सत्यमेव जयते

GOVERNMENT OF MAHARASHTRA

ENGLISH

BRIDGE COURSE (H.L)

CLASS II

ACADEMIC YEAR
2020-2021

ACADEMIC YEAR
2021-2022



ज्ञानसेवा तु साफल्यम्

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
MAHARASHTRA , PUNE

Credentials

Promoter - School Education department, Government of Maharashtra, Mantralay, Mumbai

Publisher - State Council of Educational Research and Training, Maharashtra, Pune 30

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Instructions for Teachers/Parents/Facilitators

Namaskar!

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.

This bridge course has been prepared for the purpose of pre-preparation for the academic year 2021-22 as well as a revision of the basic and important concepts of previous 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 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.

We are confident that you will successfully complete this bridge course and prepare yourself for the new academic year 2021-22 with confidence.

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 every 15 days.
2. The bridge course will help you to understand exactly what you have learned in the previous academic year and to understand the syllabus 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!

COURSE BOOK (Day: 1)

Learning Outcomes / Competency Statements:

1.3.01:- Associates words with pictures.

Instructions to the teachers / parents / facilitators:

- elicit names of familiar objects to check their previous knowledge
- words given here are examples. Use other pictures for more practice.Use pictures of familiar objects.

Learning Activity :

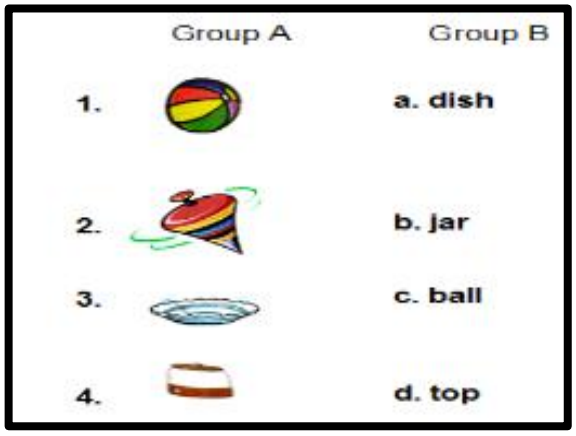
Match the pair with line (pictures with words)






duck school eggs fish horse

Match the pair with line (pictures with words)



Tell about the following thing.



BRIDGE COURSE BOOK (Day: 2)

Learning Outcomes / Competency Statements:

1.3.01:- Associates words with pictures.

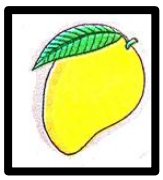
Instructions to the teachers / parents / facilitators:

- elicit names of familiar objects to check their previous knowledge
- words given here are examples. Use other pictures for more practice.Use pictures of familiar objects.

Learning Activity :

Circle the word, I call out.

(bat, pencil, mango, parrot, sun, umbrella, cup, balloon, egg, camel)









.

Name the things that you see in the picture.



BRIDGE COURSE BOOK (Day: 3)

Learning Outcomes / Competency Statements:

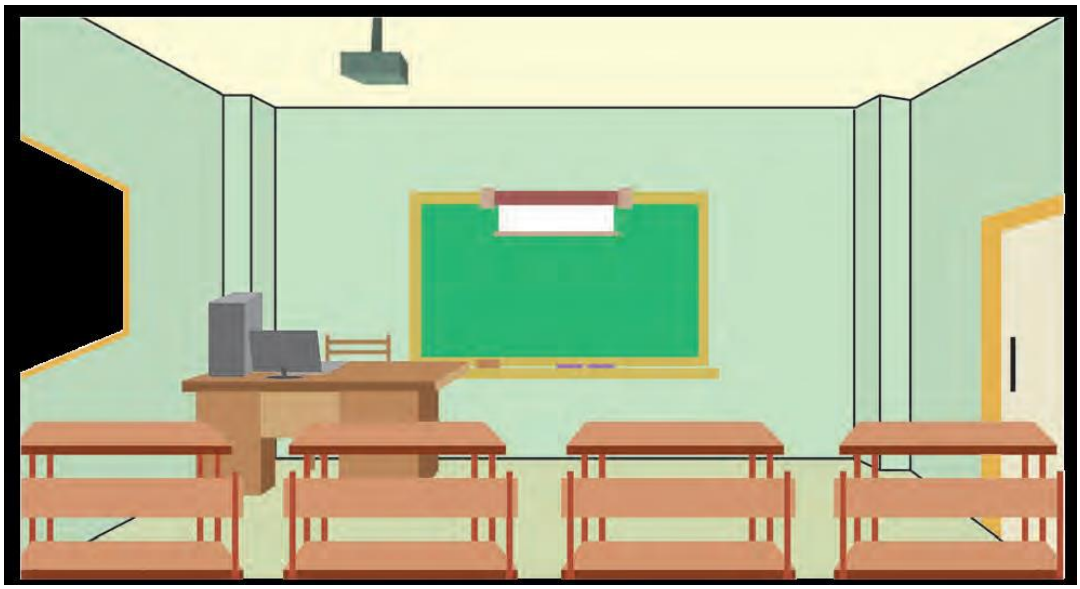
1.3.01:- Associates words with pictures.

