

# Utkarsh Programme

# Teacher Handbook

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## English

TRANSFORM
Inspired action to advance learning




**ଶ୍ରୀ ସମୀର ରଞ୍ଜନ ଦାଶ**

ରାଷ୍ଟ୍ରମନ୍ତ୍ରୀ (ସ୍ୱାଧୀନ)

ବିଦ୍ୟାଳୟ ଓ ଗଣଶିକ୍ଷା, ଓଡ଼ିଶା

ଦୂରଭାଷ { କାର୍ଯ୍ୟାଳୟ : ୦୬୭୪-୨୫୩୬୭୫୧
: ୦୬୭୪-୨୫୩୨୧୭୪
ମୋବାଇଲ : ୯୪୩୭୦୫୨୨୦୭


ପତ୍ର ସଂଖ୍ୟା ..... / ରାମବିଗ.

ଭୁବନେଶ୍ୱର

ତାରିଖ ୩ / ୩ / ୨୦୨୦

## ବାର୍ତ୍ତା

ମୋ' ପାଇଁ ଅତି ଆନନ୍ଦର କଥା ଯେ ବିଦ୍ୟାଳୟ ଓ ଗଣଶିକ୍ଷା ବିଭାଗ ଆନୁକୂଲ୍ୟରେ ଆମ ରାଜ୍ୟରେ ବିଗତ ତିନି ବର୍ଷ ଧରି ଚାଲିଥିବା ଉତ୍କର୍ଷ କାର୍ଯ୍ୟକ୍ରମ ଚଳିତ ବର୍ଷ ୩୦ଟି ଜିଲ୍ଲାକୁ ସମ୍ପ୍ରସାରିତ କରାଯାଇଛି ।

ଏହା ଏକ ଅଭିନବ କାର୍ଯ୍ୟକ୍ରମ ଯାହା ନବମ ଶ୍ରେଣୀ ଉପଯୋଗୀ ଶିକ୍ଷଣ ଫଳାଫଳ ହାସଲ କରିବାରେ ପଛରେ ରହିଯାଉଥିବା ପିଲାଙ୍କୁ ଆବଶ୍ୟକୀୟ ଦକ୍ଷତା ହାସଲ ପୂର୍ବକ ଶ୍ରେଣୀ ଶିକ୍ଷଣ ପ୍ରତି ମନଯୋଗୀ କରିବା ପାଇଁ ଉଦ୍ଦିଷ୍ଟ ।

ଏଥିରେ ବ୍ୟବହୃତ ସହାୟକ ଶିକ୍ଷଣ ସାମଗ୍ରୀଗୁଡ଼ିକ ଶିକ୍ଷାର୍ଥୀ ପ୍ରିୟ ହୋଇଥିବାରୁ ସେମାନେ ଶିକ୍ଷା ପ୍ରତି ମନଯୋଗୀ ହେବେ ଓ ଶିକ୍ଷଣ କାର୍ଯ୍ୟରେ ନିଜନିଜ ସହଭାଗିତାକୁ ଧରିରଖିବେ, ଫଳରେ ସମସ୍ତଙ୍କ ପାଇଁ ଶିକ୍ଷା ନିମିତ୍ତ ସରକାରଙ୍କ ପ୍ରତିବଦ୍ଧତାକୁ ଆମେ ସାକାର କରିପାରିବା ।

ଏହି କାର୍ଯ୍ୟକ୍ରମ ସମ୍ପର୍କିତ ବିଗତ ବର୍ଷମାନଙ୍କର ସଫଳ ଅଭିଜ୍ଞତା ଆମକୁ ଆଗକୁ ଯିବାରେ ସହାୟକ ହେବା ସଙ୍ଗେ ସଙ୍ଗେ ଶିକ୍ଷାଦାନ ଓ ଶିକ୍ଷଣ ପ୍ରକ୍ରିୟାରେ ଉପୁଜୁଥିବା ପ୍ରତିବନ୍ଧକ ଗୁଡ଼ିକୁ ଦୂର କରିବାରେ ସମର୍ଥ କରିବ ।

ଏହି ପ୍ରକ୍ରିୟାରେ ସମ୍ପୃକ୍ତ ସମସ୍ତ ପଦାଧିକାରୀ ତଥା ଶିକ୍ଷକ ଶିକ୍ଷୟିତ୍ରୀଙ୍କ ଅବଦାନକୁ ଅସ୍ୱୀକାର କରିହେବ ନାହିଁ । ଏ ବର୍ଷ ଆମ ରାଜ୍ୟର ଗୁଣାତ୍ମକ ଶିକ୍ଷା ଅଭିବୃଦ୍ଧିରେ ଏହି କାର୍ଯ୍ୟକ୍ରମର ସଫଳ ରୂପାୟନ ଯେ ସହାୟକ ହୋଇପାରିବ, ଏହା ନିଃସନ୍ଦେହ ।

ଏହି ପରିପ୍ରେକ୍ଷୀରେ କାର୍ଯ୍ୟକ୍ରମର ସଫଳତା ପାଇଁ ସଭିଙ୍କ ସମ୍ପୃକ୍ତି ଆଶା କରୁଛି ।

(ସମୀର ରଞ୍ଜନ ଦାଶ)



**ଚିତ୍ରା ଆରୁମୁଗମ,** I.A.S.
ପ୍ରମୁଖ ଶାସନ ସଚିବ, ବିଦ୍ୟାଳୟ ଓ ଗଣଶିକ୍ଷା, ଓଡ଼ିଶା

## କାର୍ଯ୍ୟକ୍ରମ ସମ୍ପର୍କରେ ପଦେ

ଆମ ରାଜ୍ୟରେ ୨୦୧୭-୧୮ ମସିହାଠାରୁ ଉତ୍କର୍ଷ କାର୍ଯ୍ୟକ୍ରମର ଶୁଭାରମ୍ଭ ହୋଇଅଛି । ଏହା ଆଜି ଆମ ରାଜ୍ୟର ୨୯ (ପୁରୀ ଜିଲ୍ଲା ବ୍ୟତୀତ)ଟି ଜିଲ୍ଲାରେ ସଫଳତାର ସହ କାର୍ଯ୍ୟ କରୁଅଛି । ମାଧ୍ୟମିକ ସ୍ତରରେ ଓଡ଼ିଆ, ଇଂରାଜୀ, ଗଣିତ ଓ ବିଜ୍ଞାନରେ ଶିକ୍ଷାର୍ଥୀମାନଙ୍କର ଶିକ୍ଷଣ ଅଭିବୃଦ୍ଧି ଲକ୍ଷ୍ୟରେ ଏହା କାର୍ଯ୍ୟ କରୁଅଛି । ଏହି କାର୍ଯ୍ୟକ୍ରମ ଶିକ୍ଷାର୍ଥୀମାନଙ୍କୁ ଗୁଣାତ୍ମକ ଶିକ୍ଷା ପ୍ରଦାନରେ ସହାୟକ ହେଉଅଛି । ଚଳିତ ବର୍ଷ ଏହି କାର୍ଯ୍ୟକ୍ରମ ପୁରୀ ଜିଲ୍ଲାରେ କାର୍ଯ୍ୟକାରୀ ହେବାର ବ୍ୟବସ୍ଥା କରାଯାଇଛି ।

ପ୍ରାରମ୍ଭିକ ଆକଳନ ଫଳାଫଳ ତୁଳନାରେ ସମାପ୍ତିସୂଚକ ଆକଳନରେ ପ୍ରତ୍ୟେକ ବିଷୟରେ ଶିକ୍ଷାର୍ଥୀମାନଙ୍କର ଶିକ୍ଷଣ ସ୍ତରରେ ଆଶାନୁଯାୟୀ ଅଭିବୃଦ୍ଧି ହେଉଅଛି । ଏହିପରି ଏକ ଫଳପ୍ରଦକାର୍ଯ୍ୟକ୍ରମରେ ପ୍ରତ୍ୟେକ ବିଦ୍ୟାଳୟର ପ୍ରଧାନଶିକ୍ଷକ, ଶିକ୍ଷକ/ଶିକ୍ଷୟିତ୍ରୀ, ମୁଖ୍ୟ ପ୍ରଶିକ୍ଷଣଦାତା, ଜିଲ୍ଲା ଶିକ୍ଷାଧିକାରୀ ତଥା ଓଡ଼ିଶା ବିଦ୍ୟାଳୟ ଶିକ୍ଷା କାର୍ଯ୍ୟକ୍ରମର ପ୍ରମୁଖ କର୍ମକର୍ତ୍ତାମାନଙ୍କର ସକ୍ରିୟ ଅଂଶଗ୍ରହଣ ଫଳରେ ଏହାର ଉଦ୍ଦେଶ୍ୟ ସଫଳ ହେବାରେ ଲାଗିଛି । ଏଥିସହିତ ପିତାମାତା ତଥା ବିଦ୍ୟାଳୟ ପରିଚାଳନା କମିଟି ସଦସ୍ୟମାନଙ୍କ ସକ୍ରିୟ ସମ୍ପୃକ୍ତି ଓ ପରାମର୍ଶ ଏହି କାର୍ଯ୍ୟକ୍ରମକୁ ଫଳପ୍ରଦପରିଚାଳନାରେ ସହାୟକ ହୋଇଅଛି ।

ଏହି କାର୍ଯ୍ୟକ୍ରମର ସଫଳ ରୂପାୟନ ଯେ ବିଦ୍ୟାର୍ଥୀମାନଙ୍କ ମଧ୍ୟରେ ଥିବା ଶିକ୍ଷଣ ଶୂନ୍ୟତାକୁ ଦୂରୀଭୂତ କରିବାରେ ପୂର୍ଣ୍ଣମାତ୍ରାରେ ସହାୟକ ହେବ, ଏହା କହିବା ନିଷ୍ପ୍ରୟୋଜନ । ଏହି ଶୁଭ ଅବସରରେ ମୁଁ ଆପଣମାନଙ୍କୁ ଅଭିନନ୍ଦନ ଜଣାଉଛି । ଆସନ୍ତୁ ବିଗତ ବର୍ଷ ପରି ଏ ବର୍ଷ ମଧ୍ୟ କାର୍ଯ୍ୟକ୍ରମକୁ ସଫଳତାର ଶୀର୍ଷରେ ପହଞ୍ଚାଇବା ପାଇଁ ଆମେ ପ୍ରୟାସ ଜାରି ରଖିବା ।

ଚିତ୍ରା ଆରୁମୁଗମ୍

(ଚିତ୍ରା ଆରୁମୁଗମ)



ଫୋନ୍ : ୦୬୭୪-୨୩୯୫୩୨୫
ଫାକ୍ସ : ୦୬୭୪-୨୩୯୨୭୨୧

**ଭୂପେନ୍ଦ୍ର ସିଂ ପୁନିଆ,** ଭା.ପ୍ର.ସେ.
ରାଜ୍ୟ ପ୍ରକଳ୍ପ ନିର୍ଦ୍ଦେଶକ
ଓଡ଼ିଶା ବିଦ୍ୟାଳୟ ଶିକ୍ଷା କାର୍ଯ୍ୟକ୍ରମ ପ୍ରାଧିକରଣ
ଶିକ୍ଷା ସୌଧ, ୟୁନିଟ - ୫, ଭୁବନେଶ୍ୱର - ୭୫୧୦୦୧

## ଅଭିମତ

ଗତ ତିନିବର୍ଷ ଧରି ଓଡ଼ିଶା ମାଧ୍ୟମିକ ଶିକ୍ଷା ମିଶନ, ରାମସା, ଅଧୁନା ଓଡ଼ିଶା ବିଦ୍ୟାଳୟ ଶିକ୍ଷା କାର୍ଯ୍ୟକ୍ରମ ଆନୁକୂଲ୍ୟରେ ଏବଂ ଉତ୍କର୍ଷ କାର୍ଯ୍ୟକ୍ରମ ମାଧ୍ୟମରେ ନବମ ଶ୍ରେଣୀର ସମସ୍ତ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ସେମାନଙ୍କର ବୟସ ଓ ଶ୍ରେଣୀ ଉପଯୋଗୀ ଶିକ୍ଷଣଦକ୍ଷତା ହାସଲ କରିବା ପାଇଁ ପ୍ରତିକାରାତ୍ମକ ପ୍ରୟାସ ଜାରି ରହିଛି । ଏହି କ୍ରମରେ ସେମାନଙ୍କର ଶିକ୍ଷଣ ସ୍ତରକୁ ଚିହ୍ନଟ କରି ସେମାନଙ୍କୁ ବୟସ ଓ ଶ୍ରେଣୀ ଅନୁଯାୟୀ ଦକ୍ଷ କରିବା ଲକ୍ଷ୍ୟରେ ଅଭ୍ୟାସ ପୁସ୍ତିକା ମାନ ପ୍ରସ୍ତୁତ କରାଯାଇଅଛି । ତଦନୁଯାୟୀ ଶିକ୍ଷକ/ଶିକ୍ଷୟିତ୍ରୀମାନଙ୍କ ମଧ୍ୟ ଆବଶ୍ୟକୀୟ ପ୍ରଶିକ୍ଷଣ ଦିଆଯାଇ ଏହି ପ୍ରତିକାରମୂଳକ ଶିକ୍ଷଣ ପ୍ରକ୍ରିୟାର ସଫଳ ରୂପାୟନ ନିମନ୍ତେ ପ୍ରଚେଷ୍ଟା କରାଯାଉଅଛି । ଓଡ଼ିଆ, ଇଂରାଜୀ, ଗଣିତ ଓ ବିଜ୍ଞାନ ବିଷୟରେ ଏଭଳି ସ୍ୱତନ୍ତ୍ର ଶିକ୍ଷଣ ପ୍ରକ୍ରିୟା ଅରମ୍ଭ କରାଯାଇ ଉକ୍ତ ବିଷୟରେ ପଛୁଆ ଥିବା ଶିକ୍ଷାର୍ଥୀମାନଙ୍କୁ ନବମ ଶ୍ରେଣୀର ଶିକ୍ଷଣ ସ୍ତରରେ ପହଞ୍ଚିବାର ବ୍ୟବସ୍ଥା କରାଯାଉଅଛି । ବିଶେଷକରି ଏହି ପ୍ରକ୍ରିୟାରେ ପ୍ରଥମ ଠାରୁ ନବମ ଶ୍ରେଣୀ ପର୍ଯ୍ୟନ୍ତ ଶ୍ରେଣୀ ସଂପର୍କୀତ ବିଷୟଗୁଡ଼ିକ ସମ୍ବନ୍ଧରେ ଜ୍ଞାନ ଆହାରଣ କରିବା ପାଇଁ ଶିକ୍ଷାର୍ଥୀମାନଙ୍କୁ ସୁଯୋଗ ଦିଆଯାଇଅଛି । ଏହା ସେମାନଙ୍କର ଶିକ୍ଷଣ ଦକ୍ଷତା ବୃଦ୍ଧି ପାଇଁ ଅଧିକ ସହାୟତା ହେବ । ଏହି କ୍ରମରେ ପ୍ରଥମ ପର୍ଯ୍ୟାୟରେ ୯ଟି ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟରେ ୧୫ଟି ଏବଂ ୨୦୧୯-୨୦ ଶିକ୍ଷା ବର୍ଷରେ ପୁରୀ ବ୍ୟତୀତ ଓଡ଼ିଶାର ସମସ୍ତ ଜିଲ୍ଲାକୁ ଏହି କାର୍ଯ୍ୟକ୍ରମ ସମ୍ପ୍ରସାରିତ ହୋଇଛି । ଚଳିତ ବର୍ଷ ଶିକ୍ଷା ୨୦୨୦-୨୦୧୦ରେ ପୁରୀ ଜିଲ୍ଲାକୁ ଏହି କାର୍ଯ୍ୟକ୍ରମ ସମ୍ପ୍ରସାରିତ କରାଯିବାର ଯୋଜନା ରହିଛି । କାର୍ଯ୍ୟକ୍ରମର ସଫଳତାକୁ ଆଖି ଆଗରେ ରଖି ଏହି ଜିଲ୍ଲାଗୁଡ଼ିକର ସମସ୍ତ ସରକାରୀ ମାଧ୍ୟମିକ ବିଦ୍ୟାଳୟରେ ଶିକ୍ଷଣ ବ୍ୟବସ୍ଥା କାର୍ଯ୍ୟକାରୀ କରାଯାଇ ଶିକ୍ଷାର୍ଥୀମାନଙ୍କର ଶିକ୍ଷଣ ଉପଯୁକ୍ତ ଦକ୍ଷତାକୁ ବୃଦ୍ଧି କରାଇବା ଦିଗରେ ଉଦ୍ୟମ ଜାରି ରହିବ ।

ଆଶା କରାଯାଏ, ଏହି ଜିଲ୍ଲାମାନଙ୍କରେ ଆମର ସମସ୍ତ ଶିକ୍ଷାର୍ଥୀ, ଶିକ୍ଷକ ଓ ଶିକ୍ଷୟିତ୍ରୀ ଉତ୍କର୍ଷର ଏହି କାର୍ଯ୍ୟକ୍ରମ ମାଧ୍ୟମରେ ନିହିତ ଥିବା ମହତ୍ ଉଦ୍ଦେଶ୍ୟକୁ ହୃଦୟଙ୍ଗମ କରି ତା'ର ଲକ୍ଷ୍ୟ ପୂରଣ ଦିଗରେ ଯଥାସାଧ୍ୟ ପ୍ରୟାସ କରିବେ ।

(ଭୂପେନ୍ଦ୍ର ସିଂ ପୁନିଆ)

## Connecting Utkarsh with Class 9 competencies - English

This guidance note for teachers illustrates ways in which content and teaching methods covered in Utkarsh Teacher and Student handbooks support teachers in strengthening concepts and skills necessary for students. It will equip students to meaningfully engage with Class 9 syllabus and attain class appropriate learning levels. This also includes recommended teaching methods that teachers are expected to apply during regular teaching as well.

The Foundation Camp (FC) for English is designed to bridge the gaps in knowledge and skills that have persisted in elementary years with regards to primary level language competencies. This is followed by the Supported Learning Phase (SLP) that focuses on building middle school competencies and seeks introduction of advanced knowledge and skills to ensure improved application of language skills in learning.

The concepts covered in the FC and SLP are prioritised based on competencies students need to master at the elementary level and can be spiraled upwards and mapped with Class 9 level concepts either through content or through competency. This can be illustrated as follows:

| Topics of Utkarsh Grammar as precursors to chapters in Learn and Practice Grammar class 9 | | |
|---|---|---|
| Course and Day | Topic | Learn and Practice Grammar Class 9 |
| FC – Day 12 | Nouns- singular and plural | Chapter 7- Countables and Uncountables |
| SLP- Day 5, day 8 | Verbs | Chapter 2- Verbs |
| SLP- Day 17,19, 23, 26 | Tenses | Chapter 3 - Time and Tense |
| SLP- Day 30 Day 41 | Types of Sentences | Chapter 11- Negatives and Interrogatives |
| SLP – Day 33 | Adjectives and Adverbs | Chapter 9 and 10 - Adjectives and Adverbs |
| SLP – Day 39 | Subject and Predicate | Chapter 12 - The Predicate Phrase |
| Activities of Utkarsh as precursors to the prose chapter in textbook of Class-IX | | |
| Course and Day | Topic | English Textbook Class 9 |
| SLP – Day 28 | Sequencing of stories | Detailed Text—Ch 1- The Priceless Gift, Ch.2- The Swimmer Who Does Not Need Her Legs, Ch.5 – A hero. |
| Non-Detailed Text: Chapter 1to 5 | | |
| FC- Day 13 | Describing a Person | Non-DetailedText : Chapter 5 – The Portriat of a Lady. |
| FC- Day 18, SLP- Day 1 | Interviewing and Speaking | Chapter 4 – The Missile Man of India |
| SLP- Day 9 | Paragraph Writing | Chapter 7 – Nine Gold Medals |
| SLP- Day 14 | Writing using a picture | Teachers can bring pictures of Road Safety Week and natural beauty for Chapter 8-The Noble Nature |
| SLP- Day 21 | Character, Plot and Setting analysis | Detailed Text --Chapter 1- The Priceless Gift, Chapter 5- A hero. |
| Non-Detailed Text -- Chapter 3- The First Step | | |
| SLP -Day 32 | Role Play | Chapter 2 – The Swimmer Who Does Not Need Her Legs, Chapter 5 – A Hero |

## Strategies for English teaching

The strategies used for teaching English will enable students to develop and integrate the use of basic language abilities (Listening, Speaking, Reading and Writing —LSRW), apply them in various situations in classroom to learn and use these skills to communicate appropriately and effectively in real life situations.

In order to teach English effectively, a teacher must utilise multiple strategies in the classroom to provide an open and comfortable learning environment where the students can practice and demonstrate freely.

To begin with, the teacher must work towards improving the motivation and interest level of students to learn English. **Following are some motivational strategies, both intrinsic and extrinsic, that are effective for general teaching in classroom.**

a. Creating a predictable learning environment for pupils in order to enhance their sense of autonomy and their confidence. Hence, setting up predictable and structured daily routines may help in improving learning

b. Alternating difficult and unfamiliar tasks with those who can take them up comfortably may increase their confidence in coping with problems

c. Sustaining the interest and attention of pupils by using stimulating teaching methods, including the use of appropriate teaching materials, aids and activities

d. Grouping of pupils according to ability and interest levels within classrooms.

Some of the approaches to improve vocabulary and comprehension that can be used are shared below:

1. **Vocabulary Enrichment:**

Teachers can -

a.Rephrase dense text into simpler language,

b.Allow students to draw pictures

c.Allow ample time for discussion about the words

d.Provide questions or sentence stems

2. **Use 'Word Walls' to improve vocabulary:A 'word wall' is a display area in the classroom devoted strictly to vocabulary that will be used or is being used during the course of a particular chapter.Words selected must be useful to students, usable by students and frequently used in the subject area. Add words in manageable amount (usually between 5 to 7 new words at a time per week).Make word wall activities a regular and predictable part of the classroom routine.**

3. Use of K-W-L Charts

Example of a K-W-L handout:

| Topic | What I know | What I wonder about | What I learned |
|---|---|---|---|
| | | | |

Besides these activities described on SLP Days 12,20,33 and 37 can also be used regularly.

4. Improving Comprehension

   a. Shared Reading - Teacher and students or students in mixed ability groups can share reading of a page from the chapter. In shared reading Teacher and Students read the same contents simultanously. The Teacher may read the content from a big book along with the Students. The other option is the Teacher read the content from a small book and Student also read the same small book simultanously.

   b. Use any of the above mentioned vocabulary methods to learn new words

   c. Predicting - based on the title and/or the first page teacher asks students to predict about the story or poem. When predicting before reading, students begin by looking at the title and pictures of a chapter and predict/guess what they think the text is about. During reading, students may predict what is going to happen next, or what the author is going to say next. Sentence stems include: I think I will learn _____ because _____; I think _____ will happen because _____

   d. Questioning - Breaking the chapter down into smaller pieces and asking questions. Questions can be effective because they help students have a purpose for reading, focus students' attention on what they are to learn and help students to think actively as they read.

   e. Understanding Story Elements - developing an understanding of the plot, setting, characters, sequence of the chapter (as shown in SLP lessons Day 21,28,34).

