



Government of Maharashtra

Bridge Course

ENGLISH

Class:- IXth

Academic Year: 2020-21

Academic Year: 2021-22



**State Council of Educational Research and Training,
Maharashtra. Pune**

Bridge Course (सेतू अभ्यासक्रम)

विषय : इंग्रजी

इयत्ता : नववी

- प्रवर्तक: शालेय शिक्षण विभाग, महाराष्ट्र शासन
- प्रकाशक: राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, महाराष्ट्र, पुणे.
- प्रेरणा: मा. श्रीम. वंदना कृष्णा, (भा.प्र.से.)
अपर मुख्य सचिव, शालेय शिक्षण व क्रीडा विभाग, मंत्रालय, मुंबई.
- मार्गदर्शक: मा. श्री विशाल सोळंकी, (भा.प्र.से.)
आयुक्त (शिक्षण), महाराष्ट्र राज्य, पुणे.
- मार्गदर्शक: मा. श्री राहुल द्विवेदी, (भा.प्र.से.)
राज्य प्रकल्प संचालक, महाराष्ट्र प्राथमिक शिक्षण परिषद, मुंबई.
- संपादक: मा. श्री दिनकर टेमकर
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- सहसंपादक : डॉ. विलास पाटील
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- संपादन सहाय्य: श्री अजयकुमार फुंदे.
अधिव्याख्याता, इंग्रजी भाषा विभाग,
राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, महाराष्ट्र, पुणे.
- संपादन सहाय्य: श्री अभिनव भोसले.
विषय सहाय्यक, आय.टी. विभाग,
राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, महाराष्ट्र, पुणे.
- निर्मिती समिती सदस्य:
 १. विशाल तायडे, इंग्रजी विभाग प्रमुख जि.शि.प्र.सं., औरंगाबाद
 २. गणेश शिहरे विषय सहाय्यक, जि.शि.प्र.सं., औरंगाबाद
 ३. प्रकाश वाघमारे विषय सहाय्यक, जि.शि.प्र.सं., औरंगाबाद
 ४. रोहिणी माळी विषय सहाय्यक, जि.शि.प्र.सं., औरंगाबाद
 ५. संतोष गायकवाड विषय सहाय्यक RAA, औरंगाबाद
 ६. खान रेहान अहमेद माध्यमिक शिक्षक IQRA Boys' High School, औरंगाबाद

७. रत्नाकर पगारे माध्यमिक शिक्षक जि. प.माध्य. शाळा शिवराई

८. ज्ञानेश्वर घोरपडे माध्यमिक शिक्षक यशवंतराव चव्हाण हायस्कूल, औरंगाबाद

९. मोहसीन भिकन शेख माध्यमिक शिक्षक पब्लिक हायस्कूल, नेहरूनगर, औरंगाबाद

Instructions for Teachers, Parents and Facilitators

As we all are very well aware about the fact that due to pandemic situation, the schools were formally closed during the last academic year and the actual classroom teaching and learning could not take place. There is uncertainty even today as to when schools will restart in the coming academic year. On this background various efforts have been made by the government in the last academic year to impart education to the students through online mode. Accordingly, the Bridge Course has been prepared with the dual objective of reviewing the studies done by the students in the previous academic year and helping them to learn the curriculum of the present class in this academic year.

1. The bridge course lasts for a total of 45 days and consists of three tests after a certain period of time.
2. The bridge course is based on the syllabus of previous class and is a link between the syllabi of previous and the current class.
3. This bridge course has been prepared class wise and subject wise. It is related to the learning outcomes and basic competencies of the previous class' textbook and is based on its components.
4. The bridge course includes component and sub-component wise worksheets. These worksheets are generally based on learning outcomes and basic competencies.
5. The structure of the worksheet is generally as follows.

Part One - Learning Outcomes/Competency Statements.

Part Two - Instructions for teachers / parents and facilitators

Part Three - Instructions for Students

Part Four - Learning Activity

Part Five - Solved Activity/ Demo

Part Six - Practice

Part Seven - Extension Activity/Parallel Activity/Reinforcement

Part Eight - Evaluation

Part Nine - DIKSHA Video Link/E-Content/QR Code

Part Ten - My Take Away/ Today I Learnt

6. This bridge course will be very important from the point of view to revise and reinforce the learning of the students from the previous class and pave the way to make their learning happen in the next class.
7. Teachers/parents and facilitators should help their children to complete this bridge course as per day wise plan.
8. Teachers/parents and facilitators should pay attention to the fact that the student will solve each worksheet on his/her own, help them where necessary.
9. The teacher should conduct the tests from the students after the stipulated time period, assess the test papers and keep a record of the same.
10. Having checked the test papers, teachers should provide additional supplementary help to the students who are lagged behind.

Best wishes to all the children for the successful completion of this Bridge Course!

Instructions for Students

Dear students, due to pandemic situation in the last academic year you continued your learning and education through online and in various digital modes. This Bridge Course has been prepared for you with the objective of reviewing the previous year's syllabus at the beginning of the present academic year and helping you to prepare for this year's syllabus.

1. The bridge course lasts for a total of 45 days and consists of three tests after a certain period of time.
2. The bridge course will help you to understand exactly what you have learned in the previous academic year and to understand the curriculum for the next class.
3. This bridge course should be studied on a day-to-day basis.
4. It consists of day-to-day worksheets. You are expected to solve the worksheet on your own as per the given plan.
5. Seek the help of a teacher, parent or siblings if you have difficulty solving the worksheet.
6. The video links are provided to better understand the text and activities given in each worksheet for reference, try to understand the concept using them.
7. Solve the tests provided along with as planned.
8. Get it checked with the teacher after completing the test.
9. Seek the help of teachers, parents or siblings to understand the part that is not understood or seems difficult.

Best wishes to you all for the successful completion of this Bridge Course!

Activity: 1

LOs: - Communicates one's feelings/emotions appropriately in four or five lines.

Std. -09

Subject - English

BRIDGE COURSE BOOK
Learning Outcomes/ Competency Statements: To enable students to communicate feelings of 'Happiness'.
Instructions for teachers and parents/ facilitators: <ul style="list-style-type: none">- Try to feel emotions of students and give exposure to them.- Observe facial expressions of joy and happiness.- Supervise their superb control on joy so as they do not to lose their temper.- Observe their body language and tone of voice.
Instruction for students: <ul style="list-style-type: none">- Express your feelings and emotions of joy, happiness and Gladness.- Try to reveal secret of your happiness.- Enjoy your liberty of happiness, joy and entertainment.
Learning Activity: <ul style="list-style-type: none">- Hurrah! We have won the match.- Wow! What a present surprise!

Solved Activity /Demo:

The facilitator will instruct the students to communicate with their feeling and emotions of happiness individually or in groups.

Practice:

- What different feelings and emotions did you experience?
- What were the words of emotions?
- What other words of joyful feelings do you know?
- Why did you enjoy such feelings?
- What lesson do you learn from such emotions?

Extension Activity /Parallel activity / Reinforcement :

Facilitator will instruct students to make a list of at least 10 words of joyful emotions and try to construct the sentences and then communicate and speak in front of the class.

Parallel Activity :-

Oh! Hi friends! Today, I want to tell you some good news. Listen, the work which was pending for so many years in our area is completed now. And very soon we will see a huge and beautiful garden here!!

Evaluation:

The facilitator will check facial expressions, vocabulary of students, body language and tone of voice.

DIKSHA Video /E- Content QR code :

My take away / Today I learnt :

Today, I have learnt that peaceful atmosphere can be created by enjoying joyful emotions, feelings and expressions for a healthy life.

Activity: 2**BRIDGE COURSE BOOK****Learning Outcomes/ Competency Statements:**

To enable the students to communicate feelings of 'Sadness'.

Instructions for teachers and parents/ facilitators:

- Observe the body language with gestures.
- Feel emotions of students.
- Observe their facial expressions and emotions of sadness.
- Supervise their tone of voice.

Instructions for students:

- Try to express your feelings and emotion related to sadness.
- Try to reveal your feelings of sadness with different situations.
- Express your emotions fluently with lucid constructions.

Learning Activity:

- Oh! Very sad news, what happened to him?
- I am extremely sorry to say that you are not selected in our school team.

Solved Activity /Demo:

The teacher will instruct the students to communicate and express their feeling and emotion of sadness individually or in groups with confidence

Practice:

- What different feelings and emotions did you hear about sadness?
- What were the words of expressing sadness?
- When do you really become emotional?
- What is the reason?
- What lesson do you learn from such emotions?

Extension Activity /Parallel activity / Reinforcement :

Teacher will instruct students to make a list of at least 10 words of related to sadness and try to construct the sentences and then to communicate and speak in front of the class.

Parallel Activity :-

Dear Maa,

I have never truly told you how much I love you. You gave me a life and made it beautiful for me. I can't forget this forever in my life. You always motivated me to build my confidence in every moment of my life and supported me to become a good human being. Thanks, Maa.

Evaluation:

The teacher will check facial expression, tone of voice, body language, gestures, vocabulary of students.

DIKSHA Video /E- Content QR code :**My take away / Today I learnt :**

Today, I have learnt that all emotions tell you something about ourselves and our situation. But sometimes we find it hard to accept what we feel as well as you might describe yourself as feeling lonely, heartbroken, gloomy and cheerless.

Activity: 3**BRIDGE COURSE BOOK****Learning Outcomes/Competency Statements:**

1. To enable students to speak and narrate joke with proper intonation, gestures.
2. To enable students to express boldly and confidently.
3. To enable students to gain leadership qualities.

Instructions for teachers and parents/facilitators:

Facilitators will check pronunciation, intonation and gestures of students.

You will supervise the appropriate vocabulary and content and will give an opportunity to express the meaningful humour individually or in the group.

Instructions for students:

create a joke meaningfully by using good vocabulary and expressions.

Try to speak fluently with lucid construction.

Learning Activity:

A JOKE

A sales representative, an administrative clerk and the manager are walking to lunch when they find an antique oil lamp. They rub it and Genie comes out. The Genie says, "I will give each of you just one wish."

"Me first! Me first!" says the admin clerk. "I want to be in the Bahamas, driving a speed boat without a care in the world." Puff! She's gone.

"Me next! Me next!" says the sales representative. "I want to be in Hawaii, relaxing on the beach with my personal assistant away from the daily chores of the office." Puff! He's gone.

"Okay, you're up", the Genie says to the manager. The manager says, "I want those two back in the office after lunch."

Solved Activity/Demo:-

Facilitator will encourage and ask a few students to conduct the demo of the joke listened by playing the role of the four characters with natural expressions.

Practice:-

1. How many characters are involved in the humour (joke)?
2. Who are the people involved?
4. How did they meet Genie?
5. What did the Genie announce?
6. What did the administrative clerk wish?
7. What was the Desire of the sales representative?
8. What did the manager say?
9. Who was the most sensible among the three employees?
10. What lesson do we take from this humour?

Extension Activity/Parallel Activity/ Reinforcement:

The teacher will instruct and encourage the students to tell another joke.

E.g.

Teacher: If lion is chasing you, what would you do?

Student: I would climb a tree.

Teacher: If the lion climbs a tree?

Student: I will jump in the lake and swim.

Teacher: If the lion also jumps in the water and swims after you?

Student: Teacher, are you on my side or on the lions?

Evaluation:-

Facilitator will check fluency in the speech, vocabulary, content, intonation and overall effect of the students and will boost their confidence.