Instructions to the teachers / parents / facilitators:

- Teachers should prepare cards for as many things seen in the classroom as possible. For example : table, chair, desk, bench, door, window, wall, corner, board, duster, chart, dustbin etc.
- Place them on / near each object and keep them there. Let the children read the words from time to time.

Learning Activity :

Place the cards at their proper places in the classroom.



door	window	table	projector
computer	board	chair	screen

Identify the colours and its object.



BRIDGE COURSE BOOK (Day: 4)

Learning Outcomes / Competency Statements:

1.3.01:- Associates words with pictures.

Instructions to the teachers / parents / facilitators:

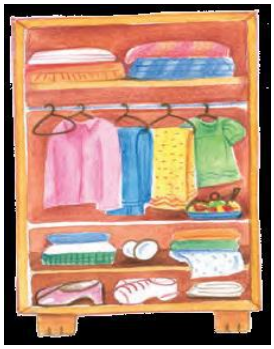
- elicit names of familiar objects to check their previous knowledge
- words given here are examples. Use other pictures for more practice.Use pictures of familiar objects.

Learning Activity :

Teacher will make children play the game 'Word String'. First child will say apples in the fridge. Second child will add one more thing and will say apples, oranges in the fridge. In the same way the next child will go on adding things and play the game with variations.

1. **Look carefully and tell what you see in each picture.**






You can make more word strings by using the following things.

Things on the table:

Things in the cupboard:

Things in the basket etc:

2. Which of the things in these pictures don't belong there?

BRIDGE COURSE BOOK (Day: 5)

Learning Outcomes / Competency Statements:

1.3.01:- Associates words with pictures.

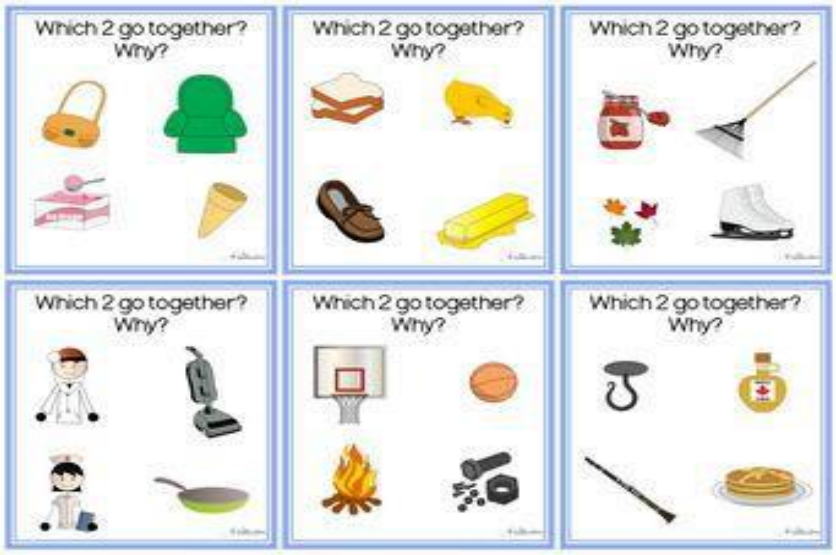
Instructions to the teachers / parents / facilitators:

- elicit names of familiar objects to check their previous knowledge
- words given here are examples. Use other pictures for more practice.Use pictures of familiar objects.

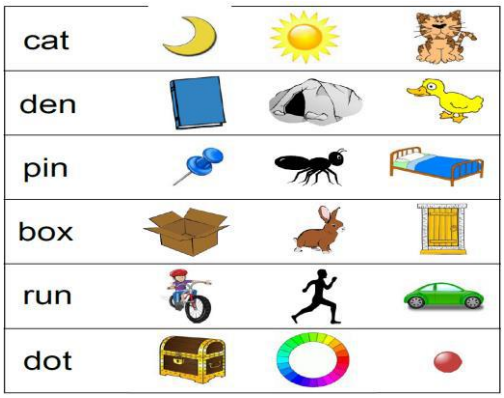
Learning Activity :

Picture-Word Association cards:

To get started, simply print of the picture cards, cut them out, and pick one. Get your child to say the first related word that pops into their head after reading the word on the card, then you do the same for the word they've said, and so on. For example, if the chosen card was "Chair", your child might associate that word with "Table", you could then respond with "Dinner". Try to make as many word associations as you can until you get stuck, then move onto the next picture-word association card.