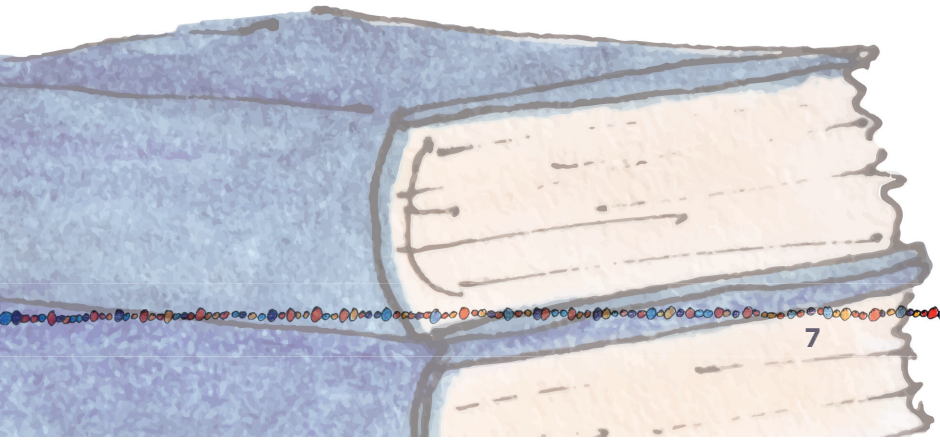
After the completion of Utkarsh programme, it would best serve the teachers to continue using these strategies for grade level teaching as well as ensure that the classroom structure and environment are maintained by continuing with group work, collaborative participative learning and joyfulness in teaching- learning English.

Note: Utkarsh programme aims to bridge the learning gaps amongst Class 9 students. The programme has mapped and prioritised key concepts and competencies that students should attain at the end of Class 8. The Utkarsh resources for English have been developed to address these chosen competencies. The teachers can also develop additional sessions and worksheets to address the competencies that may not be covered in the Utkarsh resources.

# Foundation Camp



*ଶିକ୍ଷାର୍ଥୀ ମାନଙ୍କର ଶିକ୍ଷଣ ଦକ୍ଷତା ଗୁଡ଼ିକ NCERT  ସ୍ଥିରୀକୃତ ଶିକ୍ଷଣ ଫଳାଫଳ ଆଧାରରୁ ଅଣାଯାଇ ୨୦୧୭-୨୦୧୮ ରେ ବିଦ୍ୟାର୍ଥୀ ମାନଙ୍କର ଆକଳନ, ଶିକ୍ଷକ ଶିକ୍ଷୟିତ୍ରୀ ଏବଂ ବିଷୟ୍ ବିଶାରଦ ମାନଙ୍କର ମତାମତ ଅନୁସାରେ ଏହାର ପ୍ରାଥମିକତା ନିର୍ଦ୍ଧାରଣ କରାଯାଇଅଛି । ଶିକ୍ଷକ/ଶିକ୍ଷୟିତ୍ରୀ ମାନଙ୍କ ପାଖରୁ ଏହା ଆଶା କରାଯାଏ ଯେ ସେମାନେ ଛାତ୍ରଛାତ୍ରୀ ମାନଙ୍କର ଶିକ୍ଷଣ ଆବଶ୍ୟକତାକୁ ଦୃଷ୍ଟିରେ ରଖି ଅତିରିକ୍ତ / ଅଧିକ ବିଷୟ୍ / ଦକ୍ଷତା ପ୍ରସ୍ତୁତ କରିପାରିବେ ଯାହା SHB କିମ୍ବା THB ରେ ନାହିଁ ।



# Introduction

The English Teacher Handbook has been developed to support teachers deliver classes during Utkarsh. The first part of the handbook details out the activities to be transacted during first phase of Utkarsh i.e. Foundation Camp. The activities have been finalised based on competencies and concepts prioritised for Foundation Camp. The Teacher Handbook is accompanied by a Student Workbook that has corresponding exercises to the lessons in the Teacher Handbook. Teachers will ensure that worksheets referred to as part of a particular activity are completed in the classroom so that students are able to practice the concepts learnt in the class.

Content and Process

The aim of the Foundation Camp (FC) is to strengthen the foundational skills of students in English language. We identify two main goals: (i) Use English for comprehension of ideas expressed by others through listening and reading (ii) Use English for expressing ideas (including emotions, attitudes, opinions, and observations) through speaking and writing.

The curriculum in the teacher guide is a weighted curriculum where emphasis is placed on content that is especially important for acquiring the competencies for secondary readiness for students.

FC will be organised for 18 days and the focus will be to work with students of level-1 (up to class 3) and level-2 (up to class 5). After baseline assessment the activities from day-1 to day- 18 can be organised with the students of level-I and Level-2 according to the sequence given in the Handbook.

FC will focus on basic skills of listening, speaking, reading, writing and comprehension with a lower emphasis on grammar. The first few days of FC are spent mainly developing familiarity and language aware-ness through poems, songs, skits, and basic vocabulary building exercises. The lessons begin with listening and then include speech and interaction activities, letter and word recognition activities. The approach to learning letters is phonic-based to help children become acquainted with English spelling. This guide includes sessions on basic components of language learning- Listening, Speaking, Reading and Writing (LSRW) to facilitate transition from a lower to a higher competency.

Some points to keep in mind while teaching English

In our schools, English is taught and learnt as a second language (also known as L2). Learning English as a second/ third language, has different stages:

- Pre-production: This is also called "the silent period," when the student takes in the new language but does not speak it. This period often lasts six weeks or longer, depending on the individual.
- Early production: The student begins to speak using short words and sentences, but the emphasis is still on listening and absorbing the new language. There will be many errors in the early production stage.
- Speech Emergent: Speech becomes more frequent, words and sentences are longer, but the individual still relies heavily on context clues and familiar topics. Vocabulary continues to increase and errors begin to decrease, especially in common or repeated interactions.
- Beginning Fluency: Speech is fairly fluent in social situations with minimal errors. New contexts and academic language are challenging and the individual will struggle to express themselves due to gaps in vocabulary and appropriate phrases.
- Intermediate Fluency: Communicating in the second language is fluent, especially in social language situations. The individual is able to speak almost fluently in new situations or in academic areas, but there will be gaps in vocabulary knowledge and some unknown expressions. There are very few errors, and the individual is able to demonstrate higher order thinking skills in the second language such as offering an opinion or analysing a problem.
- Advanced Fluency: The individual communicates fluently in all contexts and can manoeuvre successfully in new contexts and when exposed to new academic information. At this stage, the individual may still have an accent and use idiomatic expressions incorrectly at times, but the individual is essentially fluent and comfortable communicating in the second language.

The purpose of English Learning is to enrich multilingualism among children and to allow diverse languages to flourish in each other's company. Therefore, English is learnt best if it is learnt along with and not at the cost of other languages. Teaching-learning of English, therefore, needs to be flexible in such a way that children use their first language along with second language to express themselves wherever needed. The teacher can also use the first language to provide background information and then move on

to read the lesson with children in English. Another important aspect is to provide children with an input rich communicational environment to facilitate language learning. These inputs can be in the form of textbooks, story books, magazines, newspapers, audio/video material, children chosen texts, etc. as per the interest, age and cognitive level of the children.

The following needs to be kept in mind to ensure that teaching of English is effective:

- TTT (Teacher Talking Time) should be reduced in the classroom, by giving simple and clear instructions, by asking one or two students to show (by means of speaking) that they understood the task instructions, and also by asking other students to answer a student's question. Being a teacher of English is different from being a lecturer.

- STT (Student Talking Time) should be increased by asking other students to answer a student's question, by showing pictures related to the topic of the class and facilitating students' participation.

- Ensure that there is minimum use of yes/no questions; only those questions should be used that make students speak in order to make them clear.

- Language learning becomes meaningful when it is connected with the immediate environment of the children.

- Correction of mistakes need to be done in a positive manner. For instance, if you want to tell a certain mistake to a student, instead of saying "Oh! This is not correct, ..." or "You made a mistake, ..." or "Oops! don't say this or that,..." etc. you can say "Maybe you should change this or that ..." or "Why don't you use ...", or "Well, it may be even better if you do/say ..." or "Very good try, but you'd better say/do ..." or "Nice try/beginning. Now why don't you ...?" or "Good participation/answer, now I will make it better..." etc.

- When students are practising fluency, teachers should let them talk! Let them feel that they can communicate despite their mistakes in pronunciation, grammar etc. Praise them for speaking!!! Show satisfaction!!!

- Teachers should encourage students to read books. Students should be given tips on what and how to select what really matters, based on what they are interested in.

- Opportunities to work individually and in small groups should be provided to students apart from collective discussions for development of listening and speaking skills.

- The four skills, Listening, Speaking, Reading and Writing develops together with supporting each other. But the focus should be more on skills of Reading and Writing as these are the students of secondary school level.

## Schedule for Foundation Camp

| Day | Competency | Activity Description | Worksheet Number | Learning Outcomes* | Time |
|---|---|---|---|---|---|
| 1 | Listening- Following Instructions | A game "Teacher says" will be played. | 1 | EN307<br>EN403<br>EN503 | 30 mins |
| 1 | Reading- Knowledge of phonic sounds | Teacher will teach with demonstration and students will practice in pairs. Students will think of words with beginning sound. | 2 | EN303 | 30 mins |
| 2 | Speaking- introducing Self | Through a game and interviews in pairs student will introduce self. | 3 | EN309<br>EN311 | 30 mins |
| 2 | Grammar | Use of full stop and capital letters. | 4 | EN409 | 30 mins |
| 3 | Reading- Consonant-Vowel-Consonant (CVC) words | Practice the formation and reading of cvc words (at, ot and ap) based on phonics. | 5 | EN309<br>EN311 | 45 mins |
| 3 | Writing | Writing of cvc words and draw or write their meaning. | 5 | EN309 | 15 mins |
| 4 | Listening- Following Instructions | Students will draw based on teacher's verbal instructions. | 6 | EN305<br>EN403 | 30 mins |
| 4 | Reading- Sight Words | Teacher will explain sight words and their place in learning English. Students will practice. | 7 | EN309<br>EN308 | 30 mins |
| 5 | Speaking Activity- My Family | Students will draw and speak about their family. | 8 | EN413 | 30 mins |
| 5 | Reading- Sight Words | Teacher will explain sight words and their place in learning English. Students will practice their use in sentences. | 9, 10 | EN308<br>EN303 | 30 mins |
| 6 | Speaking Activity- Describe Objects | Teacher will demonstrate description of using any object and students will practice in pairs. | 11 | EN309 | 30 mins |
| 6 | Reading –CVC words and simple sentences | Students will practice through read aloud in groups reading simple sentences with sight words and CVC words | 12 | EN316 | 30 mins |
| 7 | Listening- Following Instructions | Student will understand and follow instructions in English and increase their vocabulary through a word game | 13 | EN305<br>EN403 | 30 mins |
| 7 | Reading- Sight Words | Students will revise sight words through the game of hopscotch. | 14 | EN308<br>EN309 | 30 mins |
| 8 | Speaking Activity- Describe Persons | Students will give short responses to questions - in English. Students will learn about adjectives and practice in pairs. | 15 | EN412<br>EN415 | 30 mins |
| 8 | Writing | Using prompts students will construct simple sentences and become aware of nouns and verbs. | 16 | EN412 | 30 mins |
| 9 | Reading- Sight Words | Teacher will explain sight words and their place in learning English. Students will practice their use in sentences. | 17 | EN308<br>EN309 | 30 mins |
| 9 | Writing and comprehension | Students will construct simple sentences using related words and match the columns. They will get an idea of simple comprehension questions based on recall of factual data. | 18 | EN421 | 30 mins |
| 10 | Writing and comprehension | Students will recall factual details from a simple comprehension passage/poem. | 19 | EN421<br>EN422 | 30 mins |
| 11 | Speaking Activity- Describe objects | Students will give short responses to questions - in English. Students will learn about adjectives and practice in pairs. | 20 | EN412<br>EN415 | 30 mins |

| Day | Competency | Activity Description | Worksheet Number | Learning Outcomes* | Time |
|---|---|---|---|---|---|
| 11 | Reading | Students will read familiar sight words and decode words using phonics from a variety of texts like textbooks and newspapers. | 21 | EN308<br>EN309 | 30 mins |
| 12 | Writing using a picture | Students will use a picture and write a description about a picture seen using Match the Columns. They will present their short paragraph to the class. | 22 | EN408 | 30 mins |
| 12 | Grammar- nouns and singular /plural | Students will learn about nouns from the game name, place, animal and thing. They will also learn about rules of creating plural form of a noun. | 23 | EN412 | 30 mins |
| 13 | Speaking Activity- Picture Talk | Students will describe a picture/photo using new words and simple sentence structure in small groups. | 24 | EN312<br>EN316<br>EN319 | 30 mins |
| 13 | Comprehension— picture comprehension | Students will answer questions based on recall, inference and voicing opinions based on the picture. | 24 | EN407<br>EN319 | 30 mins |
| 14 | Writing and comprehension- understanding meaning from context. | Students will use a fill in the blank format to understand the meaning of sentences and words from their context. | 25 | EN414<br>EN511<br>EN504 | 30 mins |
| 14 | Grammar- gender | Students will use quiz as a method to frame questions and learn about gender through the answers. | 26,27 | EN412 | 30 mins |
| 15 | Reading | Students will read short paragraphs as news to a small group and others will explain the meaning. | 28 | EN508 | 30 mins |
| 15 | Writing and comprehension- understanding meaning from context. | Students will use a fill in the blank format to understand the meaning of sentences and words from their context. | 29 | EN316 | 30 mins |
| 16 | Listening- oral comprehension | Students listen to an oral story and ask questions and answer those in a small group. | 30 | EN504<br>EN404<br>EN414 | 30 mins |
| 16 | Writing- | Students will use a concept map or table and write a small paragraph on a topic. | 31 | EN504<br>EN506<br>EN511 | 30 mins |
| 17 | Speaking/Writing | Students will be able to write a paragraph about daily chores (routine). Be able to frame wh and yes/no questions. | 32 | EN506<br>EN511<br>EN514 | 45 mins |
| 17 | Reading | Students will revise all phonics and sight words. They will identify new words from the textbook. | 33 | EN308<br>EN309<br>EN508 | 15 mins |
| 18 | Speaking | In a small group students will introduce themselves and through a game ask questions and answer them. | | EN309<br>EN404 | 30 mins |
| 18 | Writing | Students will write a small essay on a topic. | 34 | EN513 | 30 mins |
| | FC Assessment | Sample Student Assessment to be conducted after FC, refer to SHB | | | 60 mins |

* For details refer to page no. 106 to 108

# Day 1

### Session 1:

Name of Activity- Listen and do.

Learning Outcome-Students will be able to understand and follow instructions in English.

Duration- 30 minutes

Materials Required- Worksheet-1

Method-

- Ask the students to stand in a circle.
- Tell the students that we are going to play the game called: **Teacher Says**. Explain - Everybody stands up and only does the action if the '**Teacher says**' before it. Demonstrate - Teacher says ବସ, so you have to sit. Teacher says-"throw the ball," (so you have to throw the ball) if the teacher just says touch your toes, you can't touch your toes (without saying '**Teacher says**')
- If a student does the action at the wrong time he/she is out.
- Play the game by using actions like *throw the ball, sit down, close your eyes, touch your toes, walk slowly, pull your ears, cover your eyes, pat your back, kick a ball, jump up high, run, stop, say your name, stand on one leg, touch the floor, pick up a pen* etc.
- Teacher will help the students by doing the actions.
- Every time an action is done, explain the words in Odia, *walk* ମାଡେନ ଚାଲିବା, *jump* ମାଡେନ ଡେଇଁବା etc.
- Actions to use: *open the book, close the book, make a circle, show a thumb* up, *touch your head, touch your shoulder* etc.
- Play the game two or three times.
- Tell the students: Now each of you spend 3-4 minutes to remember the English words and their actions.
- Teacher "Each one of you can say something to your partner and he/she will do the action. Both of you decide if the action is correct or not. Next change your partners".
- Do the activity 4-5 times.
- The students should now complete worksheet 1. The teacher should move around the class and make sure that students are engaged in the task and solve difficulties. Give 5-7 minutes for this.

### Session 2:

Name of activity-Phonics

Learning Outcome- Student will recognise alphabet with their phonic sounds.

Duration- 30 minutes

Materials Required- Worksheet, pen/pencil

Method-

- Teacher: Today I am going to ask you something. Teacher should write letter B and b on the blackboard. Ask the students, 'What is this?" The students will say **b**.
- Now ask the students, "That is the name what does **b** say? ତାର ଉଚ୍ଚାରଣ କିପରି ହେବ ?
- Teacher, "Let me ask you something." The teacher will show them picture of **a crow** or **dog** or **cat**. Ask, "What is this?" Children will say crow, dog or cat. Teacher, "Very good." This is a crow/dog/cat. ଏହା ତାର ନାମ ଅଟେ କିନ୍ତୁ ଯେତେବେଳେ ସେ ଉଚ୍ଚାରଣ ହରେ ହେଉଁ ସ୍ୱର ବାହାରିବ ? ଠିକ୍ ସେହିପରି Englishରେ ଅକ୍ଷରର ନାମ ଓ ତାର ସ୍ୱର ଅଲଗା ଅଲଗା ଅଟେ" । ଯେପରିକି **'C'** ର ଉଚ୍ଚାରଣ 'କ' ।
- Teacher: Now we will practice all sounds with the alphabet.
- a says ଅ, b says - ବ, c says –କ, d says –ଡ଼, e says –ଏ, f says –ଫ, g says –ଗ, h says –ହ, i says –ଇ, j says ଜ, k says –କ, l says –ଲ/ଲ, m says –ମ, n says –ନ/ଣ, o says –ଓ, p says – ପ, q says –କ୍ୱ, r says –ର , s says – ସ, t says –ତ, u says –ଅ, v says –ଭ, w says –ୱ, x says –କ୍ସ, y says –ୟ, z says —ଜ/ଯ.
- Let the students repeat after you. Do it two times.
- Make students in pairs. Give each pair 4 small chits of paper. Ask each student in the pair to write any one letter on the chit, for example a student may write **B** and **S**. Take the chits from them. Exchange the chits.
- Teacher: in your pair see the chit you have. Each student will now say words starting with that letter. But you have to say the sound and then the word, for example, ଫ, fan.
- Teacher should walk around the class and listen the words students say. Let them say new words also. Encourage them to think of more words.
- Ask students to complete the worksheet-2.

# Day 2

### Session 1:

Name of Activity- Speaking Activity- Introduce self:

Learning Outcome- Students will be able to speak about themselves.

Duration-45 minutes

Materials Required- Worksheet-3, pen/pencil

Method-

- Teacher will ask students to fill in the blanks and introduce themselves before the class.
- Teacher: Today you are going to become a star. First think, ଭାବ, about your favourite actor, cricketer or any favourite person. Decided?
- Teacher will show how to introduce one self as follows: Good afternoon. My name is _____. I am a teacher. I live in _____. I am ___ years old. I like reading books.
- Teacher will divide the class groups of 5-7 students.Teacher will ask each student to introduce themselves (ତୁମେ ଯେଉଁ ବ୍ୟକ୍ତି ବିଶେଷଙ୍କ ବିଷୟରେ ଭାବିଛ ତାର ପରିଚୟ ଦେବାକୁ ପଡ଼ିବ ।) in their groups. So think about that person and decide what they will like. e g, I like Amitabh Bachchan. So I will say, "Good afternoon, I am Amitabh Bachchan. I am an actor. I live in Mumbai. I am 75 years old. I like playing cricket."
- Give them 10 minutes to complete this.
- Teacher: We will now play a game. Show the students the paper stick. One of us will stand in the middle of the circle with the stick. When I say 'Go; you will go to a person. This person will introduce his/her favourite person as:
    - Good afternoon. My name is _____. I am a _____. I live in _____. I am ___ years old. I like _____.
- All will play the game for 5-7 minutes.
- Ask students to complete Worksheet-3. Help them by reading it and also with spelling. Students who complete early can be asked to write another paragraph on onother person, e.g. I am Narendra Modi or I am Virat Kohli or I am (some friend's name).
- Give them 15 minutes to complete.
- Give the instructions: Remember every sentence begins with a capital letter. Every sentence ends with a full stop ପୂର୍ଣ୍ଣଚ୍ଛେଦ sign and I is always capital when written alone.

### Session 2:

Name of Activity- Use full stops and capital letters:

Learning Outcome- Student will practice the use of full stops and capital letters in a sentence.

Duration-15 minutes

Materials Required- Worksheets-4, pen/pencil

Method-

- Teacher will write the following lines on the blackboard.
- i am sita I live in lucknow. my father is rajaram i like aamir khan.
- Ask if anyone can read it aloud for the class.

Ask one student to come and correct one mistake. When a student corrects a mistake teacher should say," in English, "When 'i' is alone we always write 'I' as a capital letter. In English we always use a fullstop at the end of a sentence (ରାକ୍ଷ). In English we always start a sentence (ରାକ୍ଷ) with a capital letter, and write name of person or place start with a capital letter."

- A second student can come and correct the second mistake and so on.
- The correct paragraph is: I am Sita. I live in Lucknow. My father is Rajaram. I like Aamir Khan.
- Ask students to make corrections in their worksheet-4

# Day 3

**Session 1:**

Name of Activity- Reading- CVC (consonant vowel consonant) words

Learning Outcome- Student will read five at, ot and ap cvc words and understand their meanings.

Duration- 45 minutes

Materials Required: Worksheets-5, pen/pencil

Method-

- Teacher must go through the phonic sounds again in 2 minutes:

  a says ଅ, b says - ବ, c says –କ, d says –ଡ଼, e says –େ, f says –ଫ, g says –ଗ, h says –ହ, i says –ଇ, j says ଜ, k says –କ, l says –ଲ, m says –ମ, n says –ନ, o says –ଓ, p says –ପ, q says –କ r says –ର , s says – ସ, t says –ଟ, u says –ଅ, v says –ଭ, w says –ୱ, x says –କ୍ସ, y says –ଯ୍, z says —ଟ/ଯ.

- Teacher: Today I am going to ask a question.

- Ask one student, “what is your name?” Let him answer. Ask him, “Who is your friend?” “ମାନେ ଆପଣଙ୍କ ସାଙ୍ଗ କିେ” ?” ‘What is his name?’

- Teacher to write both names on board. Now say, “these two friends always go together and they are a pair େମାନଙ୍କର ଯୋଡ଼ି ବନିଗଲା ଭଳି English ରେ ମଧ୍ୟ ଶବ୍ଦର ଯୋଡ଼ି ବନିଥାେ ।

- Write a and t on the board.

- Teacher: can you remember the sound of a it is a...a... and t is ଟ,,ଟ,,

- Teacher: a and t together becomes at େଟ

- Teacher to write the words cat, bat, mat, hat on the board. Write on the board ‘mat’ with at in a different colour. Teacher: at says େଟ...େଟ..... .

- Teacher to point to mat and say m... at ମ….େଟ mat, b... at bat, r... at rat, h.... at hat and c... at cat. Next ask children to repeat it.

- Say cat and ask ,” Which animal is this? It has four legs, it eats rats.” Let them answer in Hindi. Tell them in English ବିରାଡ଼ି it is called a cat.

- Teacher: These are “at” words.

- T: We are all going to say the words again. Teacher must say this is a bat, cat, mat, rat, hat.

- Teacher: can you remember the sound of o it is ଓ..ଓ... and t is ଟ... ଟ...

- Teacher: o and t together becomes at ଓଟ.

