives:**

Students are able to respond to questions in English about their routine and day-to-day life experiences.

They are able to understand and respond to questions on a familiar text

**7.1.a:** Answers coherently (in speech/ writing) to questions in English based on day-to-day life experiences

**Objective:**

Students are able to respond to questions in English about their routine and day-to-day life experiences.

**Activity 1****How to do it**

1. Ask students a few questions about their daily routine/ lives and elicit some responses. Questions can include those as follows:
  - What time do you get up in the morning?
  - At what time do you go to school?
  - When do you have your lunch?
2. Ask students to open the SW (Activity 1) and read the questions slowly and clearly, while students follow.

How do you help your parents?	What time do you go to sleep?	What time do you go home after school?
With whom do you eat breakfast?	How do you go to school?	What time does the school start?
Which is your favourite fruit?	Who eats dinner with you?	Do you get up early in the morning?
What is your morning routine?	What time do you go to bed?	Where do you eat your lunch?
What is your favourite TV show?	Do you do morning exercises?	What do you usually eat for breakfast?
Can you speak English?	Where do you stay?	Who combs your hair?
Where do you do your homework?	At what time do you eat snacks?	What do you do on Sundays?
Can you please tell me the time?	Who do you play with during games period?	When is your birthday?
What do you do before going to bed?	Which is your favourite sport?	Do you like listening to music?

3. Tell them to choose two-three questions of their choice.
4. Make them stand in a circle.

5. Students take turns asking the question of their choice to the person on their left. The student on the left answers the question, and then asks the student to his/ her left the question he/she had chosen.
6. Step in to support students who have difficulty answering the questions asked to them.
7. Continue the activity till each student has answered at least 2-3 questions.

### **Activity 1.1**

#### **How to do it**

1. Students select any eight questions from the table in Activity and write down their own responses to the questions.
2. Walk around the classroom and help students write the answers in full sentences.

### **Activity 2**

#### **How to do it**

wake up / eat breakfast / brush teeth / get ready for school / do exercise / eat lunch / read newspaper / have dinner / go to sleep / do homework/ watch TV / have bath / read a story / play games / get dressed / have snacks / work in the garden / wash the dishes

3. Initiate a discussion on routine and the times we do these tasks to let them realise that there is a specific time of the day when certain tasks are done.  
e.g. We eat breakfast in the morning.  
We have snacks in the evening.
2. Ask a student to read the first phrase from the table above and then ask him/her to identify the time of the day this task is done.
3. If the student responds correctly, ask the students to write it in the appropriate column.
4. Help the students enter two more tasks/ phrases into the appropriate columns.
5. Ask the students to write down the rest of the actions in the appropriate columns – this can be done individually, or in pairs. (Table 2)
6. Once students have completed the task, ask the class if anyone does a specific action at a different time of the day. e. g. “Who bathes at night?” or “Does anyone brush their teeth at night?”

### **Activity 3**

#### **How to do it**

1. Divide students into pairs.
2. Explain the task as follows (Activity 3): “See the table. You need to ask your partner if they do the action listed there. If they do the action, put a tick under ‘yes’, if not, put a tick under ‘no’.” After you ask all the questions, your partner will ask you the same questions.”  
e.g. “Do you read books?”  
“Do you play video games?”
3. Walk around the classroom as students complete the task, in case they need any help.
4. Once all the students have collected their partners’ responses, ask them to complete Activity 3.1
5. Explain the two examples already completed in the SW.  
e.g. Radha reads books.

**7.1.b: Answers coherently (in speech/ writing) to questions in English based on an unfamiliar story**

**Objectives:**

Students are able to read a passage and answer questions as well as complete the stories with the help of given clues/ pictures.

**Activity 4**

**How to do it**

1. Ask students if anyone has gone to a market in the past month.
2. Ask them to share their experiences. The students can talk about the things they saw, what they bought, who they went with, etc.
3. Ask students the following questions one-by-one and take multiple responses for each question.
  - a) Have you visited a market before?
  - b) When did you go?
  - c) With whom did you go to the market?
  - d) What did you see in the market?
  - e) What did your parents buy that day?
  - f) What did you buy that day?
  - g) Did you eat any snacks?
  - h) Did any incident happen when you visited the market?
4. After asking these questions, ask students to write their experience in the space provided in the workbook.

**Activity 5**

**How to do it**

1. Read the passage given in the workbook clearly and slowly, as students follow in their SW.

It was a Sunday evening; I went to the market with my father. The market was crowded with people. The vendors were busy selling different things such as fruits, vegetables, toys, tasy to fees, and bangles. I wanted my father to buy me some bangles and toys. In the beginning, he refused, but later he agreed to buy one. He searched his wallet for money. But he found that his wallet was missing.

Immediately, we complained to the police standing there. The policeman showed a wallet to my father and said, "Is this your wallet sir?" I felt that it was my father's wallet. The policeman said that a nice young boy had found it on the road and had given it to him to return it to its rightful owner. Father received the wallet from the policeman and checked it. Everything was inside as it was. We could not find the boy to express our gratitude. But we thanked the policeman before leaving. My father did not fail to get me the toy and bangles. We returned home happily after buying some sweets and fruits for my mother and brother.

2. Give two or three students a chance to read the passage aloud.
3. Discuss the passage with the class. Ask comprehension questions to help the students understand what is happening.
4. Ask a few students to share similar experiences in the market.
5. Assign students the task of answering the questions in the SW.
6. Briefly discuss each answer with the students.

## Activity 5.2

### How to do it

1. Read the statements given in the workbook aloud. Ask students to say whether the statements are true or false.
2. Instruct them to write the answer in the space provided in the student's workbook.
3. Ask students to correct the false statements and write the truth.

### Assessment Activity: Formative Assessment: 1.a

#### How to do it

1. Read the following passage two times.

Last summer, we went to the village where my grandmother lives. She has a farm. In her farm, there are many animals. There are cows, goats, cats, kittens, cocks, and hens. She spends her time feeding the animals. Some animals ate hay and grass, while others liked to drink milk. They all drank water from the pond at the corner of the farm. After drinking from the pond, the animals would gather under the big tree and sleep in the shade.

2. Initiate a discussion about farms – what animals live on farms, what can be seen in farms, etc. and elicit students' experiences related to farms.
3. Ask them to write the answers in the space given in the workbook.