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

I have learnt today that,

1. A sense of humour can improve mental and physical health.
2. A joke improves our leadership qualities, more control over anxiety.
3. Greater self-competency and better performance in social interactions.

Activity: 4

Learning Outcomes/Competency Statements:

Respond to instruction and announcement in school and public places such as railway station, market, bus stand, airport, cinema hall, malls and acts accordingly.

Instruction for teacher and parent/facilitator :-

Facilitator reads the transcript of the announcement given on the Bus stand.

Emphasize the important points while reading the transcript of the announcement.

Motivate learners to note down all important points of the announcement of the bus stand.

Motivate and support students to get the right answers.

Instruction for the students:

Listen to the whole announcement and instructions very carefully.

Take down all important points in your notebook.

Complete all activities as per instructions.

If you face any challenges/problems, take the help of your teacher.

पालकांसाठी सूचनाः

विद्यार्थ्यांसाठी संपूर्ण उतारा हल्लुवारपणे वाचा.

काही अडचण असल्यास संबंधित शिक्षकांची मदत घ्या.

विद्यार्थ्यांना कृतीपत्रिका सोडविण्यासाठी प्रेरित करा .

Bus stand Announcement

My I have your attention please, good morning to one and all.

You are all welcomed in the premises of Aurangabad bus stand. Dear passenger bus Aurangabad Pune bus no 1233 is coming on platform no -5. All passengers are requested to abide by all following rules of safety rules.

- Cover your mouth properly with a mask.
- Use sanitizer frequently.
- Main social distance ,
- Try to avoid touching any unwanted things.
- Beware of pickpockets.
- Keep you all valuables and luggage safe.
- Do not eat any food items offered by strangers.

One important announcement is there. Passengers who are waiting for Mumbai bus, the bus got Engine issues and it is being repaired soon. It is one hour late so sorry for the inconvenience.

Learning activity :-

Facilitator asks students to listen to the transcript of the bus stand announcement. Teacher/ facilitator motivate them to get answers from the listening announcement.

Task No: -1 Match the words to their meanings.

Sr. No.	Words	Answers	Meanings
1	Announcement		Notice taken of someone
2	Attention		A formal public statement about occurrence.
3	Premises		A person whom does not know.
4	of pickpockets		A house together with its land
5	Strangers.		Steal from the pocket.

Task No; 2 Listen announcement and tick the correct answer from given options.

1] Which instruction is given to protect from Corona Virus?

- Wash your hand and face with very hot water.
- Cover your mouth with masks properly.
- Stand in groups.
- Drink a lot of water.

2] Where is bus no of 1233 going?

- Aurangabad to Pune.
- Pune to Nasik
- Nashik – Nagar
- Dhule- Nasik.

3] Which platform no is mentioned in the announcement?

- Platform no -03
- Platform no -04
- platform no 07
- platform no -09

4] What is advised to use frequently?

- sanitizer
- .petrol
- Diesel
- water

Solved activity :-Demo:

Teacher reads the whole transcript and supports learners to get appropriate answers from

the listened transcript.

Teachers give a demo of solving activity tasks.

E.g. Fill in the blanks.

A] Beware of [police, announcer, pickpockets.

Teacher reads answers loudly and fills an appropriate word in the blanks.

Practice :-

Teacher gives instructions to students to complete activity tasks

- . Task no: -1 Match the words with their meanings.
- Listen to the announcement and tick the correct answer from the given options.

Teacher supports learners to complete all activity tasks and motivates them in practice time.

Extension activity :-

Teacher asks students to listen instructions given by officers in the market.

Teacher also supports them to get expected instructions from the internet.

Evaluation: - Teacher gives them one transcript of school instructions and asks them to write their responses to the given instructions.

Teacher helps them to respond appropriately.

DIKSHA VIDEO :-

Teacher supports them to see the videos of them giving instruction from the internet.

My take away points :-

- Facilitator asks students to enlist their learning points.
- Students respond to instruction as per the expectation.

Activity: 5

Learning outcome/competency statement: - Respond to instructions and announcements in school and public places such as railway station, market bus stand airport, cinema hall, malls and act accordingly.

Instructions for teachers and parents/facilitators :-

A] instruction for facilitator :-

- 1] Facilitator asks students to complete a preparation task before listening to the transcript of the announcement.
- 2] Teacher/facilitator will read the given transcription of the railway announcement.
- 3] Teacher supports/facilitates students to complete activity sheets.

B] पालकांसाठी सूचना:-

- अ] विद्यार्थ्यांकडून कृती १ करून घ्यावी.
- ब] जोड्या जुळविल्यानंतर शिक्षकांकडून तपासून घेणे किंवा डिक्शनरीमधून शब्दांचे अर्थ पाहावे.
- क] रेल्वे स्थानकावरील सूचना विद्यार्थ्यांना वाचण्यास सांगावे.
- ड] विद्यार्थी कृती सोडविताना त्यांना काही अडचणी आल्यास शिक्षकांची मदत घेणे.

Instructions for students :-

- 1] Try to match words to their definition.
- 2] You will listen to announcements very carefully to complete exercises based on announcements.
- 3] Give answers by listening to announcements very carefully.
- 4] Seek help to get the right answers.

Learning activity

A] Teacher asks all students to match the words to appropriate definitions.

Teachers/facilitators motivate students to match with the meanings of the words.

- Use sanitizer frequently.
- Use Masks properly.
- Do not touch your face.
- Do not touch any part of the mall unnecessarily.
- Do not throw any rubbish after using activity no 1: - Match words to their definitions.

Activity task no :-2

Sr. No	Words	Definition(meanings}
1	Attention	Travelers
2	Platform	Leave
3	Depart	Roughly
4	Approximately	a raised level surface on which people or things can stand.
5	Passengers	Notice taken of someone

- B] Teacher reads the transcript slowly.

* If necessary, the teacher reads the transcript twice for more comprehension.

(Transcript railway announcement.)

Your attention please.

Good morning to all, this is a platform for all passengers who are going to Aurangabad .Train number 1240 is delayed by approximately 10 minutes. The train will

now depart, concerned passengers for 1240 train to Aurangabad platform no 10.
Passengers for 1240 to Aurangabad, please make your way to platform 10.

You are requested to cover your mouth with masks. Use sanitizer to clean your hands.
Please maintain proper social distance to avoid infection of covid -19.

Thank you, happy journey.

B] Teacher asks student to solve task no. 1

· TASK NO: -1 Are the sentences true or false.

The passengers are waiting for train no 1220.

Train no 1240 is delayed for 10 minutes.

The passengers going to Pune by train.

The announcement has been made at the airport.

The announcement has been made to inform passengers to go to platform no 10.

· TASK NO :- 2 Tick the correct answers

1] The train no 1224 is going to

* Mumbai

* Nashik

* Pune

* Aurangabad

2] The passengers are waiting for

* train no 1240.

* plan no 1200

* Travel no 431

3] The announcement is made by a

* passenger

* train checker

* Railway controlling authority.

* railway police

4] The announcement is made in the

*afternoon

* morning

*night

* midnight

5] Which instruction is given by the railway controlling authority?

Do not sleep on the railway bench.

Beware of beggars.

Do not purchase anything from outside of the railway station.

Cover your mouth with masks.

TASK NO 3:- Circle the instructions given in the railway announcement.

- · Do not eat too much before your journey.
- · Cover your mouths with masks.
- · Sanitize your hand properly.
- · Beware of strangers.
- · Maintain proper social distance.
- · please make your way to platform 10
- Do not purchase anything from outsiders.
- · Take care of precious things.
- · Train number 1240 is delayed by approximately 10 minutes

Demo :-

Teacher facilitator gives demo of finding out/giving answers of given questions which support learners to complete activity tasks. Teacher supports learners by solving one example from given activity tasks. The teacher may refer another same examples from transcript while supporting students

Practice

Student/s try to find out all the correct answers of given activity tasks given above.

Students refer their taken points of announcement to give correct answers

TASK NO: - 1 Say true or false.

TASK NO: - 2 Tick the correct answers.

TASK NO 3:- Circle the instructions given in the railway announcement.

• Extension activity/reinforcement :-

*Listen to the announcement of the bus stand and rewrite it in your words.

* Enlist the instruction given in sport teacher of your school.

Evaluation: - How would you respond to instructions given by a sports teacher, at school at a sports event? Rewrite a short transcription of it.

- Diksha video: -

My take away:

Students learnt the following things.

- 1] How to give instruction.
- 2] Which kind of sentence structure is used in instructions?
- 3] They also learnt to respond to given ins

Activity: 6

Learning outcomes / Competency statements:

Listens attentively to a variety of programmes (Career guidance)

Instructions for teachers and parents/ facilitators:

Imagine you are going to give career guidance. So before you start give your instructions very clearly.

-Prepare a speech on career guidance.

- If you are going to take this online you can read the Script of your speech in rising and falling intonation properly.

-Practice before you present

Instructions for students:

1. Keep silence when you listen the speaker.
2. Listen carefully and note down the points wherever necessary.

Learning activity:

Teacher will read or give the speech politely in very clear voice .Explain why do we need career guidance in our life.

Solved activity /Demo:

Tick whether the statements are true or false.

1. There is competition in every sector.
2. We need to focus on studies.
3. To get success in life, we did not to choose your side.

Extension Activity / Parallel Activity /Reinforcement:

Visit a railway station and listen railway announcement.

Evaluation:

What are the benefits of career guidance?

DIKSHA Video / E- content QR code:

My take away /Today I learnt:

We should keep silence at the time of listening.

Activity: 7

Learning outcomes / Competency statements:

Listens attentively to a variety of programmes. (Cricket Commentary)

Instructions for teachers and parents/ facilitators:

Choose any cricket commentary audio from radio or TV.

Make a script of cricket commentary,

Before playing give clear instructions to students to listen it attentively.

Instructions for students:

- 1.Keep silence when you listen the commentator.
2. Listen carefully and note down the points wherever necessary.

Learning activity:

Teacher will play an audio clip of commentary or will give sample commentary.

Students will listen attentively.

Solved activity /Demo:

Answer in one word.

1. Who is giving commentary?
2. Which two teams are playing?
3. Whose bating is going on?

Practice:

Students will listen the commentary.

Extension Activity / Parallel Activity / Reinforcement:

Listen any other cricket commentary on radio.

Evaluation:

Who won the match with how many wicket and runs?

DIKSHA Video / E- content QR code:

My take away /Today I learnt:

We should keep silence at the time of listening.

Activity: 8

Learning Outcomes/ Competency Statements:

Write a coherent and meaningful paragraph through the process of drafting, revising, editing and finalizing.

Instruction for teachers and parents/ facilitators:

Explain the nature of activity. Help the learner wherever he/she need assistance.

Instruction for students:

Read the instructions for activity carefully.

Complete the activity as per demo.

Use the language support given in the brackets.

Learning Activity:1

A. Find the good qualities of your best friend

Ex.

Honest, Clever, Talkative, Active, Lazy, Hardworking, Polite, Kind, Rude, Helping, Arrogant, Angry, Happy, Tall, Short, Punctual

B. Write meaningful paragraph about your friend with the help of above qualities.

You may use the following conjunctions to connect the sentences. Ex. And, Then, But, as well as, however, thus, as, so, Yet, still, according to,

Solved Activity /Demo:

My Best Friend

.....is my best friend. He She is very honest and hardworking. He/she is clever but arrogant.

his/her is.....