- Teacher to write the words pot, hot, jot, dot on the board. Write on the board write ot in a different colour. Teacher: ot says ଓଟ.....ଓଟ.... .

- Teacher to point to pot and say p... ot pot, h... ot hot, j... ot jot, d.... ot dot. Next ask children to repeat it.

- Say pot and ask,” What is a pot? You put water in this.” Let them answer in Odia. If they cannot answer draw a picture on the board. Tell them in Odia ମାଠିଆ it is called a pot. Similarly explain that hot means ଗରମ, jot means ଲେଖିବା and dot means ବିନ୍ଦୁ

- Teacher: These are ot words. This is a pot. The pot is hot. I jot English. This is a dot.
- Teacher: can you remember the sound of a it is ଏ...ଏ... and p is ପ... ପ...
- Teacher: a and p together becomes ap ଏପ.
- Teacher to write the words map, cap, tap, nap on the board. Write on the board write ap in a different colour. Teacher: ap says ଏପ.....ଏପ.... .
- Teacher to point to cap and say c... ap cap, t... ap tap, m... ap map, n.... ap nap. Next ask children to repeat it.
- Ask, "What is a cap? You wear it on the head." Let them answer in Odia. If they can not answer draw a picture on the board. Tell them in Odia ଓଟମପି it is called a cap. Similarly explain that tap means ନଳ, map means ମାନଚିତ୍ର and nap means କିଛି ସମୟ ପାଇଁ ଶୋଇବା.
- Teacher: These are ap words.
- Teacher: We are all going to say the words again. Teacher must say, "We have a cap. This is a map. In the school we have a tap. We take a nap."

**Session 2:**

Name of Activity- Writing- CVC words

Learning Outcome- Student will write cvc words and draw the picture and/or write the meaning in Odia.

Duration- 15 minutes

Materials Required: Worksheet 5, pen/pencil

Method-

- Explain Worksheet-5 and give time to students to complete.

# Day 4

### Session 1:

Name of Activity- Following Instructions

Learning Outcome- Student will understand and follow instructions in English.

Duration- 30 minutes

Materials Required- Worksheet-6, pen/pencil, crayon.

Method-

- Tell the students that we are going to do some drawing today. Give them papers and crayons.
- Teacher: You will follow the instructions I give.
- Repeat every instruction slowly 2 times.Teacher to give the following instructions, "if students are not able to follow, please ask and I will explain the meaning of the words in Odia"
- Open worksheet-6. Take a pen or pencil and Listen to me.
- All students first write today's date in the right top corner. Show them with a paper in your hand.
- Next write your name on top.
- Now all students pick up a crayon.
- Draw a fish on the paper. Give them 2 minutes to draw.
- Under the fish write, "This is a fish."
- Remember in English every sentence begins with a capital letter and ends with full stop.
- Teacher: can someone tell me the meaning of the words, open (ଖୋଲିବା), write (ଲେଖିବା), top (ଉପର), below(ତଳେ), crayon, paper, listen (ଶୁଣିବା), follow (ଅନୁସରଣ କର).
- Complete the rest of the worksheet 6.

### Session 2:

Name of Activity- Reading sight words

Learning Outcome- Student will read 7 sight words in English.

Duration- 30 minutes

Materials Required- Worksheet-7, pen/pencil, flash cards.

Method-

- Teacher to complete the phonic drill in 2 minutes.
- Teacher: You have learnt to read simple words like cat, bat, pot etc. But to use English you need to know more words. ଏହା ଏପରି ଏକ ଶବ୍ଦ ଅଟେ ଯାହାକୁ କି ଦେଖି ଏବଂ ବାରମ୍ବାର ଉଚ୍ଚାରଣ/ବ୍ୟବହାର କରି ଶିଖିବା. These are called sight words. We will learn some words today. Tell the students that they are going to learn 2 new words. This and That. Explain: To show / tell about something near by we use **this**. To show or tell about something far we use **that**.

For example. This is a book. That is a tree.

- Teacher," I will say My name is _____.ଏହାର ଅର୍ଥ, ମୋର ନାମ ଅଟେ _____.
- Teacher to write the sentence on the board. Write My in a different colour. Point to my and sayଏହି ଶବ୍ଦଟି ହେଉଛି (My) ଅର୍ଥ ମୋର ଯେମିତିକି ମୋର ନାମ ପ୍ରମୋଦ ଅଟେ, My name is Pramod.
- Introduce the other sight words, **he**, **she**, **like** and **to** using flash cards. Explain "ଏବଂ" is "AND" in English.
- As you show the flash card, say the word and ask them to repeat after you.
- Explain **he** ପୁରୁଷ ପାଇଁ and she ସ୍ତ୍ରୀଙ୍କ ପାଇଁ are used.
- Flash cards for the words **he**, **she**, **my**, **like** and **to** should there in the classroom. Students should see these words everyday.
- Point to each word and repeat them.
- Ask one the students to do the same and others will repeat.
- Ask students to complete Worksheet-7.

## Day 5

**Session 1:**

Name of Activity- Speaking Activity- My Family

Learning Outcome- Student will speak 3-4 sentences about their family.

Duration- 30 minutes

Materials Required- Worksheet- 8, pen/pencil

Method-

- Teacher: Today we will talk about our family. ଫ୍ୟାମିଲି ଅର୍ଥ ପରିବାର. In my family ଅର୍ଥ ମୋର ପରିବାରରେ
- Teacher: First let us learn words for ମା, ବାପା, ଜେଜେ, ଜେଜେମା, ଭାଇ, ଭଉଣୀ, ଦାଦା, ଖୁଡ଼ୀ
- On the chart write these Odia words and write against them.

  Father ---ବାପା

  Mother--- ମା

  Brother—ଭାଇ

  Sister -- ଭଉଣୀ

  Grandfather-- ଜେଜେ ବାପା

  Grandmother--- ଜେଜେ ମା

  Uncle---ମାମୁ, କାକା, ମଉସା

  Aunty--- ମାଇଁ, କାକୀ, ମାଉସୀ
- Teacher: In my family I have my father, mother, brother and _____.
- Teacher: Before saying first I want you to draw your family on this paper.
- Give the students papers and crayons to draw.
- Teacher: You will repeat and complete the sentence

  In my family I have my father/mother.
- Teacher: ଆପଣଙ୍କ ଚିତ୍ରରେ ଦେଖିବାର ଅଛିକି ଆପଣ କଣ ଆଙ୍କିଛନ୍ତି ? ଆପଣ ଆପଣଙ୍କ ପରିବାରର କାହା କାହା ଚିତ୍ର ଆଙ୍କିଛନ୍ତି ?
  ଯଦି ଆପଣ ମା ଙ୍କ ଚିତ୍ର ଆଙ୍କିଛନ୍ତି, ତାହାହେଲେ ଆପଣ କହିବେ :
- "In my family I have my mother."

  ଆଉ ବାପା ହେଲେ

  "In my family I have my father."

  ଆଉ ଯଦି ଆପଣଙ୍କ ଘରେ ଭାଇ ଓ ଭଉଣୀ ଅଛନ୍ତି

"In my family I have ___ brothers and _____ sisters."

ଆଉ ଆପଣଙ୍କ ଜେଜେବାପା ଓ ଜେଜେମା ରହନ୍ତି ତେବେ

"In my family I have a grandfather and grandmother."

- Make sure students say all these sentences at least 2 times. Give them 5-6 minutes to complete Worksheet-8

**Session 2:**

Name of Activity- Reading sight words

Learning Outcome- Student will be able to read more than 20 sight words in English.

Duration-30 minutes

Materials Required- Worksheet-9 and 10, pen/pencil, flash cards.

Method-

- Teacher must go through the phonic sounds again in 2 minutes:

  a says ଅ, b says - ବ, c says –କ, d says –ଡ଼, e says –ଏ, f says –ଫ, g says –ଗ, h says –ହ, i says –ଇ, j says ଜ, k says –କ, l says –ଲ, m says –ମ, n says –ନ, o says –ଓ, p says –ପ, q says –କ r says –ର , s says – ସ, t says –ଟ, u says –ଅ, v says –ଭ, w says –ୱ, x says –କ୍ସ, y says –ୟ, z says —ଟ/ଯ.

- Teacher: Do you remember the '*I*' words? Can someone tell me? Let children remember and say.

- Teacher should point to all '*I*' words and say these are '*I*' words. Write on the board – These are '*I*' words. Write "are" in a different colour.

  ଏହାର ଅର୍ଥ ହେଉଛି ଯେ ଅନେକ ଗୁଡ଼ିଏ 'ଟ' ର ଶବ୍ଦ ଅଟେ ।

- Teacher," Now you repeat the sentence These are 'b' words. They should say this.

- Introduce the other sight words, was, for, on using black board.

- As you write on the black board card say the word and ask them to repeat after you.

- Explain for means ପାଇଁ, ଯେପରିକି p for parrot, on ଅର୍ଥ ହେଉଛି ଉପର- put the pen on a book and say the pen is ON the book. WAS ର ଅର୍ଥ ଥିଲା the parrot WAS flying ଅର୍ଥ parrot ଉଡୁଥିଲା ।

- Teacher to say I am Priya. Teacher to write the sentence on the board. Write I in a different colour. Point to I and say ଏହି ଶବ୍ଦ 'ଆଇ' ଅଟେ ଅର୍ଥ 'ମୁଁ' ଯେମିତିକି I am Priya.

- Introduce the other sight words, his, her, at using flash cards.

- As you write on the blackboard say the word and ask them to repeat after you.

- Explain his means ପୁରୁଷ ପାଇଁ, her means ସ୍ତ୍ରୀ ପାଇଁ,

- Give students 5-7 minutes to complete Worksheet-9.

- Teacher to say, "You are students." Teacher to write the sentence on the board. Write '*You*' in a different colour. Point to '*You*' and say ଅର୍ଥ ତୁମେ ଯେପରି କି ତୁମେ ପିଲା ।

- Introduce the other sight words, 'they' and 'from' using black board.
'*They*' ର ମାନେ 'ସେମାନେ' ଯେପରିକି ସେମାନେ ଗାଁର ଲୋକ ଅଟନ୍ତି ।
- As you show the words say the word and ask them to repeat after you.
- Explain 'they' means ଅର୍ଥ ସେମାନେ They are children ଅର୍ଥ ସେମାନେ ପିଲାମାନେ ଅଟନ୍ତି ।
- Teacher to write the sentence, We will have books on the board. Write 'We' in a different colour. Point to 'We' and say We ଏହି ଶବ୍ଦ 'ବ' ର ମାନେ 'ଆମେ' ଯେପରିକି 'ବ' ଆମେ ପିଲାମାନେ ଅଟୁ ।
- Introduce the other sight words, *will* and *have* using flash cards.
- Explain 'will' means 'ଇରିବି' और have ଛିଛି ହେଇଛି ।
- Point to each word and repeat them.
- Teacher: We say ଆମେ ଛନ୍ତୁ With '<u>your</u>' legs you '<u>can</u>'------. Teacher to write the sentence on the board. Write 'your' and 'can' in a different colour. Point to 'your' and say 'your' ମାନେ 'ତୁମର' 'can' ମାନେ 'ଇରିପାରିବ' ।
- Introduce the other sight words, when, were, what using flash cards.
- As you show the flash card say the word and ask them to repeat after you.
- Explain what means ଇଣ What is this? means, ଏହା ଇଣ, When ଅର୍ଥ ହେଉଛି ଜେତେବେ, When will we go home?, ଅର୍ଥ ଜେତେବେ ଆମେ ଘରକୁ ଯିବା ।?
- Ask students to repeat.
- Give Student 5 -7 minutes to complete Worksheet-10.

# Day 6

### Session 1:

Name of Activity- **Speaking Activity**- **Describe Objects**

Learning Outcome- Students will give short responses to questions in English - based on immediate environment, day-to-day happenings, etc.

Duration- 30 minutes

Materials Required- Any objects, Worksheet-11, pen/pencil

Method-

- Describe an object and let the students guess and name it. Teacher can use any object like book, door, pencil, bottle etc.
- "What do you think of when I say the word 'bottle'?" Students will use different words (Water, plastic, cap, transparent, thirst, etc). Teacher should write these words on the board. Teacher should ask students to Make sentences and speak sentences describing the bottle using 2/3/4…of the words.

  Eg, This is a bottle. It is made of plastic. It contains water. It is round. It is _____(colour of the bottle) in colour. I have many/ one bottle/s. I use a bottle everyday etc.
- Do one round of this with 3-4 objects.
- Ask students to form pairs. One person from the pair will name one object. The other partner will think and speak words connected to that object.
- Then the first partner will make sentences using those words. In the second round partners will reverse the roles.
- Complete Worksheet-11 in 5-7 minutes.

### Session 2

Name of Activity- Reading cvc words and sentences

Learning Outcomes- Students will read simple sentences containing CVC words and sight words learnt previously. Students will copy the sentences from the board.

Duration- 30 minutes

Materials Required- Worksheet-12, pen/pencil, flash cards.

### Method-

- Teacher asks the students to fill in the blanks.
- Teacher to write the sentences on the board.

  There is a cat and a rat on the mat.

  The rat has a pot. The pot is hot.

  The cat has a cap. This cap has dots.

  He is taking a nap. She is taking a nap. They are taking a nap.
- Read the sentences with the students or ask one child to read one sentence then the next one and so on.
- Teacher to write the sentences on the board.

She ran to a van.

The van has pots and pans.

There is a fat man in the van.

His cap has dots.

- Teacher: Let us read now. Point to the first word and ask students," Who can read this word?" Let them answer.
- Next what is this word, r....an ran then, to the v....an van.
- Teacher: "Can someone tell the meaning of this sentence? This sentence means ସେ van ଆଡ଼କୁ ଦୌଡ଼ିଲା
- Teacher: Next point to 'The' and ask Who can read this? This word is the. The van has pots and pans. What does this mean? Let children think on their own and explain. Then say," this means van ରେ ମାଠିଆ ଓ ବାସନକୁସନ ଅଛି
- T: Next There is a fat man in the van. Can someone explain? Van ରେ ଏକ ମୋଟା ଲୋକ ଅଛି
- His cap has dots.
- Allow time of 2 minutes for each student to finish reading. Ask each group to read aloud.
- Teacher: Take your book. Open your book and complete Worksheet-12.

# Day 7

### Session 1:

Name of Activity- **Word Ladder- Following Instructions**

Learning Outcome- Student will understand and follow instructions in English and increase their stock of vocabulary.

Duration- 30 minutes

Materials Required- **Worksheet-13**, pen/pencil, crayons.

Method-

- The teacher can do the following activity as a quiz between teams of students or students can do it in pairs or individually. Do as per the instructions. Groups get points for successful attempts.
- Let's make a word ladder. Teacher should give instructions as under. Write the word 'got' on the blackboard and read the instruction. Ask one student to read the word written on the blackboard ("got"). Let another student read the new word made ("hot"). Once the students have answered ask them to make a sentence using the words. Explain the meaning of the words remove, add, join, take away.

| | |
|---|---|
| a) Remove 'g' and add 'h' to the word "got" | = hot |
| b) Remove 'h' and add 'p' to the last word, i.e., "hot" | = pot |
| c) Remove 'p' and join 'c' to the last word, i.e., "pot" | = cot |
| d) Add 'a' in between 'o' and 't' to the last word, i.e., "cot" | = coat |
| e) Remove 'o' from the last word, i.e., "coat" | = cat |
| f) Take away 'c' and add 'm' to the last word, i.e., "cat" | = mat |
| g) Remove 't' and add 'n' to the last word, i.e., "mat" | = man |
| h) Remove 'a' and add two 'o' in between 'm' & 'n' | = moon |

- Continue the drill by adding/removing new letters for 20 minutes.
- Ask students to complete the worksheet-13 by writing sentences using words given in 10 minutes.

### Session 2:

Name of Activity- **Sight Words Reading**

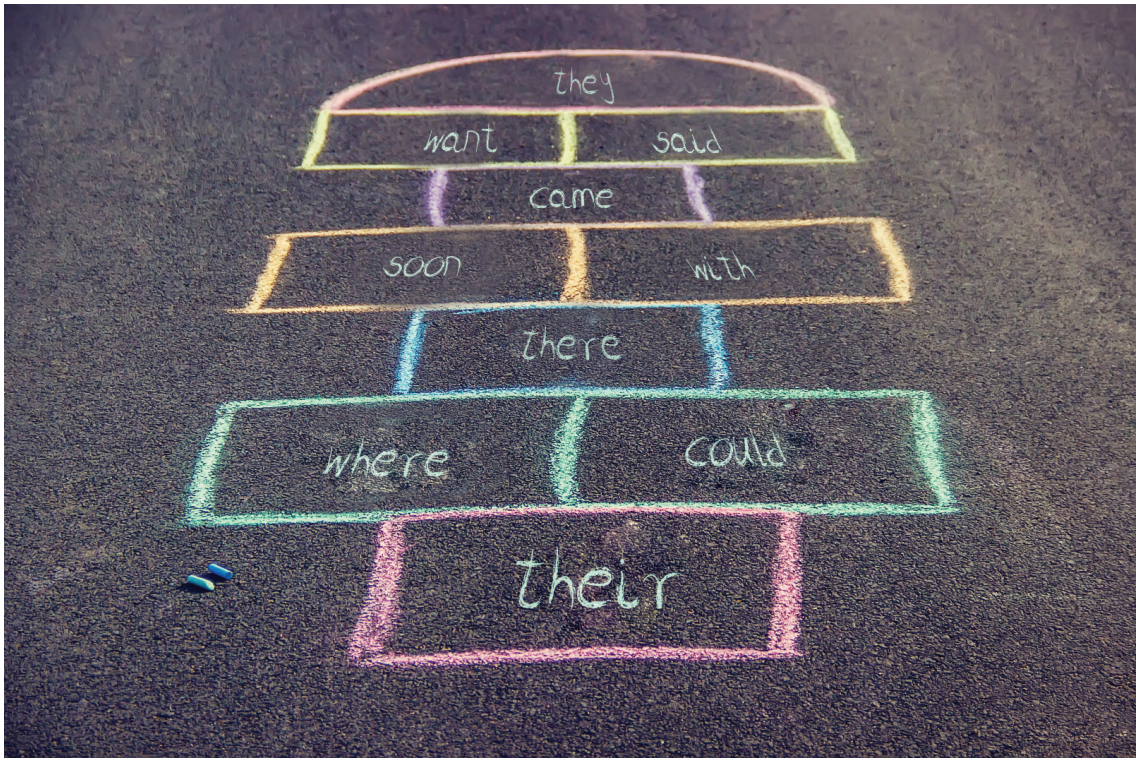
Learning Outcome- Students will be able to use the sight words learnt previously.

Duration- 30 minutes

Materials Required- **Worksheet-14**, pen/pencil, crayon.

### Method-

- Teacher: Let's play a game. We will play hopscotch.
- Teacher divides the class into groups of 5-7 students. Teacher will ask students to draw as follows on the floor or in the notebook in their groups. The sight words the students have learnt should be written.




- Students will know how to play this. Student will throw rock onto hopscotch floor. Whichever word the rock lands in is the letter to be read and the child will read.
- Repeat until all the words have been read at least once. let then do this for 15 minutes.
- Introduce the other sight words, **when**, **where**, **what** using flash cards.
- As you show the flash card say the word and ask them to repeat after you.
- Explain 'what' means କ'ଣ, What is this? means, 'ଏହା କ'ଣ ଅଟେ.' 'When' ର ଅର୍ଥ କେବେ ଅଟେ When will we go home?, ମାନେ ଆମେ ଘରକୁ କେବେ ଯିବା । 'Were' means ଅତୀତ କାଳରେ ଓ ବହୁତ ଲୋକ ପାଇଁ ଯେପରି we were playing ମାନେ ଆମେ ଖେଳୁଥିଲୁ ।
- Ask students to complete Worksheet-14 in last 5-7 minutes.

# Day 8

### Session 1:

Name of Activity- **Speaking Activity- Describe a person**

Learning Outcome- Students will be able to give short responses to questions in English.

Duration- 30 minutes

Materials Required- any objects, **Worksheet-15**, pen/pencil

### Method-

- Think of your best friend. Can you think of 5 reasons why he/she is your close friend? Give students a few minutes to think of their points before you ask them to speak.
- Write some words on the blackboard to help students, e.g. caring, helpful, good, trustworthy, supportive, shares everything, etc. Explain the meanings in Odia.
- Ask students to form pairs. One person from the pair will name a person. The other partner will think and speak words about that person.
- Then the first partner will make sentences using those words. In the second round partners will reverse the roles. 10 minutes to complete it.
- Complete Worksheet-15 in 5-7 minutes. Explain to the students that the words they used to describe a person or a thing e.g. helpful Malini or big box, these are called adjectives (ବିଶେଷଣ)-
- The action words used when we meet we _____, these are called verbs (କ୍ରିୟାପଦ)

### Session 2:

Name of Activity- **Construct simple sentences**

Learning Outcome- Students will be able to construct simple sentences using related words and get an idea of nouns and verbs.

Duration- 30 minutes

Materials Required- Any objects, **Worksheet-16**, pen/pencil

### Method-

- Divide the class into groups and instruct them to create a T-chart in their notebooks.
- Ask them to match words in A with B and C.
- Ask them to write numbers (as given for one) for each matching.
- Students will write sentences.
- Ask some of them to read out their sentences.
- Teacher evaluates the scripts of students and gives feedback.

# Day 9

### Session 1:

Name of Activity- **Reading sight words**

Learning Outcome- Student will be able to read 15 sight words in English.

Duration- 30 minutes

Materials Required- **Worksheet-17**, pen/pencil, flash cards.

Method-

- Teacher must go through the phonic sounds again in 2 minutes:

  a says ଅ, b says - ବ, c says –କ, d says –ଡ଼, e says –େ, f says –ଫ, g says –ଗ, h says –ହ, i says –ଇ, j says ଜ, k says –କ, l says –ଲ, m says –ମ, n says –ନ, o says –ଓ, p says –ପ, q says –କ r says –ର , s says – ସ, t says –ତ, u says –ଅ, v says –ଭ, w says –ୱ, x says –କ୍ସ, y says –ଯ୍, z says —ଜ/ଯ.

- Teacher: Do you remember yesterday we wrote about our friend? Can someone tell me? Let students remember and say.
- Write on the board – about friends. Write "about " in a different colour. Teacher: about ର ଅର୍ଥ 'ସେହି ବିଷୟରେ' । ନିଜ ସାଙ୍ଗ ବିଷୟରେ ଲେଖ ।
- Teacher: Now you repeat the sentence, "We wrote about our friend." Student should repeat.
- Introduce the other sight words, from, with, which, who, where, all, how using black board.
- As you write on the black board card say the word and ask them to repeat after you.
- Explain 'from' means ଠାରୁ, gift from father, with ଅର୍ଥ ସହିତ- I eat sabzi with roti. Which ଅର୍ଥ କେଉଁ ଯେଉଁପରିକି କେଉଁ ପକ୍ଷୀ ଉଡୁଥିଲା ? How means କିପରି,, how did the accident happen? where means କେଉଁଠି,, where are you? And all means ସମସ୍ତେ,-we all are students.
- As you write on the blackboard, say the word and ask them to repeat after you.
- Give students 5-7 minutes to complete Worksheet-17.
- Ask students to repeat.

### Session 2:

Name of Activity- **Construct simple sentences** and **comprehension**

Learning Outcome- Students will construct simple sentences using related words and get an idea of simple comprehension questions.