### Assessment Activity: Formative Assessment: 1.b

#### How to do it

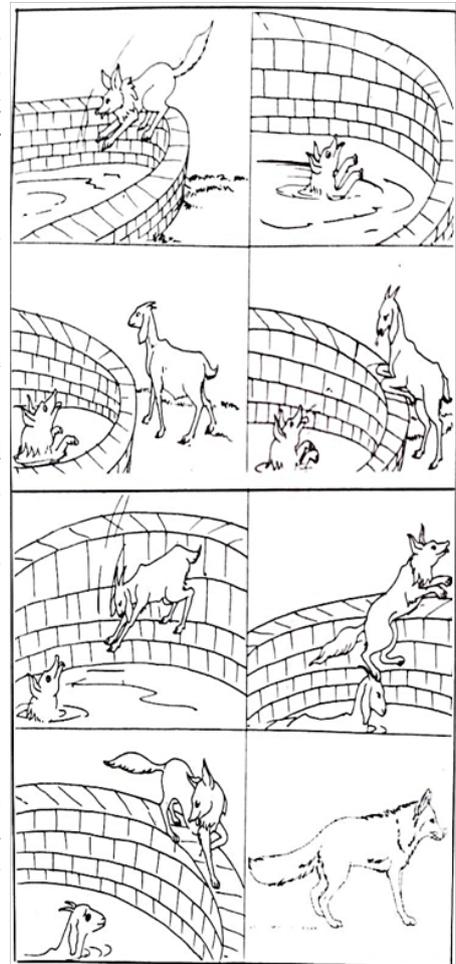
A fox fell into a well, and though it was not very deep, he found that he could not get out again. After he had been in the well for long time, a thirsty goat came by. The goat thought the fox had gone down to drink, and so he asked if the water was good.

"The finest in the whole country," said the crafty fox, "jump in and try it. There is more than enough for both of us."

The thirsty goat immediately jumped in and began to drink. The fox just as quickly jumped on the goat's back and leaped from the tip of the goat's horns out of the well.

The foolish goat now saw what a plight he had got into and begged the fox to help him out. But the fox was already on his way to the woods "If you had as much sense as you have beard, old fellow," he said as he ran, "you would have been more cautious about finding a way to get out again before you jumped in."

1. Read the story given below with proper stress, intonation, voice modulation, facial expression. Ask the students to close the book and to listen.
2. Read the story a second time with proper stress, intonation, voice modulation, facial expression. Ask students to look at the picture (above) given in the workbook as they listen to the reading.



3. Ask students to narrate the story orally (bilingually). If the students have difficulty in narrating the story, ask them to look at the picture in the SW and describe it in one line. One student can be asked to describe one picture.
4. The same process can be done till all the students have spoken.

### Rubrics for Assessment

Level 1	Level 2	Level 3
Students are unable to answer to the (bilingually/ in English) questions related to their daily lives/ unfamiliar stories.	Students are able to answer in incomplete sentences (in English) to the questions related to their daily lives/ unfamiliar stories.	Students are able to answer in complete sentences to the questions related to their daily lives/ unfamiliar stories.

### Learning outcome 7.2

Reads story books, news items/ headlines, advertisements etc independently.

#### 7.2.a. Reads story books independently

#### Objective:

Students are able to read words and sentences independently and comprehend the main ideas in a story book with minimal teacher support.

### Activity 1

#### How to do it:

1. Introduce the key words by telling them aloud and writing them on the board
2. Elicit/Explain the meanings of the words through a whole class discussion.
3. Read the story given in the Student Workbook (SW) aloud twice
4. Make students listen to the story the first time with their books closed and the second time with the books open.
5. Make students read a few sentences aloud by taking turns.
6. Ask the students to read the story silently.
7. Ask them a few comprehension questions.
8. Ask them to do Activity 1.1, 1.2 & 1.3 in the SW individually or in pairs. Guide them wherever necessary.

### Activity 2

#### How to do it

1. Do steps 1 to 7 as given above
2. Before asking them to do Activity 2.1 ask the questions and orally elicit responses bilingually.
3. With examples, explain how to do Activities 2.2, 2.3 and ask students to do these activities in pairs.
4. Guide them wherever necessary as they do the activities.

#### 7.2.b. Reads advertisements independently

#### Objective:

Students are able to read words and sentences independently and using the picture clues comprehend the main ideas given in a poster with minimal teacher support.

### **Activity 3, 3.1 & 3.2**

#### **How to do it**

1. Show students an advertisement, preferably in Kannada, and tell the purpose why advertisements are used for.
2. Ask them if they have seen any such advertisements in their neighbourhoods, school premises, streets etc. and if they have tried to read and understand what they read.
3. Tell them to do Activity 3 in the SW in pairs and share what the advertisements say. Students can share what they understood bilingually.
4. Provide English words for what they cannot say in English.
5. Ask them to read the advertisements individually.
6. Ask them to do the Activity 3.1 first in pairs, then individually.
7. Randomly call out some words used in the advertisements and ask students to locate them in the posters.
8. Ask a few simple comprehension questions based on the information given in the advertisements and ensure they largely understand the contents of the advertisement.
9. Ask students to do Activity 3.2

#### **7.2.c. Reads news headlines independently.**

##### **Objective:**

Students are able to read words and sentences independently and understand the information provided in the form of newspaper headlines with minimal teacher support.

### **Activity: 4, 4.1 & 4.2**

#### **How to do it**

1. Ask students if they know what news headlines are and where they have seen them.
2. Elicit their responses which may include TV, radio, newspaper etc. bilingually.
3. Ask them if they can recall the latest headline, they have recently read or heard either in Kannada or any other language.
4. If possible, make them listen to some headlines.
5. Show them a few headlines from not so old newspapers, both in Kannada and English and encourage them to read the headlines.
6. Read out the headlines aloud a couple of times using proper pronunciation and intonation.
7. Read out the headlines given in Activity 4. aloud multiple times using proper pronunciation and intonation. Instruct them to move their fingers along the word as they listen to the reading.
8. Ask them to do Activity 4.1.
9. Ask them to work in pairs or small groups and do Activity 4.2 as homework/project. Once they have done it, make them read out aloud the headlines they collect. As one pair/group presents their headlines, others can be asked to provide the meanings of the same.

### **Activity for Formative Assessment**

#### **How to do it**

1. Provide students simple and very short stories.  
Note: Some possible sources to get stories
  - Pratham Story weaver website <https://storyweaver.org.in/>
  - Textbooks of previous grades
  - Picture story books available in the school library.

2. Tell them to read it individually first by placing fingers under the words and then without placing fingers. They can be asked to read audible enough to hear but not too loud.
3. Those who want to read it for the third time, may do so silently.
4. They may be told that they could seek help from a peer or the teacher if there are words/sentences etc. they cannot understand.
5. Once all the students have finished at least two rounds of reading, ask them to come in pairs (those who have read the same story) and narrate the story as they have understood it. They can be allowed to narrate it bilingually using as many English words used in the story as they can.

**Rubrics for assessment.**

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>- unable to read most of the words, including grammatical words correctly.</li> <li>- unable to understand the meanings of most of the words in context.</li> <li>- unable to make little meaning out of sentences</li> <li>- unable to identify specific characters.</li> <li>- little idea about the sequence of actions/events in the story.</li> <li>- unable to answer simple comprehension questions based on the story.</li> <li>- unable to narrate the story in L1</li> </ul>	<ul style="list-style-type: none"> <li>- can read grammatical words correctly and many other words.</li> <li>- able to understand the meanings of keywords in the story.</li> <li>- can make the meanings of many words and sentences in the context.</li> <li>- can identify all characters but not their qualities.</li> <li>- has a fair understanding of the sequence of actions/events in the story.</li> <li>- can answer simple comprehension questions based on the story.</li> <li>- can narrate the story with the correct sequencing in L2 but not using many English words used in the story.</li> </ul>	<ul style="list-style-type: none"> <li>- can read most of the words correctly and understand/infer their meanings from the context.</li> <li>- can make out the meanings of the words and sentences in the context.</li> <li>- can identify the characters and their specific qualities/attributes.</li> <li>- has a good understanding of the sequence of actions /events in the story.</li> <li>- can answer simple comprehension questions as well as inferential questions based on the story.</li> <li>- Can narrate the story fluently with the correct sequencing in L1 and using many English words used in the story.</li> </ul>

**Learning outcome 7.3**

Writes words, phrases, simple sentences and short paragraphs as dictated by the teacher

**7.3.a. Writes words as dictated by the teacher.**

**Objective:**

Students learn spellings and new words.