Practice:

Frame sentences by using conjunctions such as but, as, thus, still, though, although

Write a paragraph about My favourite Teacher/Leader

Extension Activity /Parallel activity / Reinforcement:

Write likes and dislikes.

Use the points given below.

Food, Sports, Subjects, Habits, Tourist places etc.

Ex. I like English.

I don't like to wake up early in the morning.

Evaluation:**Write a paragraph about your School**

(You may use following points)

Name, No. of Teachers, Playground, Library, School activities and favourite things.

DIKSHA Video /E- Content QR code:

<https://youtu.be/IMRTtUrSFOc>

My take away / Today I learnt:

I learnt new words. i.e., rude, talkative etc.

I learnt new conjunctions i.e. however, according to etc.

Learning Outcomes/ Competency Statements:

Write a coherent and meaningful paragraph through the process of drafting, revising, editing and finalizing.

Instructions for teachers and parents/ facilitators:

Tell the nature of activity. Assist the learner wherever he/she needs.

Ask the learner to observe the Picture carefully.

Ask him/her to describe it.

Instruction for students:

Observe the picture carefully and complete the activity.

Learning Activity:

(Picture of Elephant)

Describe the picture with the help of picture and points. Describe the picture with the help of following adjectives.

Ex. Big animal, Gray colour, very strong, White long teeth, long trunk, big ears, small eyes



Solved Activity /Demo:

An Elephant is a big animal. It has long white teeth and huge trunk.....

Its wild as well as pet animal. With its gray color, long teeth and big trunk it

Looks very attractive.....

Practice:



Use the following points and describe a picture.

Huge shady tree, Many branches, sweet mangoes, huge trunk and green branches, ever green tree

Extension Activity /Parallel activity / Reinforcement:

Describe the market scene

(Use following points to describe the market scene)

Crowdy, Many shops, Hawkers, Fruits and Vegetables.



Evaluation:

Describe your Town/ Village / Colony

(You may use following points)

Countryside, Roads, Trees, Mountains, River, Well, People, Profession, Temple and Mosque

DIKSHA Video /E- Content QR code:

<https://youtu.be/IRqapSm5uUg>

My take away / Today I learnt:

I learnt some new adjectives.

I learnt how to describe a picture with the help of adjectives.

Activity: 9

Learning Outcomes/ Competency Statements:

Writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalizing.

Instruction for teachers and parents/ facilitators:

Tell the nature of activity. Assist the learner wherever he/she need.

Tell them the process of Paragraph writing.

Instruction for students:

Read the points carefully.

Write Topic sentence, sub topic sentences and concluding sentence.

Complete the paragraph with the given points.

Write a first draft and circulate your notebook to your friend/parents to check and after that write the final draft.

Learning Activity:3

Write a paragraph about your favourite season.

You may use following points (brain storming)

Rainy season, spring season, Winter season, autumn

Longer days and weather is warmer.

Trees bear new leaves. /shoot

Bees and butterflies appear.

The birds chirping.

Many great pleasures.

Solved Activity /Demo:

Spring is my favourite season

Spring is my favorite season. During spring, the days are longer and the weather is warmer. The trees starts to bud and the flowers bloom. Bees and butterflies appear letting us know that summer is near. The birds chirps happily as they migrate back to warmer climate. The spring season offers so many great pleasures.

Practice:

Write a paragraph about Hamburger/ Sandwich

Write main/topic sentence.

Sub topic sentences/other sentences.

Concluding sentence.

Extension Activity /Parallel activity / Reinforcement:

Write a paragraph about your favorite FRUIT.

Banana, Apple, Pineapple, Custard apple, Chikku, etc.

Complete the paragraph with proper beginning and end.

Evaluation:

Read the demo activity andwrite

What is the main idea?

What is the topic sentence? /Main sentence?

What are sub topic sentences? / Other supportive sentences.

What is concluding sentence? Ending sentence?

DIKSHA Video /E- Content QR code:

<https://youtu.be/zeCv0ifsURA>

My take away / Today I learnt:

I learnt about correlation of idea.

.....

.....

Activity: 10

Learning Outcomes/ Competency Statements:

Write an essay on the given topics.

Instruction for teachers and parents/ facilitators:

Explain the process and steps of essay writing.

Instruction for students:

Read the instructions carefully and do the activities.

Read the questions and answer them. Write all answers in a single paragraph.

Learning Activity:1

1. Do you like to play /watch the games?
2. Which games do you like to play?
3. What are some of our local games?
4. Who is your favorite sportsperson?

5. What games are played in the Olympics?
6. What is the theme of all above questions?
7. Write all the answers in one paragraph and read it.

Solved Activity /Demo:

I like to play cricket but I like to watch football. I like to play Kho Kho and kabaddi too. Marbles, skipping, hopscotch, Gillidanda, Lagori, hide and seek are our local games. My favourite sportsperson is Virat Kohli. Weightlifting, shooting, Hockey, running, jumping, basketball, tennis, wrestling games are played in the Olympics.

Practice:

Read the following questions and write answers in together as a single paragraph. Suggest a suitable title to your writing.

1. Do you like to listen music/ songs?
2. What types of songs do you listen / sing?
3. Who is your favourite singer?
4. Do you practice daily?
5. When do you sing?
6. Do practice/ rehearsal singing under the guidance of a Guru / teacher? the guidance of Guru / Teacher?
7. What is difference between folk music and classical music?

Extension Activity /Parallel activity / Reinforcement:

Read the following questions and write answers in together as a single paragraph. Suggest a suitable title to your writing.

1. Do you like animals?

2. Which animals do you like? Wild or tame/ domestic?
3. Where do you find all animals?
4. Do animals speak?
5. How do you understand that they are not feeling well?
6. Who gives treatment / medicine to the sick animals and birds?

Evaluation:

Write an essay on “Festivals”. Use the following questions.

1. Do you like to celebrate festivals?
2. Why do you enjoy fairs/ festivals?
3. What are the different festivals in our state?
4. Is there correlation between festivals and seasons? Give examples.
5. Do you know festivals which are celebrated in other states?
6. Which is your favourite festival? Why?

DIKSHA Video /E- Content QR code:

My take away / Today I learnt:

- 1.....
- 2.....

Activity: 11

Learning Outcomes/ Competency Statements:

Write an essay on different topics/subjects.

Instructions for teachers and parents/ facilitators:

Explain the process and steps of essay writing

Instruction for students:

Read the instructions carefully and do the activities.

Learning Activity:2

Prepare a paragraph on P.V. Sindhu. Use the following points.

Full name: Pusarla Venkata Sindhu.

State: Andhra Pradesh

Parents: P.V. Ramana and P. Vijaya

Early Success: 5th Servo All India ranking championship for under 10 category. Won the singles title at Ambuja cement

Recent Recognition: in 2012, she won Asia Youth Under 19 Championship.

Awards: She won many awards including Padmashri in 2015

In 2016, she got Rajiv Gandhi Khel Ratna Award.

Solved Activity /Demo:

Pusarala Venkata Sindhu is badminton player. She born and brought from Andhara Pradesh.

Practice:

Read the following points and write answers in together as a single paragraph. Use the points and develop an essay. Suggest a suitable title to your writing.

Name of the player.

Related sports.

Early career /beginning

Coach

Struggle

Guidance

Achievements

Extension Activity /Parallel activity / Reinforcement:

Read the following point and write answers in together as a single paragraph. Use the given points and write an essay.

Main seasons: Summer, Monsoon, Winter

Their features: hot, cool, wet, dry, warm

Evaluation:

Write an essay on " My Hobby"

Your passions/ hobby

Spending time

Learning skills

Individual/ group work

Enjoyment with achievements

Get fresh and recognition

DIKSHA Video /E- Content QR code:

My take away / Today I learnt:

1.....

2.....

Activity: 12

Learning Outcomes/ Competency Statements:

- a. Learners able to Imagine about <https://docs.google.com/document/d/1qi8kMCntgmJ-eqRNNWy3s8ORVzK69a1DdEQJt8x96Dk/edit?usp=drivesdk>
- b. Learners to think & write Stories, Poems, Dialogues, Cartoons, Jokes, Riddles, Playlets, Skits etc.
- c. Learner tried to develop such creative writing forms.
- d. Learners able to link their ideas to expand such forms of creativeness.
- e. To make learners self thinking
- f. The key to improving the craft of writing.

Instruction for teachers and parents/ facilitators:

- a. To give chance everyone to express a variety of feelings, thoughts, facts, emotions.
- b. Providing a chance to learner to write stores and exploring the boundless possibilities of language.
- c. Enable child to connect with his creative side which become a strong reader, develop an extensive vocabulary organizer.
- d. Able to make learners critical thinkers to think self.

Instruction for students:

- a. Invite pairs groups to participate story telling games.
- b. Once they together, tell them they are going to build a story together.
- c. They may use theirs mother tongue while to build story.
- d. To make sure that everyone contribute equally.

Learning Activity:

Story-01

(Teacher arrange the words in descending order for the learners to completed the story by arranging such words in Alphabetical orders to complete short story of 15 August 1947 Independence Day)

“Indian Independence.....

(Descending order words convert in to Alphabetical order to complete the story)

- | | | |
|-------------------|---------|----------------|
| 1. Rebel | ∴ | British |
| 2. Colony | ∴..... | Colony |
| 3. Independence | ∴..... | Country |
| 4. Declaration | ∴..... | Declaration |
| 5. Patriotic | ∴ | Dignity |
| 6. Tiranga a flag | ∴..... | Freedom |
| 7. British | ∴..... | Independence |
| 8. Freedom | ∴..... | Patriotic |
| 9. Dignity | ∴..... | Rebel |
| 10. Country | ∴..... | Tiranga a flag |

Solved Activity /Demo:

(Initially teacher told the Independence Day story to the learner in suitable words)

Practice:

Teacher try to show such Alphabetical Order of word which complete story sense to the students. After students tried to complete such alphabetical word order to compose story. Learner put up right words to create small story items.

Extension Activity /Parallel activity / Reinforcement:

Practice of such alphabetical words to create story by himself.

Evaluation: Suggest the word related to independent day

DIKSHA Video /E- Content QR code:

[Jumpstart.com](https://www.jumpstart.com)

My take away / Today I learnt:

I learnt how to arrange words in Alphabetical ways & to compose story easily.

Activity: 13

Imaginary Story

Story- 02

Learning Outcomes/ Competency Statements:

- a. To Create Imaginary Story with fun.
- b. Learners able to develop story with new ideas.
- c. With linking ideas properly.

Instruction for teachers and parents/ facilitators:

- a. Ask to learners to find out what kinds of stories they know
- b. Tell them some good stories of same type.
- c. Use the gestures while telling the story.
- d. Whenever needed, use mother tongue.
- e. Use mine

Instruction for students:

1. Learners tried to imagine simple stories to write in the beginning. To begin with, ask learners to use simple ideas and write story.
2. Learners consider visualization about story which they create in their mind.
3. Learners tried to expand the keyword to complete the stories.

Learning Activity:

‘The old man and his four sons.....

The teacher/ facilitator put up the key word for the learner to complete the story by getting their responses.

What you know from this kind of activity? We realized that the learner understands how to expand their horizon of imagination with the help of **KEY WORDS**.

Solved Activity /Demo:

Teacher/ facilitator also narrate some similar stories for better understanding on the part of learners.

- Ex. The Thirty crow,
- Ex. The Camel and the fox

Practice:

Teacher/ facilitator narrates/ shares such kind of story for reinforcement of learners

Extension Activity /Parallel activity / Reinforcement:

Teacher tries to put up such kind of story pattern for learners for reinforcement.