Duration- 30 minutes

Materials Required- any objects, **Worksheets-18**, pen/pencil

### Method-

- Teacher writes the following table on the board. She asks students to match column-A with B. She asks them to write sentences.
- Match column 'A' with 'B'.

| Column A | Column B |
|---|---|
| Butterfly | run |
| Camel | crawl |
| Monkey | fly |
| Fish | make net |
| Spider | walk in desert |
| Ant | jump |
| Children | swim |

Now write sentences using those words, e.g., A butterfly can fly.

- Given below is the list of the students on the left hand side and their likings on the right hand side. (Worksheet-18)

| Student like(s) to | |
|---|---|
| Amrita, Rashmi | sing |
| Suman, Rajat | dance |
| Bapuni, Sabita | paint |
| Madhu, Mahesh | play football |
| Rabi, Sanjay, Ranjan, Preeti | play Cricket |
| Indira, Sudhira, Ranjan | cook |
| Preeti, Yogesh | read |
| Rajdeep | sleep |

- On the basis of the above information now ask the students to first speak and then write the answers of the following questions in Worksheet-18. Do one sample. Remind the students to answer in complete sentence. Begin a sentence with a capital letter and end with a full stop.

1. Does Amrita like to sing?
2. Who else likes to sing?
3. How many boys don't like to play football?
4. How many students play cricket and cook?
5. Who likes painting?
6. Who are dancers"
7. Who like cooking food?
8. Who are cricket players?
9. –––––––– and ––––––––– Sambalpuri dancers.
10. ––––––––– like ––––––––––––––.

# Day 10

**Session 1 and 2:**

Name of Activity- **Simple comprehension**

Learning Outcome- Students will recall factual details from a simple comprehension passage/poem.

Duration- 60 minutes

Materials Required- **Worksheet-19**, pen/pencil

Method-

- Teacher: Today we are going to read two poems. How will we know if we have understood them? For that we will answer some questions at the end of the reading.
- First you must read the poem in your worksheet carefully. Give them 2 minutes to read the Poem-1 from Worksheet-19.
- Teacher: "Are there difficult words, words which you did not understand?" (ଏପରି ଶବ୍ଦ ଯାହା ତୁମେ ବୁଝି ପାରୁନାହଁ) I Then ask me now and I will explain.
- Teacher: Now let us read it in the class. Teacher can ask a student to read or she/he can read it herself/himself.
- Teacher explains the first poem and the meaning of words to the class. Discuss the questions in class and ask the students to complete the Worksheet-19. Give the students 10-12 minutes to do this.
- Ask students to repeat the same process with the second poem.

# Day 11

### Session 1:

Name of Activity- Describe objects through question and answer.

Learning Outcome– Students will give short responses to questions in English based on immediate environment, day-to-day happenings, etc.

Duration-30 minutes

Materials Required- **Worksheet-20**, pen/pencil

Method-

- Ask students to form pairs. Each one will look at the picture given on worksheet - 20.
- Each student will make a question about the picture, e.g. what is this? Where do you use it? How do you use it? When is it used? Which material is it made of? Do you like it? Why? And may ask more questions.
- In pairs or in small groups, the student shows the picture and asks the question to another person. He/She will answer and the group can decide if it is right or it requires improvement.
- After 15 minutes of this, task one student from each group will share 3-4 sentences about any picture in the class.

### Session 2:

Name of Activity- **Reading words**

Learning Outcome- Student will read words in English from different texts.

Duration-30 minutes

Materials Required- **Worksheet-21**, pen/pencil, flash cards.

### Method-

- Teacher should bring 5-7 English newspapers to class.
- Form groups of 3 (as per feasibility in class).
- Each group should get either a newspaper or their textbook of English.
- Give the following instructions.
- Remember the sight words we have learnt. Also remember the phonics.
- Open the material you have, newspaper or textbook, select a page or an article.
- Make a list of the words you can read, find out 10 new words you could read and 5 new words which you cannot read. This should be done for 15 minutes. After words have identified by Students, Teacher will explain meaning of words that students could not read.
- Complete the Worksheet-21. Give 15 minutes.

# Day 12

### Session 1:

Name of Activity- **Writing using a picture**

Learning Outcome- Student will write a small paragraph about a picture using support.

Duration- 30 minutes

Materials Required- **Worksheet-22**, pen/pencil, flash cards.

Method-

- Divide the class into groups and ask them to see the picture "Elephant" in worksheet 22.
- Ask the questions, what is this picture about? Which animal is this?, How does it look? Use an adjective (ବିଶେଷଣ) to describe its ears/eyes etc.
- Ask the students to write down the following description of an elephant in column '**A**'. One word in each line is missing. The possible missing words are given in column '**B**'. The students fill up the missing words choosing from column '**B**'.

| Column A | Column B |
|---|---|
| 1. This is an ……... | the zoo |
| 2. It lives in the ……. | gray in colur |
| 3. It has ……...…… | big legs |
| 4. It is a very ……..……. | big animal |
| 5. But it has .....……..……. | elephant |
| 6. It has a long ……...…… | small eyes |
| 7. It is also found in ……. | forest |
| 8. It is ……..…… | trunk |

After completing the sentences by filling up the blanks, ask them to sequence the sentences to form a meaningful paragraph and present it to the class. Write the paragraph in Worksheet-22.

### Session 2:

Name of Activity- **Nouns and plural**

Learning Outcome- Student will understand nouns, and understand their singular and plural forms.

Duration- 30 minutes

Materials Required- **Worksheet-23**, pen/pencil, flash cards.

Method-

- Teacher will point to any item in class and ask 'What' is this? Let the students answer, blackboard or chalk or boy, girl, books etc.
- Teacher: The name of anything we call noun, (ବିଶେଷ୍ୟ), These can be names of animals, places, things.

- Teacher: Can anyone give me examples of some nouns? Let the students answer.
- Teacher: One more thing. Remember I say when it is one in number we say **mango**, when more than one we say **mangoes**. ସେହିପରି ଗୋଟିଏ ଜୁଜୁର ଓ ବହୁତ ଜୁଜୁରମାନେ ଓ ଗୋଟିଏ ବିରାଡ଼ି ବହୁତ ବିରାଡ଼ି ମାନେ I (ଏଇଟୁ ଅଧିକ)
- Teacher : Open your **Worksheet 23**. I will pick an alphabet . You will write the name of a **person**, **place**, **animal** and **thing** using that letter at the beginning– e.g. if the letter is **b** you can write Beena, Bilaspur, bat and ball.
- Teacher will say letters like, b, c, d, f, g, h, e, a, j, m, p, r.
- Let students complete table **1** of the **Worksheet-23**. Give 15 minutes.
- A noun that denotes only ONE person or thing is said to be **SINGULAR**. A noun that denotes MORE THAN ONE person or thing is said **PLURAL**.
- The usual construction of plural nouns from singular nouns is to add **-s** to the end of a word, like boy-boys, girl-girls.
- Nouns ending in **-s, -sh, -ch, -o, -or, -x,** form the plural by adding **-es** to the singular; as **bus-buses dish- dishes**, **box-boxes**, **bench-benches**, **hero-heroes**.
- Nouns ending in **-y**, preceded by a consonant, form their **plural** by changing **–y** into **–i** and adding **–es**, like **city-cities** etc.
- Teacher- Now in **Table 2** write the names of animals and things and write their plurals.

# Day 13

### Session 1:

Name of activity- **Phonics** and **sight words** revision.

Learning Outcome- Students will practice phonic sounds and sight words.

Duration: 10 minutes

Materials Required- **Worksheet-24**, pen/pencil

Method-

- Teacher will say the phonic sounds and the sight words already learnt using any method.

### Session 2:

Name of Activity- **Speaking Activity**- Describe a picture.

Learning Outcomes- Students will describe a picture in English.

Duration-20 minutes

Materials Required- Worksheet-24, pen/pencil

Method-

Teacher will write the words on the blackboard from the Help Box. (given in the w.s.)

- Teacher will write the words on the blackboard from the Help Box given in the Worksheet.
- Ask students to see the picture in the Worksheet-24.
- Ask students to share what they see in the picture using the words on the blackboard for support.
- Arrange the students into groups. (as per the feasibility of the class)
- Ask each group to take their turns and describe the picture/scene.
- Words they may need, can be supplied from the help box.
- You can give a start, e.g., "This is a vegetable shop."



**Help box:**

| |
|---|
| shopkeeper, banian, sell, yellow, newspaper, weighing machine, wristwatch, basket, helper, fan, sitting, towel, onions, potatoes, vegetables, stall, dark, market |

**Session 3:**

Name of Activity- **Picture Comprehension**.

Learning Outcome- Students will answer comprehension questions based on different thinking levels.

Duration- 30 minutes

Materials Required- Worksheet-24, pen/pencil

Method-

- Teacher: Thanks all of you, made a lot of effort and have learnt English a little more in the last two weeks. We are now going to answer Comprehension questions.
- Teacher: Open **Worksheet-24** and read the questions. You have 7 minutes to answer. If you don't understand some words or can not read them, circle those words.
- Teacher can solve the difficulties and let the student complete Worksheet-24.

# Day 14

### Session 1:

Name of Activity- **Meaning from context**.

Learning Outcome- Students will use a fill in the blank format to understand the meaning of sentences and words from their context.

Duration- 30 minutes

Materials Required- **Worksheet-25**, pen/pencil

Method-

- Teacher: Today we will try and understand the meaning of words from the context (ପ୍ରସଙ୍ଗ). Many times we do not know the meaning of a word, we can use a dictionary to find or we can also try and understand the meaning from the context. Let us try.

- Teacher: Open **Worksheet-25**. Now make pairs and read the first small passage.

- Teacher should ask one student to read each sentence.

- Complete the sentences below choosing words given in the box.

    1) She is my _____. Her name is _____. She cooks food for_____. She never gets_____. She _____ us very much. She is very_____. She is also a _____. She teaches_____.

| |
|---|
| teacher, angry, patient, us, very much, Deepika Mishra, mother, loves, very well |

- Teacher: Very good/Excellent. Now in your pair discuss and write the answers in the blanks. Give them 2-3 minutes for this.

- Ask one student to share his/her answer and the reasons for that answer being the right answer. He/she can explain in Odia if the explanation is difficult in English.

- Teacher should then explain the meaning of how we can use this type of thinking to understand meaning of words.

- Give students 10-15 minutes to complete **Worksheet-25**.

### Session 2:

Name of Activity- **Gender**

Learning Outcome- Student will understand nouns and masculine, feminine neuter and common gender.

Duration- 30 minutes

Materials Required- **Worksheet-26** and **27** pen/pencil, flash cards.

Method-

- Teacher: The name of anything we call noun, (ବିଶେଷ୍ୟ)These can be names of animals, places, things.
- Teacher: We all have studied ଲିଙ୍ଗ in Odia ଯେପରି ସ୍ତ୍ରୀ ଲିଙ୍ଗ ଓ ପୁ ଲିଙ୍ଗ. Similarly, in English we call these masculine and feminine gender. Can anyone give me examples of some masculine gender words and some feminine gender nouns? Let students answer.
- The Gender of noun indicates the sex or the absence of sex.
- A MALE SEX is called Masculine Gender.
- Masculine nouns are men, boys and male animals e.g. father, peacock, horse, dog etc.
- A FEMALE SEX is called Feminine Gender.
- Feminine nouns are women, girls and female animals, aunt, tigress, mare etc.
- Teacher: Open your **Worksheet-26** and complete Table 1.
- Let students complete Worksheet-26. Give 5 minutes.
- Teacher: What about other things / words like child or student etc.
- The sex of some nouns which is not known said to be of the common gender.

  e.g. child, friend, student, pupil etc.
- Teacher- We also have names (Nouns) for inanimate things like, chair or table.
- A noun that denotes a lifeless thing is called *Neuter Gender*. The Noun that denotes a thing that is neither *male* nor *female* is called Neuter Gender e.g. chair, tree, table etc.
- Allow students time to complete **Worksheets-26** and **27**.

# Day 15

### Session 1:

Name of Activity- **Reading**

Learning Outcome- Student will read words in English from different texts.

Duration- 30 minutes

Materials Required- **Worksheet-28**, pen/pencil, flash cards.

Method-

- Teacher should select 5-7 paragraphs from grade 4-5 English textbook and bring it to class.
- Form groups of 2-3 students.
- Each group should get a paragraph/chapter from the textbook of English.
- Give the following instructions.
- Remember the sight words we have learnt. Also remember the phonics.
- Open the material you have. Read it together and decide what is the main idea of the passage.
- Make a list of the words you can read, find out 5 new words which you cannot read. Give10 minutes. Teacher should move around in the class and help students.
- Complete the Worksheet-28. Give 10 minutes.
- Each group will share the main idea. Other groups with the same passage may agree or ask questions. Give 10 minutes.

### Session 2:

Name of Activity- **Comprehension**

Learning Outcomes- Students will recall factual details from a simple comprehension passage/poem.

Duration-30 minutes

Materials Required- **Worksheet-29**, pen/pencil

Method-

- Teacher: Today we are going to read a passage. How will we know if we have understood the passage. For that we will answer some questions at the end of the reading.
- First you must read the passage in your worksheet carefully. Give Students 2 minutes to read from Worksheet-29.
- Teacher: Are there difficult words? words which you did not understand? ଏପରି ଶବ୍ଦ ଯାହା ଆପଣ ବୁଝି ପାରିଲେ ନାହିଁ I Then ask me now and I will explain.

- Teacher: Now let us read it in class. Teacher can ask one student to read or she can read herself.

- Discuss the questions in class and ask the students to complete the Worksheet-29. Give the students 10-12 minutes to do this.

# Day 16

### Session 1:

Name of Activity- **Listening Comprehension**

Learning Outcome- Students will develop listening comprehension of simple stories. Students will be able to express their understanding through answering the questions.

Duration- 30 minutes

Materials Required- **Worksheet- 30**, pen/pencil

Method-

Say and write the story in class, for listening and reading.

Once there was a frog in a field. It was green. One day it was jumping about in the field. By chance it fell into a deep hole. It tried to come out but couldn't. Then it shouted, "Help! Help!". A hare heard his cry. It ran to the spot. He saw the frog sitting helplessly in the hole. The hare lost no time. He ran to the nearest village to bring a ladder. In the mean time there came a black snake and fell into the hole. The frog was afraid of the snake. It jumped up high with all its strength and came out.

Then ask questions and discuss in class.

- What was the colour of the frog?
- What was it doing?
- It fell into a well. True/False
- Why did it shout for help?
- Who came near the hole?
- Why did the hare run to the nearest village?
- What was the frog afraid of?
- What helped the frog come out at last?
- Ask students to complete comprehension in **Worksheet-30** as homework.

### Session 2:

Name of Activity- **Writing a paragraph**

Learning Outcome- Students will write a simple paragraph of 5 sentences on a given topic.

Duration- 30 minutes

Materials Required- **Worksheet-31**, pen/pencil

Method-

- Teacher: Now we come close to the end of our Foundation Course. We have learnt a lot during the course. Today and for the next two days, we are going to sum up a lot of our learning.

- Teacher: Let us make groups of 4 students. We will be writing a short paragraph on a topic today.

- Teacher will divide the class and give each group one of the topics, like When I See a Tree, *When I See the Sky at Night, When I See the Rising Sun* I feel, *When I Went to the Station I saw*, My dream when I grow up etc.

- Teacher: When you get the topic, the first thing you will do is to write the topic in **Worksheet-31**.

- Teacher: Each of you now think of words related ତାହା ସହିତ ସମ୍ବନ୍ଧିତ to that topic. Teacher should quickly demonstrate with one example on the blackboard e.g. if my topic is *When I See a Bird*. Can someone tell me three key words? Allow students to answer.

- Teacher: Yes the three key words are **I**, **birds** and **see**.

- Next I will use my senses to think...

  Use five senses for description

  What can I see about this key word:

  *colours of birds, flying, variety*

  What can I hear about the key word?

  *Chirping, flapping wings*

- What can I feel about the key words?

  *Free, high, moving,*

  *Ideas generation*:

| | |
|---|---|
| **Idea-1**<br><br>Many types of birds | Supporting details: Variety of colours, sizes, they chirp and flap their wings, they are everywhere. |
| **Idea-2**<br><br>What I feel | Supporting details:<br><br>Feeling of freedom and energy, feeling of happiness and movement and going high (soaring) |

- Teacher: Now I can write 5-7 sentences.

- Teacher: In your small groups do this discussion for your topic and complete the **Worksheet 31**. Give them 15 -20 minutes to complete the worksheet.

# Day 17

### Session 1:

Name of Activity- **Speaking –Daily Routine**

Learning Outcome- Student will be able to write a paragraph about daily chores, be able to frame **wh** and **yes/no questions**, be able to write a **paragraph** on an **interview** and read words in English from different texts.

Duration- 45 minutes

Materials Required- **Worksheet-32**, pen/pencil, flash cards.

Method-

- Teacher: We all have a daily set of things or activities that we do, won't we? This is called our daily routine or daily chores.
- Let us look at the daily routine of Gopal. Open your **Worksheet-32** and see **Table1**.
- Make an oral preparation by asking questions to the students and eliciting answers from them, e.g., When/What time does Gopal get up? Give them 5-7 minutes.
- Ask the students sitting in groups to write a paragraph based **on the chart**. For example; Gopal gets up at 6 am. Then he brushes his teeth at 6.30 am. He..... Give them 15 minutes.
- While writing, ask the class to use "**then, next, after that, finally,** etc."
- Open your *Worksheet 32* and see *Table-2*.
- Then a student from one group interviews another from the other group by

  asking questions (e.g., When/What time do you get up?) and recording the times after getting the answers. Give *10 minutes*.
- All the groups do the exercise and share their views.
- Teacher helps the students while framing the questions.
- Then ask the students to write a paragraph as before, e.g., *Rita gets up at* ————. Give 10 minutes.

### Session 2:

Name of Activity- **Reading**

Learning Outcome- Student will read words in English from different texts.

Duration- *15 minutes*

Materials Required- **Worksheet- 33**, pen/pencil, flash cards.

Method-

- Teacher will go through the phonic sounds as well as sight words again in 2 minutes:

  *a* says ଅ, *b* says - ବ, *c* says –କ, *d* says –ଡ଼, *e* says –େ, *f* says –ଫ, *g* says –ଗ, *h* says –ହ, *i* says –ଇ, *j* says ଜ, *k* says –କ, *l*

says –ಕ್/ಕ, *m* says –ಗ, *n* says –ಙ, *o* says –ಚ, *p* says –ಛ, *q* says –ಜ *r* says –ಝ , *s* says – ಞ, *t* says –ಟ, *u* says –ಠ, *v* says –ಡ, *w* says –ಢ, *x* says –ಣ, *y* says –ತ್, *z* says —ದ್/ಧ.

- Teacher should select 5-7 paragraphs from classes 4-5 English textbooks and bring it to class.
- Form groups of 2-3 students. (as per feasibility)
- Each group should get a paragraph/chapter from the textbook of English.
- Give the following instructions.
- Remember the sight words we have learnt. Also remember the phonics.
- Open the material you have. Read it together and decide what is the main idea of the passage.
- Make a list of the words you can read, find out 5 new words which you cannot read. Give them 10 minutes. Teacher should move around in the class and help the students.
- Complete the **Worksheet-32**. Give **10 minutes** time.
- Each group will share the main idea. Allow for discussion with other groups. They may agree or ask questions. 10 minutes. Students can complete the Worksheet as homework.

# Day 18

### Session 1:

Name of Activity- **Speaking**

Learning Outcome- Student will engage in a Question and Answer session in English.

Duration- 30 minutes

Materials Required- Pen **Worksheet-34** /pencil, flash cards.

Method-

- This game works especially with adult students who are reluctant to speak about personal issues.
- Prepare three cards (a green, a yellow, and a red one) with six questions each. The questions on the green card are easy and not personal, and the ones on the red card are more difficult and personal. Each student throws a dice twice. The first time is to decide upon the colour of the card (1 or 2 = green card; 3 or 4 = yellow card average and passage; 5 or 6 = red card) and the second time is to choose the question.

  **Green Card** Questions:

  Who is in your family?

  What do you like about yourself?

  **Yellow Card** Questions

  What would you like to do when you grow up?

  What makes you sad?

  **Red Card** Questions:

  What is the one thing in the world you would like to change?

  What is your biggest weakness?

  - Let students play the game in pairs. The teacher should move around and ensure everyone is engaged and speaking in English. Solve their quereis.

### Session 2:

Name of Activity- **Writing a paragraph**

Learning Outcome- Students will write a simple essay of *15-20 sentence*s on a given topic.

Duration- 30 minutes

Materials Required- **Worksheet-34**, pen/pencil

Method-

- Teacher: We are coming close to the end of our Foundation Course. We have learnt many things during this time. Today and for the next two days we are going to sum up a lot of our learning.

- Teacher: Let us make groups of 4 students. We will be writing a short paragraph on a topic today.
- Teacher should divide the groups and give each group one of the topics, like why is cleanliness important for me? One thing I want to change about the world, if there was no sunlight, etc.
- Teacher: When you get the topic the first thing you will do is, write the topic in the center of your Worksheet-34 Teacher: each of you now think of words related (ତାହା ଦ୍ୱାରା ସମ୍ବନ୍ଧିତ) to that topic.
- Next I will use the following:
- Why of the topic: why is this important? why is this important to me?
- what would happen if it is not there/done?
- What about the topic: what are the things and people involved?
- Where of the topic: locations, places
- How of the topic: how will I/someone do this?

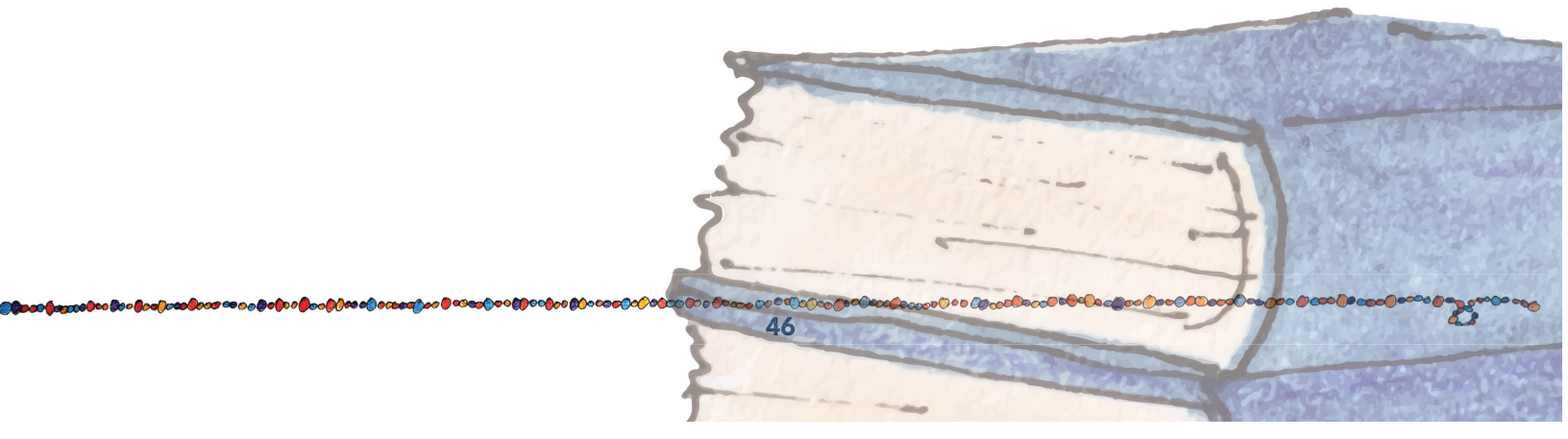
  Ideas generation:

| | |
|---|---|
| Idea 1 | Supporting details: |
| Idea 2 | Supporting details: |

- Teacher: in your small groups do this discussion for your topic and complete the Worksheet-33. Give them 15 -20 minutes to complete.
- Ask Students to work on Worksheet-34 in the same way as they did in Worksheet-31.