**Activity 1****How to do it**

Ask students to sit in pairs and complete the given task with the help of a dictionary.

**Activity 2****Refer to Table 1 in the SW****How to do it**

1. Prepare flashcards of the given words.
2. Make the students come and choose any card.
3. Instruct them to read aloud and write the same on the board and continue this with every student.

**Learning outcome 7.3**

**Writes words, phrases, simple sentences and short paragraphs as dictated by the teacher.**

**7.3.a. Writes words as dictated by the teacher.****Objective:**

Students learn spellings and new words.

**Activity 1****How to do it**

Ask students to sit in pairs and complete the given task with the help of a dictionary.

**Activity 2****Refer to Table 1 in the SW****How to do it**

1. Prepare flashcards of the given words.
2. Make the students come and choose any card.
3. Instruct them to read aloud and write the same on the board and continue this with every student.

**7.3.b. Writes phrases as dictated by the teacher.****Objective:**

Students are able to read words and sentences independently and using the picture clues comprehend the main ideas given in a poster with minimal teacher support.

**Activity 3****Refer to Table 2 in the SW****How to do it**

1. Stick some familiar phrases and sentences outside the classroom.
2. Ask the group leader to read and dictate the sentences to the group.
3. Divide the class into 4 groups (according to the number of students)
4. Read the phrases aloud and ask the group to repeat the same.

#### Activity 4

##### How to do it

1. Ask the students to identify the words/phrases which are related to achieving success in life.
2. Tell them what is success with examples of famous personalities.
3. Ask them to read the phrases loudly and to write in the space provided.
4. Refer to the poem “The Way to Succeed” of class 6th.

#### Activity 5

##### How to do it

1. Write a few sentences on board.
2. Ask the students to read aloud and write the sentences in their workbook. (From the lesson “Journey to the Top”,class 7)

#### 7.3.c. Writes sentences as dictated by the teacher

##### Objective:

Students are able to read words and sentences independently and using the picture clues comprehend the main ideas given in a poster with minimal teacher support.

#### Activity 6

##### How to do it

1. Give a familiar poem on the blackboard and make students write it twice in their notebook.
2. Dictate the same poem which was given in the previous class.

#### Activity 7

##### How to do it

1. Write a few words on the blackboard. (Use the words in the table given below.)
2. Ask the students to read it for 5minutes.
3. Then ask them to close their eyes for a few seconds and erase a word from the board.
4. Ask them to recall and write the erased word in the space provided in the SW.

Love	Beauty	Respect
Good	Honesty	Health
Truthfulness	Strength	Brightness
Dedication	Kindness	obedience

#### Activity for Formative assessment

##### How to do it

1. Ask the students to read the passage once or twice.
2. Call out a few words/phrases/sentences.
3. Make them write it in their notebooks.

#### Belling the cat

The mice in the grocer’s shop ate plenty of grains and he had to suffer a great loss. So, he bought a cat for the detection of the mice’s hiding place. During the meeting of the mice, one of them said that the cat’s movement was soft and swift. So, there was a need for belling the cat. All the mice agreed that it was a good decision. Someone asked, “who will bell the cat?” no answer came. As yet, the decision has not been executed.

## Rubrics for assessment

Level 1	Level 2	Level 3
Students are unable to read and write the words/phrases/sentences.	Students are able to write the words/phrases/sentences with the help of the teacher.	Students are able to write the words/phrases/sentences of the story independently.

### Learning outcome 7.4. & 7.4.1.

Uses the dictionary for reference & infers the meaning of unfamiliar words by reading them in context.

### Associated NIPUN Bharat FL Competency:

Reads the print in the classroom/school environment; poems, posters, charts, etc.

### Objective:

Students are able to infer meanings of unfamiliar words in contexts, refer to dictionary to find out meanings of words and use their word knowledge to read and comprehend texts in their surroundings.

### 7.4. Uses the dictionary for reference

#### Objectives:

Students are able to find out the meanings of unfamiliar words by referring to a dictionary.

#### Activity 1

##### How to do it

1. Read the words given in the SW.
2. Ask students to read the words.
3. Ask students to arrange the words in the alphabetical order.
4. Ask them to read words after arranging them.

#### Activity 2

##### How to do it

1. Read the words given in the box and read the sentences.
2. Ask students to find out the meanings of the words given in the box.
3. Ask students to read out the meanings aloud.
4. Ask them to identify the correct answer and tell it aloud.
5. Guide them to write the answers in the space provided in the SW.

#### Activity 3

##### How to do it

1. Read the words given in the box loudly.
2. Ask students to read the words and then the sentences.
3. Ask them to identify the words given in bold and read them aloud.
4. Guide the students to find out the meanings of the words in bold.
5. Help the students to find out the appropriate words given in the box.
6. Guide the students to write the chosen words in the given box along with the sentences.

#### **Activity 4**

##### **How to do it**

1. Divide the class into small groups.
2. Ask students to close their workbooks.
3. Write the words given in brackets on the board.
4. Read the sentence 2 times and ask students to listen carefully.
5. Guide the students to find out the meanings of both words in the dictionary.
6. Ask them to choose the right option.
7. Seek the answers from each group.
8. Follow these steps for every sentence.
9. Ask to open the student's workbook and answer them.

#### **Activity 5**

##### **How to do it**

1. Write the following words on the board and ask them to find out the meanings.
2. Guide them to write the meanings in the space provided in the workbook.  
(Charred, wadded, toss, insecticides, crude, destined, fume, emitting, desolate, awareness, heed, stake.)

<b>7.4.1. Infers meanings of unfamiliar words by reading them in context</b>
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<b>Objectives:</b>
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Students are able to infer meanings of unfamiliar words from contextual clues.
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#### **Activity 6**

##### **How to do it**

1. Ask each student to read the passage given in the SW.
2. Ask them to work in pairs and discuss the possible meanings of both words and which one could be suitable for the context.
3. Ask them to write it in the SW.
4. Ask them to refer to a dictionary to check if the meaning they inferred is right.
5. Ask them to read the passage again.

#### **Activity 7**

##### **How to do it**

1. Begin the activity by asking students to answer by using the clues.
2. Ask them to re-arrange the letters and form meaningful words.
3. Tell students to write the words in the space provided in the SW.

#### **Activity 8**

##### **How to do it**

1. Ask students to observe the class and to name some things they see in the class.
2. Read the words given in the student's workbook aloud.
3. Tell them to identify the odd word in each group.
4. Ask the reason why the odd word doesn't belong to that particular group of words.
5. Ask them to circle the odd words in the SW.

