



GOVERNMENT OF KARNATAKA
DEPARTMENT OF PUBLIC INSTRUCTION

KALIKA CHETHARIKE
SETUBANDHA
2022-23
HANDBOOK OF FACILITATOR

ENGLISH
SECOND LANGUAGE

10

TENTH STANDARD

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

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SECOND LANGUAGE ENGLISH BRIDGE COURSE 2022.23

TEACHER HAND BOOK

NOTE TO THE TEACHER

The COVID 19 pandemic has forced the school closure for 18 months across the world, heavily disrupting the learning process of the school going children. During this period distance e-learning platform such as Vidyagama, Samveda TV assisted learning process and many other online and offline methods were implemented to bridge the learning gap between the school and the learner. But still overall impact on learning remains uncertain. Even though the learning gap is not filled the learner has been promoted to 2 grades higher.

Hence it is important to focus more on the learning recovery in English. This material of KALIKA CHETARIKE has been structured in such a manner to develop multiple skills parallelly.

Teachers are free to use innovative ideas to connect the activities with the learners' real-life situations. Be flexible in framing activities and be sensitive with the slow learners. Make sure that the learners enjoy the activities and achieve the expected learning outcomes.

The teacher instructions may guide the teacher to put their best efforts in the class room to prepare the learner well to the present grade. We wish you all the best in your attempts for the same.

BRIDGE COURSE LEARNING OUTCOMES AND SUGGESTIVE LEARNING

Learning Outcome:1	Listens to a story, dialogue or a poem and comprehends it.
Objectives	* Listens and understands different types of texts like story, poem, dialogue etc. * Shows interest to listen different types of texts.
Pre-requisites	* Recalls some known words in situations. * Responds verbally or nonverbally.

ACTIVITIES

Steps to achieve the learning outcome:

- * Facilitator sets up different language tasks before going to present a story/ a dialogue.
- * Presents a story/ a dialogue/ in the classroom.
- * Presents language tasks and collects responses.
- * Observes the child's ability in listening.
- * Facilitator recites a poem.
- * Presents language tasks and collects responses.
- * Learner identifies rhyming words and images
- * Observes the child's ability in listening.

Example activity: 1

Read the following story and ask the questions. Elicit answers from the students and give feedback.

Once a man found an eagle’s egg and placed it under a brooding hen. The eagle hatched with the chickens and grew to be like them. He clucked and cackled; scratched the earth for worms; flapped his wings and managed to fly a few feet in the air. Years passed. One day, the eagle, now grown old, saw a magnificent bird above him in the sky. It glided in graceful majesty against the powerful wind, with scarcely a movement of its golden wings.

Spellbound, the eagle asked “Who is that?”

“That’s the king of the birds, the eagle”, said his neighbour. “He belongs to the sky. We belong to the earth – we’re chickens”.

So, the eagle lived and died a chicken, for that’s what he thought he was.

Answer the following questions in a sentence or two:

1. What did the eagle see in the sky?

--

2. Why do you think the eagle died a chicken? Discuss.

3. How do you see your real self and break the influence of your environment? Share your views

--

Example activity: 2

Teacher recites a poem which has few rhyming words.

Asks the learners to listen it carefully.

Guides learners to list out the rhyming words.

Writes rhyming words on the board.

Example activity: 3 Identifies different sounds in English.

Facilitator prepares a chart of words having different sounds.

(Pure vowels -long vowel and short vowel, diphthongs and consonants).

- * Learner listens and repeat and identifies different sounds.
- * Divides class into groups and assigns a particular sound to each group
- * Reads text and asks them to list out the words having particular sound from

Learning out come 2	Uses different language functions in different situations
Objectives	* The learner speaks with others in different situation. * Uses polite expressions in different situation.
Pre-requisites	* The learner has listened/ read a few speaking situations. * Recalls and uses a few known words in different situations.

Steps to achieve the learning outcome: -

- * Facilitator presents dialogues on different language functions.
- * Uses different language tasks to know the comprehension level of the learners.
- * Elicit responses from the learners.
- * Guides to take different roles.
- * Observes the presentation of the learners.
- * Gives feedback.

Offering advice

Ravi - Good evening doctor.

Doctor - Good evening. Please be seated.

Ravi - Doctor, I'm not well.