# Supported Learning Phase

*ଶିକ୍ଷାର୍ଥୀ ମାନଙ୍କର ଶିକ୍ଷଣ ଦକ୍ଷତା ଗୁଡ଼ିକ NCERT  ସ୍ଥିରୀକୃତ ଶିକ୍ଷଣ ଫଳାଫଳ ଆଧାରରୁ ଅଣାଯାଇ ୨୦୧୭-୨୦୧୮ ରେ ବିଦ୍ୟାର୍ଥୀ ମାନଙ୍କର ଆଚଳନ, ଶିକ୍ଷକ ଶିକ୍ଷୟିତ୍ରୀ ଏବଂ ବିଷୟ୍ ବିଶାରଦ ମାନଙ୍କର ମତାମତ ଅନୁସାରେ ଏହାର ପ୍ରାଥମିକତା ନିର୍ଦ୍ଧାରଣ କରାଯାଇଅଛି । ଶିକ୍ଷକ/ଶିକ୍ଷୟିତ୍ରୀ ମାନଙ୍କ ପାଖରୁ ଏହା ଆଶା କରାଯାଏ ଯେ ସେମାନେ ଛାତ୍ରଛାତ୍ରୀ ମାନଙ୍କର ଶିକ୍ଷଣ ଆବଶ୍ୟକତାକୁ ଦୃଷ୍ଟିରେ ରଖି ଅତିରିକ୍ତ / ଅଧିକ ବିଷୟ୍ / ଦକ୍ଷତା ପ୍ରସ୍ତୁତ କରିପାରିବେ ଯାହା SHB କିମ୍ବା THB ରେ ନାହିଁ ।



# Introduction

The English Teacher Handbook has been developed to support teachers deliver classes during Utkarsh. The second part of the handbook details out the activities to be transacted during second phase of Utkarsh i.e. Supported Learning Phase (SLP). The activities have been finalised based on competencies and concepts prioritised for SLP. The Teacher Handbook is accompanied by a Student Workbook that has corresponding exercises to the lessons in the Teacher handbook. Teachers will ensure that worksheets referred to as part of a particular activity is completed in the classroom so that students are able to practice the concepts learnt in the class.

Content and Process

During the SLP phase, the approach used in Foundation camp is continued, slowly shifting the emphasis from simple exposure to acquisition.

This teacher guide has been developed to support the students in English learning during SLP. SLP will be organised for 45 days and the focus will be to work with students below Level 3 (Class 8). It is expected that teachers will ensure that students are completing the worksheets according to activities given in teacher's guide.

Some facts to keep in mind while teaching English during the Supported Learning Phase and Consolidation Camp

- English is our second language. The knowledge of second language (English) is important in present scenario. It supports us to be more confident while communicating with others. The use of more languages makes a person more expressive
- It is important that students can attain the skills of Reading and Writing. They could understand the facts and emotions, understand the thoughts and enjoy the reading.
- Since the focus is on acquisition, The students should be given sufficient time to practice along with attaining the skills of Reading and Writing
- There should be opportunities for active participation of students and teachers and discussions among them
- The class activities should provide the opportunities of thinking, imagination and expression along with create curiosity among students
- Opportunities to work individually and in small groups should be provided to students apart from collective discussions for development of listening and speaking skills
- The activities of all four skills, Listening, Speaking, Reading and Writing develop together but the focus should be more on skills of Reading and Writing as these are students of secondary school level.

# Schedule for Supported Learning Phase (SLP)

| Day | Competency | Activity Description | Worksheet Number | Learning Outcomes* | Time |
|---|---|---|---|---|---|
| 1 | Speaking | Through interviews and presentation students will gain fluency in speaking. | 1 | EN601<br>EN701<br>EN806<br>EN801 | 45 mins |
| 2 | Reading- vocabulary | Through crossword puzzles students will develop vocabulary. | 2 | EN406<br>EN423<br>EN609 | 45 mins |
| 3 | Writing- correct spellings | Through fill in the blanks students will learn correct spellings of common words. | 3 | EN807<br>EN818<br>EN828 | 45 mins |
| 4 | Comprehension | Students develop simple comprehension skills using a calendar. | 4 | EN605<br>EN701 | 45 mins |
| 5 | Grammar- verbs | Practice the identification of verbs. | 5 | EN716 | 45 mins |
| 6 | Reading- vocabulary | Through crossword puzzles students will develop vocabulary. | 6 | EN807 | 45 mins |
| 7 | Speaking- daily conversation | Students will develop appropriate responses to conversation using Match the columns exercise. | 7 | EN601<br>EN802<br>EN704 | 45 mins |
| 8 | Grammar- introduction to verbs | Students will practice sentence making from words and realise the importance of verbs. | 8 | EN612<br>EN716 | 45 mins |
| 9 | Writing | Students will practice forming a paragraph and write a paragraph from personal experience. | 9 | EN610<br>EN615<br>EN719 | 45 mins |
| 10 | Comprehension | Students will practice recall of factual data level simple comprehension skills. | 10 | EN508<br>EN709<br>EN713 | 30 mins |
| 11 | Grammar- prepositions | Using pictures and group discussion students will learn prepositions. | 11 | EN419 | 45 mins |
| 12 | Reading – vocabulary enrichment | Students will enhance their vocabulary using games. | 12 | EN609<br>EN807 | 45 mins |
| 13 | Grammar- Prepositions | Student will practice use of prepositions using real life objects. | 13 | EN412 | 45 mins |
| 14 | Writing- picture description | Student will describe a picture using support and then own words | 14 | EN613 | 45 mins |
| 15 | Comprehension | Students will recall factual details and draw inferences from a simple comprehension passage. | 15 | EN813<br>EN709<br>EN828 | 45 mins |
| 16 | Vocabulary | Using games student to understand and practice synonyms and antonyms. | 16 | EN608 | 45 mins |
| 17 | Grammar | Teacher will explain tenses in English. Students will practice their use in sentences. | 17 | EN612<br>EN617 | 45 mins |
| 18 | Writing | Students will learn strategies to write effective essays and practice writing. | 18 | EN719<br>EN821 | 45 mins |

| Day | Competency | Activity Description | Worksheet Number | Learning Outcomes* | Time |
|---|---|---|---|---|---|
| 19 | Grammar | Teacher will explain tenses in English. Students will practice their use in sentences. | 19 | EN820<br>EN716 | 45 mins |
| 20 | Vocabulary | Using games student to understand and practice synonyms and antonyms from textbook reading. | 20 | EN608 | 45 mins |
| 21 | Comprehension | Students will become familiar with comprehension strategies including character analysis, plot analysis. | 21 | EN709<br>EN813<br>EN823 | 45 mins |
| 22 | Writing using a picture | Student will describe a picture using support and then own words. | 22 | | 45 mins |
| 23 | Grammar- progressive tenses | Students will learn about progressive tenses. They will also learn about rules of creating progressive tense verbs. | 23 | EN820<br>EN716 | 45 mins |
| 24 | Comprehension | Students will apply different comprehension strategies to an unseen passage. | 24 | EN709<br>EN813<br>EN823 | 45 mins |
| 25 | Writing | Students will use comprehension skills and creative thinking and writing skills to complete a story. | 25 | EN724 | 45 mins |
| 26 | Grammar | Students will learn about perfect tenses. They will also learn about rules of creating participle form of the verbs. | 26 | EN716 | 45 mins |
| 27 | Speaking | Students will practice conversation in English with each other using conversation cards. | 27 | EN803<br>EN806 | 45 mins |
| 28 | Writing | Students will read a series of events and learn to sequence them. | 28 | EN614<br>EN717 | 45 mins |
| 29 | Writing | Students will practice sentence structure using a game. | 29 | | 45 mins |
| 30 | Grammar | Students will learn about four different types of sentences in English. | 30 | EN716<br>EN612 | 45 mins |
| 31 | Comprehension | Students will apply different comprehension strategies to an unseen passage. | 31 | EN709<br>EN813<br>EN803 | 45 mins |
| 32 | Speaking | Students will role play a dialogue, guided by a handful of keywords. | 32 | | 45 mins |
| 33 | Grammar | Students will revise and practice adjectives and adverbs. | 33 | EN412<br>EN415<br>EN710<br>EN716 | 45 mins |
| 34 | Reading | Student will learn and apply different comprehension strategies for newspaper reading. | 34 | | 45 mins |
| 35 | Writing | Students will write a small essay on a topic. | 35 | EN719<br>EN821 | 45 mins |

| Day | Competency | Activity Description | Worksheet Number | Learning Outcomes* | Time |
|---|---|---|---|---|---|
| 36 | Writing- letters | Student will learn the name of the parts of a letter, describe the parts of a letter and using the knowledge they have gained, write a letter to a friend or family member | 36 | EN615 | 45 mins |
| 37 | Comprehension | Students will learn and apply different literature comprehension strategies to a text passage. | 37 | EN815<br>EN814 | 45 mins |
| 38 | Comprehension | Student will learn and apply different comprehension strategies for newspaper reading. | 38 | EN812<br>EN813<br>EN823 | 45 mins |
| 39 | Grammar | Students will learn to divide the sentence into subject and predicate | 39 | EN612 | 45 mins |
| 40 | Writing | Students will describe pictures and use them to write a story. | 40 | EN719<br>EN824 | 45 mins |
| 41 | Grammar | Students will learn about four different types of sentences in English. | 41 | EN612<br>EN716 | 45 mins |
| 42 | Listening | Students will follow instructions in English to draw a picture. | 42 | EN604<br>EN705 | 45 mins |
| 43 | Writing | Students will practice writing essay. | 43 | EN821<br>EN824 | 45 mins |
| 44 | Comprehension | Students will apply all the comprehension strategies learnt to an unseen passage. | 44 | EN607<br>EN709 | 45 mins |
| 45 | SLP Assessment | Sample Student Assessment to be onducted after SLP, refer to SHB | | | 60 mins |

*For details refer to page no. 106 to 108

## Day 1

Name of Activity- **Speaking- Interview and presentation**

Learning Outcome- Student will interview each other and present their findings in class in English.

Duration- 45 minutes

Materials Required- **Worksheet-1**

Method-

Note for teacher: The basis of journalist interview is for students to interview one another in pairs and present their findings. It can be used for groups at all skill levels from beginning to advance, as long as you tailor it to their levels.

Beginners may do a simple version, asking their partners about their **family structure**, **favourite colours** and **foods**, **pets** and **hobbies**. Students may ask about **childhood** and **other experiences**. ଏଯଦରି ଗୋଟିଏ ସାମ୍ବାଦିକ

- Teacher: Children, to you know what a journalist does? ଗୋଟିଏ ସାମ୍ବାଦିକ They interview people to find out something new about them. Today you are going to be journalist.

- Teacher: First take 5 minutes to decide what you want to ask. Next 5 minutes to write down those questions in Worksheet-1. ପ୍ରଥମେ ଭାବି ନିଅନ୍ତୁ ତା ପରେ ଲେଖି ନିଅନ୍ତୁ I

- Teacher: Correct your questions in groups. (Teacher may also help.)

- Teacher: Next find your partner. Allow students 15 minutes to complete interviewing each other.

- Teacher will demonstrate on interview for students.

- After the interviews are over, form groups of 6. Each student will present their interview about their partner to the group. If the class strength is 25-30 then the presentation can be to the whole class. Otherwise student will present in their groups. Teacher will observe and gives positive feedback.

## Day 2

Name of Activity- **Reading – Vocabulary development**

Learning Outcome- Student will develop vocabulary through games.

Duration- 45 minutes

Materials Required: **Worksheet-2**

Method-

- Teacher: Now you know many words in English this means your vocabulary has improved. Vocabulary means ଶବ୍ଦ ସମ୍ଭାର
- Teacher: Today we are going to do two activities to revise and increase our vocabulary.
- Teacher: Open your Workbook Worksheet-2. Complete the crossword puzzle. Give students 10 minutes to complete the crossword and make sentences for five of the words.
- Teacher: We are going to play another game.
- Split the class into two teams and give each team a coloured marker.
- If you have a very large class, it may be better to split the students into teams of 3 or 4.
- Draw a line down the middle of the board and write a topic at the top.
- The students must then write as many words as you require related to the topic in the form of a relay race. Teacher: ମୁଁ ଆପଣଙ୍କୁ ଗୋଟିଏ topic ଦେଉଛି ଆପଣଙ୍କ teamରୁ ଜଣେ ଜଣେ student ଏଠାକୁ ଆସିବେ ଓ ସେହି topic ର ସମ୍ବନ୍ଧିତ ଶବ୍ଦ ଲେଖିବେ, ଯେପରିକି topic ହେଉଛି school family, trees, our village,
- Each team wins one point for each correct word. Any words that are unreadable or misspelled are not counted. This can be continued for 20-25 minutes.

# Day 3

Name of Activity- **Writing – learning spellings**

Learning Outcome- Student will write correct spellings using phonics.

Duration- 45 minutes

Materials Required- **Worksheet-3**, pens, blackboard

**Method-**

- Teacher: Now We will revise all sounds. Revise all alphabet.

  a says ଅ, b says - ବ, c says –କ, d says –ଡ଼, e says –େ, f says –ଫ, g says –ଗ, h says –ହ, i says –ଇ, j says ଜ, k says –କ, l says –ଲ, m says –ମ, n says –ନ, o says –ଓ, p says –ପ, q says –କ r says –ର , s says – ସ, t says –ତ, u says –ଅ, v says –ଭ, w says –ୱ, x says –କ୍ସ, y says –ୟ, z says —ଜ/ଯ.

  - Introduce the spelling rule or pattern of the week

    “Rain is an ai word because it's spelled r-a-i-n.”

Write the words on the board as they come up with them, or have them write them on their own lap sized whiteboards if you have them.

- Words that contain the long “a” sound: a – ai – ay—train, brain, nail, etc

  Similarly, other sounds can be introduced such as oo, ee,ou etc

- Teacher: You will now complete your Worksheet 3 in the Workbook. Think hard, think of all the words you know and complete it. Give students 10-15 minutes to complete the worksheet.
- Teacher: we are now going to get into groups of 4-5. Each group can select 2 words from the Task 1 and 3 words from Task 2 and make sentences using these words. Give students 10 minutes for this.
- Students share their sentences.

**Worksheet 3:** Task 1

- Use suitable vowels to fill in the blanks:

| park, nail, coat, boat, sail, moon, kill, vowel, teacher, sell |
|---|

| train, sound, night, clerk, dream, time, break, crown, madam, table, english |
|---|

Worksheet 3 : Task 2

| vegetable, sight, sunshine, crocodile, interesting, rainbow, put, slide, time, taste, person, treasure, important, timber, housewife, dark, tell, domestic, entertainment, draw |
|---|

## Day 4

Name of Activity- **Comprehension** – Calendar Activity

Learning Outcome- Students will be able to read authentic materials, speak and write with understanding. Get acquainted with time, date, month, etc. from a calendar of July 2020.

Duration- 45 minutes

Materials Required- **Worksheet-4**, pens, blackboard

Method-

- Teacher: Today we will learn how to read a calendar and then how we can write a small paragraph on it.
- Teacher makes four groups.
- For the **Worksheet-4,** give each group a different month of the calendar.
- Ask students to complete the Worksheet-4. A few students present their write up to the class. Clarify words like tomorrow, day after tomorrow, yesterday, day before yesterday, previous, next etc.

## Day 5

Name of Activity- **Grammar – Introduction to verbs**

Learning Outcome- Students will be able to define, identify different types of verbs and demonstrate correct usage of different verbs.

Duration- 45 minutes

Materials Required- **Worksheet-5**, pens, blackboard

Method-

- Teacher should write the following sentences on the blackboard.
- Teachers: Write these sentences on the board, and then have the students try to figure out the action words. ଏମାନଙ୍କ ମଧ୍ୟରୁ କେଉଁଗୁଡ଼ିକ କ୍ରିୟାପଦ ଅଟେ ।
- Examples

    1. Kavita smiled at the teacher.
    2. Sameer listens to the teacher.
    3. Maria was lost in the forest.
    4. Tara plays football.

- Ask students to find out the action words in the examples cited (smile, listen, play and lost.)
- Teacher to explain that action words are called verbs in English ଯେପରି in Odia it is କ୍ରିୟାପଦ ।
- Ask students to write a sentence in their Worksheet-5 and underline the **verbs**.
- Ask some students to share their sentences in class.
- Teacher: A verb is an action word. A verb tells what the subject does, is, or what happens to it. (Ask: what is the subject doing? Answer: a verb.)
- Many sentences have more than one verb. Can you find three verbs in this sentence?

  Karan runs with the football and shouts to his teammates while he plays outside.

- Allow students 20-25 minutes to complete the **Worksheet-5**.

## Day 6

Name of Activity- **Reading – Simple Words**

Learning Outcome- Students will increase their vocabulary through crossword puzzles.

Duration- 45 minutes

Materials Required- **Worksheet-6**, pens, blackboard

Method-

- Teacher: Today we are going to solve many crossword puzzles and develop vocabulary for ourselves.
- Give them 25 minutes to complete **Worksheet-6**.
- Teacher must move around the class to help students who may not be aware of the words or their spellings.
- Once the students have completed they can make sentences using these words and share it with the class.

## Day 7

Name of Activity- **Speaking – Daily Conversations**

Learning Outcome- Students will be able to identify different types of responses in daily conversations and practice the same.

Duration- 45 minutes

Materials Required- **Worksheet-7**, pens, blackboard

Method-

- Teacher: In our daily life we use English for different purposes like seeking **permission**, **requesting**, **making excuses**, etc. Read the situations given in Column-A & match them with the right expressions from Column-B. One has been done for you. ଆପଣ ଜାଣିଛନ୍ତି କି ଆମର ଦୈନନ୍ଦିନ ଜୀବନରେ ଆମେ Englsih ର ପ୍ରୟୋଗ ଭିନ୍ନ ଭିନ୍ନ କାରଣ ପାଇଁ କରିଥାଉ । ଯେପରିକି କଥାବାର୍ତ୍ତା କରିବା ପାଇଁ, ଅନୁମତି ମାଗିବା ପାଇଁ, ଚାକିରୀ କରିବା ପାଇଁ ।

| Column-A | Column-B |
|---|---|
| 1. You are late for class. Your teacher is in. | a. May I use your pen, please? |
| 2. The teacher called your roll. | b. Excuse me, could you tell me the way to railway station? |
| 3. Somebody thanked you. | c. May I come in, sir? |
| 4. Somebody offers you a chocolate. You don't want to take it. | d. Thank you. |
| 5. You want to use someone's pen. | e. No thanks. |
| 6. He gave you his pen to use. | f. Yes, sir. |
| 7. You don't know where the railway station is? | g. Pardon, will you please repeat that? |
| 8. Someone said something to you but you couldn't hear. | h. Sorry sir, I am late. |
| | i. You are welcome. |

- Ask students to speak out the lines and responses. Let the students do this repeatedly in15 minutes.
- Let them complete **Worksheet-7** in15 minutes.

# Day 8

Name of Activity- **Grammar – Introduction to verbs**

Learning Outcome- Students will be able to define and identify different types of verbs, demonstrate correct usage of different verbs, including past and present tense verbs and helping verbs.

Duration- 45 minutes

Materials Required- **Worksheet-8**, pens, blackboard

Method-

- Teacher divides the class into groups, allocates each group a space on the blackboard and have a piece of chalk prepared for each space.
- Teacher mentions only 2/3 words (time, gender, activity) - i.e girl, basketball, yesterday then shout 'Go'! Then one student from each group has to run to the board and in their allocated space write the sentence "She played basketball yesterday", or whatever sentence is correct for the three words you mentioned. Give 15 minutes.
- The rules are that each person in the team must have a turn and you are not allowed to write the answers on a piece of paper and then copy it onto the board. Instead, you can have helpers.
- Words to be given to the teams:

  Boy, books today.

  Lion, deer, yesterday.

  Woman, dinner, tomorrow.

  Girls, cricket, today.

  Father, office, everyday.
- Let students complete **Worksheet-8** and Task 1. Give 15 minutes.
- Teacher: Verbs are mainly of two types. English ରେ କ୍ରିୟା ପଦ ଦୁଇ type ଅଟେ ।

  (1) Action verbs ଯଥାରି run, jump, Action verbs like what we have practiced. These show an action like kick, laugh, shout.

  (2) Helping verbs are verbs that come before the main verb, or the verb describing the action of the sentence. Helping verbs do just what they sound like - they help verbs by making them complete. More specifically, helping verbs can help a verb to tell us exactly when something occurred in time and refine the meaning of a sentence by setting the mood or tone.
- Before we continue with examples, here ia list of the helping verbs in the English language: Teacher writes the following helping verbs on the board, students got them down.

| | | | |
|---|---|---|---|
| has | could | should | does |
| will | have | had | might |
| shall | did | can | must |
| ought to | would | might | do |
| am | is | are | was |
| were | be | being | been |

- As mentioned before, it's a good idea to memorise the helping verbs. If you haven't memorised them, take a few minutes to learn them.

- Now complete Task-2 in Worksheet-8. Give 5-10 minutes.

  "We have eaten." (HAVE is the helping verb, and EATEN is the main verb. They are used together to express the action.)

  "They are working." (ARE is the helping verb, and WORKING is the main verb. They are used together to express the action.)

  "She has been studying all morning." (HAS and BEEN are the helping verbs, and STUDYING is the main verb. They are used together to express the action.)

  "You will win." (WILL is the helping verb, and WIN is the main verb. They are used together to express the action.)

## Day 9

Name of Activity- **Writing – Paragraph writing from personal experience**

Learning Outcome- Students will organise sentences in a paragraph. Students will write a paragraph based on personal experience.

Duration- 45 minutes

Materials Required- **Worksheet-9**, pens, blackboard

Method-

- Divide students into small groups of 3-4.
- Teacher writes the following lines on the blackboard.
- Teacher: Students arrange the followings sentences to write a meaningful paragraph. Give 8-10 minutes. ତଳେ ଦିଆ ଯାଇଥିବା lines କୁ ଗୋଟିଏ paragraph ରେ ରଖିବାକୁ ପଡ଼ିବ I
- They give us fruits and nuts to eat.
- We use their wood to make furniture and buildings.
- Much of our paper is made from wood.
- Trees are very important in our lives.
- In winter we burn wood to make us warm and in summer trees give us cool shade.

(Given below is the story for the reference of the teacher.)

Trees are very important in our lives. They give us fruits and nuts to eat. We use their wood to make furniture and buildings. Much of our paper is made from wood. In winter we burn wood to make us warm and in summer trees give us cool shade.

Tell the students to write/narrate one incident in their life for which they are thanked/rewarded. (In case of students not experiencing such incident, they can imagine a situation and write the narrative.)

ଏବେ ସେହିଭଳି ନିଜ ଜୀବନର ଗୋଟିଏ ଅନୁଭୂତିକୁ ନିଅ ଏବଂ ତା ଉପରେ ବର୍ଣ୍ଣନା କର I

The following questions may help them to get ideas for forming a narrative paragraph.