Evaluation:

- a. Learners are able to use keywords to compose story,
- b. Learners able to link ideas sequentially

DIKSHA Video /E- Content QR code:**My take away / Today I learnt:**

1. Learners understood that with help of keyword they can easily expand their imagination and complete a story.
2. Learners know the nonverbal to verbal ways to complete the story.

Activity: 14

Emoji Riddles

Learning Outcomes/ Competency Statements:

- a. Let's have fun with Riddles,
- b. Identify the names of vegetables, food items in a Fun Way that is Emoji.

Instruction for teachers and parents/ facilitators:







- a. Use Costumes, Face mask, Toy doll.
- b. Use Emoji pictures to show them.
- c. Use play cards.

Instruction for students:

- a. Pay attentions,
- b. Try to focus and guess the names of vegetables / fruits / food.

Learning Activity:

(Teacher shows the Emoji base riddles to students for guessing the words)

1.  +  = Carrot
2.  + E +  = Cauliflower
3.  + T +  = Beetroot









(Students try to guess the emoji-based riddles and enjoy it.)

Solved Activity /Demo

Teacher shows more emoji-based riddles to students for better understanding.

Practice:

Show some emoji-based riddles for to guess.

1.		+		=	?	Eggplant
2.	Q	+		+		= ? Cucumber
3.		+	C	+		= ? Capsicum
4.		+		+	N	= ? Green bean

Extension Activity /Parallel activity / Reinforcement: Try to find out such emoji-based riddles in your Surroundings.						
Evaluation: a. Find out such new words for food items. b. Write such emoji words in your L1.						
DIKSHA Video /E- Content QR code:						
My take away / Today I learnt: Identified various fruits, vegetables, food, in simple & easy way.						

Activity: 15

Idiomatic expressions	
Learning Outcomes/ Competency Statements: To help learners, <ol style="list-style-type: none"> 1. understand Idiomatic expressions 2. give examples to understand 	

Instruction for teachers and parents/ facilitators:

1. Use pictures to understand different idiomatic expressions
2. Use common/ familiar pictures.

Instruction for students:

1. Look at the pictures carefully,
2. Answers the questions asked before, while, and after the activity.

Learning Activity:

Teacher explains how we use idiomatic expressions. Tells some popular idiomatic expressions.

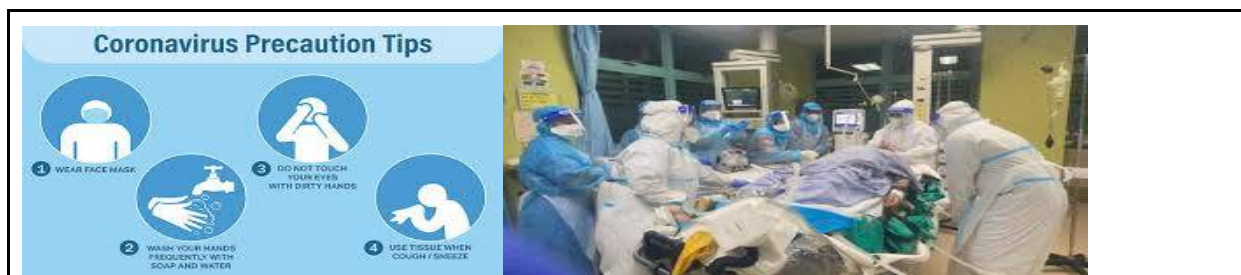
Examples - 1) **Winners Don't do different things, they do things differently.**



2) **A friend in need is a friend indeed.**



3) **Prevention is better than cure.**



4) Straight from horse's mouth



Teacher shows some pictures and discusses appropriate time of using idiomatic expressions.

Solved Activity /Demo

1. Teacher shows the pictures and the idiomatic expressions.
2. Teacher shows different pictures and idiomatic expressions and make students familiar with Idiomatic expressions.

Practice:

1. Show them pictures using in idiomatic expressions of cricketers, animals, hospitals etc.
2. Encourages students to identify the words in idiomatic expressions.

Extension Activity /Parallel activity / Reinforcement:

- Which idiomatic expressions you can say on different occasions.
- Show the idiomatic expressions written on posters.

Evaluation:

1. Tell some other idiomatic expressions.
2. Tell some of other idiomatic expressions using the same pictures.

DIKSHA Video /E- Content QR code:**My take away / Today I learnt:**

Write to know the idiomatic expressions on classroom walls.
Write parallel idiomatic expressions.

Exercise:

1. Who do things differently?

Ans. Winners.

2. Who is a true friend?

Ans. A friend who helps in need.

3. What is better, prevention or cure?

Ans. Prevention

4. What is the antonym of enemy?

Ans. Friend.

Activity: 16

Learning Outcomes/Competency Statements -quotes

Objectives: - To help learners

1. understand quotes, (by providing the examples)
2. give examples to understand quotes

Instruction for teachers and parents / Facilitators -

1. Use pictures to understand different quotes
2. Use familiar/ common pictures

Instructions for students -

1. Look at the pictures carefully,
2. Answers the questions asked before, while and after the activity.

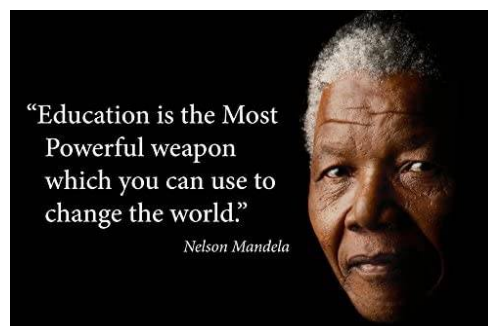
Learning Activity -

Teacher explains how we use quotes. The teacher shares some of the popular quotes with learners

e.g., 1) Die with memories, not dreams.



2) “**Education** is the most powerful weapon which you can use to change the world.”



3) **Health** is a state of complete harmony of the body, mind, and spirit.



4) **The purpose of our lives is to be happy.**



Teacher shows some pictures and explains about the appropriate time of using quotes.

Solved Activity/Demo:

1. Teacher shows the pictures and the quotes
2. Teacher shows different pictures and quotes and make students familiar with quotes.

Practice -

1. The teacher shares few famous quotes with learners.

Extension Activity/Parallel Activity/Reinforcement -

- Which quotes you can say on different occasions.
- Show the quotes written on posters.

Evaluation -

1. Tell some other quotes
2. Tell some of other quotes using the same pictures.

DIKSHA Video/ E-content QR code -**My take away /Today I learnt –**

Write to know the quotes on classroom walls.

Write parallel quotes.

Exercise:

1 Which is the most powerful weapon?

Ans. Education.

2 Health is the state of complete harmony of the body only? True or false

Ans. False

3. Die with memories not ___?

Ans. Dreams

4. What is the antonym of die?

Ans. Live

5. What is the synonym of powerful?

Ans. Mighty, strong

Activity: 17**Proverbs**

Learning Outcomes –

By the end of this lesson, the learner would be able to

1. To understand proverbs with the help of examples provided,
2. Answers the questions asked before, while, and after reading.

Instruction for teachers and parents / Facilitators –

1. Use familiar pictures to explain different proverbs

Instruction for students -

1. Look at the pictures carefully,
2. Try to answer the questions asked before, while, and after the activity.

Learning Activity -

Teacher explains how we use proverbs. Tells some of the popular proverbs.

Examples –

1) Better late than never.

Meaning:

- it is better for somebody or something to be late than never to arrive or to happen
- it is better to do something late than to not/never do it at all
- it is better to arrive late to an event than not to show up



- ☐ All of us have been waiting for you for two hours – but **better late than never**.
- ☐ I know that it took me weeks to send the letter, but **better late than never**.

2) An apple a day keeps the doctor away

Meaning: Basically, the phrase is not meant to be taken literally. The idea this proverb is expressing is that eating healthier *can help* to keep the doctor away. E.g.



Earlier Suman was not ready to eat apples but now when she had to eat lot of medicines she understood the meaning of the proverb, "an apple a day keeps the doctor away".

Example: Asha has a friend who rarely gets sick, and when she does, she handles it well. So, Asha asked her: "How are you so healthy?"

"Well," her friend said, "as the saying goes, *an apple a day keeps the doctor away*. I drink plenty of water, I eat fruits and vegetables during the week, and I make sure to get enough sleep."

3)United we stand, divided we fall:

It means '*it is better to stick together*'. We all know that unity is strength. Unity is of great value in every walk of life. If there is unity among people then their strength increases.

So, the proverb:

- Emphasizes the importance of unity.
- Uses a metaphor of standing to mean success.
- Uses a metaphor of falling to mean failure.
- States that success depends on unity.
- States that failure comes from divisions.



e.g., 1. “Rohan asked Mohan – do you know that the strongest rope is made from binding together hundreds of weak threads, those can be easily broken, even by a child. Whenever I see a rope, I remember this phrase ‘united we stand divided we fall’, Rohan added further.”

e.g., 2. “A group of wild dogs is known to have overpowered even a tiger, because of their unity. It is true that united we stand divided we fall.”

4)Two wrongs don’t make a right:

Meaning: said to [emphasize](#) that it is not [acceptable](#) to do something [bad](#) to someone just because they did something [bad](#) to you first.

e.g., “I know your brother hit you, but don’t hit back. You know two wrongs don’t make a right”

“Ramesh was very rude to Anna so Anna was rude to Ramesh. I understand her, but two wrongs don’t make a right.”



Teacher shows some pictures and tells appropriate time of using proverbs

Solved Activity/Demo

1. Teacher shows the pictures and the proverbs
2. Teacher shows different pictures and proverbs and makes students familiar with proverbs.

Practice -

1. Show them pictures using in proverbs cricketers, animals, hospitals etc.
2. Encourages students to identify the words in proverbs

Extension Activity/Parallel Activity/Reinforcement -

- Which proverbs you can say on different occasions.
- Show the proverbs written on posters.

Evaluation -

1. Tell some other proverbs
2. Tell some of other proverbs using the same pictures.
3. Use the above proverbs in own sentences.

Diksha Video / E-content QR code -

My take away /Today I learnt -

Write the proverbs on classroom walls.
Write similar proverbs.

Exercise:

1 What does an apple a day do?

Ans. it keeps the doctor away

2 United will_____, divided we _____?

Ans. stand, fall

3 What is the superlative degree of better? 1: good, 2: best

Ans. best

4. What is the antonym of late?

Ans: Early

5. Is staying divided better than staying united?

Ans: No

=====

Activity: 18

Enriching vocabulary through reading

Learning Outcomes/ Competency Statement:

By the end of this lesson, student learns new words, expressions and enriches his / her vocabulary through reading.

Instruction for teachers and parents/ facilitators:

Read more words and collect anagrams.

Instruction for students:

Play new activity with your friends

Learning Activity:

An anagram is a play on words created by rearranging the letters of original words to make a new word or phrase. We can often find examples of anagrams in everyday life.

For example: state-taste save-vase.

Solved Activity /Demo:

Make anagrams from following words:

Dusty-study

Thing-night

Ten-net

Practice:

Make new words anagrams from following words:

Dairy

Former

Listen

Funeral

Teacher

Extension Activity /Parallel activity / Reinforcement:

There are some words in English which sound like your mother-tongue. Write meaning in English, Marathi and Hindi.

e.g., Bhakri, cheetah, roti, nariyal.....

Evaluation:

Collect words for anagram and also collect words with similar sounds in Marathi and English.