Doctor - Please lie down on this table. (Examines and checks temperature) You've a severe cold. You've fever also.

Ravi - Have I ? I've taken some medicines, but to no avail.

Doctor - Who gave you those medicines? Ravi - The pharmacist.

Doctor - Shouldn't accept such medicines, Ravi. It's not good. You should always consult a doctor before you start taking medicines. Don't ever go for self-medication.

Ravi - Sorry doctor. Henceforth I shall consult a doctor for my health - related problems.

Doctor - Here is the prescription. Don't worry. You'll be alright within a day or two.

Ravi - Thank you doctor. Doctor - You're welcome.

(Practise the dialogue taking roles.)

Note : Teacher can take different situations of different language functions.

E.g

Seeking information

Making suggestions

Introducing others

Requesting

Accepting.

Etc.

Learning Out come 3	Reads the given text and identifies the theme of it.
Objectives	The learner is able to read and comprehend the different kinds of texts
Pre –requisites	Student identifies a few words, reads some simple sentences from the familiar text. Student reads fluently with understanding and responds to it in one or two simple sentences

Steps to achieve the learning outcome: -

- The facilitator provides some texts to the learners and asks them to guess what type of text it is.
- Tells the learners about skimming and scanning by providing them some reading activities.
- The learners are provided with some texts like tables, passages, poems etc. and asks a few questions based on the texts and elicits answers
- The facilitator provides one or two unseen passages and asks a few questions on them.
- The learners are provided with a story and asks them to make a list of characters and note down the main points in the story.
- The learners are asked to put the main points on a flow chart.
- Guide the learner to put the main points in sequential order.
- Give the feedback wherever needed and appreciate the learner.

Example Activity 1

Read the story given below and complete the task.

A hunter went to a forest in search of a prey. There he saw a deer hiding behind a big tree. He aimed his arrow at it. But the alarmed animal started running. The hunter ran chasing that animal, but couldn't catch it. He was so tired that he could no longer continue. He rested under a shady tree and soon fell asleep. When he woke up, he looked around for the animal. He waited long for his prey till the sunset though he was very hungry. Finally, he found a tired deer which was pregnant. He felt pity on it and let it free. So, he had to return home empty handed.

Answer the following questions.

1. Make a list of verb forms from the story.

-----, -----, -----, -----, -----.
-----, -----, -----, -----, -----.

2. Make a list of adjectives from the above text.

-----, -----, -----, -----, -----.
-----, -----, -----, -----, -----.

3 Why did the hunter return empty handed?

4. Give a title for the above story -----

Example activity 2

Tennis is a sport usually played between two players or between two teams of two players each. Each player uses a racket that is strung to strike a hollow rubber ball which flies over a net into the opponents' court. The object of the game is to play the ball in such a way that the opponent is not able to play a good return.

Tennis is enjoyed by millions of recreational players and also a hugely popular worldwide spectator sport. Famous players are Peter Sampras, Steffy Graf, Serena Williams, Mahesh Bhoopathi, Sindhu and others.

Answer the following questions.

1. What is the object of the game?

-----.

2. Name some of the world-famous players.

-----.

3.Explain how Tennis is played?

Suggested activities

1. Provide any pamphlets to read and gather information from it.
2. Provide any newspaper article and discuss about the matter.
3. Ask the learner to collect some wrappers and ask them to gather information . . . about each product.
4. Ask the learner to read any rhyme or poem and express appreciation about it.
5. Reads any picture and derives to a conclusion about it.
6. Read any story and express the gist and moral of the story.

Learning outcome 4	Writes formal and informal letters.
Objectives	Learner is be able to identify the parts of an informal and formal letter Students will be able to write a formal and informal letter.
Pre-requisites	The students can frame simple sentences in English. The students recall their previous knowledge of letter writing.

Steps to achieve the learning outcome.

- Facilitator discusses the difference between the formal and informal letter
- Introduce the format of both the letters.
- Facilitator tries to recall the previous knowledge of the learner.
- Mapping on board the difference between the two types of letters.
- Sample letters of formal and informal will be practised.
- Words used in both letters will be displayed on the black board.
- Steps of both the letters will be revised and practised.
- Guided writing should be done to facilitate independent writing.
- A jumbled form of the letter will be given learners try to arrange it in the correct order.

Example activity 1

Know the different parts of a formal letter.