- What was the occasion/time?
- Were you alone or with others?
- What happened? What were you doing?
- What did you do there?

Teacher may make beginning like;

- One day I was on my way to.....
- One day I was busy doing.....
- One day I was returning from.....
- Ask the students to write the answers of their own.
- Permit time for discussion with their friends and just observe how curiously they share each other's experiences.
- Encourage them to speak in English and to help their friends write and speak correctly.

# Day 10

Name of Activity- **Reading comprehension (Poem)**

Learning Outcomes- Students will recall factual details from a simple comprehension passage/poem.

Duration- 45 minutes

Materials Required- **Worksheet-10**, pen/pencil

**Method-**

- Teacher: Today we are going to read a poem. How will we know if we have understood them. For that we will answer some questions at the end of the reading.
- First you must read the poem in your worksheet carefully. Give them 2 minutes to read the poem from Worksheet-10.
- Teacher: Are there difficult words, words which you do not understand? ଏପରି ଶବ୍ଦ ଯାହା ଆପଣ ବୁଝି ପାରୁନାହାନ୍ତି I Then ask me now and I will explain.
- Teacher: Now let us read it in class. Teacher can ask one student to read or she can read herself.
- Teacher explains the poem and the meaning of words to the class. Discuss the questions in class and ask the students to complete the Worksheet-10. Give the students 10 minutes to do this.
- Ask students to complete Task 2 in Worksheet-10. Give them 20 minutes to do this

# Day 11

Name of Activity- **Grammar – Prepositions**

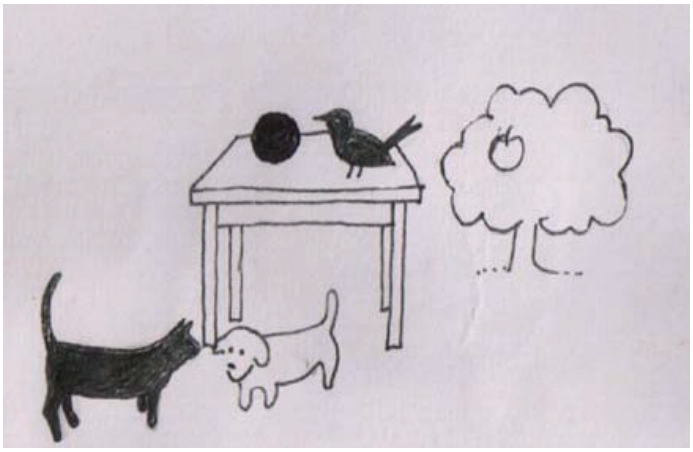
Learning Outcome- Students will be able to use prepositions, frame questions (both yes/no questions and wh-questions).

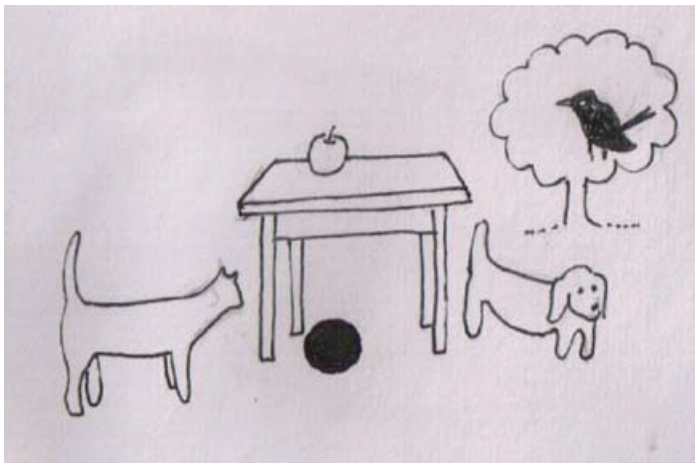
Duration- 45 minutes

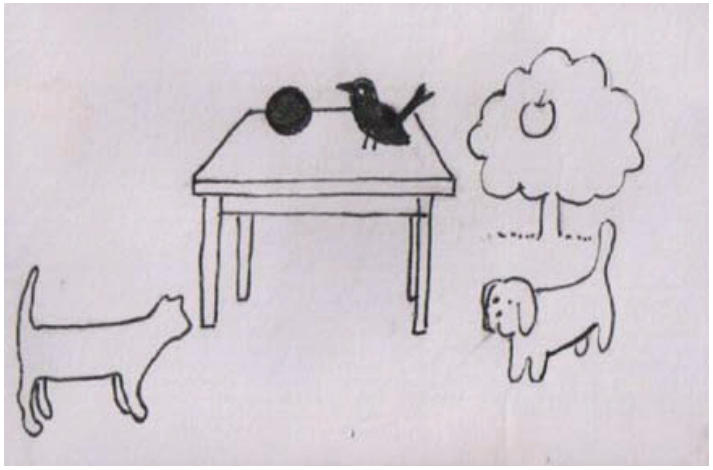
Materials Required- **Worksheet-11**, pens, blackboard

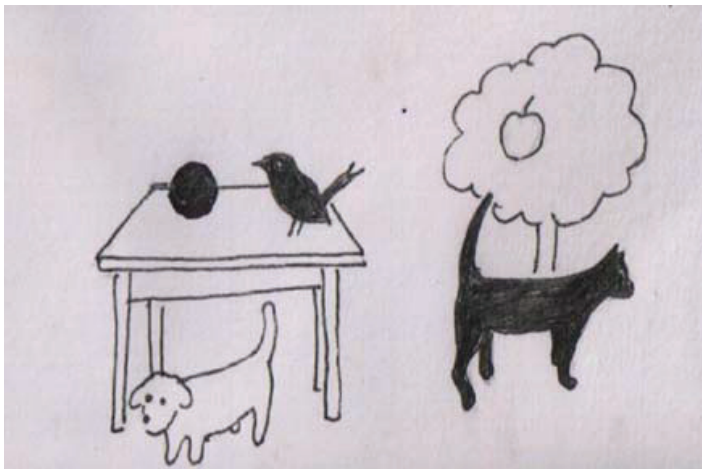
**Method-**

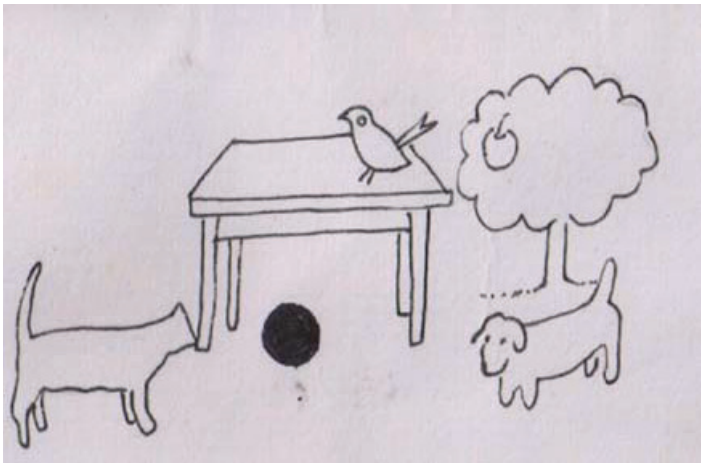
- The teacher will put a chalk/pen/specs on a table or a book. Then ask the question,"Where is the pen/chalk?" pen ଟେବୁଲ ଉପରେ ଅଛି ? The students may answer in Odia saying table/book ଉପରେ .
- Teacher: very good what will you say in English? We will say, The pen is **ON** the table.
- Teacher: A preposition is a word that shows a relationship between a noun (or pronoun) and some other words in the sentence. Prepositions can show where people or things are located. *The girl walked through the door*. The preposition *through* describes where the girl walked in relation to the *door*. My book is under the newspaper. The preposition *under* describes where the book is in relation to the newspapers. Prepositions can also show *time* relationships. I went to the store *before* dinner. The preposition *before* describes the time relationship between going to the store and making dinner. We told them ghost stories during the night. The preposition *during* describes the time relationship between telling ghost stories and the night. Circle the preposition in each sentence.
- Divide the entire class into groups and provide each group with one picture from the following sets of pictures

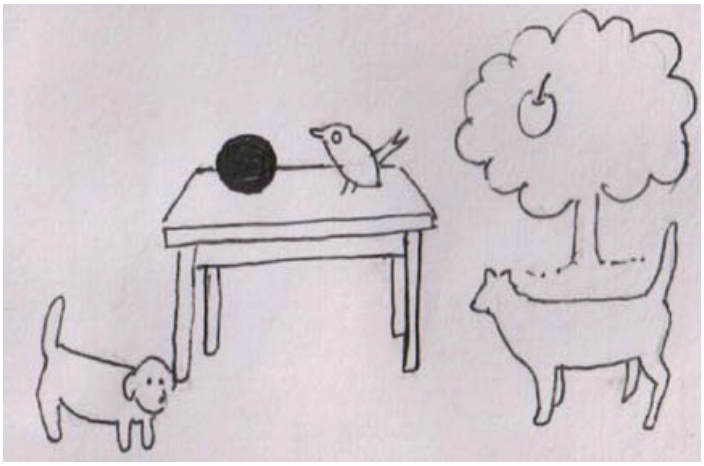












- Ask the students to frame questions about the positions of different objects in the picture and write the answers in **Worksheet-11**. Give 25 minutes

E.g., Question: Where is the bird? Answer: The bird is on the table.

# Day 12

Name of Activity- **Reading – Vocabulary enrichment**

Learning Outcome- Students will increase their vocabulary through crossword puzzles.

Duration- 45 minutes

Materials Required- **Worksheet-12**, pens, blackboard

**Method-**

- Teacher: Today we are going to play many different games to increase our vocabulary. Let us start with different occupations, things or work people do. Open your Worksheet-12.
- In the extreme left column of the Grid, information is provided about what the persons do, whereas in the box their professions/occupations are given. (Works indicated by ticks)
- Students sitting in one group say about what a person does, while the other group say his/her occupation. Give 10 minutes
- Finally ask them to write two sentences each to describe the person, e.g

  "Anita works in an office. She is an Official." Give 10 minutes.
- Teacher: Now lets try another game, it is called **Pictionary**.
- Before the class starts, pick up a bunch of words from their textbook and put them in a bag.
- Split the class into teams of 2 and draw a line down the middle of the board.
- Give one team member from each team a pen and ask them to choose a word from the bag.
- Tell the students to draw the word as a picture on the board and encourage their team to guess the word.
- The first team to shout the correct answer gets a point.
- The student who has completed drawing will then nominate someone else to draw for their team.
- Repeat this until all the words are completed - make sure you have enough words that each student gets to draw at least once! Give 20 minutes

# Day 13

Name of Activity- **Grammar – Prepositions**

Learning Outcome- Students will be able to use prepositions. Students will be able to frame questions (both yes/no questions and wh-questions).

Duration- 45 minutes

Materials Required- **Worksheet-13**, pens, blackboard

**Method-**

- The purpose of this activity is for students to apply their knowledge to use prepositions in appropriate context.
- Bring any box from home. Provide pens, pencils, erasers, chalks, pins, etc.
- Revise the explanation of prepositions from Day 10.
- Have students in groups of 4-5. Each student can take turn to place any of the objects and the box (e.g., place pen *inside* the box, *on* the box, *outside* the box, *near* the box, *under* the box etc.). The student will then ask where is the pen/pencil/eraser/pin etc.?
- Other students will answer using prepositions.
- Ask students to complete **Worksheet-13**. Give 10 minutes.

## Day 14

Name of Activity- **Writing-Picture Description**

Learning Outcome- Student will describe a picture using support and then own words.

Duration- 45 minutes

Materials Required- **Worksheet-14**, pens, blackboard

Method-

- Ask students to open **Worksheet-14** and start completing the Tasks. Let the students read and understand the instructions on their own or they can ask their friends.
- If the students are not able to solve any issues, the teacher will give clues to solve the issues.

## Day 15

Name of Activity- **Simple comprehension**

Learning Outcome- Students will recall factual details and draw inferences from a simple comprehension passage.

Duration- 45 minutes

Materials Required- **Worksheet-15**, pen/pencil

**Method-**

- Teacher: Today we are going to read a passage. How will we know if we have understood it? For that we will answer some questions at the end of the reading.
- First you read the passage in your worksheet carefully. Give them 2 minutes to read this passage from **Worksheet-15**.
- Teacher: Are there difficult words, you do not understand? ଏପରି ଶବ୍ଦ ଯାହା ବୁଝିହେଉ ନାହିଁ
  tell me now and I will explain.
- Teacher: Now let us read it in class. Teacher can ask one student to read or He/She can read the work sheet.
- Teacher explains meaning of words to the class. Ask the students to complete the **Worksheet- 15**. Give the students 20 minutes to do this.

# Day 16

Name of Activity- **Vocabulary**

Learning Outcome- Students will learn more **antonyms and synonyms**

Duration- 45 minutes

Materials Required- **Worksheet-16**, pen/pencil

**Method-**

- Teacher: Alright everybody, today we're going to talk about a different kind of word pair.
- *Synonyms* are word pairs that mean the same thing, like glad and happy. ଏଯପରି ପ୍ରତିଶବ୍ଦ
- Good, Today we are going to study another kind of word pair called *antonyms*.
  Synonyms are word pairs that have the same meanings. Antonyms are word pairs that have opposite meanings- (ଏଯପ ରି ବିପରୀତ ଶବ୍ଦ)
  Antonyms are word pairs that have opposite meanings.
- Now present examples. Huge and tiny have opposite in meanings and they're two words, so they are antonyms. Another example of antonyms is *fast and slow*. They are antonyms because they're pairs of words which have oposite in meanings. Are *cheap* and in *expensive* antonym?
- Why not? Ask.
- Ask students to generate their own examples and discuss.
- Ask students to complete **Worksheet-16**. Give 15 minutes.

# Day 17

Name of Activity- **Tenses**- Introduction

Learning Outcome- Students will understand the meaning of basic **tenses**.

Duration- 45 minutes

Materials Required- **Worksheet-17**, pen/pencil

Method-

- Discuss what the students know about verbs, tenses and timelines.

What does the word 'tense' mean? କାଳକୁ ଆମେ କିପରି କୁହୁ ?

- The word tense means: The forms of a verb which ***shows the time.*** The verb has basically two forms: Present and Past. But 'Time' is of 3 types. Present, Past, Future.

Before discussing the grammar points of tenses, discuss what is a timeline?

A basic timeline is a picture representation of time.

Draw a picture of a timeline with the past, now and future.




We can use timelines to describe events in different ways using these symbols:

| | | |
|---|---|---|
| 1. | A single event or action | X |
| 2. | A repeated action or habit | X X X X X |
| 3. | A temporary state, situation or repeated/continuous action |  |
| 4. | A point in time |  |
| 5. | A period in time |  |

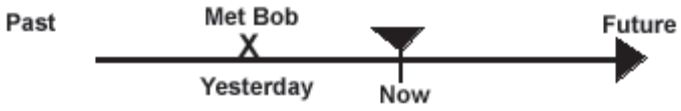
- Brainstorm on other words used for past, now and future, such as: today, yesterday, tomorrow, long ago, history, old...etc.
- What is the difference in time in these 3 sentences?
- I work in school everyday. (ବର୍ତ୍ତମାନ କାଳ)
- I worked at school last year. (ଅତୀତ କାଳ)
- I will work at school tomorrow. (ଭବିଷ୍ୟତ ସମୟ)
- Are there clues in these sentences for time? The verb and 'adverb of time' are the clues that tell you whether a sentence is talking about the present, past or the future times. But, an 'adverb of time' is not necessarily needed to identify the tense

of a sentence. The tense can be identified strictly by looking at the verb. In English the verb changes or the helping verb changes when the tense is changed.

Complete in-class examples using the sentence below on Raju's activities on timelines.

- Yesterday, Raju met his friend Bob on the street, by chance.

  Put an 'X' to the left of 'now' indicating it happened in the past. Point out the 'clue words' in the sentence 'yesterday' and 'met'.




- Raju gets up at 7 o'clock every day.

  Put multiple 'X's' to indicate this is a habitual and repeated action with the assumption it has happened in the past, happened today and will also probably happen in the future.

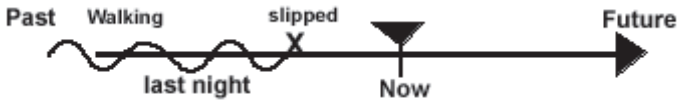



- Raju went to Kanpur yesterday.

  Put one 'X' to the left of 'Now' to indicate that this action is completed.

- Yesterday when Raju was walking home, he slipped on the sidewalk.

- Put a wavy line to indicate the progress of one action (different than repeated completed actions seen in 2.) and an 'X' to show a completed single action.




- Raju will begin art class next year.

  Put one 'X' to the right of 'Now' to indicate that this action is yet to happen in the future.

Examples:

- I completed my 10th standard in June.

  Timeline: Put one 'X' to the left of 'Now' with the words 'completed in June'.

- I am learning English in School.

Timeline: Put a wavy line for past to future, since this is something you have done in the past, are doing now and will continue in the future.

- We went to Kanpur in July for a retreat.

  Timeline: Put one 'X' to the left of 'Now' with the words '

- Ask students to complete Worksheet 17. Then ask them to write simple sentences about their past, present and future about a single specific topic

  Organise ideas into a clustering diagram based on a specific/limited topic.

**Method-**

- Ask the class a number of questions about the importance, usefulness and skills involved in writing. Spend time sharing ideas and experiences with writing in personal, school and professional domains.

Ask students to share concerns, thoughts and fears they have about writing so as to better understand the personal obstacles many may be facing. Explain that

# Day 18

Name of Activity- **Writing- Essays**

Learning Outcome- Students will list the 5 basic steps of the writing process

Duration- 45 minutes

Materials Required- **Worksheet-18**, pen/pencil

Use brainstorming and free-writing to generate a topic to write about

- Make a descriptive list of words and phrases. This writing unit will require a lot of dedication and commitment. Students will be doing a lot of peer editing, which is an even larger responsibility. Discuss how peer editing can help his/her own writing skills.

  Steps of the Writing Process -

  Brainstorming / Free-Writing - Generate ideas to find a topic to write about and/or brainstorm on a specific topic by exploring all sensory details of sight, touch, taste, smell and hearing.

  Organising & Outline - Arrange ideas in an order that makes sense and add any additional information, examples or supporting details as needed.

  Drafting- Get ideas down on paper in a variety of sentence structures and in specific, colourful language. As you write, consider whether details need to be added or cut.

  Evaluate / Revise / Edit- Look carefully to see what is good and what needs improvement by evaluating first, making improvements, suggestions through revision and finally proofreading for grammar and punctuation.

  Publishing and Sharing a Final Draft - Write the good copy in clear handwriting to share with other people.

- Ask students to write a paragraph/essay on the topic using all the steps in Worksheet- 18. Give 20 minutes

# Day 19

Name of Activity- **Tenses- simple**

Learning Outcome- Students will identify various types of verbs and tenses they will also be able to distinguish between action, linking, main and helping verbs.

Duration- 45 minutes

Materials Required- **Worksheet-19**, pen/pencil

**Method-**

1. General Knowledge: **Verbs** Write these 4 questions on the board and ask students to work in groups for a few minutes to answer and generate examples.

- Can you have a sentence without a verb? No
- What are action verbs? Show physical or mental action
- Are there any other types of verbs? Yes, linking, main and auxiliary verbs
- How many tenses are there in English? 2 (two)

Discuss the answers and ask the students to think more about what they have already knows about verbs and their uses.

Ask students to refer to the Table 1 in **Worksheet-19** to introduce and explain the categories of verbs. Use the examples from this chart or generated examples from real classroom room situations.

| Categories of verbs | Function | Examples |
|---|---|---|
| Action Verb | Expresses a physical or mental action | answer, beg, clap, drag, earn, fetch, gaze, hang, ignore, jump, knit, lick, measure, nail, offer, pack, question, run, skip, tug, unlock, visit, wink, yawn, zip...etc. |
| Linking Verb | Shows state<br>Does NOT show action | Shows state of being: be (am, are, is)<br>Shows thought: know, believe... etc.<br>Shows possession: own, want... etc.<br>Shows emotion: love, hate, need... etc. |
| | | |
| Categories of verbs | Function | Examples |
| Main Verbs<br>(part of a verb phrase) | Expresses the main action or state, and changes according to the tense | I am running.<br>I have dreamt of you.<br>Do you like cookies? I do like cookies. |
| Auxiliary Verbs<br>(part of a verb phrase) | Used together with main verbs to give additional information. | be (makes the continuous tense): I am running.<br>have (makes the perfect tense): I have dreamt of you.<br>do (makes questions & gives emphasis):<br>Do you like cookies? I do like cookies. |

- Teacher: We are aware of the two basic tenses: Past and Present.

- See your **table 2** to understand and revise their uses.

| Simple Past<br>'Clues and Cues' | Simple Present<br>'Clues and Cues' | Simple Future time<br>'Clues and Cues' |
|---|---|---|
| Used to describe:<br>• Completed events | Used to describe:<br>• Daily events<br>• Routines<br>• Habits<br>• Weather<br>• Repeated events | Used to describe:<br>• Plan for future<br>• Prediction for future<br>• Single event OR repeated event<br>• An event completed at a certain point or points (no '-ing') |
| Form:<br>Subject + main verb<br>(plus other patterns) | Form:<br>Subject + main verb | Form:<br>Subject + helping verb + main verb |
| Main verbs:<br>Add '-ed', '-d' or '-ied'<br>(or change only a part of word –ran, sang, thought... etc.) | Main verbs:<br>Add 'nothing', '-s', '-es' or '-ies' | Main verb:<br>In base form |
| To be, to do, to have:<br>was, wasn't; were, weren't<br>did, didn't<br>had, hadn't | To be, to do, to have:<br>am, am not; is, isn't; are, aren't<br>do, don't; does, doesn't<br>have, haven't; has, hasn't | Auxiliary verbs:<br>will, shall, can may like verbs |
| Timelines:<br>1 'X' to the left of *now* | Timeline:<br>Either multiple *'X's'* from past to future<br>OR<br>1 'X' at now | Timeline:<br>1 'X' to the right of now. |

- Teacher: We know the form of the verb changes when we use it for a tense. For past tense most verbs we add *ed*, but there are irregular verbs such as eat will become ate and not *eated* etc.

- Ask students to complete **Worksheet-19**. Give **10-15 minutes**.

## Day 20

Name of Activity- **Vocabulary**

Learning Outcome- Students will learn more antonyms and synonyms

Duration- 45 minutes

Materials Required- **Worksheet-20**, pen/pencil

**Method-**

- Teacher can use textbook or any other book that the students will have. Select a page and a paragraph from the text.
- Ask students to open that paragraph.
- The teacher says a new word, in situation or context.
- Students restate or explain the new word in their own words (verbally and/or in writing).
- Ask students to create a non-linguistic representation of the word (a picture, or symbolic representation).
- Students engage in activities to deepen their knowledge of the new word (compare words, classify terms)
- Students discuss the new word (pair-share, elbow partners).
- Students periodically make sentences to review new vocabulary.
- Ask students to write the words in **Worksheet-20**.

# Day 21

Name of Activity- **Reading Comprehension**

Learning Outcome- Student will learn and apply different comprehension strategies.