## Activity 9

### How to do it

1. Divide the class into smaller groups.
2. Ask students to find out the meanings from the dictionary.
3. Guide them to fill the correct answers in the puzzle.

## Activity for Formative Assessment

### How to do it

1. Read the passage aloud.
2. Stress the words which are underlined while you read.
3. Ask students to read out aloud the words that are stressed while reading.
4. Ask students to open the workbook.
5. Guide them to read and find the meanings of words that are underlined from the dictionary.
6. Ask them to write the meanings against each word in the space provided in the SW.

### Rubrics for assessment.

Level 1	Level 2	Level 3
Students are unable to find out the meanings	Students are able to find out the meanings and usage of the dictionary with the help of the teacher.	Students are able to use the dictionary independently.

## Learning outcome 7.5

### 7.5.a. Participates in role plays.

#### Objectives:

Students are able to use simple English as they play the roles of different people/characters

## Activity 1

### How to do it

1. Ask students to name some dramas they have seen (any language)
2. Ask students to write the names of the dramas in the space provided in the SW.
3. Read aloud the words/phrases that are given in 1.1. in the SW and ask them to repeat after you.
4. Ask students to read the words/ phrases loudly.
5. Give the meanings of any word/ phrase that the students don't know.
6. Repeat until the students are familiar with the words/phrases and their meanings.

## Activity 2

### How to do it

1. Read the given conversation with proper voice modulation and expressions.
2. Divide the class into pairs.
3. Assign the roles to each pair.
4. Ask the pairs to read the conversation a couple of times: first individually and in pairs and practise it by reading aloud to each other.
5. Help them to pronounce difficult words.
6. Ask students to come before the class and do the roleplay.
7. Allow them to use the script during the presentation.

### Activity 3

#### How to do it

1. Read the dialogues between the teacher and Narayan.
2. Read the words given in the box.
3. Ask students to find out the correct options.
4. Ask students to read the complete conversation aloud in pairs.
5. Guide students to write the answers.
6. Ask them to read the entire conversation aloud again individually.

### Activity 4 (For Formative assessment)

#### How to do it

1. Ask students whether they have ever visited a market and talked to a shopkeeper.
2. Ask them to share with the class the conversation they had with the shopkeeper bilingually.
3. Write some key English words used in their conversation on the black board. You may provide English words for a few.
4. Divide class into small groups of 4 -5 students.
5. Ask the groups to choose any one of the topics given in the SW.
6. Ask them to discuss the situation and write the dialogues using as much English as they can.
7. Give English equivalents of some of the key words they may have to use in the conversation.
8. Ask them to practice the conversation in the groups and present the same before the class.
9. Guide the students in the whole process.

#### Rubrics for assessment.

Level 1	Level 2	Level 3
Students are unable to present the conversation.	Students are able to present the conversation with the help of the teacher.	Students are able to present the conversation independently.

#### 7.5.b. Participates in poem recitation

##### Objectives:

Students are able to recite simple poems in English paying attention to aspects like rhyme, rhythm etc.

### Activity 5

#### How to do it

1. Recite the poem a couple of times paying attention to poetic features like rhyme, rhythm, alliteration etc. with proper stress voice modulation and expression.
2. Ask students to listen to the recitation; first with their books closed and a second time with the books open.
3. Ask them to go through the poem in the textbook as they listen to it the second time.

#### Activity 5.1

##### How to do it

1. Make groups of 4-5 students and ask them to do Activity 5.1. as homework.
2. In the next class, ask them to recite the rhymes/poems they could collect to the whole class.

### Activity 5.2. (Activity for formative assessment)

#### How to do it

1. Ask students to open the English Reader and go to the poem “Why God Made Teachers” by Kevin William Huf.
2. Read the poem loudly paying attention to poetic features.
3. Provide the meanings of some unfamiliar words and write the same on the board.
4. Divide the class into smaller groups and ask them to recite the poem loudly in their groups.
5. Ask students to read the poem individually paying attention to poetic features.

#### Rubrics for assessment.

Level 1	Level 2	Level 3
Students are unable to recite the poem	Students are able to recite the poem with the help of the teacher.	Students are able to recite the poem independently.

#### 7.5.c. Participates in activities like solving riddles.

##### Objectives:

Students are able to think imaginatively about the uses of language to solve riddles.

### Activity 6

#### How to do it

1. Tell students what a riddle is by giving a few L1 examples.
2. Ask them to share any riddles they know in their language.
3. Give a few examples of riddles in English and encourage them to solve the same. Give some clues if necessary.
4. Explain the riddles given in the SW and ask them to work in pairs/small groups to come up with the answers.
5. Provide the answers if they cannot find them. Explain the answers.
6. Give points for the correct answer.

#### Answers to Riddles in SW:

1. The longest word in the English dictionary is Smiles. It has only 6 letters but there is the distance of a mile between the two S. Smiles can be written as S + mile + S
2. Post Office
3. EYE
4. Caterpillar
5. Poison
6. Slippers/Shoes
7. Letter Y

#### 7.5. d. Gets familiarized with tongue twisters

##### Objectives:

Students are able to say some tongue twisters and get practice in pronouncing certain sounds and words.

## Activity 7

### How to do it

1. Say the tongue twisters aloud.
2. Make them understand the different words used in them and their individual pronunciations.
3. Make them to repeat the tongue twisters' multiple times and get familiar with them.
4. Ask them to read the tongue twisters given in the SW clearly and distinctly pronouncing each word.

### Learning outcome 7.6

Responds to announcements and instructions made in class, school assembly, and railway station and in other public places.

**Associated NIPUN Bharat Competency:** Follows simple instructions such as 'shut the door', bring me the book and such others.

#### Objective:

Students are able to understand announcements/instructions made in public places and follow the same.

**7.6.a:** Responds to announcements made in class, school assembly, and railway station and in other public places.

#### Objective:

Students are able to understand announcements/ made in public places and follow the same.

## Activity 1

### How to do it

1. Read the announcements loudly as they are made at railway stations, bus stations, schools etc.
2. If possible, play a recording of some of the original announcements.
3. Ask students if they have heard these announcements and where they are made.
4. Ask them to share bilingually what they have understood from the announcements.
5. Tell them to share some announcements that they have heard and if they could understand them.
6. Ask the students to read the announcements given in the SW.
7. Tell them to try to read out the announcements as they are usually made.

### Activity 1.1

#### How to do it

1. Ask students to work in pairs and read the announcements.
2. Ask them to match the announcements to the places where they are made at

### Activity 1.2

#### How to do it

1. Ask the students to listen to the statements as you read them out aloud.
2. Read all the statements loud enough for the entire class to hear.
3. While reading, stress the key words like train, railway station, mall, customers etc.
4. Read the statements one at a time. After each statement, ask students to share bilingually what they have understood. Give them keywords as clues.

5. Ask them to say if the statements are true or false and encourage them to give reasons for their choice.

**7.6.b: Responds to instructions made in class, school assembly, and railway station and in other public places.**

**Objective:**

Students are able to understand instructions made in public places and follow the same.