1. From address
2. Date
3. To address
4. Salutation
5. Subject
6. Body of the letter
7. Subscription

Practise the format of the below formal letter.

From

.....
.....

Date

.....

To

.....
.....

Sir /madam

Subject

Body of the letter

.....
.....

Thanking you

Yours faithfully

.....

Signature

Example activity 2

Know the different parts of an informal letter.

1. From address
2. Date
3. Salutation
4. Body of letter
5. Yours affectionately
6. To address

From
Date.....
Salutation.....
Body of the letter.....
Subscription
To address

Example activity 3

Answer me:

1. In a letter to a friend 'My dear friend' is known as.....
2. The appropriate subscription for a formal letter.....
3. The appropriate subscription for an informal letter.....
4. The appropriate salutation for a formal letter.....
5. The appropriate salutation for an informal letter.....
6. 'My dear sister' is an appropriate salutation forletter.
7. Respected sir/Madam's a appropriate salutation forletter.
8. The ending of a letter is called.....

Learning Out come 5	Uses dictionary for specific purpose.
Objectives	The learner is able to refer textual resources for finding the meaning/spelling/parts of speech or abbreviations and comprehend the text.
Pre –requisites	Student identifies a few words the meanings of the words in the dictionary. Student is able to find the words in the dictionary with the guidance of the facilitator

Steps to achieve the learning outcomes:

- The facilitator writes a set of words on the blackboard and asks the learners to search them in the dictionary in a stipulated time ,the one who finishes first will be rewarded.
- The facilitator divides the class into four groups to play a game called golden minute. The learners have to search the word in the dictionary within a minute.
- Conduct a competition to search as many words as possible beginning with the same letter eg: letter “B “within a super minute
- Dictate a few words and ask the students to search in the dictionary and spell them correctly.
- Divide the class into four groups and give them a set of unfamiliar words to search and find their meanings.
- Write a few unfamiliar words on the blackboard and ask them to find the parts of speech.
- Ask the learners to find the expansion of abbreviations given like S S L C, U N O ,M B B S , and others

Example activity 1

A. Tick the word which is spelt correctly.

- | | |
|--------------------------|-----------------------|
| 1. recieved/received | 6. caring/careing |
| 2. succeed/succed | 7. aseembly/assembly |
| 3. permission/permition | 8. believe/believe |
| 4. loose/lose | 9. speek/speak |
| 5. stationary/stationery | 10. incident/insident |

B .Read the poem and find the meanings of the words underlined:-

Gone are those days of caste born pride -----
 Gone is the foreigners might -----

Gone is the passive subservience -----

Gone is the trickster's sway -----

Example activity 2.

A. Read the phrasal verbs. Refer to a dictionary to match them with the meanings

1. Look at---	to search for something
2. Look out	to check something
3. Look up	to search for information in a book
4. Look into-	to see or consider carefully
5. Look down upon-	to search some one
6. Look Around-	to discriminate
7. Look for	to be careful, pay attention

B. Fill in the blanks in the following sentences with the help of the phrasal verbs given in the box:

The parents look after their children.

1. The School has invited famous astronaut. I am ----- to meet her
2. The car is coming towards you-----
3. I heard you wanted you will need to----- it
4. Something was lying coiled on the road when I ----- carefully it was an old rope
5. I feel pity when People----- the beggars.
6. Let me----- the meaning of investigate in the dictionary

C. Refer to a dictionary to find the meanings of underlined words.

(divide ,embraces ,satisfied, luxurious, poverty)

1. Some people like to leave a lavish life. -----
2. The state of being poor forces many to beg. -----
3. The mother hugs her child when he returns home from school.-----
4. Selfless people are always contented with what they have. -----
5. The dying man wanted his children to share all the things equally among them. -----

Suggested activities

1. Ask the learners to arrange the set of words given in an alphabetical order.
2. Ask the learners to find antonyms and synonyms of the unfamiliar words written on the blackboard.
3. Encourage the learners to find the different forms of the route word eg; success. succeed, successful

4. Encourage them to use dictionary to utter the correct pronunciation of the word.

5. Provide phrasal verbs to search the meanings in different context.

Learning Outcome 6	Reads and comprehends literary forms
Objectives	The learner is able to read various texts and comprehends the text.
Pre –requisites	Student identifies the meanings of the words in the dictionary. Student is able to read different types of texts like poem, notice, letter, story, table etc. and understand it.