Duration- 45 minutes

Materials Required- **Worksheet-21**, pens, blackboard

**Method-**

- Teacher: Analysing literature. Kind of scary, right? It doesn't have to be. In fact, you're probably a pro at analysis already - you're analysing text all of the time: when you read a newspaper article, dissect a cooking recipe, and even when you follow driving directions.

  In order to get from point A to point B in your car, for example, you need to understand the map, the written directions as a whole, as well as all of the individual parts or turns. It often helps you to figure out which areas might trip you up and from what direction of town you should approach your destination. That's all analysis is.

- Analysing literature is much like reading directions. First, you tackle literature by reading it once for comprehension.

- Does it make sense as a whole?

- Do you understand the events that lead from the beginning to the middle and to the end - the basic plot?

- Are there important parts of the puzzle that you need to recognise?

- You know what comprehension means. You read a literary work once to figure out how all of the basic parts fit together as a story. Essentially, it's the basic understanding of:

- Setting

- Characters

- Plot (to the extent that they are revealed)

- You think you can do this? Let's practice. For this exercise, we are going to keep things simple with a short version of everyone's favourite, 'The Tortoise and The Hare':

The Tortoise and the Hare

The  hare was once boasting of his speed before the other animals. 'I have never yet been beaten,' said he, 'when I put forth my full speed. I challenge anyone here to race with me.'

The tortoise said quietly, 'I accept your challenge.'

'That is a good joke,' said the hare. 'I could dance around you all the way.'

'Keep your boasting until you've beaten,' answered the tortoise. 'Shall we race?'

So  a course was fixed and a start was made. The hare darted almost out of sight at once, but soon stopped, and, to show his contempt for the tortoise, lay down to have a nap. The tortoise plodded on and plodded on, and when the hare awoke from his nap, he saw the tortoise nearing the finish line, and he could not catch up in time to save the race.

Plodding wins the race.

So, these initial steps should already be somewhat familiar to you.

Step One - Setting Comprehension
Is the setting clear in this one? Hmm. It doesn't give a specific location or a time period, so this isn't initially clear. 'No basic setting.'

Step Two - Character Comprehension
That's easy. 'The Hare' and 'The Tortoise.'

Step Three - Plot Comprehension
You can do this. Easy. 'The fast hare challenges other animals to a race. The slow and steady tortoise accepts the challenge. The hare, who is confident in his abilities, decides to take a nap on the course. As a result, he loses.'

Nice work. Now, on to interpretation.

Interpreting a literary work is the point at which you begin to fill in the pieces of the story a bit more. You explore setting, characters, and plot more deeply while giving consideration to author's style and language. Let's start with setting again. Look back at the story again for a minute.

Step Four-- Setting Analysis
Okay, since nothing is explicitly stated, can we gather any more information about setting? May be information that is implied? The story does hint at a social context - 'the animal world' - which you could argue is a contributor to the setting here. Okay, that's something we can gather that is implied.

Step Five - Character Analysis
What more can we say about the tortoise and the hare? In what ways can we really bring them to life in our mind? Well, we know 'the hare is a braggart with confidence in his abilities to move quickly.' We know 'the tortoise is quiet and predictably slower than the hare.' Here, we basically fill in more details about the characters.

Step Six - Plot Analysis
What more can we say about the plot? Well, we can figure out the essential elements of the plot of this story. The quiet, slow, and steady tortoise won.

AS this is discussed let students complete Worksheet-21.

## Day 22

Name of Activity- **Writing-Picture Description**

Learning Outcome- Student will describe a picture using support and then with their own words.

Duration- 45 minutes

Materials Required- **Worksheet-22**, pens, blackboard

**Method-**

- Teacher divides the class into groups and gives each group one of the topics, like **why cleanliness is important for me**? **One thing I want to change about the world**, If **there was no sunlight**, etc.
- Teacher: When you get the topic the first thing you will do is, write the topic in the centre of your **Worksheet 22**.
- Teacher: Each of you now think of words related (ତାହା ସହିତ ସମ୍ବନ୍ଧିତ) to that topic.
- Next, I will use the following:

Why of the topic: Why is this important, why is it important to me? What would happen if it is not there/done?

What about the topic: what the things, people involved

Where of the topic: locations, places

How of the topic: how will I/someone do this?



- Teacher: In your small groups, do this discussion for your topic and complete the Worksheet-22. Give them 15 -20 minutes to complete.

# Day 23

Name of Activity- **Tenses- Continuous or progressive**

Learning Outcomes- Students will be able to use present progressive tense in positive and negative statements and questions

Duration- 45 minutes

Materials Required- **Worksheet-23**, pen/pencil

Make a clear timeline of present continuous tense

**Method-**

- Write '-ing' on the board with a circle around it and ask students what they know about the –ing ending. Elicit a model sentence using an interesting verb and ask students to picture the timeline in their minds, e.g. A dog is wandering through the park. Ask them if they can remember the symbol used when you are talking about: a temporary state, situation or repeated/continuous action. Ask students to guess the tense for today if not already revealed.
- Write the sentences below on the board, but leave out the main verb and put a blank. Ask the students to fill in the blanks and think of the verb phrase pattern for making the present continuous tense.
- Murli is learning how to drive.
- I am living with my sister until I find an apartment.
- We are waiting outside the cinema to buy tickets.
- The present continuous is always a verb phrase (helping verb + main verb). The 'to be' verb is used as a 'helping verb' in this tense, since the main –ing verb cannot stand alone in a sentence.

| | **Subject** | **Helping verb** | — | **Main verb** | |
|---|---|---|---|---|---|
| + | I | am | | speaking | to you |
| | You, We, They | are | | reading | a book. |
| | He, She, It | is | | staying | in Mumbai. |
| - | I | am | Not | speaking | to you. |
| | You, We, They | are | Not | reading | a book. |
| | He, She, It | is | Not | staying | in Mumbai. |
| ? | **Helping verb** | **Subject** | | **Main verb** | **Object** |
| | Am | I | | making | a decision? |
| | Are | you, they, we | | reading | a book? |
| | Is | he, she, it | | staying | in Mumbai? |

- Use the past continuous form of a verb when you want to talk about a long action that carried on in the past. The past continuous is often used to describe what people were doing when something else happened.
- Underline the past continuous tense in the examples below:
- Was your brother swimming yesterday?

  Yes, my brother was swimming yesterday.
- Were you sleeping when I called last night?

  No, I was not sleeping when you called last night.

| | Subject | Helping verb | — | Main verb | |
|---|---|---|---|---|---|
| + | You, We, They | Were | | reading | a book. |
| | I, He, She, It | Was | | staying | in Mumbai. |
| - | You, We, They | Were | Not | reading | a book. |
| | I, He, She, It | Was | Not | staying | in Mumbai. |
| ? | **Helping verb** | **Subject** | | **Main verb** | **Object** |
| | Were | you, we, they | | reading | a book? |
| | Was | I, he, she, it | | staying | in Mumbai? |

- Underline the simple past and circle the past continuous verbs in the examples below. Think: Which actions are 'long' in duration and which are 'short' in duration in each set?
- What were you doing when he arrived?

  When he arrived, I was studying.
- What did you do while I was sleeping?

  While you were sleeping, I cooked dinner.
- Ask students to complete Worksheet-23.

## Day 24

Name of Activity- Comprehension –Unseen passage

Learning Outcome- Student will learn and apply different comprehension strategies.

Duration- 45 minutes

Materials Required- Worksheet-24, pens, blackboard

Method-

- Teacher reads the paragraph aloud for two times.
- S/he asks students to read the paragraphs silently.
- S/he instructs them to answer the comprehension questions orally.
- S/he asks them to write the answers to the comprehension questions.
- S/he evaluates the scripts of the students and provides positive feedback.

## Day 25

Name of Activity- **Writing**

Learning Outcomes- Students will use comprehension skills and creative thinking and writing skills to complete a story.

Duration- 45 minutes

Materials Required- **Worksheet- 25**, pen/pencil

**Method-**

- Teacher: we have heard many stories. Can any one tell me one simple story? let us say a story about rabbit and a tortoise. Let one student narrate the story.
- Teacher: Now in your groups discuss and create a new ending for this story. Let them share once group discussions are over. Give10-15 minutes.
- Very good. Now you have to think and do the same thing for another story.
- Ask students to read and complete Worksheet-25. Help them with difficult words. Encourage students to use antonyms and synonyms.

# Day 26

Name of Activity- **Tenses- perfect**

Learning Outcomes- Students will understand the meaning of perfect tenses.

Duration- 45 minutes

Materials Required- **Worksheet-26**, pen/pencil

**Method-**

- Teacher asks the students to fill in the blanks with the right forms of verbs.
- S/he asks the students to identify the tense i.e. Present or Past and fill in the blanks (Present/Past)
- S/he says the forms of the verbs to the whole class.
- Ask students the following questions.

What have you brought for lunch?

Do you have a headache?

Where has _____ gone?

If we talk about a period of time that continues from the past until now, we use the present perfect tense. How is this represented on a timeline? Ask a student to draw a timeline on the board. Then discuss that a series of X's are used to indicate an action has happened in the past, and has a result now.

| Past—x—x—x—x—x—x——NOW——----------——>Future |
|---|

- In the present perfect aspect of time, we start from the past and up until the moment now. The past leading up to the present moment. In other words the speaker is concerned with the period of time before and ending at point now. The tense can be identified strictly by looking at the verb.

  a) Tom is looking for his keys. He can't find it. He has lost his keys. (He lost it and he still has not got it.

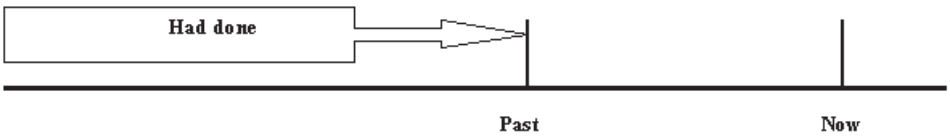
Put an 'X' to the left of 'now' indicating it happened in the past. Continue the 'X' till the point 'Now", to indicate he still does not have them.

- As we see the form of the verb used for perfect tenses is called participle form and is often different from present and past forms.

| **Subject** | | **Present Participle Verb** |
|---|---|---|
| I / We / You / They | Have | read liked worked lived watched flown |
| He / She / It | Has | read liked worked lived watched flown |

- The past perfect simple tense is used to go further back in time when we are already talking about the past. It can make it clear that something had already happened at the time we are talking about.

Past Perfect Simple Timeline




We form the past perfect simple by using the auxiliary verb had and the -end form of the regular verb (the past participle) irregular verb forms have to be learned:

For example:

"I had already done the shopping by the time she came home."

"I was late for work, by the time I arrived the client had already left."

- Ask students to complete Worksheet 26.

## Day 27

Name of Activity- **Speaking- Conversation Cards**

Learning Outcomes- Students will practice conversation in English with each other.

Duration- 45 minutes

Materials Required- **Worksheet-27**, pen/pencil

**Method-**

- Ask students to get up and form two circles.
- Ask them to open Worksheet-27.
- Use these cards to practice conversations using the synonyms for the key words in the card. Key words are underlined.
- Make sure students answer in complete sentences.
- Let students create their own conversation cards in the blank spaces.

## Day 28

Name of Activity- **Sequencing**

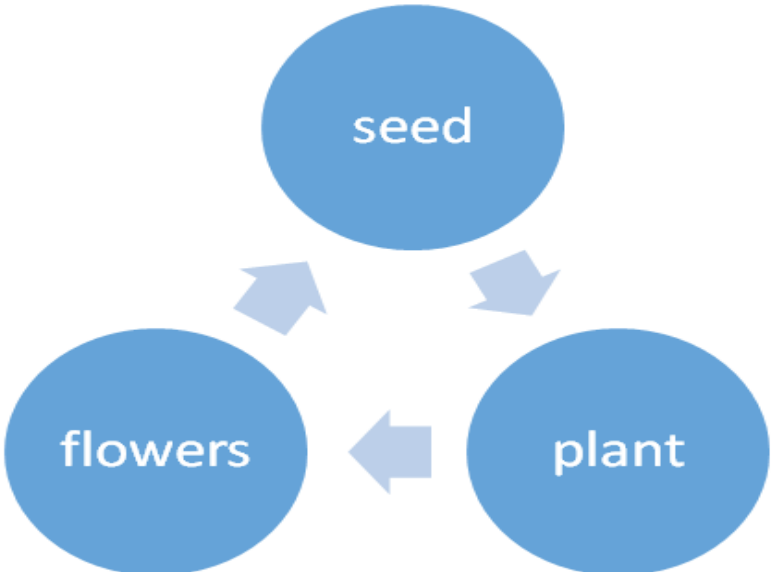
Learning Outcomes- Students will practice sequencing of events.

Duration- 45 minutes

Materials Required- **Worksheet- 28**, pen/pencil

**Method-**

- Many things in our lives follow a certain order. This means that things happen in steps or stages, where one thing follows another. This is called a 'sequence'. Some things happen in cycles, e.g. a seed becomes a plant or tree, the plant gets flowers, the flowers die and seeds are produced again. We could show the process in a diagram like this. Make groups of 4 each.




- Can you describe the water cycle using a diagram like the one above?
- Can you think of two more processes, which happen in cycles? You can look up your science textbooks for ideas. Why don't you draw diagrams like the one above to describe the processes?
- Now that you have described some processes that happen in cycles, let us look at another way in which things happen. Sometimes things happen one after the other in a line or chain. Or you have to do things in a certain order. For example, when you make a glass of nimbu pani these are the steps to follow: take a glass of water, add sugar and lime juice to it and stir it till the sugar dissolves. Every step has to follow the one before.
- Students to refer to Worksheet-28. Give them 15 minutes to complete.

Now let us look at some stories from your textbooks. Stories and actions in stories also have a sequence. Discuss some stories from the textbooks.

## Day 29

Sentence Structure

Learning Outcomes- Students will practice structuring sentences.

Duration- 45 minutes

Materials Required- **Worksheet-29**, pen/pencil

**Method-**

- Divide the class into groups of 5.
- From the grade 7 and 8 English textbooks, write out a number of sentences, using different colours for each sentence. Suggested 3-5 sentences for each team. Select some important sentences from texts of class VII and VIII.
- Cut up the sentences so you have a handful of words.
- Put each sentence into hats, cups or any objects you can find, keeping each separate.
- Groups must now put their sentences in the correct order.
- The winning team is the first team to have all sentences correctly ordered. Give 15 minutes.
- Let students write the sentences in Worksheet-29. Give 10 minutes.
- Play a second game with the students.
- Before the class starts, prepare a bunch of words and put them in a bag.
- Split the class into 2 or 4 teams and draw a line down the middle of the board.
- Give one team member from each team a pen and ask them to choose a word from the bag.
- Tell the students to draw the word as a picture on the board and encourage their team to guess the word.
- The first team to say the correct answer gets a point.
- The student who has completed drawing should then nominate someone else to draw for their team.
- Repeat this until all the words are gone - make sure you have enough words that each student gets to draw at least once!

# Day 30

Name of Activity- **Types of Sentences**

Learning Outcomes- Students will define a simple sentence using the 3-point checklist. Define the 4 types of sentences. Recognise, write, and punctuate the 4 types of sentences. Change any one-sentence type into the other three

Duration- 45 minutes

Materials Required- **Worksheet-30**, pen/pencil

Method-

1. Write these 4 sentences on the board and ask students to think about how they are similar and different.

    - This is a complete sentence.
    - Is this a complete sentence?
    - What a complete sentence!
    - This is a complete sentence.

2. First, list all of the similarities among these sentences. The similarities become the 3 main qualities of a complete sentence:

    a. It must have a subject.

    b. It must have a verb.

    c. It must express a complete thought.

A sentence is a group of words including a subject and verb that expresses a complete thought.

- Second, describe the differences among the sentences. Though they are "about" the same idea, they are different because they have different functions. Present the following notes on the four types of sentences:
- Declarative sentences make a statement or state a fact, and end with a full stop.
- Interrogative sentences ask a question and end with a question mark.
- Imperative sentences give an order or make a request, and end with a full stop.
- Imperative sentences may end with a period or an exclamation mark (if the command shows strong feeling).
- E.g. Don't drink that! (said with strong emotion so it ends with an exclamation mark).
- Sometimes, the subject is "understood," as in a command: "[You] go next door and get a cup of sugar." That probably means that the shortest possible complete sentence is something like "Go!"
- Exclamatory sentences express strong feelings or sudden emotions, and end with an exclamation mark.
- There's a fire in the kitchen!
- Here is an example:
    - Declarative: "Tom goes to school."
    - Interrogative: "Does Tom go to school?"
    - Imperative: "Go to school, Tom"

- Exclamatory: “Tom’s in school!”
- Ask students to complete Worksheet-30 share their sentences and work on oral voice modulation when presenting.

Grammar in motion: Each group gets a situation card (see below) that they can’t share with other groups. Using a mix of the four sentence types, groups write quick dialogues.

As groups perform the role-plays, the audience calls out the sentence type each person says. At the end, the audience guesses the situation on the card.

Situation cards:

- You are walking at night with your friends and see a child from your community. What will you encourage him/her to do?
- Your friend keeps coming late to class. You want to find out the problem and encourage him/her to be responsible.
- Your sister does not want to do her homework. How will you encourage her to work hard and set goals?
- Your friend is upset due to poor exam results. How will you encourage him/her to keep trying and never give up?

## Day 31

Name of Activity- **Comprehension –Unseen passage**

Learning Outcome- Students will learn and apply different comprehension strategies.

Duration- 45 minutes

Materials Required- Worksheet-31, pens, blackboard

Method-

- Remind students of the comprehension strategies taught earlier.
- Ask them to complete **Worksheet-31**.
- Go through the passage with them.

# Day 32

Name of Activity- **Speaking- Keyword Dialogue**

Learning Outcome- Students will **role play** a dialogue, guided by keywords.

Duration- 45 minutes

Materials Required- **Worksheet-32**, pen/pencil

**Method-**

Note to teacher: Role plays typically need some sort of guidance to ensure proficiency to speak. In this case, the guidance is a set of keywords written on the blackboard. The students are free to use these words in any way they can think of.

- Form groups:
- Each student in the group has a different set of keywords, which help all the students to participate in the conversation. Since their partner's keywords are visible, the activity is quite cooperative: ideally, students guide the conversation so that their partner has an opportunity to use their keywords.
- The keywords will help the students to certain topics of conversation, but be open enough so that the students can use their own knowledge to flesh out the discussion (obviously, the topics should be about something which the students are familiar with).
- To begin with the first sentence, you may give the students a push by writing an opening sentence for one of the students. For example, the following set of keywords (and one opening sentence) are to be used immediately after the students practice the dialogue in their books.

Student 1: You have so many different kinds of monuments in Delhi.

Student 2: ancient, huge, popular

Student 3: India Gate, fort, tourist

Student 4: responsible, cleanliness, respect.

- Use these cards to practice conversations using the synonyms.
- Make sure students answer in complete sentences.
- Let students create their own conversation cards in the blank spaces.

# Day 33

Name of Activity- **Grammar- adverbs** and **adjectives**

Learning Outcome- Students will revise **adverbs** and **adjectives** and practice identifying them and using them.

Duration- 45 minutes

Materials Required- **Workshee- 33**, pen/pencil

**Method:**

- First write two sentences on the board that contain an adverb, such as "Tara ran swiftly" and "Today, we went to the store."
- Circle the words, "swiftly" and "today" and ask if your students know what the similarity between the two words is. If no one knows the correct answer, give clues that they are adverbs.
- Explain what an adverb is, and some tricks for how to recognise adverbs (such as if the word answers the questions of *when*, *where*, *how* much, etc.).
- Usually an adverb modifies verb and other adverbs, and sentences. When an adverb is used in a sentence, it will answer one of the following questions:
- How?
- When?
- Where?
- Why?
- In what way?
- How often?
- How much?
- In what condition?
- To what degree?

An adjective describes or qualities a noun. Adjectives describe nouns by giving some information about an object's *size*, *shape*, *age*, *colour*, *origin* or *material*.

- It's a big table. (size)
- It's a round table. (shape)
- It's an old table. (age)
- It's a brown table. (colour)
- It's an English table. (origin)

- It's a wooden table. (material)
- It's a lovely table. (Opinion)
- It's a broken table. (Observation)
- It's a coffee table. (Purpose)

What Do Adjectives Look Like?

English can be very tricky, so you have to be careful, but a lot of English adjectives end with these suffixes:

- -able/-ible – adorable, invisible, responsible, uncomfortable
- -al – educational, gradual, illegal, nocturnal, viral
- -an – American, Indian, urban
- -ar – cellular, popular, spectacular, vulgar
- -ent – intelligent, potent, silent, violent
- -ful – harmful, powerful, tasteful, thoughtful
- -ic/-ical – athletic, energetic, magical, scientific
- -ine – bovine, canine, equine, feminine, masculine, genuine
- -ile – agile, docile, fertile, virile
- -ive – informative, native, talkative
- -less – careless, endless, homeless, timeless
- -ous – cautious, dangerous, enormous, fabulous
- -some – awesome, handsome, lonesome, wholesome
- Ask students to complete **Worksheet-33**. Give 10 minutes.
- Adjective/Adverb scavenger hunt. Use a recently read chapter, assign a group of students to either a chapter or a story.
- Let the students read through the story and pick out all adjectives and adverbs. 15 minutes.

# Day 34

Name of Activity- **Newspaper Reading Strategies**

Learning Outcome- Student will learn and apply different comprehension strategies for **newspaper reading**.

Duration- 45 minutes

Materials Required- **Workshee-34**, pens, blackboard

Method-

Note to teacher: Secondary school students work on their comprehension skills so they can develop the critical and analytical skills they'll need at the high school level. Activities that incorporate newspaper articles are effective for building comprehension skills because they are informative texts that follow a basic format for developing singular points. Newspaper articles are also practical for reading activities because they are produced in abundance and cover a wide variety of subjects.

- **Assigning Titles:**

  Before class, cut out simple newspaper articles and then cut off the headlines as well. Split the class into groups of three, and give each student an article. Explain that students should spend five minutes reading the article they have been given, and then -- on a separate sheet of paper -- assign new headlines for them based on each article's content. After every student has finished assigning a new headline,let each student exchange articles with the other group. Repeat the process until each student in each group has read and re-headlined three different articles. Afterward, each group can discuss the headlines they created and what information informed their decisions.

- **The Five Ws:**

  Explain the five **Ws** of journalism to the class: **who**, **what**, **when**, **where** and **why**. Then, give each student a newspaper article to read, along with a worksheet with columns labelled for each of the five **Ws**. Instruct students to read their articles, and then raise their hands as soon as they finish. As students raise their hands, go around and take their articles. At this point they should begin filling out the worksheet, recalling as much information from their articles as they can while writing the information in the appropriate columns.

- Ask students to complete Worksheet-34.

## Day 35

Name of Activity- Comprehension –**Unseen passage**

Learning Outcome- Student will learn and apply different comprehension strategies.

Duration- 45 minutes

Materials Required- **Worksheet- 35**, pens, blackboard

Method-

- Remind students of the comprehension strategies taught earlier.
- Ask them to complete **Worksheet-35**.
- Go through the passage with them.

# Day 36

Name of Activity- **Writing- Letter writing**

Learning Outcome: Student will learn the parts of a letter, describe the parts of a letter and using the knowledge they have gained, write a letter to a friend or family member.