**Activity 2**

**How to do it**

1. Elicit a few instructions students generally hear/follow in school.
2. Give some of the instructions given in the box below and ask students to do what is being told.
3. Give the instructions first to the whole class; then to small groups and finally to a few individual students.
4. Ensure that they understand the instructions and follow them as expected.
5. Ask students to work in pairs; ask one student to give instructions and the other to follow them. Then swap the roles and repeat the same.
6. Call a few students individually in front of the class and ask them to give instructions to the rest of the class.
7. Ask them to read the instructions given in the table in the SW, in pairs and do as mentioned in step 4 above.

**Activity 3**

**How to do it**

1. Give students proper instructions on how to play the game.
2. Get a student blindfolded.
3. Keep an object (duster/instrument box etc.) at some place in the classroom.
4. Give instructions like walk forward, turn right, touch the desk on your left etc. to help the blindfolded student to go near the object and pick it up.
5. Ask the students to continue to play the game with another student blindfolded.
6. Help students by giving them a few instructions in between if the students find it difficult to give proper instructions.
7. Allow them to tell you about the instruction in L1 if they are unable to give its English equivalent. You may translate such instructions into English.
8. Continue the game by keeping the object in different places and with a new student blindfolded each time.

**Activity 4**

**How to do it**

1. Ask students to look at the pictures given in the SW and ask them to talk about what is shown in the pictures and where the actions take place etc. Elicit bilingual responses.
2. Ask them to work in pairs and match the instructions by writing the instruction number against the pictures.
3. Ask them to read aloud the instructions they have written.

### Activity 4.1

#### How to do it

1. Ask students to choose a few of the instructions (other than the ones Activity 4) given in the table under Activity 4 and draw pictures representing the actions.

### Activity 5

#### How to do it

1. Read aloud the instructions given in the student's workbook.
2. Ask students if they have come across these signs displayed anywhere and elicit a few responses. If they give responses in L1 help them by giving the English equivalents.
3. Ask them to work in pairs and read the instructions and discuss where the given instructions are usually found.
4. Ask them to write the places against the appropriate instructions in the SW.
5. Ask them to read out their answers aloud.
6. If they have made a mistake, elicit the correct responses through a whole class discussion.

### Activity 5.1 (Activity for Formative Assessment)

#### How to do it

1. Ask students to read the incomplete instructions.
2. Ask them to choose the right word from the help box and complete the instructions.

#### Rubrics for assessment.

Level 1	Level 2	Level 3
Students are unable to choose the right answers.	Students are able to choose the right answer with the help of the teacher.	Students are able to choose the right answers independently.

#### Learning outcome 7.7

**LO.7.7.** Reads to seek information from notice board, newspaper, Internet, tables, charts, diagrams and maps etc.

**Associated NIPUN Bharat Competency: ECL2-6.7):** Reads small text in English

#### Objective:

Students are able to read and get specific information provided in the form of charts, tables, maps etc. and express the same in their own words.

### Activity 1

#### How to do it

1. Ask the students to have a look at the picture given in the SW and observe the people/things/ situations etc. depicted in it.
2. Ask them a few questions and get appropriate responses. Do this bilingually.
3. Ask a few students to read the passage describing the picture aloud.
4. Ask them to read the passage individually.

5. Repeat asking the questions asked in step 2 and get their responses. Write the responses on the board making necessary corrections. The text written on the board could be more or less what is given in the passage in the SW.
6. Once the responses are written on the board, ask students to take turns and read one sentence at a time.
7. Once each student has read a sentence, you re-read it for the whole class so that they can listen together and repeat it after you.
8. Ask them to explain the meaning of the sentence they read in L1. Ensure that each student gets to read at least one sentence and give its meaning.
9. If one student is unable to read or make meaning, give turns to others.

### **Activity 2**

#### **How to do it**

1. Ask the students to have a look at the poster given in the SW and observe the pictures given in it.
2. Ask them a few questions which may not require reading the text to answer them. Elicit a few oral responses.
3. Read out the instructions given in the poster loudly and ask them to locate them in the poster.
4. After they have located the instruction, read them once again and make them repeat after you.
5. Ask them to give the meanings of the instructions in L1.
6. If they are unable to give the meanings, give them clues by giving the meanings of some words and ask them to infer the meaning from the context.
7. Ask them to read the poster individually.
8. Ask them to read the questions given in the SW and answer them orally.
9. Discuss the correct answers through a whole class review.

### **Activity 3**

#### **How to do it**

1. Read the notice aloud.
2. Ask the students a few questions on the content of the notice and elicit oral responses.
3. Read the notice a second time asking them to follow the reading in the SW.
4. Instruct a few students to read it aloud.
5. Ask them to give the meaning of the instructions in L1.
6. Ask all students to read the notice once again individually.
7. Ask them to work in pairs and discuss the answers to the questions.
8. Guide them to read and find the answers if necessary.
9. Ask them to write the answers in the SW individually.
10. Discuss the correct answers through a whole class review.

### **Activity 4**

#### **How to do it**

1. Read out the time-table given in the SW.
2. Ask the students to have a look at the time-table given in the SW and study it individually.
3. Ask them a few questions to give them a sense of what is intended by the activity.

4. Read the questions aloud once and elicit their meanings bilingually.
5. Instruct them to work in pairs and answer the questions in the SW.

### Activity for Formative Assessment

#### How to do it

1. Ask students to have a look at the map of India given in the SW.
2. Briefly explain a few concepts like States, National Capital, State Capitals, bordering states/countries, islands etc. bilingually.
3. Read aloud the questions given in the SW.
4. Ask a few students to read the questions aloud and elicit the meanings of the questions through whole class discussion.
5. Ask them to read the questions and write the answers individually in the SW.
6. Check the answers for assessing their understanding of reading the map.
7. Discuss the correct answers through a whole class review.

### Rubrics for Assessment

Level 1	Level 2	Level 3
- Unable to read the map and give answers in L1.	- Understands the map partially and give 3-5 relevant answers bilingually.	- Understands the map fairly well and is able to give 6-8 relevant answers using English words mostly.

### Learning outcome 7.8

Appreciates either verbally/in writing the variety in food, dress, customs and festivals.

Associated NIPUN Bharat Competency:

Writes sentences using the familiar words and short messages bilingually adding drawing etc.

Objective:

Students are able to talk/write about objects/situations/events that are familiar to them in simple English using familiar and appropriate vocabulary.

### Activity 1

#### How to do it

1. Ask students to give the names of some food items they usually eat.
2. Write what they say on the board.
3. Ask them to name a few items they like to eat and why they like those items. Get a few oral responses bilingually. If they don't get suitable English words, provide them the same.
4. Write a few of the words they use while they respond. For example, tasty, sweet, spicy, delicious etc.
5. Draw a table with columns on the board and ask students to classify the food items on the board under the headings Vegetarian and Non-vegetarian. Either you write as they say them or ask a few students to come and write them.
6. Read aloud the food items given in Table 1 in the SW and ask students to put each item under the respective heading in Table 2.

