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| <b>SESSION</b>      | : | <b>2019-20</b>                       |
| <b>PROJECT WORK</b> | : | <b>SUMMER BREAK HOLIDAY HOMEWORK</b> |
| <b>CLASS</b>        | : | <b>IX</b>                            |
| <b>SUBJECT</b>      | : | <b>ENGLISH</b>                       |
| <b>ACTIVITY</b>     | : | <b>I</b>                             |

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| <b>Topic</b>               | Model Making/Chart Making and Revision Assignment  |
| <b>Content Coverage</b>    | Developing skills of creative expression through models/charts; revision for the PT1 exams, scheduled in July 2019.  |
| <b>Nature of task</b>      | Post content task  |
| <b>Learning Objectives</b> | <p>Through this activity the students are expected to:</p> <ul style="list-style-type: none"> <li>● extract information from charts, models and posters</li> <li>● locate significant points and features of the language</li> <li>● comprehend material presented in the form of a model</li> <li>● understand labels, signage and simple symbols</li> <li>● critically evaluate own work and that of others</li> <li>● get an integrated view of writing and grammar, and their link together</li> <li>● link events in a narrative</li> <li>● understand the differences between spoken and written English</li> <li>● understand factors that influence use of grammar and vocabulary in writing</li> <li>● understand the different ways in which grammar has been described</li> <li>● read diverse texts with historical and cultural contexts</li> <li>● analyze works of literature in one or more interpretive contexts</li> </ul> |
| <b>Procedure</b>           | <ul style="list-style-type: none"> <li>● The <b><u>first task</u></b> involves the making of a chart <b><u>or</u></b> a model on the topics listed below (section-wise).</li> <li>● The students will submit the task on the first day that school reopens for evaluation and assessment.</li> <li>● The students are encouraged to use their own creativity to prepare the chart/model.</li> <li>● This task will be assessed as a regular HW for the month of July 2018.</li> <li>● <b><u>Section-wise topics of the chart/model making task:-</u></b> <ul style="list-style-type: none"> <li>✓ IX A-Parts of Speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions, interjections)</li> <li>✓ IX B-Famous Authors and their Works</li> <li>✓ IX C-Poetic Devices</li> <li>✓ IX D- Contronyms (Words with contradictory meanings)</li> <li>✓ IX E- Commonly misspelled Words in English</li> </ul> </li> </ul>   |

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| <p><b>Criteria / Rubrics for assessment</b></p> <p><b>Values imparted through the Activities</b></p> | <ul style="list-style-type: none"> <li>• In <b>the second task</b>, the students will be given a set of questions from the syllabus of the PT1 exams that they would require to solve in the rough copy/practice copy.</li> <li>• They will be required to attempt all the questions given, based on their reading and understanding the passages, their skills of writing, their understanding of the grammar topics and their comprehension of the poems/prose pieces of the literature syllabus..</li> <li>• This assignment will not be assessed. It need not be pasted in the HW copy.</li> <li>• <b>This assignment is a revision work for the upcoming PT1 exams.</b></li> </ul> <ul style="list-style-type: none"> <li>• Accuracy, content relevance and clarity of ideas - 05 marks</li> <li>• Creativity and presentation - 05 marks</li> </ul><br><ul style="list-style-type: none"> <li>• The students learn to read and comprehend material.</li> <li>• They understand that silent reading is more important and meaningful.</li> <li>• They develop reading speed and build academic vocabulary.</li> <li>• They learn to read and interpret works of literature</li> <li>• They develop the ability to pick concise and meaningful bits of information.</li> <li>• They make inferences based on information in the chart/model.</li> <li>• They learn to generate ideas from sources to develop creative expression.</li> <li>• They will be able to orally describe a visual presentation.</li> <li>• They are able to present ideas and concepts graphically and through pictures/diagrams/illustrations.</li> <li>• They can imbibe ethical, moral and cultural values through various forms of literature.</li> </ul> |
| <p><b>Follow up</b></p>  | <p>The students discuss each other's works and share reviews. The teacher gives feedback of the work and suggests ways to improve reading, writing, listening and speaking skills. Similar tasks can be given to deal with other relevant and exciting ideas.</p>  |

**Pasted below are some ideas to help the student make the chart/model:**





# Prepositions:

Anywhere a mouse might go