Duration- 45 minutes

Materials Required- **Worksheet-36**, pens, blackboard

**Method-**

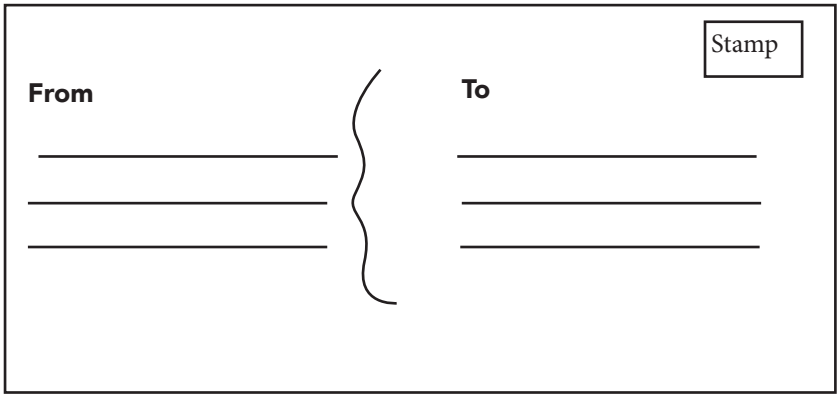
- The lesson begins with the teacher asking the question, 'What is the format of a letter?'.
- At this point in the lesson, read a sample letter and students follow and listen (sample 1 in the Worksheet-36). A discussion ensues as the class is asked to identify the parts of the letter.
- **Personal letters**, also known as friendly letters, and social notes normally have six parts.

1. **The Heading**. This includes the address, line by line, with the last line being the *date*. Skip a line after the heading. The heading will may be written either on the top right/left hand margin.
2. **The Greeting.** The greeting may end with a comma (Comma is optional). In an informal letter 'Dear' is the common greating but in a formal letter 'Sir'/Madam is common.

   Informal: Hi Lalita/ Dear Lalita, Dear father etc.

   Formal: Sir/Madam(;) (Comma is optional)

3. **The body**. Also known as the main text. This includes the message you want to write. Normally the beginning of paragraphs is indented. If not indented, be sure to skip a space between paragraphs. Skip a line after the greeting and before the close.
4. **The ending**. There should be a graceful ending. In informal letters. Skip one to three spaces (two is usual) for the signature line. Yours truly/Truly yours, Yours loving/ I like expressions are common. But in formal letters– Yours faithfully/Sincerely is very common.
5. **The signature**. TIn informal letters eighter first name/last name but not the full name be written. But in formal letters– Full name/signature be given.
6. Address on the Envelope– be written or else the letter is incomplete.



- After this exercise, the students brainstorm all kinds of letters they might write along with the different purposes for writing letters:
- To tell about a good book they have read
- To send news about themselves
- To share what they are learning
- To give news of an upcoming event
- Letter to Father / Uncle / BDO, Collector, Police Station etc.
- To provide information about their hobbies
- To write to Head of the Institution: Leave Application / Friendly Match / Organise a Picnic
- Each student should select one of the above topics and complete Worksheet-36.

# Day 37

Name of Activity- **Text reading** and **comprehension strategies**

Learning Outcome- Student will learn and apply different comprehension strategies for text reading.

Duration- 45 minutes

Materials Required- **Worksheet-37**, pens, blackboard

Method-

Note to Teacher: Secondary school students work on their comprehension skills so they can develop the critical and analytical skills they'll need at the high school level. Activities that incorporate newspaper articles are effective for building comprehension skills because they are informative texts that follow a basic format for developing singular points.

- Before class select a chapter or long paragraph from the textbook.
- As you read it in class, demonstrate the following strategies.
- **Connector:**

  - This means connecting the reading to your own life, to happenings at school or in the community, to similar events at other times and places, to other people or problems that you are reminded of.

- **Summarising:**

  - Prepare a brief summary of the assigned reading. If there are several main ideas or events to remember, first put them in a numbered list.

- **Discussion (Conductor):**

  Develop a list of questions that will help you answer to the questions. You may use some of the general questions below:

  - What, when where, why, how?

  - How did you feel while reading?

- **Vocabulary:**

  - Look at the important or interesting words that stand out somehow while reading.

# Day 38

Name of Activity- **Newspaper Reading Strategies**

Learning Outcome- Student will learn and apply different comprehension strategies for newspaper reading.

Duration- 45 minutes

Materials Required- **Worksheet-38**, pens, blackboard

Method-

Note to Teacher: Secondary school students work on their comprehension skills so they can develop the critical and analytical skills they'll need at the high school level. Activities that incorporate newspaper articles are effective for building comprehension skills because they are informative texts that follow a basic format for developing singular points. Newspaper articles are also practical for reading activities because they are produced in abundance and cover a wide variety of subjects. Teacher to use simple-complex newspaper articles depending on levels of students.Plese use local news of interest to student.

- **Assigning Titles:**

  Before class, cut out newspaper articles and then cut off the headlines as well. Split the class into groups of three, and give each student an article. Explain that students should spend five minutes reading the article they have been given, and then — on a separate sheet of paper -- assign new headlines for them based on each article's content. After every student has finished assigning a new headline, let each student exchange articles with another student in the group. Repeat the process until each student in each group has read and re-headlined three different articles. Afterward, each group can discuss the headlines they created and what information informed their decisions.

- **The Five Ws:**

  Explain the five Ws of journalism to the class: who, what, when, where and why. Then, give each student a newspaper article to read, along with a worksheet with columns labeled for each of the five Ws. Instruct students to read their articles, then raise their hands as soon as they're finished. As students raise their hands, go around and take their articles. At this point they should begin filling out the worksheet, recalling as much information from their articles as they can while writing the information in the appropriate columns.

- Ask students to complete Worksheet-38.

# Day 39

Name of Activity- **Sentences**- **subject** and **predicate**

Learning Outcome- Students will define a *subject* and a *predicate*.Duration- 45 minutes

Materials Required- Worksheet-39, pen/pencil

**Method-**

Introduce complete subjects and complete predicates. Create two sets of note cards such as the examples below. One set of cards has complete subjects ("The big yellow cat that is sitting in the kitchen"), and one set of cards has complete predicates ("meows hungrily."). In small groups, students combine index cards to form sentences. Possible examples for note cards:

| | |
|---|---|
| The big yellow cat that is sitting in the kitchen | meows hungrily. |
| The noisy classroom of students | will eventually complete their work. |
| The university teacher and principal | are dedicated to the students. |
| All the animals in the zoo | look well fed and happy. |
| The human body | is an amazing machine. |

Every sentence contains a subject and a predicate. The subject usually refers to the main subject(s) or noun(s), and the predicate tells what the subject is doing, the main verb(s) of the sentence.

The dog ran away. 'The dog' is the subject and 'ran away' is the predicate.

Subject: The subject of a sentence is the noun, pronoun or noun phrase that precedes and governs the main verb. The subject shows who is speaking, who is speaking to, or the person or thing spoken about.

Examples:

* The Maths *teacher* is really a nice guy.

* My *dog* attacked the burglar.

Head Noun- the main noun or pronoun (teacher, dog) that precedes the main verb.

Complete subject- a main noun or pronoun plus any modifiers (The Maths teacher; My dog) that precedes the main verb.

Predicate: The predicate says what the subject is, what the subject does, or what is being done to the subject.

Ask students to complete **Worksheet-39**.

# Day 40

Name of Activity- **Writing – story from pictures**

Learning Outcome- Students will describe pictures and use them to write a story.

Duration- 45 minutes

Materials Required- **Worksheet 40**, pen/pencil

**Method-**

- *Teacher*: We have already come across different types of writing exercises. Let's write a story looking at pictures.
- Ask students to refer to **Worksheet-40**. There are some pictures on WS-40. They should brainstorm and write down a list & key words that they are related to that pictures. Give them 15 minutes to complete this.
- Next make groups of 4 and discuss your key words. If others have written different words, you may include too. Give 10 minutes.
- Now complete your story with the written sentences. Give 15 minutes.
- Present **Your Story** to the larger group.

# Day 41

Name of Activity- **Type of Sentences**

Learning Outcome- Students will define a simple sentence using the 3 point checklist. Define the 4 types of sentences. Recognise, write, and punctuate the 4 types of sentences. Change any one sentence type into the other three

Duration- 45 minutes

Materials Required- **Worksheet-41**, pen/pencil

Method-

- Revise types of sentences from **Day 30**. The teacher can also create a quiz among student groups for the revision.
- Ask students to complete **Worksheet-41**.

# Day 42

Name of Activity- **Listening** – following instructions

Learning Outcome- Students will listen and follow instructions in English to create a drawing.

Duration- 45 minutes

Materials Required- **Worksheets-42**, pen/pencil & crayons

Method-

- Ask for two volunteers. Give them a ball or any other object and ask them to bounce the ball.
- Ask students to describe what they see. The students will say, X bounced the ball.
- Next ask one of them throw and the other to catch the ball. Ask students to describe what they see. Write all the statements on the blackboard.
- Ask students to work in pairs and identify the object, subject and verb in these sentences. Eg, in the sentence Ajay bounced the ball. Ajay is the subject, ball is the object and bounce is the verb.
- Ask them now make the same sentence starting with The ball……
- Ask them to find out the differences between the two.
- Explain the following:

  In English, all sentences are in either "active" or "passive" voice:

  Active: Mr. Kumar teaches us English.

  Passive: English is taught to us by Mr. Kumar.

  In the active voice the subject of the sentence does the action, eg, _____ bounced the ball. _____ threw the ball. So we have subject--- verb--- object.

  In the passive voice, *eg*, The ball was bounced by _____.

  In an active sentence, the person or thing responsible for the action in the sentence comes first.

  In a passive sentence, the person or thing acted on comes first, and the actor is added after the passive form verb group, introduced with the preposition with 'by' agent.

  In a passive sentence, we often omit the actor completely. 'Be' verb is used in the passive verb group.

  When do I use passive voice? In some sentences, passive voice can be perfectly acceptable. You might use it in the following cases: The person doing the action is unknown: The cave paintings of Bhimbetka were made in the Upper Old Stone Age. [We don't know who made them.]

  The person doing the action is irrelevant: An experimental solar power plant will be built in the Rajasthan desert. [We are not interested in who is building it.]

  You want to be vague about who is responsible:

  Mistakes were made.

  You are talking about a general truth: Rules are made to be broken. [By whomever, whenever.]

  You want to emphasize the person or thing acted on. For example, it may be your main topic: Insulin was first discovered in 1921 by researchers at the University of Toronto. It is still the only treatment available for diabetes.

  You are writing in a scientific experiments, observations etc. that traditionally relies on passive voice.

  Govt. Notices, Orders, Public Notices, News Headlines are generally written in passives.

# Day 43

Name of Activity- **Writing- Essays**

Learning Outcome- Students will use brainstorming and Guided and free-writing to generate a topic to write about.

Duration- 45 minutes

Materials Required- **Worksheets-43**, pen/pencil

Method-

- Give 5/6 outline / key points to develop into a full essay. (Guided)
- Ask the class a number of questions about the importance, usefulness and skills involved in writing. Spend time sharing ideas and experiences with writing in personal, school and professional domains. (Guided)
- Ask students to share concerns, thoughts and fears they have about writing so as to better understand the personal obstacles they may face. Explain this writing unit will require a lot of dedication and commitment. (free-writing)
- Revise the steps of writing and ask them to complete **Worksheet-43**.

# Day 44

Name of Activity- **Comprehension –Unseen passage**

Learning Outcome- Student will learn and apply different comprehension strategies.

Duration- 45 minutes

Materials Required- **Worksheet-44**, pens, blackboard

Method-

- Remind students of the comprehension strategies taught earlier.
- Ask them to complete **Worksheet-44**.

## LEARNING OUTCOMES

The learner…….
EN301: Associate words with pictures.
EN302: Name Familiar objects seen in picture.
EN303: Recognizes letters with sounds.
EN304: Recites/sings rhymes with action
EN305: Listen to instructions and draws scribble in response to poems and stories.
EN306: Responds orally using mother tongue to poem and stories, identifies characters and sequence of a story and ask question about a story
EN307: Carries out simple instructions such as " shut the door: ,…….and such others
EN308: Listen to English words , greetings and such others
EN309: Talks about self /pictures etc.
EN310: Produces words with common blends like 'br' 'fr' etc.
EN311: Writes simple words.
EN312: Responds to comprehension questions related to stories, poems etc. and identifies characters.
EN313: Draws or writes a few words or a sentence related to a poem or a story.
EN314: Recites, sings poems individually, in groups with correct pronunciation and intonation.
EN315: Performs in events such as role-play /skit in English with appropriate expressions.
EN316: Reads small texts in English with comprehension and identifies main idea.
EN317: Expresses his/her opinion /understanding about the story, /characters about story in English /home language.
EN318: use vocabulary related to subjects like Mathematics , EVS relevant to class-III.
EN319: Says Known English words when pictures are shown
EN320 : Learning Numbers from 1 to 10
EN321 : Differentiating small and capital letters
EN22: Reads authentic materials and takes part in discussion
EN401: Recites poems with appropriate expression and intonation.
EN402: Enacts different roles in short skit.
EN403: Responds to the simple instructions, announcements in English made in class/school.
EN404: Responds verbally/ in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read.
EN405: Shares riddles and tong-twisters in English
EN406: Solve simple crossword puzzles, builds word chains etc.
EN407: Infers the meaning of unfamiliar words by reading them in contexts.
EN408: writes/ types dictation of short paragraphs (7-8 sentences)
EN409: Uses punctuation marks appropriately in reading aloud with intonations and pauses such as question marks, comma and full stop and capital letters.
EN410: Writes informal letters or messages with a sense of audiences.
EN411: Uses linkers to indicate connections between words and sentence such as 'First', 'Next' etc.
EN412: Uses nouns, verbs, adjectives and prepositions in speech and writing.
EN413: Talks about self, situation and pictures. (II)
EN414: Draws or writes few words or short sentences in response to poems and short stories.
EN415: Uses simple adjectives related to size, shape, colour, weight, texture such as big, small, round, pink, red, heavy, light, soft etc.
EN416: Listen to short texts from children's section of news papers read out by theteacher.
EN417: Uses pronoun related to gender like he/she, his/her… this/that, here/there, these/those etc.
EN418: Uses prepositions like before, between etc.
EN419: Uses meaningful short sentences in English orally and in writing , uses a variety of nouns, pronouns, adjectives and prepositions in context.
EN420: Identifies opposites like day/night, close/open and such others.
EN421: Composes and writes simple, short sentences with space between words.
EN422 : Darw and write short sentences related to stories, read and speak about their drawing or writing work.
EN423: Make words from the puzzle, matix, word chain etc.
EN424: Appreciate verbally and in writing the varieties of text in food, dresses and festivals as read / heard in his/her day-to-day life and story book, seen in videos, films etc.
EN425: Start using dictionary to spelling and meaning.
EN426: Take dictation of words/phrase/sentences/ short paragraphs from known and unknown texts.
EN501- Answers coherently in written or oral form to questions in English based on day-to-day life experiences, familiar and

unfamiliar story and poem heard or read
EN502- Recites and shares English songs , poems, games, riddles, stories, tongue twisters etc. in the schools and with the family members.
EN503- Acts according to instructions given in English such as 'Open the door' 'Touch the flower'….
EN504- Reads independently the story books, news item, advertisements etc. and talks about it and composes short paragraphs.
EN505- Conducts short interviews of people around him e.g. interviewing grand parents, teachers, school librarians, gardener etc.
EN506- Uses meaningful grammatically correct sentences to describe and narrate incidents and for framing questions.
EN507- Uses synonyms such as big/large, shut/close; antonyms like big/small, close/open; adjectives like big/bigger/biggest etc. from clues in the context.
EN508-Reads texts with comprehensions, locates details and sequence of events
EN509- Connects ideas that he/she has referred through reading and interaction with his/her personal experiences.
EN510- Takes dictations for different purposes such as lists, paragraphs, dialogues etc.
EN511 Describes briefly, orally/in writing about events, places and/or personal experiences.
EN512 Reads printed scripts on the classroom walls, notice boards, in posters and in advertisements.
EN513- Writes paragraphs in English from verbal, visual clues with appropriate punctuation marks and linkers.
EN514- Speaks briefly on the familiar issues like conservation of water….. and experiences of day to day life like visit to zoo, going to mela etc. and practice small dialogues.
EN515- Presents orally and in writing the highlights of a given written texts/short speech/narration/video, film, pictures, photographs etc.
EN516- Reads prints in the surroundings (advertisements, directions, names of the places etc.) and answers queries .
EN517- Attempts to writes creatively (stories, poems, posters etc.)
EN518- Writes and speaks on peace, equality and suggesting personal views.
EN519- Appreciates either verbally/in writing the variety in foods, dress, customs and festivals as read /heard in his/her day to day life, in storybooks, heard in narratives/ seen in videos, films etc.
EN520: Find and frame words from the puzzles (news papers, magazines and textbooks etc.) and frame meaningful sentences
EN601: Participates in activities in English like role play, group discussion, debates etc.
EN602: Recites, reads and shares poems, songs, jokes, riddles, tongue-twisters etc.
EN603: Responds to the oral messages, telephonic communication in English and communicates them in English or home language.
EN604: Respond to the announcements and instructions made in class, school assembly, railway station and in other public places.
EN605: Reads variety of texts in English/ Braile and identifies main ideas, characters, sequence of the ideas and events
EN606: Reads to seek information from notice board, newspaper, Internet, tables, charts, diagrams and maps etc.
EN607: Responds to variety of questions on familiar and unfamiliar texts verbally and in writing.
EN608: Uses synonyms, antonyms appropriately, deduces word meaning from clues in context while reading a variety of texts.
EN609: Writes words, phrases, simple sentences and short paragraphs as dictated.
EN610: Use meaningful sentences to describe. Narrate factual/ imaginary situations in speech and writing.
EN611: Refers to dictionary to check meaning and spelling and to suggested websites for information.
EN612: Writes grammatically (Functional Grammar) correct sentences for a variety of situations using noun (Singular/ Plural), pronoun, verb, adjectives, adverb, determiners etc.
EN613: Drafts and revises short paragraphs based on verbal, print and visual clues.
EN614: Writes coherently with focus on appropriate beginning, middle and end in English/ Braile.
EN615: Writes messages, invitations, short paragraphs and letters (Fprmal and Informal) and with a sense of audience.
EN616: Writes mini biography and auto-biography.
EN617: Identifies kinds of nouns, adverbs, differentiates between simple past and simple present verbs.
EN618 : Appreciates either verbally/in writing the variety in food, dress, customs and festivals as read/heard his her day to day life, in story books/ heard in narratives/ seen in videos, films etc.
EN701: Answers questions orally and in writing in a variety of text.
EN702: Reads aloud stories and recites poems with appropriate pause, intonation and pronunciation.
EN703: Participate in different activities in English such as role play, poetry recitation, declamation, quiz etc. organized by school and other such organizations.
EN704: Engages in conversation in English with family, friends and people from different professions such as shopkeepers, salesperson etc.
EN705: Responds to different kinds of instructions, requests, and directions in varied contexts viz- school, bank, railway stations etc.
EN706: Speaks about excerpts, dialogues, skits, short films, news and debate on TV and radio, audio-video programmes on suggested websites.
EN707: Asks and responds to questions based on texts(from books or other resources) and out of curiosity.
EN708: Reads textual/ non textual materials in English/ Braile with comprehension.
EN709: Identifies details characters, main ideas and sequence of ideas and events in textual / non textual materials.
EN710 : Thinks critically , contrasts characters, events , ideas , themes and relates them to life
EN711: Reads to seek information in print /online , notice board , sign boards in public places , newspaper , hoardings etc
EN712: Takes notes while teacher teaches from books / online materials
EN713: Infers the meaning of unfamiliar words by reading them in context and enriches vocabulary.
EN714: Refers dictionary / thesaurus and encyclopedia to find meaning /spelling of words while reading and writing
EN715: Reads a variety of texts for pleasure e.g. adventure

stories and science fictions/ fairy tales, biography, autobiography, travelogue et. Extensive reading)
EN716: uses appropriate grammatical forms in communication (noun/ pronoun / verb/ determiner, time and tense / passivisation / adjective , adverb , tense.
EN717: organizes sentences coherently in English / braile with the help of verbal and visual clues and with a sense of audience
EN718: writes formal letters , personal diaries , lists email, SMS, etc
EN719: writes descriptions/narratives showing sensitivities to gender, environment and appreciation of cultural diversity
EN720: writes dialogue from a story and story from dialogues
EN721: visits a language laboratory
EN722: Writes a book review
EN723: Appreciate the poetic diction/expression and feel the emotion/mood of the poet.
EN724: Writes creatively poem, stories, paragraphs etc.
EN801: Responds to instructions and announcements in school and public places viz. railway station, market , airport , cinema hall and acts accordingly.
EN802: Introduces guests in English , interviews people by asking questions based on the work they do .
EN803: Engages in conversation in English with people from different professions such as Bank staff, railway staff etc. using appropriate vocabulary.
EN804: Uses formulaic polite expressions to communicate such as- May I borrow your book? , I would like to differ etc.
EN805: Speaks short prepared speech in morning assembly
EN806: Speaks about objects /pictures / titles / events in the class/ school environment.
EN807: Participates in grammar games, vocabulary games and kinesthetic activities for language learning.
EN808: Reads excerpts , dialogues , poems , commentaries of sports and games speeches , news & debates on TV/radios and expresses opinion about it.
EN809: : Asks questions in different contexts and situations (based on the text / beyond texts/ out of curiosity while engaging in the conversations using appropriate vocabulary and accurate sentences)
EN810: Participates in different events such as role-play, poetry recitation, skit , drama , debate , speech , elocution , declamation, quiz etc organized by school and such organizations.
EN811: Narrates stories (real or imaginary and real life experiences in English) in his/her own words.
EN812: Interprets quotations, sayings and proverb etc.
EN813: Reads textual/non-textual materials in English/ Braille with comprehension.
EN814: Identifies details, characters, main ideas and sequence of the ideas and events while reading.
EN815: Reads, compares, contrasts, thinks critically and relates ideas to life.
EN816: Infers the meaning of unfamiliar words by reading them in contexts.
EN817: Reads a variety of texts for pleasure ,e.g. adventure stories and science fictions, fairy tales also non-fiction articles, narratives , travelogues, ( Extensive Reading)
EN818: Refers dictionary, thesaurus and encyclopedia as reference books for meaning and spelling while reading and writing.
EN819: Prepares a write up after seeking information in print / online, notice Board, news paper etc.
EN820: Communicates accurately using appropriate grammatical forms ( e.g. clauses , comparison of adjective, time and tense, active, passive voice and reported speech.
EN821: Writes a coherent and meaningful paragraph, essay / letter through the process of drafting , revising , editing and finalizing.
EN822: Writes short paragraphs coherently in English/Braille with a proper beginning middle and end with appropriate punctuation marks.
EN823: Write answers to the textual and non-textual question after comprehension/ inference; draws character sketch, attempts extrapolative writing.
EN824: Writes e-mail, messages, notice, formal letters, descriptions/narratives, personal diary, report, different forms, short personal / biographical experiences etc.
EN825: Develops a skit (dialogue from a story and story from dialogues.)
EN826: Visits a language laboratory/listens to the teacher
EN827: Writes a Book Review
EN828 : Take dictation and practice the pronunciation spelling etc.
EN829: Listen to the words and sentences read by the teacher in the class and identify the words/fill in the blanks.
EN830 : Listen/watch audio-visual programmes, multi-media materials and speak the gist.

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