Steps to achieve the learning outcomes

- The facilitator provides a story to read silently and asks a few questions to check their understanding
- Provide poems and rhymes to recite and ask to give their views about it.
- Provide an autobiography to read silently and elicit the main points from them. (My Beginnings from class 9)
- Provide a situation and ask the students to perform it in the form of a conversation. (pair work)
- Ask the learners to read the time table of trains at a railway station and collect information about it.
- Provide a picture to the class and ask them to speak about it in four to five sentences.
- Provide a pamphlet of any discount sale and elicit answers from them.
- Give a newspaper article to read silently and discuss over the matter.
- Give a letter to read and ask questions about it.
- Ask the students to sit in groups and read a play with proper voice modulation and enact it in groups (The swan and the Princes from class 8)
- Ask other group members to give feedback on it.
- The facilitator can use any text and allow them to read, then check their understanding through different activities. Give time to respond and give feedback and encourage them.
- Give more exposures to read and check their understanding. After every activity or response give positive feedback and encourage the learner.

Example activity 1

Read the given Biography silently.

Vikram Sarabhai had his early education at ‘Retreat’, a school started by his parents at Ahmadabad. He was very good at studies, especially in science. As a high school student, he was fond of Science. When his friends read story books, he read about the achievements of great scientists. His teachers were sure that he would become a great scientist. Observing his interest in Science, his father provided all the books and magazines that Vikram needed.

A. Rewrite the jumbled sentences given below in a sequential order

1. As a high school student, Vikram was fond of reading.
2. His father provided all the books that Vikram needed.
3. He had his early education at ‘Retreat’.
4. His friends were reading story books.
5. His teachers were sure that he would become a great scientist.

B. Answer the following questions

1. Who was Vikram Sarabhai?

.....

2. What type of books did Vikram read when he was a schoolboy?

.....

Example Activity 2

Provide a newspaper article to read aloud in the class.

April is Month of the Young Child

BY SARAH DiNICOLA

The Month of the Young Child, celebrated across the country in April, is an opportunity for us to celebrate young children and the caregivers who lay the foundation for their future success. It's a time to turn our attention to the many people, places and programs that support the healthy development of our next generation.

Organizations who plan and support Month of the Young Child activities planned too, including family-friendly hikes at the Retreat Farm, the Winston Prouty Center forest, and Bonnyvale Environmental Education Center.

When children are provided with the chance to create open-ended art projects, they're doing more than just making something pretty to look at. They are expressing themselves; they're practicing their fine-motor skills

Answer the questions given below.

1. Which month is celebrated as the month of young child?

.....

2. Why should the children be provided with open ended projects?

.....

3. How do they plan to celebrate the day?

.....

Learning outcome 7	Attempts to write a paragraph using clues given in the profile /passage
Objectives	Learner is able to write a profile/passage /paragraph
Pre -requisites	Students are able to frame simple sentences Students are able to arrange sentences in a sequence.

Steps to achieve the learning outcome

- Encourage students to orally describe a situation. The key words can be put up on the BB. Later sentences can be formed.
- Let students write a few information about themselves and their parents and later write it down in a form of a paragraph.
- Display clues about a sportsman, freedom fighter etc and ask them to write a profile

Example activity 1:

Fill up the blanks with information and later write a paragraph

	Yourself	Father	Mother
Name			
Age			
Height			
Weight			
Qualification			
Employment			
Hobbies			

Yourself

Father

Mother

Example activity 2:

Imagine you have visited a place of your choice recently. Based on it write a paragraph.

Clues:

We—family—national park—peacock—elephant—hill—river flowing—sunset— beautiful – happy—returned—evening.

Example activity 3

Write a paragraph on the clues below:

Woodcutter axe---falls -----river---woodcutter---unhappy—river god –appears—brings golden axe---silver axe—iron axe—woodcutter takes ---own iron axe—god reward ---all three axe.

Example activity 3:

Given below are particulars about Kalpana Chawla the famous Indian astronaut. Based on the information write a paragraph.

Birth -July 1 ,1961

Birth place -Karnal, Haryana.