DIKSHA Video /E- Content QR code:

https://diksha.gov.in/play/content/do_3130164454466682881233?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content

My take away / Today I learnt:

Enrich word power and make 2/3 anagrams. You can refer dictionary to check whether the anagram is right.

Activity: 19

Identify Characters
Learning Outcomes/ Competency Statement: Identifies the characters.
Instruction for teachers and parents/ facilitators: Encourage the learners to identify the characters to understand the text.
Instruction for students: Read the text carefully to understand the characters to understand the text.
Learning Activity: Read the given text and try to find the main characters in the given text.
Solved Activity /Demo:
Practice: 9th course book page No. 6. Lines from 1-20.
Extension Activity /Parallel activity / Reinforcement:
Evaluation: Write the name of the characters that you find in the given text.
DIKSHA Video /E- Content QR code:
My take away / Today I learnt: I learnt to find the characters from the given text.

Activity: 20

Identify the details
Learning Outcomes/ Competency Statement: Identify the details.
Instruction for teachers and parents/ facilitators: Encourage the learners identify the details & help the learners if it is necessary.
Instruction for students: Read a play carefully & try to complete the given flow chart. If they need take a help of their teacher.
Learning Activity: Read the entire A Play thoroughly & silently and complete the given blame game flow chart on (9th course book) page No. 63.
Solved Activity /Demo:
Practice:
Extension Activity /Parallel activity / Reinforcement:
Evaluation: Fill the flow chart.
DIKSHA Video /E- Content QR code:

My take away / Today I learnt:

I learnt the detail information about who blame & for what does he blame that person.

Activity: 21**Identify the sequence of ideas and events****Learning Outcomes/ Competency Statement:**

Identify the sequence of ideas & events

Instruction for teachers and parents/ facilitators:

Encourage the learners to identify the sequence of ideas & events.

Instruction for students:

Read The Fall of Troy part 1&2 carefully & put the following events in the order in which they took place. Number them accordingly.

Learning Activity:

Q4 on pg. No. 75

Solved Activity /Demo**Practice:****Extension Activity /Parallel activity / Reinforcement:****Evaluation:****DIKSHA Video /E- Content QR code:**

My take away / Today I learnt:

Read the text to put the events in the order in which they took place.

Activity: 22**Using reference material effectively****Learning Outcomes/ Competency Statement:**

Understands how reference material such as different dictionaries, encyclopedias and thesaurus are organized and uses them effectively.

Instruction for teachers and parents/ facilitators:

Read and act.

Instruction for students:

Read discuss and prepare charts.

Learning Activity:

Read the following signs and make or collect pictures from internet.

Stop

Speed breaker

No entry

Horn prohibited

No parking

Pedestrian prohibited

Solved Activity /Demo:

Road Signs and make pictures:

For example-

No stopping

No parking

Practice:

Search on internet the following sings and discuss with your partner:

ROUND ABOUT

DANGEROUS POTHOLE

HUMP OR ROUGH

BARRIER AHEAD

Extension Activity /Parallel activity / Reinforcement:

Prepare chart on traffic sings and display it.

Evaluation:

Collect maximum road sings and its pictures.

DIKSHA Video /E- Content QR code:**My take away / Today I learnt:**

Collection of words and phrases about traffic signs

=====

Activity: 23

Formal writing e.g., emails, reports and biographical expressions etc.

Learning Outcomes/ Competency Statement:

Frames emails, messages, notice, formal letters / description/narratives, personal diary, report, short personal / biographical expressions.

Formal letter writing

Instruction for teachers and parents/ facilitators:

1. Provide vocabulary required for formal letter writing.
2. Show a sample of formal letter to learners.
3. Provide layout for formal letter writing.

Instruction for students:

1. Understand the nature of formal letter writing.
2. Rewrite the main parts of the formal letter.

Ex. Sender's address, date, recipient's address, subject, reference, body of the letter, conclusion.

Learning Activity:

Write a letter to the District Health Officer requesting him/her to arrange covid-19 test camp in your area.

Solved Activity /Demo

.
. .
Nagar, .

**Tushar Singh,
Laxmi Niwas,
H.N. 202, Gandhi
Akola.431530**

Jan, 2024.

To,

The District Health offices,

District Hospital,

Akola. 431530

Subject- Request to arrange covid-19 test Camp.

Respected Sir/madam,

As per the above mentioned subject, I request you to arrange a covid-19 tests Camp in Gandhi Nagar area. The Camp will help detect COVID-19 patients for isolation and help to minimize covid-19 pandemic in our area. I request you to arrange a Camp as early as possible. I hope you will consider my request as prime agenda.

Thanking you.

Yours faithfully

XYZ

Practice:

Put students in a group of 4 and ask each student to write a formal letter to the yoga teacher to arrange fitness camp in your area. Students will write the letter and compare it with their group mates.

Extension Activity /Parallel activity / Reinforcement:

Write the formal letter to a local official as per your choice.

Evaluation:

Write the formal letter individually to the sport teacher for providing sport equipments.

DIKSHA Video /E- Content QR code :

My take away / Today I learnt:

Today I learnt how to write a formal letter. I learnt about layout of formal letter.

*Learning activity: Write a diary entry for class picnic that you went with your friends.

Activity: 24

Personal diary writing

Learning outcomes/ competency statements:

Personal diary writing.

Instruction for teachers and parents/ facilitators:

1. Provide layout of diary writing to learners.
2. Help learners through clues for brain storming memories.

Instruction for students:

1. Observe the layout of diary writing.
2. Don't worry just write.
3. Try to write every day, but don't panic if you miss a few days.

Learning Activity:

Write a diary entry for class picnic that you went with your friends.

Solved Activity /Demo:

DATE- FRIDAY 15 TH AUGUST 8:55PM

It was the marvelous day for us. We had a fabulous picnic at Anucha Water Park. It was the best picnic for our school life. We were very glad about that. We had swum and enjoyed tasty food. It was full with greenery. We had captured all the memories in our cameras. I can't express those feelings in my words. Hope we will go to such place again.

Practice:

Make pairs and ask each student to write a personal diary. Share their diary with his partner.

Extension Activity /Parallel activity / Reinforcement:

Narrate your memorable events in your life.

Evaluation:

Write a personal diary with the help of following points.

- 1.Book you like,
2. Two things, you want to change right now.

DIKSHA Video /E- Content QR code:**My take away / Today I learnt:**

Today I learnt to write a personal diary. I learnt to arrange sequence of memories.

Activity: 25**Preparing Questionnaires****Learning Outcomes/ Competency Statement:**

Prepares questionnaires to interview people, to take a survey as a part of project.

Instruction for teachers and parents/ facilitators:

- 1) Facilitator/parent /Teacher explain the nature of activity to students.
- 2) Facilitator/parent /Teacher read the questions.
- 3) Help students to understand the structure of questions.
- 4) Help them to understand verbal questions.

Instruction for students:

1. Students listen the various questions.
2. Students understand the questions for the interview from the given list.
3. Students seek help of facilitators to understand the structure of question.

Learning Activity:

- 1) Facilitator/parent /Teacher explains the chronology of questions to be asked in the interview
- 2) Facilitator/parent /Teacher reads out few of the questions and help him identifying and arrange the expected sequence of the questions
- 3) Students arrange the questions from the given list
- 4) Facilitator/parent /Teacher asks student to frame question from the given random words with the help of above questions to understand structure

Solved Activity /Demo:

Teacher explains the same questionnaire for other interview i.e. (about friend, teacher etc.) with the help of demo interview.

Practice:

- 1) Facilitator/parent /teacher help to use questionnaire to interview another person.
- 2) Facilitator/parent /teacher ask which of these questions from Learning activity and Demo activity can be used.
- 3) Facilitator/parent /Teacher ask to frame few other verbal questions replacing Modal Auxiliaries.

Extension Activity /Parallel activity / Reinforcement:

Facilitator/parent /Teacher ask students to use interview of Audio Video clips on the internet to listen and write questionnaire for the interview.

Evaluation:

Take the interview of your neighbour with the help of questionnaire.

DIKSHA Video /E- Content QR code

https://diksha.gov.in/play/collection/do_313005102346608640112?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_312994497912250368153

My take away / Today I learnt:

- 1) Students learnt the structures of questions.
- 2) Students learnt to frame five to six simple questions for interview.
- 3) Students learnt the types of sentences i.e., verbal and open-ended questions.

Activity: 26**Answer an Interview****Learning Outcomes/ Competency Statement:**

1. Students can learn problems in the students' mind.
2. Students can hear/listen various question to practice for listening.
3. Students answer the question, like in an interview

Instruction for teachers and parents/ facilitators:

1. Frame simple question.
2. Don't repeat game question.
3. Accept answers and help in when they speak.
4. Don't discourage student.

Instruction for students:

1. Listen carefully if they don't understand at first time, ask to repeat.
2. Answer the question in fluent voice.
3. Try to use correct sentence pattern.

Learning Activity:

Q. Think over the following and tick mark the proper option as per your choice

1) Do your classmates tease, trouble, and avoid you?

Yes No sometimes

2) Do you with your friends, also tease, and trouble or give names to any of your classmates?

Yes No sometimes

3) How do you handle the teasing?

Cry Ignore Complain to teacher

How do you handle yourself when punished in class?

Cry get angry decide to change

5) What is the best way to react when others trouble / insult you?

Take revenge ignore them totally become depressed None of these

Solved Activity /Demo:

On the basis of these questions, we have to prepare questionnaires to take interview of people about "HEALTH AND EDUCATION OF STUDENTS IN CORONA PANDEMIC"

Interviewer: Your kids 'school are closed from last year.

How do your kids learn then?

People/ parent: By online.

People: At first, they like. But they tired now.

We have to frame such type of many questions for people and parents.

1: Do you ready to send your kids in school now?

Yes No can't say

2: Doctor says that the third wave of corona will come.

How do you take care of your kids?

.....

3: what do you think about passing students without examination?

.....

4: what do you think about the gap of learning in students?

.....

5: how do we take care of students in third wave of corona?

.....

6: According to you what are difficulties in online education for students?

.....

Practice:

Extension Activity /Parallel activity / Reinforcement:

Frame a set of questions to take an interview of person who suffer from corona.

1 When did you test for corona?

.....

2 Which tests did you prefer, RTPCR or antigen test?

.....

3 How did you take care from others when you were corona positive

.....

4 Which activities did you do when you were in corona center?

.....

5 What did you eat at corona center?

.....

6 How much time did you sleep when, you were positive?

.....

Evaluation:

Ask the students to frame questions for interviewing any sports person.

DIKSHA Video /E- Content QR code:

Miss slippery page no 24

My take away / Today I learnt:

Students learns following:

1. To frame questions for interview,
2. Response the questions using vocabulary about corona.

Activity: 27

Guessing the meaning of unknown word using mobile

Learning Outcomes/ Competency Statement:

Objectives

1. Students can learn how to find the meaning of difficult and unknown words
2. Students can learn how to use electronic technique in education

Instruction for teachers and parents/ facilitators:

Show to students how to find difficult and unknown words.

Take ample practice of words.

Handle electronic device carefully.

Use children safe guards from the sites to secure from cookies.

Instruction for students:

1. Use electronic device carefully.
2. Read the extract and find the meaning from electronic device.
3. Take useful app for digital dictionary.
4. Download Google translate app in their device.
5. Type correct spellings to get correct meaning.
6. Learn voice typing also.
7. Learn goggle keyboard to type fast.
8. Learn screen touch writing by finger in Goggle translate to find words in less time.