### **Activity 1.1**

#### **How to do it**

1. Ask students to give the words used in their mother tongue to describe the taste of some food items/vegetables/fruits. You may give examples like chilly, bitter gourd, apple, tamarind, pickles, dried fish, curd, ginger etc.
2. Ask them if they know the English words to describe the tastes and elicit a few responses. If they are unable to answer, give them the English words used to describe different tastes such as sweet, sour, bitter, hot, and spicy, salty etc.
3. Write these words on the board and read them aloud a few times and make the students repeat after you first and ask them to read on their own a second time.
4. Instruct them to complete Table 3 in the SW.

### **Activity 2**

#### **How to do it**

1. Initiate a bilingual conversation with the students. You may talk about things like:  
The kind of clothes they wear.  
Why they wear specific clothes at/on different places/occasions.  
The dresses they usually like to wear.  
Any dress they haven't worn yet but like to wear.  
Types of clothes they don't like and why?  
Types of clothes they don't wear but they have seen others wearing.  
The difference in dressing between men and women.  
Whether they think uniform is necessary in school.  
Whether they think there should be a dress code for men and women.
2. Write a few of the words they use during the conversation on the board. Help them with some words they are unable to provide.
3. Encourage them to make a few simple sentences talking about their dresses. Give a few sentences like: I like to wear ..... when I am at home., My favourite dress is ....., I wear a sweater ..... etc. You may write these on the board and ask them to complete the sentences in their notebooks.
4. Ask them to complete Table 4 in pairs.

### **Activity 3 & 3.1**

#### **How to do it**

1. Initiate a bilingual conversation with the students. You may talk about things like:  
The festivals they celebrate at home/locality and the names of the festivals and which community/people usually celebrate those festivals.  
How they usually celebrate them (food, new clothes, all family members being home etc.)  
Whether they like festivals or not and why  
Whether they invite their neighbours and friends on such occasions.  
Whether they visit their friends' homes when they celebrate festivals.  
Whether they know any festivals which are not celebrated at their homes but celebrated by their neighbours or friends.  
What they feel about such festivals, whether they feel happy for the friends or neighbours on such occasions  
Whether they think there are things that are common to all festivals; what are they?

Whether they think it is a good idea to celebrate different festivals at schools by all students and teachers together.

Whether they think it is a good idea to celebrate all festivals irrespective of the religion/region they originally belong to.

Whether it would be alright for one community to celebrate a festival usually celebrated by another community.

Whether they know/heard of any such instances.

2. Write a few of the words they use during the conversation on the board. Help them with some words if they are unable to provide.
3. Encourage them to make a few simple sentences talking about the festivals. Give a few sentences like: I like festivals because ....., My favourite festival is ....., During Deepavali/Christmas/Eid, I ..... It is a good idea to ..... etc. You may write these on the board and ask them to complete the sentences in their notebooks.
4. Ask them to complete Table 5 in pairs and Activity 3.1 individually in the SW.

#### **Activity 4 (Activity for Formative Assessment)**

##### **How to do it**

1. Explain the activity in L1 to the students.
2. Ask them to read the words/phrases given in the help box.
3. By asking them a few questions, ensure that they know the meanings of the words and phrases.
4. Give a sentence or two as examples and write them on the board.
5. Tell them to work in pairs and discuss the sentences they could write.
6. Ask them to write the sentences individually in the SW.

##### **Rubrics for assessment.**

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
Students are unable to write about the festival celebrated in the school.	Students are able to write about the festival celebrated in the school with the help of the teacher.	Students are able to write about the festival celebrated in the school independently.

##### **Learning outcome 7.9**

Engages in conversation in English with family friends and people from different professions such as shopkeeper, salesperson etc. using appropriate vocabulary.

##### **Associated NIPUN Bharat Competency:**

Draws or writes a few words or short sentences in response to the environment (birds, plants, garden, etc) poems and stories.

##### **Objectives:**

Students are able to converse in simple English in everyday interactions.

#### **Activity 1**

##### **How to do it**

1. Read the first conversation once or twice.
2. Ask students to work in pairs and read the conversation.
3. Ask them to enact the conversation before the whole class.

4. After reading once, ask them to swap their roles and read the conversation once again.
5. Repeat steps 1 to 5 for the remaining conversations.

### Activity 2

#### How to do it

1. Write some simple phrases on the black board. (e.g., Do you have homework to do, Kannada, English, mathematics, want any help, show me your book, very good etc.)
2. Demonstrate a model conversation using the phrases playing the roles of both the mother and the child.
3. Ask students to orally present the conversation in pairs.
4. Ask them to write out the conversation in the SW.
5. Guide the students while they write the conversation.

### Activity 3 & 3.1

#### How to do it

1. Read the lesson “**Leg Trap**” (Class 7, Unit 4).
2. Give a summary of the lesson bilingually.
3. Ask a few simple comprehension questions to check if students have understood the story. Allow them to answer bilingually.
4. Ask the students to read the lesson.
5. Explain the situation mentioned in the activity.
6. Ask them to work in pairs and complete the conversation.

### Activity 3.2 (Activity for Formative Assessment)

#### How to do it

1. Ask the students to observe the pictures and discuss in pairs what the people in the pictures may be saying to each other.
2. Ask them to orally present the conversation. They may be allowed to use a few Kannada words.
3. Ask them to write the conversations in the SW.

Level 1	Level 2	Level 3
Students are unable to converse at all	Students are able to converse with the help of the teacher.	Students are able to converse independently.
Students are unable to write the conversation.	Students are able to write the conversation with the help of the teacher.	Students are able to write the conversation independently.

#### Learning outcome 7.10

Thinks critically and responds to questions based on texts (from books or other resources), events, characters, ideas or themes.

#### Objectives:

Students are able to critically engage with a text and develop thinking skills

## **Activity 1**

### **How to do it**

1. Read the passage aloud given in the SW. Ask students to just listen to the reading with their books closed.
2. Read it a second time asking the students to open their books and follow what you read in the book by moving their fingers along the lines.
3. Write a few key words from the passage on the board and elicit their meanings both in English and L1 through a whole class discussion. Wherever they are unable to get the meanings, provide them with the meaning and explain it in the context of the text.
4. Ask a few students to read the passage aloud and let the class listen to the reading. You may also ask them to take turns and read a sentence or two at a time.
5. Ask them to read the passage independently.
6. Check their comprehension with a few Level 1 comprehension questions. (Questions just about the information given in the passage)
7. Explain Activity 1.1 and read all the statements aloud once.
8. Read the statements one by one aloud and ask them to mark their responses in the SW.
9. Once responses to all the statements have been marked, elicit the correct responses through a whole class discussion and make them correct if needed.

## **Activity 2 & 2.1**

### **How to do it**

1. Read the story aloud once or twice.
2. Give a summary of the story bilingually.
3. Give meanings of a few key words such as 'wise' 'just' etc. with illustrative examples.
4. Make a few students read the story aloud.
5. Ask a few students to give the summary either in L1 or bilingually. Encourage them to use as many English words as possible.
6. Explain the questions in 1.2 in such a way that students understand the thrust of the questions.
7. Ask them to work in pairs and discuss their answers.
8. Tell them that there are no 'right' or 'wrong' answers and they can share whatever they think is the answer.
9. Let every pair freely express their answers bilingually using as many English words as they can.
10. Encourage students' views by adding supportive points to what they are trying to convey.