Education -Tagore public school, Karnal
Aeronautical engineering, Punjab engineering college

Achievements –astronaut at Johnson space centre 1985
- First flight -1996
- First Indian woman astronaut-1997

Qualities - determined, hardworking, ambitious.

Death –space shuttle Columbia disaster -2003.

Learning Outcome:8	Frames questions in different contexts and responds.
Objectives	<ul style="list-style-type: none"> • Uses different questioning words in situations. • Frames questions appropriately to get information.
Pre-requisites	<ul style="list-style-type: none"> • Recalls different questioning words like what, when, why etc. • Recalls the questions used by the teachers in previous classes.

Steps to achieve the learning outcome

Step 1

- * Facilitator asks number of questions (including “wh” & ‘yes’ or ‘no’) and takes short responses.
- * Forms two groups based on answers. (Group 1 who have answered yes /no. Group 2 who have given some information for “wh “questions).
- * Recalls the questions asked to them earlier.
- * Classifies the questions and writes them on the black board
- * Discusses the way of framing questions and gives feedback.

Step 2

- * Facilitator reads a story / a dialogue and writes some questions on the black board.
- * Elicits answers and writes appropriate answers on the board.

* Gives feedback

Activity 1 : Read the following dialogue and list out the questions .

Prema : Why're you late today, Sneha?

Sneha : Oh! I missed the bus and had to walk all the way.

Prema : Oh dear! Why don't you buy a vehicle?

Sneha : Yes, I'm also thinking about the same. But I've to learn driving.

Prema : That's right. Why don't you join a driving school? Mayura Driving School is good one and it is near your house.

Sneha : Prema, how much do they charge to teach driving?

Prema : They charge Rs. 2000/- for ten hours. But Sneha, you should have a learning license before you could start learning.

Sneha : Learning license! Where shall I get it?

Prema : The Driving School will help you get it.

Sneha : How much do they charge for it?

Prema : May be about Rs. 500.

Sneha : Thank you for the information. I'll go and meet them tomorrow.

Activity 2 : Read the following passage and frame as many questions as possible.

Upagupta a disciple of Buddha, goes from one place to another. Once while he is sleeping in a small town called Mathura, a dancing girl wakes him up and invites to her home. Upagupta refuses, but tells her, "I will visit you when the time is ripe". A year later, Upagupta finds the dancing girl lying on the ground outside the town, having sores all over the body. She is driven away from the town. He gives her water and applies balm on her body. The woman asks who he is. Upagupta replies, "Now the time has come to visit you and I am here"

Learning outcome 9	Reads stories from different sources and narrates in the classroom.
Objectives	The students will be able to read stories in English.
Pre -requisites	They will be able to narrate the stories they read in simple sentences in the classroom. The students will be able to identify and use nouns and pronouns appropriately in communication The student reads stories in English. They listen the story and learn the art of effective narration.

Steps to achieve the learning outcome:

Step 1

- Begin the class talking about how stories are more fun and exciting.
- Read/tell a story from story book or from the text book.
- Collect some stories and narrate them (through images, puppets, videos etc.).
- Present language tasks to involve all the learners.
- Elicit responses and give feedback.
- Guide learners to present the story in next class.

Step 2

- Learner collects stories and frames simple language tasks with the help of teacher
- Learner presents the stories and gets responses from friends.
- Facilitator appreciates and gives feedback.
- Learners are provided with the outline of a story
- Guide to frame sentences
- Learner develops the story and presents to the class.
- Facilitator appreciates and gives feedback.

Suggested activities - worksheets

- Providing clues to narrate stories
- Presenting a Story.
- Guess the story.
- Complete the story
- Listen to me - my story
- Story Development
- Reframe a story

Example Activity 1

1. Now read the story given below and present it in your own words.

The pencil's tale

An old pencil maker took his newest pencil aside, just before he was about to pack him into a box. Imagining the little fellow as a person he recalled a few things about the pencil.

“There are five things you need to know,” he said to his pencil, “before I send you out into the world. Always remember these five things - never forget them - and you will become the best pencil you can be!

“The first thing is to remember that you will be able to do many great things, but only if you put yourself in someone else’s hands.

“From time to time you will experience a painful sharpening, but remember that this will make you a better pencil.

“Also, keep in mind that you will be able to correct any mistakes you might make along the way.

“And the most important part of you is what’s on the inside.