Learning Activity:

There are many difficult words for students. Due to these words' students are unable to understand the meaning of extract or passage. Students can use online dictionary for that purpose. Students can download Oxford Dictionary App or any dictionary app in their mobile device. Students also download Google translate app on their mobile. Using apps students can find correct meaning of words.

Solved Activity /Demo:

Teacher gives a demo to find out the meaning of words.

Teacher reads extract and underlines the new or unknown words.

Suppose we are trying to find out the meaning of word WORK. We can use online dictionary

Work

As (Noun)

Meaning: Activity involved in mental or physical effort done in order to achieve a purpose or a result

Synonymslabour, toil, slog, drudgery, exertion etc.

Antonyms leisure, rest,

As (Verb)

Meaning– To be engaged in physical or mental activity in order a purpose or a result.

- In this way we get such types of meaning in online dictionary app in our smart phone.

Practice:

Teacher will take practice of the following words

Swim

Friend

Cool

Dentist

Vet

Icon

Extension Activity /Parallel activity / Reinforcement:

Evaluation:

We have to check how to handle smart phones.

Individual monitoring or supervision by the teacher.

DIKSHA Video /E- Content QR code:

Page no. 75 from English textbook 8th class

My take away / Today I learnt:

Students learn to handle smart phones.

Students learn to download online dictionary app.

Students learn to find out the meaning of words from online dictionary.

Students learn voice typing and screen touch typing.

Activity: 28

Language activities to Increase vocabulary

Learning Outcomes/ Competency Statement:

Objectives:

1. To increase the vocabulary of the students.
2. To create interest in English language.
3. To frame more language activities.

Instructions for teachers and parents/ facilitators:

- Help students to use other words.
- Encourage to make more language activities.
- Create interest in the mind of student.
- To take more practice of language games.

Instructions for students:

- See carefully how to make word-chain
- Remember different word used in word-chain
- Don't repeat same words
- Maintain the length of word-chain

Learning Activity:

In word chain, students make chain of words in that you have to use new words but its spelling should be started from last letter of the first word. If you ask to use only noun you have to make word-chain of noun.

If you say to use only adjectives you have to use only adjectives in word chain.

If there is use of random words you can frame as your wish.

Solved Activity /Demo:

Teacher takes word-chain for explaining and solve it for students-

Example -

Eat – The last letter of this word is ‘T’. You use other word which starts from T: Tiger- it has last letter ‘R’. You use other word which starts from R.

Run- It has last letter N. You use other word which starts from N... Nose –

In this way we use last letter in next word for the first letter of the new word.

Eat-tiger-run-nose-easy.....

Generally, use four words.

Practice:

CLOUD-DUCK-KITE-EAGLE-ELEPHANT

In the first word cloud, last letter is D. It is used in duck as a first letter of the word duck. The last letter is k. it is used in kite as a first letter.

In this way we can complete word-chain.

Extension Activity /Parallel activity / Reinforcement:

- 1) WIND - D..... - - -
STAR - R - -.....-.....
WHY – Y -.....-.....-.....
INDIAN – N -.....-.....-.....
2) BRAVE – E-..... -.....-...

Evaluation:

-Check given example for practice.

-Ask the students to frame such types of more examples and check them.

DIKSHA Video/E- Content QR code:

QR code is on page no. 58 'FPQJCF'

My take away / Today I learnt:

1. Students enjoy word-chain language game.
2. Students increase their vocabulary.
3. Students can frame more word – chain.

Activity: 29**Descriptive writing.****Learning Outcomes/ Competency Statement:**

Descriptive writing.

Instruction for teachers and parents/ facilitators:

1. Provide quality literature to learners which are full of descriptive writing.
2. Get students attention to interesting descriptive word choices in classroom writing.

Instruction for students:

Write the descriptive essay like a story. Avoid unnecessarily complex words the senses using figure of speech. Keep your sentence short.

Learning Activity:

Describe your school in about 100 words.

My school's name is Saraswati Vidya Mandir. It is located at Hingoli. There are 11 teachers in my school. There are so many beautiful trees around the school. There is a large playground where all students play various games. Our school undertakes various initiatives. There is an

effective discipline and all the teachers are dedicated. My school own annual championship in district level cricket competition. There is favorable atmosphere for the development of each and every student. I like my school very much and I proud of my school and all the teachers.

Solved Activity /Demo:

* Put students in group of 5 and tell them to write it was description of their favorite place. Share their descriptions with other groups.

Practice:

* Put students in group of 5 and tell them to write it was description of their favorite place. Share their descriptions with other groups.

Extension Activity /Parallel activity / Reinforcement:

Describe your family in hundred words.

Evaluation:**DIKSHA Video /E- Content:****My take away / Today I learnt:**

1. Today I learnt to describe the things, events, places and personalities.
2. I learnt to observe the picture keenly to describe it.

Activity: 30

Language learning through games

Learning Outcomes/ Competency Statement:

- Participates in language games and activities for language learning(s)

Instruction for teachers and parents/ facilitators:

- 1) Facilitator/ parent /Teacher explains the instructions for the activities
- 2) Facilitator/ parent /Teacher provides the learning material, cards etc.
- 3) Facilitator/ parent /Teacher guides the students through the activities and games

Instruction for students:

- 1) Students follow the instruction given by Facilitator/ parent /Teacher
- 2) Students understand the activities and language games and participates
- 3) Students responds to the facilitator

Learning Activity:

Activity No. 1 –

Facilitator / parent / Teacher asks the students to tell related words for one word and motivates him to gather as many words as he can e.g., Cricket, Tree etc.

Activity No. 2 –

Facilitator/ parent /Teacher asks the students to tell the words starting with the last letter of the previous work (word chain). Facilitator motivates to think as many words he can.

e.g. Ball – lap – pot – top – parrot

Activity No.3 –

Facilitator/ parent /Teacher gives paper sheets with scrambled lettered words and

asks students to identify the word with those letters' rearrangement.

e.g. pnahetle – elephant, tabo – boat, ebaufitui – beautiful

Solved Activity /Demo:

Facilitator/parent/Teacher gives example of other activity of creating more words from one word i.e., temperature – temper, pure, rat, rupture, tear, etc.

Practice:

Facilitator/parent/Teacher provides few more examples from activity 1, activity 2, activity 3

1) Word chain of daily needs

e.g., pen – nail cutter - roaster – egg

2) related words for “River “

E.g., 1) boat 2) sand 3) water 4) dam etc.

3) Scrambled lettered word “ nacoe ”– ocean

Extension Activity /Parallel activity / Reinforcement:

1) Facilitator/parent /Teacher asks students to write word chain of noun and Adjectives.

2) Facilitator/parent /Teacher asks students to write bigger scrambled lettered words.

Evaluation:

Facilitator/parent /Teacher asks find more examples from activity 1, activity 2, activity 3 from textbook and find the word games on internet.

DIKSHA Video /E- Content QR code:

- Diksha Video / E-content/ QR code
- Google Apps – Fun Bharti English textbook learn with fun for word games.

My take away / Today I learnt:

- 1) Students learnt the strategy to enrich vocabulary with the help of interesting activities and games.
- 2) Students learnt to find more word games and fun learning of language.

Activity: 31**Language learning games****Learning Outcomes/ Competency Statements:**

Participates in language games and activities for language learning (S)

Instructions for teachers and parents /facilitators:

1. Teacher mixes the playing cards and asks students to collect one letter card each.
2. Teacher asks three students to come up and choose two cards each. Write letters of their cards on board.
3. Teacher will divide the students into small groups or pairs.
4. Teacher explains to the students that you want them to write sentences using words that begin with the letters on the board.
5. Teacher explains that they can also use other words in their sentences, but all six letters on the cards must be represented.

Instructions for students:

1. Each student will come and collect one letter from the playing card deck.
2. Students will make the small groups or pair to play game.
3. Students discuss in groups to frame/make sentences on a chosen letter. Write the sentences on the board.
4. The other groups look for errors in grammar, spelling, and so on.

Learning Activity:

Teacher asks students to frame the sentence in the groups with the letter card they have. Student arranges the letters in order to make sense in the sentences.

For example:

M	L	S	T
H	F		
Maria	likes	singing and	talking with her
	friends		

Solved Activity/ Demo:

Teacher / Facilitator conduct the activity on board by calling up three students with two letter cards each. Students frame the sentence word beginning with letter chosen. Make sure that all the sentences are logical.

Practice:

Students play 10 to 15 letter word game for sentence building.

Extension Activity/ Parallel Activity/ Reinforcement:

Student practices various sentence building game and activity available on internet.

Evaluation:

Move around the groups and help where necessary.

Have each pair of students write their sentences on the board.

The rest of the class looks for errors in grammar, spelling and so on.

If the sentences have errors, ask the writers to try and correct them themselves. If they cannot, invite another student to come to the board and make the corrections.

Make sure that all the sentences are logical. If the students think a sentence makes no sense, they can challenge the writers to explain what it means.

DIKSHA:

My take away/Today I learnt:

1. How to use the digital dictionaries and standard dictionaries on the internet.
2. How to learn pronunciation of words.
3. How to improve vocabulary.
4. How to make our own digital dictionary.
5. How to build sentence.

6. How to Use of parts of speech

7. Use of articles.

Activity: 32

Speak English in School environment

Learning Outcomes/ Competency Statements:

Speaks in English about events in the school environment and outside in the surroundings.

Instruction for teachers and parents/ facilitators:

1. Read the activity well.
2. Explain it to the students.

Instruction for students:

1. Read and understand the activity well.
2. Discuss with your teacher/ parents what and how to do the activity.
3. Use relevant words.

Learning Activity:

Solved Activity /Demo:

Steps to watch a video on DIKSHA.

1. First switch on the mobile data.
2. Type the topic you want to watch.
3. Select the specific video.
4. Click on it and watch the video.

Practice:

Make the practice more interesting by giving them an actual demo using mobile.

Extension Activity:

Tell the proper steps of sending an e-mail via mobile.

Evaluation:

Encourage the students to tell the proper steps of watching video on DIKSHA.

DIKSHA Video /E- Content QR code:**My take away / Today I learnt:**

1. Could tell the steps about watching YOU TUBE video properly.
2. Could use relevant words.
3. Could frame proper sentences.

Activity: 33**Speaking English in school and around****Learning Outcomes/ Competency Statements:**

Speaks in English about events in the school environment and outside in the surroundings.

Instruction for teachers and parents/ facilitators:

1. Read the given situation well.
2. Explain it to the students.
3. If necessary, provide keywords/ hints to the students.

Instruction for students:

1. Read and understand the situation well.
2. Discuss about it with your teachers/ parents.
3. Use proper vocabulary.

Learning Activity:

Ask the students to share their experiences regarding the given subject.
You were away from school since March 2020. Did you like it? What was your experience? Speak a few lines about it.

Solved Activity /Demo:

Yes. I was away from my school since March 2020. It was very bad experience for me. I miss the everyday school assembly. I miss my class-mates and school-mates. During this, I missed all the joys which I get in school days. I missed sports. I missed the moments which we enjoyed in the school recess. I also missed teachers' company as well as their guidance.

Practice:

Practice this activity with every student and encourage them to express their experiences.

Extension Activity:

You live in a hostel. Share experiences of hostel life in 8 to 10 lines.

Evaluation:

Encourage the students to share their experiences on the given topic.