## **Activity 3**

### **How to do it**

1. Ask students to work in pairs and identify the persons. Give them a few clues if they are unable to identify.
2. Give them a short description of each of the persons highlighting their achievements and contributions.
3. Write a few of these descriptive words/phrases on the board and explain their meanings bilingually.
4. Ask them to continue to work in pairs and collect some more information about the people as homework.
5. Ask them to write a few words/phrases/short sentences about the people in the SW.
6. Ask each pair to read out what they have written.

## Activity for Formative Assessment

### How to do it

1. Give an introduction to the theme of the poem: environmental degradation.
2. Read the poem aloud once or twice.
3. Give a summary of the poem bilingually.
4. Give meanings of a few key words with illustrative examples.
5. Make a few students read the poem aloud.
6. Check their comprehension with a few Level 1 comprehension questions. (Questions asking just about the information given in the poem)
7. Ask a few students to give the summary either in L1 or bilingually. Encourage them to use as many English words as possible.
8. Explain the questions in 4.1 in such a way that students understand the thrust of the questions.
9. Ask them to work in pairs and discuss their answers. Encourage them to freely express what they think.
10. Ask them to write the answers in the SW.

### Rubrics for assessment.

Level 1	Level 2	Level 3
Gives few relevant oral answers in L1. Unable to use any English words while giving oral answers. Unable to give any written answers.	Able to give some relevant answers orally, largely in L1. Able to use a few relevant English words given in the texts while orally answering. Unable to give coherent written answers.	Able to give very relevant answers in L1. Able to use many relevant English words used in the text while giving oral answers. Able to write some simple answers using the words given in the text with mistakes.

### Learning outcome 7.11

Uses appropriate grammatical forms in communication (e.g., noun, pronoun, verb, determiners, time and tense, passivation, adjective, adverb, etc.).

#### Objective:

Students are able to speak and write grammatically correct English.

### Activity 1

#### How to do it

1. Ask students to look at the picture given in the SW and give as many things as they can see in it. They can be asked to give the words in English. If they don't know the English words for some of the words, provide them with it.
2. As they say the words, write them on the board.
3. Ask them to write the words in the table.
4. Give a brief explanation of the definition of a noun given in the SW. Tell them that there are nouns in all languages and give a few examples from L1.

## **Activity 1.1 & 1.2**

### **How to do it**

1. Divide the class into two teams: Team A and team B.
2. Give clear instructions as to how to play the game. A few of them are given. You may add some if required.

A member from Team A has to read half of the passage aloud.

The members of Team B have to say 'BINGO' as soon as they hear a noun.

Then a member of team B has to read the rest of the passage. This time the members of Team A should identify the nouns by shouting 'BINGO'.

Give one point to the teams each time a noun is correctly identified.

3. Ask them to write the nouns identified during the game in the table in the SW.

## **Activity 1.3 & 1.4**

### **How to do it**

1. Drawing a few examples from L1 explain the concept of 'one' and 'more than one' which are grammatically marked as 'singular' and 'plural'.
2. Write a few countable nouns on the board and ask students to give the plural forms of the same. If they give any nouns that have an irregular plural form, write them separately and explain how some nouns have irregular plural forms (child-children/mouse-mice/tooth-teeth etc) while the general rule of making plurals is adding -s, -es or -ies -ves to the singular noun.
3. Ask them to read aloud the list of singular and plural forms of the nouns.
4. Ask them to work in pairs and do Activity 1.4. Encourage them to use dictionary. Give them the words if needed.

## **Activity 2, 2.1, 2.3 & 2.4**

### **How to do it**

1. Tell students a few sentences the same nouns repeatedly used in L1 and elicit their responses on how the oddity of repeating the nouns is usually avoided. They may provide some pronouns used in L1.
2. Write a short paragraph where the same nouns (singular and plural forms) are repeated on the board.
3. Tell them that in order to avoid the oddity of repeating the same noun again and again, some words are used in English too.
4. Try to elicit a few pronouns that can be used to replace the nouns in the paragraph. If they are unable to give them, you may write them near the nouns they refer to.
5. Briefly explain that the words that are used in place of a noun are called Pronouns.
6. Ask them to do Activity 1 as mentioned in the SW.
7. Tell them look at the list of different forms of personal pronouns (I/me/my; he/him/his; she/her; you/your; we/us/our; they/them/their etc.) given in the SW under Activity 2.1 and read them aloud.
8. Give a few sentences where these different forms are appropriately used as examples. Or refer to the use of these in the paragraph on the board.
9. Ask them to do Activity 2.3 & 2.4 in the SW.

### Activity 3

#### How to do it

1. Referring back to what they have learnt about nouns, ask them to provide a few nouns and write them on the board.
2. Write a suitable adjective before each of these nouns. For example, if the word **table** is written on the board, add heavy or wooden before table.
3. Read both the words together (**wooden table**) and explain that the words written before the nouns describe the nouns in some way/give more information about the noun.
4. Ask students to think of a few nouns and the adjectives that can go with them in L1.
5. Explain that such words 'describing nouns' are called Adjectives.
6. Read the sentences loudly stressing the adjectives.
7. Ask them to identify the adjectives and the nouns they describe.
8. Ask them to work in pairs and complete the table in Activity 3.1.

### Activity 3.2 & 3.3

#### How to do it

1. Divide the class into two teams: Team A and team B.
2. Give clear instructions as to how to play the game. A few of them are given. You may add some if required.  
A member from Team A has to read half of the story aloud.  
The members of Team B have to say 'BINGO' as soon as they hear a adjective.  
Then a member of team B has to read the rest of the passage. This time the members of Team A should identify the adjectives by shouting 'BINGO'.  
Give one point to the teams each time an adjective is correctly identified.
3. Ask them to complete the table in the SW given under Activity 3.3.

### Activity 4

#### How to do it

1. Ask the students to talk about the things they do during different times of the day. Ask them to give English words/phrases. If they are unable to provide English words, help them to say the same.
2. Write the words/phrases they say on the board. If it's a phrase, underline or circle the verb in the phrase.
3. Make the whole class read the words or phrases.
4. Explain that verbs are generally words used to talk about actions. However, all verbs need not be 'action words.' Verbs like be, know, understand etc. are not action words as such but verbs referring to a state or mental process.
5. Give a few sentences as examples to differentiate between 'action' verbs and 'stative' verbs. (I am a teacher/I teach students/I know English.)
6. Ask them to put the verbs under the different headings in the table.

### Activity 4.1 & 4.2

#### How to do it

1. Ask students to read the words given in the box.
2. Ask them if they can identify what types of words they are. Nouns, adjectives or verbs?
3. Ask them why they think they are verbs.

4. Elicit the meanings of the words through a whole class review.
5. Ask them to work in pairs and fill in the blanks.
6. Ask them to read out the answers loudly.
7. Elicit all the correct answers by discussing the context and the overall meanings of the sentences.
8. Tell them to continue to work in pairs and do Activity 4.2 and to read out the answers once finished writing.