“And remember this, as well, upon every surface that you are used, you must leave your mark. No matter what else happens, you must continue to write.”

It seemed the pencil listened to him and promised he would remember these five things so that he could live his life with heart and purpose.

Example Activity 2

Rearrange the following story.

- a) The old man thanked him.
- b) He picked up the purse and opened it.
- c) “Is this yours, grandpa?” asked Narendranath
- d) There was a hundred rupee note in it.
- e) "It's not my money" Narendranath said to himself
- f) Narendranth gave back the purse to him.
- g) He thought of keeping it with him.
- h) The old man was looking for something.
- i) One morning, Narendranath was going to school.
- j) On the way, he found a purse lying on the road.
- k) Just then an old man passed by.
- l) The old man said 'Yes'.

Learning outcome 10	Uses appropriate grammatical forms in communication Uses parts of speech in communication. Such as Nouns, Adjectives, Verb, adverb, auxiliaries – Do, Be, Have, comparative learning of time.
Objectives	The students will be able to identify and use parts of speech in communication.
Pre -requisites	They will be able to identify and use nouns, adjectives, verbs, adverbs. They will be able to use auxiliaries – Do, Be, Have. They will be able to understand the concept of comparative learning of time The student identifies and reads few commonly used words.

Steps to achieve the learning outcome.

Step 1

- ✓ The learners are asked to tell a story. Others listen and list out the naming words as nouns, describing words as adjectives and action words as verbs and words describing verbs as adverbs.
- ✓ Cross check and confirm the correct information. Elicit words and write them on the board.
- ✓ Classify them as names of person, place, things etc.
- ✓ Read the same story again and ask learners to identify the describing words for the names
- ✓ Write them on the black board and discuss nouns and adjectives.
- ✓ Ask them to list action words in the story.
- ✓ Initiate a discussion and elicit students' understanding of verb.
- ✓ Write the points on the board. At the end of the discussions summarize.
- ✓ Give lots of examples.
- ✓ Ask the students to give 4-5 examples of verbs and write them on the board.
- ✓ Then ask them how these actions can be done.
- ✓ Write student response of the adverbs on the board.

Step 2

Use auxiliaries “Be”, “Do”, “Have”

- ✓ The learners are provided with some sentences and learn the appropriate forms of be, do, and have with different tenses.

- ✓ Discuss the applications through simple conversation in the class. E.g., is,was,am, are, has, have,did,does etc.
- ✓ Facilitator presents a substitution table of “Be” and guides to frame sentences.
- ✓ Elicit answers and write them on the board.
- ✓ Discuss different forms of “Be” with person, number and tense.

Step 3

comparative learning of time –Present, Past and Future.

- ❖ Frame number of sentences for the comparative learning of ‘Present-Past-Future time’
- ❖ Draw a timeline on the board.
- ❖ Read a sentence and ask the learners to mark on the ‘time line, based on the time when the action has taken place. Instruct the learner to write the given sentences in three columns.
- ❖ Discuss and give feedback.

Suggested activities - worksheets

Listen and find me.....

- Nouns
- Adjectives
- Verbs
- Adverbs
- Listing down the nouns,verbs, adjectives and adverbs from the stories and narratives.
- Displaying different parts of speech on board.
- Use of auxiliaries –be,do,have
- Filling auxiliaries.

Example activity 1

Listen to the story and do as directed.

We are never alone

Do you know the legend of the Cherokee Indian youth's rite of passage?

His father takes him into the forest...blindfolded...and leaves him....alone. He is required to sit on a stump the whole night...and not take off the blindfold until the ray of sun shines through it. He is all by himself. He cannot cry out for help to anyone.

Once he survives the night...he is a MAN. He cannot tell the other boys of

The boy was terrified...could hear all kinds of noise...Beasts were all around him. Maybe even some human would hurt him. The wind blew the grass and earth... and it shook his stump. But he sat stoically...never removing the blindfold. It would be the only way he could be a man.

Finally, after a horrific night...the sun appeared and he removed his blindfold. It was then that he saw his father...sitting on the stump next to him...at watch...the entire night.

We are never truly alone. Even when we do not know it, our family and friends are watching out for us...sitting on a stump beside us.

List Down the followings from the paragraph			
Noun	Adjective	Verb	Adverb

Example activity 2

Collect the verbs related to Present Tense and Past Tense

Present	Past