DIKSHA Video /E- Content QR code:**My take away / Today I learnt:**

1. Could narrate own experience.
2. Could share feelings.
3. Could use proper vocabulary.

Activity: 34

Conversation

Learning Outcomes/ Competency Statements:

Engages in conversations in English with people from different professions using appropriate vocabulary.

Instruction for teachers and parents/ facilitators:

1. Explain the activity in simple words to the students.
2. Encourage the learners to frame simple and short questions
3. Create the supportive atmosphere to make this activity successful.
4. Make the learner aware to use proper vocabulary.

Instruction for students:

1. Frame questions according to given subjects/ situation.
2. Use proper vocabulary.
3. Keep proper sequence of the questions.
4. Begin and end the interview properly.

Learning Activity:

One of your school-mate has got 'The student of the year award'. Frame 8 to 10 interview questions that you would ask when you interview him/ her at the school assembly.

Encourage the learners to develop a conversation with following questions with the pair of his / her age.

1. How is your feeling after winning this award?
2. What is your inspiration?

3. Who helped you to achieve this award?
4. What challenges did you face to prepare yourself?
5. What qualities that an award-winning student should have?
6. What should student have to do to achieve this award?
7. Can you share some achievements?
8. What is your advice to new students?
9. What are your future plans?

Elicit the proper responses from your pair.

Solved Activity /Demo:

A: How is your feeling after winning this award?

B: Feeling great and satisfactory.

A: What is your inspiration?

B: Last year best student inspired me a lot.

A: Who helped you to achieve this award?

B: My parents and teachers helped me a lot.

In this way a learner tries to develop a conversation with proper vocabulary and with proper questions with a pair.

Practice:

1. Tell the learners to converse with his/ her pair on different topics.
2. Encourage the learners to take more interviews.
3. Ask him/her to use proper vocabulary according to the situations.

Extension Activity:

Take interview of 'The Best Teacher' who has got an ideal teacher award recently.

Evaluation:

Ask the learners to develop different conversations with different professionals.

DIKSHA Video /E- Content QR code:
My take away / Today I learnt: <ol style="list-style-type: none"> 1. Using proper vocabulary in conversation. 2. How to start a conversation properly? 3. Framing simple and short questions. 4. How to keep proper sequence of a conversation?

Activity: 35

Conversation with people from different professions
Learning Outcomes/ Competency Statements: <p>- Engages in conversations in English with people from different professions using appropriate vocabulary.</p>
Instruction for teachers and parents/ facilitators: <ol style="list-style-type: none"> 1. Explain the activity in simple words to the students. 2. Encourage the learners to frame simple and short questions 3. Create the supportive atmosphere to make this activity successful. 4. Make the learner aware to use proper vocabulary.

Instruction for students:

1. Frame questions on given subjects/ situations.
2. Use proper vocabulary.
3. Keep proper sequence of the questions.
4. Begin and end the interview properly.

Learning Activity:

Recently your school has won “The cleanest school award”

Discuss with your Headmaster about the achievement.

Encourage the learners to develop a conversation with following question with the pair of his/ her age.

1. When did you join as a headmaster of the school?
2. What weaknesses did you find in the school?
3. What are positive points?
4. How are your staff members and students?
5. What was your inspiration?
6. What challenges did you face while implementing your ideas?
7. How did you overcome these challenges?
8. To whom did you give the credit of this success?
9. What are your next plans now?
10. What is your advice to other schools?

Elicit the proper responses from your pair.

Solved Activity /Demo:

A: When did you join as a headmaster of the school?

B: Almost five years ago.

A: What weaknesses did you find in the school?

B: The area of the school was little bit shabby and students were indiscipline.

A: What are positive points?

B: The staff is good and ready to support always.

In this way a learner tries to develop a conversation.

Practice:

1. Tell the learners to converse with his/ her pair on different topics.
2. Encourage the learners to take more interviews.
3. Ask him/her to use proper vocabulary according to the situations.

Extension Activity:

Take interview of ‘Sarpanch’ who has got the “cleanest village award” in the state.

Evaluation:

Ask the learners to develop different conversations with different professionals.

DIKSHA Video /E- Content QR code:

My take away / Today I learnt:

1. Using proper vocabulary in conversation.
2. To start a conversation properly.
3. How to frame simple and short questions?
4. How to keep proper sequence of a conversation?

Activity: 36

Interview people

Learning Outcomes/ Competency Statements:

Interviews people by asking question based on their profession

Objectives: -

To help learners to

1. Learn and know more about people and their profession.
2. Encourage the learners to frame simple and short questions
3. Develop intonation and tone of the learner.
4. Use appropriate vocabulary.
5. Use language very polite.
6. More exposure to language.

Instruction for teachers and parents/ facilitators:

1. Form a pair of two students.
2. Encourage them to ask question and answer it in proper tone.
3. Encourage them to frame a question short and sweet.
4. Make the learners aware to use proper vocabulary.

Instruction for students:

1. Frame short questions related to the profession.
2. Use language moderately
3. Keep proper sequence of the question.
4. Begin and end the interview properly.
5. Frame 10 questions and ask politely.

Learning Activity:

Student is going to take interview of famous scientist. He follows above steps in it.
Welcome to scientist.
Asking 10 questions.
Proper conclusion with thanking words.

1. What was your inspiration for choosing this field of science and take up research?
2. What is your education?
3. Which area interests you more in science?
4. How long are you working on major project?
5. What difficulties you face in your profession?
6. What would you like to invent for society?
7. Do you believe on God?
8. Whom do you credit your success as scientist?
9. On which project do you like to work in future?
10. What message would you like to give to student and society?

Conclusion: - Sir, it's our pleasure that you are here among us although your busy schedule. We are impressed by your attitude and humanity. We are very grateful to you. We wish you success in years ahead. Thank you.

Solved Activity /Demo:

Student: What was your inspiration for choosing this field of science and take up research?

Scientist: In childhood, I read the biography of Albert Einstein and Isaac Newton and both of these inspired me to work as scientist and take up the research for the welfare of society and human race.

Practice:

1. Tell the learners to converse with his/ her pair on different topics related to professions.
2. Encourage the learners to take more interviews.
3. Ask him/her to use proper vocabulary according to the situations.

Extension Activity:

Take interview of 'Police officer' and ask questions related to his profession.

Evaluation:

Ask the learners to develop different conversations with different professionals.

DIKSHA Video /E- Content QR code:

My take away / Today I learnt:

1. To use parliamentary language while speaking to people.
2. To begin and end my talk properly with a moral note.
3. Every successful person has difficulties and solutions in their field.
4. How to frame simple and short questions.

Activity: 37

Interview people

Learning Outcomes/ Competency Statements:

Interviews people by asking question based on their profession

Objectives: -

To help learners to

1. Learn and know more about peoples' profession.
2. Encourage the learners to frame simple and short questions
3. Develop intonation and tone of learner.
4. Use appropriate vocabulary.
5. Use language very politely.
6. More exposure to language.

Instruction for teachers and parents/ facilitators:

1. Form a pair of two students.
2. Encourage them to ask question and answer it in proper tone.
3. Encourage them to frame a question short and sweet.
4. Make the learners aware to use proper vocabulary.

Instruction for students:

1. Frame short questions related to the profession.
2. Use language moderately
3. Keep proper sequence of the question.
4. Begin and end the interview properly.
5. Frame 10 questions and ask politely.

Learning Activity:

Student is going to take an interview of famous writer Chetan Bhagat. He follows above steps in it.

Welcome the writer.

Ask 10 questions.

Proper conclusion with thanking words.

1. What was your Motivation to take up writing as a career?
2. What novels have you written up to the date?
3. Sir, you changed the trend of novel and made them short of around 110 to 120 pages. What is your idea behind this?
4. Which of your novels are adopted for the movie?
5. What difficulties did you face initially in this profession?
6. Which novels are you working presently on?
7. Where do you get idea/ themes of novels from?
8. Which awards have you received for your work till the date?
9. You have presented different youth accepting challenges in life. He is charged with positivity and energy. What message would you like to offer to young generation of India?

10. What would be your message for upcoming writers?

Conclusion: - Sir, it's our pleasure that you are here and shared valuable opinions. We are inspired by the way you have shown to our youngsters. We are very grateful to you and wish you success in your future work. Thank you very much for being here.

Solved Activity /Demo:

Student: What was your Motivation to take up writing as a career?

Chetan Bhagat: See, initially I was fond of writing short pieces. Later I went in banking but it didn't interest me at all. I always felt that I was not made up for that profession. It never presented me thrilled life. So, I decided to turn back to writing which always interested me. It gave me opportunity to show my talent by exchanging my ideas with youngsters and it worked by the grace of God.

Practice:

1. Encourage learners to take interview of Bank Officer residing in their area.
2. Ask student to prepare 10-15 questions about his work and career.
3. Make students aware of using parliamentary language.
4. Ask students to talk to their parents about their profession and career.

Extension Activity:

Take interview of 'your Favorite Teacher' and ask him questions about his profession and career.

Evaluation:

1. Observation of student's use of language and vocabulary.
2. Observation of student's attitude and positivity.
3. Observation of student's question framing and accuracy.

DIKSHA Video /E- Content QR code:

My take away / Today I learnt:

1. Choosing appropriate vocabulary and expressions for man of honor.
2. Question framing skill.
3. Taking up inspiration and motivation for our bright future.
4. To begin and end our talk with a positive note.

Activity: 38**Interview****Learning Outcomes/Competency Statements:**

Interviews people by asking question based on their profession.

Objectives: -

To help learners to

1. Introduce guests in English.
2. Frame question about sport person
3. Encourage students to ask question freely.
4. Give response to each question properly.
5. Ask question with proper intonation.
6. Develop English language questioning skill.

Instruction for teachers and parents/facilitators:

1. Form the group of 5-6 students.
2. Ask them to frame question for interview.
3. Encourage them to discuss possible answers to the question.
4. Leader takes interview/ ask question.
5. Other students plays role of sport person and gives answer.
6. Teacher may play role of sport person.
7. Opportunity should be provided to every member of the group to ask question.

Instruction for students:

1. Work in a group of 5-6 learners
2. Teacher plays role of sport person.
3. Student frame 8-10 questions in a group.
4. They discuss possible answer to the question.
5. Leader asks questions fluently and confidently.
6. Lerner do lot of practice of asking questions.

Learning Activity:

Student is going to take interview of famous doctor. He follows above steps in it.
Asking 10 questions with thanking words.

Welcome to Doctor.

1. What was your Motivation to become a doctor?
2. What's your education?
3. Which exam you have passed for doctor?
4. Tell me about your journey from childhood to a famous Doctor?
5. What are your hobbies?

6. How did you work in Covid center?
7. What is your memorable incident in last year service?
8. Are you not afraid of the disease?
9. What is your ambition?
10. What message will you give to our students?

Solved Activity /Demo:

Learner frames Wh type question and verbal questions. Teacher helps students to arrange the interview.

Students: Tell me about your parent and your education?

Doctor: I came from small village Sarwadi in Jalna district. My family is very poor. My father and mother both are farmer.

Student: How did you decide to be a doctor?

Doctor: There was no doctor in my village poor people were not getting treatment so I decided to be a doctor.

In this way all questions are framed.

Practice:

1. One by one each student gets opportunity to ask questions.
2. Ask student to prepare 10-15 questions about his work and career.
3. One student or teacher play role of doctor.

Extension Activity:

Frame question to take interview of doctor in your village.

Frame the question to take interview of nurse in your village.

Evaluation:

1. Teacher observes question skill.
2. Teacher notes down performance of learner.
3. Teacher helps student for accuracy and fluency.