### **Activity 5 & 5.1**

#### **How to do it**

1. With a few illustrative sentences, briefly explain the function of an adverb.
2. Focus more on the adverbial function of qualifying the verb.
3. Ask them to look at the adverbs given in the table and read them aloud. Help them to read if necessary.
4. Put some of these adverbs in sentences and let them get a sense of their meaning and function in contexts.
5. Ask them to work in pairs and do activity 5.1 in the SW.
6. Provide them with the meaning of the adverbs, if needed.
7. Once they have finished doing the activity, through a whole class review elicit the correct answers. Accept any answer that is meaningful.

### **Activity 6 (Activity for Formative Assessment)**

#### **How to do it**

1. Give clear instructions as to what to do with the story.
2. Draw a copy of the table in the SW on the board and fill in each of the columns with an example of parts of speech mentioned in it.
3. Read out a few sentences from the story and ask students to orally provide the parts of speech.
4. Once it is ensured that all students have understood the instructions, tell them to complete the table in the SW.
5. Tell them that it is not necessary fill the table fully. Encourage them to write as many as they can.
6. Give them 20 -30 minutes to complete the task.
7. Randomly check if they can give their reasons for putting in specific words in specific columns.

#### **Rubrics for Assessment**

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
<ul style="list-style-type: none"> <li>- Able to identify 3-5 nouns and pronouns that are repeatedly used.</li> <li>- Unable to identify other categories.</li> <li>- Unable to justify the choices.</li> </ul>	<ul style="list-style-type: none"> <li>- Able to identify most nouns and pronouns.</li> <li>- Able to identify a few verbs, adjectives but fewer adverbs.</li> <li>- Can give reasons for the selections made</li> </ul>	<ul style="list-style-type: none"> <li>- Able to identify almost all nouns and pronouns and their relation.</li> <li>- Able to identify most of the verbs, adjectives and a few adverbs not ending -ly.</li> <li>- Give reasons for the selection by making relation between words in sentences.</li> </ul>

## Activity 7

### How to do it

1. With a few illustrative examples, explain what articles are and their uses. Refer to the note given in the SW.
2. Emphasise the point that the choice of the indefinite article is decided by the sound of the following word not the letter.
3. Give examples by telling the phrases aloud so that the students can distinctively make out the initial sound of the word that follows **a** or **an**.
4. Explain the use of the definite article with many examples. Focus only on the use of **the** when a noun is mentioned for the second time in a context.
5. Read aloud the sentences given in Activity 6 and ask them to identify the articles.
6. Ask students to work in pairs and do Activity 7.1. Once they have finished, elicit the answers through a whole class review. Here too, emphasise the sound aspect to be considered while using the indefinite article.

### Activity 7.2 (Activity for Formative Assessment)

#### How to do it

1. Ask them to do Activity 7.2 individually.
2. Once you have checked the individual answers for assessment, through a whole class, review, elicit the correct answers.
3. During the review, emphasise the use of the indefinite article for the first time and the use of the definite article when they are mentioned again in the same context.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"><li>- Unable to put <b>a</b> and <b>an</b> correctly according to the sound of the following word.</li><li>- Use articles randomly without understanding the rules.</li></ul>	<ul style="list-style-type: none"><li>- Able to differentiate between the uses of <b>a</b> and <b>an</b> most of the times. But makes occasional mistakes.</li><li>- Uses <b>the</b> with some understanding of the second and subsequent use principle but makes occasional mistakes</li></ul>	<ul style="list-style-type: none"><li>- Uses <b>a</b> and <b>an</b> correctly almost always.</li><li>- Has a conceptual understanding of the second and subsequent use of <b>the</b> and uses it correctly most of the times.</li></ul>

### Activity 8, 8.1 & 8.2

#### How to do it

1. With a few illustrative examples both from L1 and English and referring back to what has been taught about verbs, explain present and past forms of verbs. Refer to the note given in the SW.
2. Try to explain the relation between the form of the verb and the time of action.
3. Give a few sentences as examples to show the change in the forms of the verbs and meanings when using the present and past forms of the verb.
4. Read out the verbs in Tables A & B. Ask a few students to read them out as well.

5. Ask them to work in pairs and think of what is asked in Activity 8.1. Give them some time to go through the tables.
6. By asking probing questions and through a whole class review, elicit their answers.
7. If they are unable to respond, tell them that the past forms of the verbs in Table A can be made by adding -d, -ed to the present form. But the verbs in Table B don't follow this rule.
8. Ask them to work in pairs and do Activity 8.2. If they find it difficult to get the correct forms of the verbs, help them.
9. Review the answers once they have completed the activity.

### **Activity 8.3**

#### **How to do it**

1. Make students to read the verbs in brackets and ask them which form each of them are.
2. After they understand that the verbs are either in the present or in the past form, explain how to complete the sentences.
3. Remind them when the subject is singular only the 's' form would be the correct choice in the present tense.
4. Also tell them to see if there is already a verb in the past form in the sentence. If there is, they have to choose the past form of the verb given in brackets.
5. Ask them to work in pairs and complete the activity.
6. Once they have done the activity, through a whole class review, elicit the correct answers and write them on the board.

### **Activity 8.4**

#### **How to do it**

1. Ask the students to work in pairs and solve the crossword.
2. Give them proper instructions as how to do it.
3. Tell them to use the past tense forms of the verbs given in brackets as clues.
4. Tell them to discuss the correct past forms with their partner.
5. Instruct them to refer to Table B given in Activity 8 if they cannot find the words on their own.
6. Once every pair has finished solving the puzzle, draw the crossword grid on the board and fill in the correct words through a whole class discussion.

### **Activity 8.5 (Activity for Formative Assessment)**

#### **How to do it**

1. Explain the illustrative example focusing on using the 's' form (works) of the verb when the subject is singular.
2. Make students understand the difference in meanings between sentence and sentence B.
3. Ask them to work individually and complete the activity.
4. Check the answers of individual students for assessment.
5. Once they have done the activity, through a whole class review, elicit the correct answers and write them on the board.

**Rubrics for assessment.**

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
<ul style="list-style-type: none"><li>- Unable to make a distinction between the present and the past forms of the verbs.</li><li>- Unable to make the relation between the form of the verb and tense.</li></ul>	<ul style="list-style-type: none"><li>- Able to make distinction between the present and the past forms of regular verbs.</li><li>- Unable to find the past forms of irregular verbs even with the help of a table.</li><li>- Makes mistakes while using the correct forms of verbs in simple present tense sentences.</li></ul>	<ul style="list-style-type: none"><li>- Able to make a distinction between the present and the past forms of regular verbs and many irregular verbs.</li><li>- Makes a distinction between the forms of verbs to be used with different subjects in simple present tense sentences.</li><li>- Largely able to use the correct present and past forms in sentences with contextual clues.</li><li>- Able to make connections between the forms of the verbs and tense.</li></ul>

**Sources:**

KTBS textbooks of class 5,6 and 7.

Rainbow workbook of class 6 and 7.

English Nalikali workbook

Pratham Story weaver website <https://storyweaver.org.in/>

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