DIKSHA Video /E- Content QR code:**My take away / Today I learnt:**

1. Framing question for interview.
2. Developing the skill of asking question.
3. To discuss the related answer of question.
4. To ask question with proper intonation.

Activity: 39**Express opinions****Learning Outcomes/ Competency Statements:**

Reads experts, dialogues, poems, commentaries of sports and games, speeches, news, debate, on T.V., radio and express opinion about them.

Objectives: -

To help learners to

1. Read the speech aloud with proper rhythm
2. Read with purpose
3. Understand key ideas and thoughts.
4. Express opinion about the speech commentary

5. Develop interest in reading.

Instruction for teachers and parents/ facilitators:

1. Teacher reads the text aloud.
2. Or teacher plays audio recording of the speech.
3. Ask students to read the passage loudly.
4. Ask students to point out important thoughts.
5. Help them to express their opinion in English language.

Instruction for students:

1. Listen the speech/ commentary carefully.
2. Read the passage / extract aloud.
3. Underline the important points.
4. Discuss your opinion about speech.
5. Solve the activities related to the extracts.

Learning Activity:

Cricket Match - India v/s England

T-20 match- March 21, 2007

Batsman – Yuvraj Singh

Baller- Stuart Broad

Over- 19th

Commentary –

18.1 Broad to Yuvraj Singh, SIX, that's out the ground, super shot over cow corner and it just kept going up.

18.2 Broad to Yuvraj Singh, SIX, now that really is sweet, no more than a dismissive flick off his legs, swatting a fly, and the ball arcs deep into the crowd beyond backward square leg. The dodgy TV measurement says that's 111 yards but as it landed outside the ground how do they know? They guess that's how.

18.3 Broad to Yuvraj Singh, SIX, he's hitting them everywhere, he steps to leg and smashes the ball over extra cover and it keeps on traveling. The fireworks start on top of the scoreboard and they've been going off in the middle for some time.

18.4 Broad to Yuvraj Singh, SIX, Shiver me timbers! Broad goes round the wicket, bowls a filthy wide full toss and Yuvraj steers it over backward point and it clears the rope again.

18.5 Broad to Yuvraj Singh, SIX, down on one knee and larruped over midwicket, that one was longer. It went into the night sky and dropped with a thud in the jubilant crowd. England have a team meeting.

Broad looks quizzical and miserable. Can he, can Yuvraj do it. Broad looks like a man who knows he is about to be mauled again.

18.6 Broad to Yuvraj Singh, SIX, and he has, Yuvraj leans back and smacks that over wide mid-on. It was the maximum from the moment it left that bat and the crowd was roaring as it flew.

Activity –

1. Name two players 1)----- 2) -----
2. Yuvraj hits 6 on the first ball of -----
3. The longest six hit by Yuvraj is ----- meter.
4. Describe the hit by Yuvraj Singh.
5. Express your joy when you hit the six.
6. How you will describe the Yuvraj play?

Solved Activity /Demo:

Teacher plays the commentary on mobile and read

Students listen and read the commentary and answer the questions -

1. Yuvraj is a player from ----- country.
2. Stuart Board from ----- country.
3. III -----
4. Yuvraj six is biggest / huge six. – it is in the orbit very nice.
5. I felt very happy I enjoy it.
6. Yuvraj play is magnificent historical hits.

Practice:

1. Ask the learner to read the passage.
2. Ask them to spot important thoughts.
3. Encourage them to express their views about the topic.
4. Make reading more interesting by conducting a completion.

Extension Activity:

Read another speech/ passage about children day.

Parallel Activity –

Read the passage at home.

Read the extract / story book.

Evaluation:

1. Ask some comprehensive questions based on passage.
2. Prepare simple activity (like complete the sentences) for evaluation.
3. Ask them personal opinion about passage.

DIKSHA Video /E- Content QR code:**My take away / Today I learnt:**

1. I could read the passage with proper rhythm.
2. I could understand the key ideas of the passage.
3. I could express my opinion in English language.

Activity: 40**Express opinion**

Learning Outcomes/ Competency Statements:

Reads excerpts, dialogues, poems, commentaries of sports and games, speeches, news, debates on TV, radio and expresses opinions about them.

Competency Statements:

- Read patiently till the end of the piece.
- Read carefully to understand a new concept/idea.
- Relate and evaluate the information against one's previous knowledge.
- Learn new words, expressions and enrich his/her vocabulary through reading.

Instructions for teachers and parents/ facilitators:

1. Encourage him/her to read the poem loudly as well as silently with patience.
2. Help him/her to collect information about the cuckoo.
3. Given the opportunity of loud reading of the poem to him/her.
4. Encourage him/her to guess the meanings of new words.
5. Appreciate him/her for his/her performance.

Instructions for students:

1. Read the poem patiently with a loud voice.
2. Guess the meanings of new words.
3. Share your doubts with the class.
4. Think about the theme of this poem.

Learning Activity:

1. Read the poem loudly.
2. Guess the bird that hatches the cuckoo's egg.
3. Compare the cuckoo's singing with singing of other birds, animals, persons, etc.
4. Tell the reason behind giving the name CUCKOO to the bird.

Solved Activity /Demo:

1. Learner reads the poem loudly.
2. Learner guesses the bird who hatches the cuckoo's egg and finally gives the answer (Crow)
3. Learner compares sounds of different birds, animals.
4. Learner compares singing of cuckoo with famous lady singers.
5. Learner expresses his own opinions about the formation of different words.

Practice:

1. Ask him/her to read the poem silently for two to three times to understand the theme of the poem.
2. Try to recite the poem.

Extension Activity /Parallel activity / Reinforcement:

- Collect poems of different birds such as peacock, cuckoo, parrot, etc.
- Listen sounds of different birds and animals.

Evaluation:

Guess the meaning of "beats upon the drum"

Activity: 41

Speak about the events

Learning Outcomes/ Competency Statements:

Speaks in English about events in the school environment and outside in the surroundings.

Instruction for teachers and parents/ facilitators:

3. Explain the activity to the students.
4. Encourage the student to give proper response.

Instruction for students:

4. Read and understand the activity well.
5. Discuss with your teacher/ parents what and how to do the activity.
6. Use relevant vocabulary.

Learning Activity:

Ask the students following questions. One by one. Get their responses.

1. Do you like watching T.V. programs?
2. What kinds of programs do you like to watch?
3. Which is your favorite TV show?
4. Who are the characters in that show?
5. Who is your favourite among them? Why?

Solved Activity /Demo

Q: Do you like watching TV programs?

Response: Yes, I do.

Q: What kind of programs do you like to watch?

Response: I watch sports, detective serials, movies, etc. But I like to watch comedy programs most.

Q: Which is your favourite TV show?

Response: TMKOC (Tarak Mehta ka Oolta Chashma.)

Q: Who are the characters in the show?

Response: Jethalal, Tappu, Hathibhai, Bagha Chamak chacha and others.

Q: Who is your favourite among them? Why?

Response: I like the character of Jethalal the most. The way he acts and speaks makes me laugh. The way he performs his role, the way he does gestures, facial expressions make everyone laugh. So, he is my favourite.

Practice:

Encourage the learners to express their responses by asking simple and relevant questions.

Extension Activity:

Speak a few lines on my favourite actor.

Evaluation:

Ask the students simple and verbal questions related to the activity and elicit answers from them.

DIKSHA Video /E- Content QR code:

My take away / Today I learnt:

4. Could give response to the questions
5. Could express own views.
6. Could use proper words.
7. Could frame proper and meaningful sentences.

Activity: 42

Speak about surrounding environment

Learning Outcomes/ Competency Statements:

Speaks in English about events in the school environment and outside in the surroundings.

Instruction for teachers and parents/ facilitators:

1. Explain the activity to the students.
2. Encourage the student to give proper responses.
3. Encourage them to use maximum English.

Instruction for students:

1. Read and understand the activity well.
2. In case of any doubt ask your teacher.
3. Use relevant vocabulary.

Learning Activity:

Ask the students following questions one by one. Get their responses.

1. Do you like animals?
2. Tell me the name of any five animals that you find in your surroundings?
3. Do you know the difference between pet animal and wild animals Explain in brief?
4. Which is your favourite pet animal? Speak 3-4 sentences about it?

Solved Activity /Demo:

Q: Do you like animals?

Response: Yes, I do.

Q: Tell me names of five pet animals that you find in your surroundings.

Response: Dog, cat, cow, buffalo, ox etc.

Q: Do you know the difference between pet animals and wild animals?

Response: Yes, pet animal means the animals which we see in our locality and wild animals live in jungles.

Q: Which is your favourite pet animal? Speak 3-4 sentences about it.

Response: My favourite pet animal is dog. It gives me company. It plays with me. It protects and guards our house. I feel comfortable in its company.

Practice:

Practice the questions with your friends, siblings or parents. Make the practice more interesting by framing similar relevant questions.

Extension Activity:

Speak a few lines on any wild animal that you like.

Parallel activity:

Make a list of the names of wild animals.

Evaluation:

Ask the students simple and verbal questions related to the activity and elicit answers from them.

DIKSHA Video /E- Content admission**QR code:**

My take away / Today I learnt:

1. Could answer all the questions well.
2. Could use proper words.
3. Could frame proper sentences.

Activity: 43**Std -9****BRIDGE COURSE BOOK****Learning Outcomes/ Competency Statements:**

- The learner engages in conversations in English with people from different professions using appropriate vocabulary.

Instruction for teachers and parents/ facilitators:

1. Explain the activity in simple words to the students.
2. Encourage the learners to frame simple and short questions.
3. Create the supportive atmosphere to make this activity successful.
4. Make the learner aware to use proper vocabulary.

Instruction for students:

1. Frame questions according to given subject/ situation.
2. Use proper vocabulary.
3. Keep proper sequence of the questions.
4. Begin and end the interview properly.

Learning Activity:

You want to take admission in a new school due to transfer of your father. Discuss the process of admission with the office clerk of the school.
Encourage the learner to develop a conversation with following questions with the pair of his / her age.

A: Good morning sir, can I get information about admission in the school?

B: -----

A: I want admission in the 9th std.

B: -----

A: I was studying in Dnyan mandir in Jalna.

B: -----

A: Due to transfer of my father, I want to take admission here.

B: -----

A: Thanks, sir. May I know the fees for admission?

B: -----

A: Ok sir, what about uniform?

B: -----

A: Sir, May I know the school timings please?

B: -----

(Elicit the proper responses from your pair.)

Solved Activity /Demo

A: Good morning sir, can I get information about admission in the school?

B: Yes, of course, In which standard do you want admission?

A: I want admission in the 9th std.

B: Which was your previous school?

A: I was studying in Dnyan mandir in Jalna.

B: Why do you want to take admission in this school?

A: Due to transfer of my father, I want to take admission here.

In this way a learner tries to develop a conversation with proper vocabulary and with proper questions with a pair.

Practice:

1. Tell the learners to converse with his/ her pair on different topics.
2. Encourage the learners to engage in more discussions.
3. Ask him/her to use proper vocabulary according to the situations.

Extension Activity

You want to open a saving bank account in a bank. Discuss the process with the bank manager.

Evaluation:

Ask the learners to develop different conversation with different professionals.

DIKSHA Video /E- Content QR code:**My take away / Today I learnt:**

1. How to use proper vocabulary in conversation.
2. How to start a conversation properly.
3. How to frame simple and short questions.
4. How to keep proper sequence of a conversation.