Circle the picture on each line that has the same meaning as the word.



BRIDGE COURSE BOOK (Day: 6)

Learning Outcomes / Competency Statements:

1.3.02:- Names familiar objects seen in the pictures.

Instructions to the teachers / parents / facilitators:

- Encourage the learners to say familiar words from their surroundings.
- Show flashcards of different shapes and sizes to enrich learners' vocabulary.
- Give the learners maximum practice of identifying the names of the shapes and their pictures/ flashcards or- real objects.
- Ask learners to identify the pictures.

Learning Activity : Indoor Scavenger Hunt

Tick the items around your home.



Names familiar objects seen in the pictures. (orally)



BRIDGE COURSE BOOK (Day: 7)

Learning Outcomes / Competency Statements:

1.3.02:- Names familiar objects seen in the pictures.

Instructions to the teachers / parents / facilitators:

- Encourage the learners to say familiar words from their surroundings.
- Show flashcards of different shapes and sizes to enrich learners' vocabulary.
- Give the learners maximum practice of identifying the names of the shapes and their pictures/ flashcards or- real objects.
- Ask learners to identify the pictures.

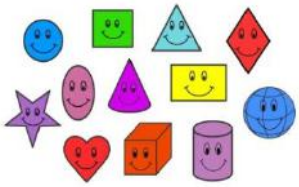
Learning Activity :

Firstly, the teacher conducts a warm up activity. Name of the warmup activity: **Get something……** Teacher places flashcards of different shaped objects on the table. Students pick up the objects as per teacher's instructions.

For example:- Pick something which is triangular in shape…, Pick something which is square in shape…, Pick something which is circular in shape…, Pick something which is conical in shape…, Pick something which is rectangular in shape…

Activity :- Relate the shapes with the real life things.







Ask the students to observe the picture and identify the different shapes of familiar objects:-



BRIDGE COURSE BOOK (Day: 8)

Learning Outcomes / Competency Statements:

1.3.02:- Names familiar objects seen in the pictures.

Instructions to the teachers / parents / facilitators:

- Encourage the learners to say familiar words from their surroundings.
- Show flashcards of different shapes and sizes to enrich learners' vocabulary.
- Give the learners maximum practice of identifying the names of the shapes and their pictures/ flashcards or- real objects.
- Ask learners to identify the pictures.

Learning Activity : Household things vocabulary:

Firstly, teachers should conduct a warm up activity. Play "Yes or no" language game with students.

How to play?

Explain to the students that '**Yes**' refers to Stand up and '**No**' refers to Sit down.

Having understood the activity thoroughly ask the following questions to the students.

1) Do we keep our clothes in fridge?
2) Do we cook food in utensils?
3) Does your mother wash clothes in washing machine?
4) Can you play computer games?

Look and say the names of pictures:





BRIDGE COURSE BOOK (Day: 9)

Learning Outcomes / Competency Statements:

1.3.02:- Names familiar objects seen in the pictures.

Instructions to the teachers / parents / facilitators:

- Encourage the learners to say familiar words from their surroundings.
- Show flashcards of different shapes and sizes to enrich learners' vocabulary.
- Give the learners maximum practice of identifying the names of the shapes and their pictures/ flashcards or- real objects.
- Ask learners to identify the pictures.

Learning Activity : **Slap the Board**

Teacher/parent/ facilitator pastes some familiar pictures on the board e.g. ox, cat, goat, dog, cow. Teacher/parent/ facilitator asks one student to stand up. Then the teacher/parent/ facilitator describes any picture and the standing student, near the blackboard identifies and slaps the picture.

Thus the teacher/parent/ facilitator repeats the same activity.

The teacher/parent/ facilitator should provide the practice by changing the pictures








Names familiar objects seen in the pictures.



BRIDGE COURSE BOOK (Day: 10)

Learning Outcomes / Competency Statements:

1.3.02:- Names familiar objects seen in the pictures.

Instructions to the teachers / parents / facilitators:

- Encourage the learners to say familiar words from their surroundings.
- Show flashcards of different shapes and sizes to enrich learners' vocabulary.
- Give the learners maximum practice of identifying the names of the shapes and their pictures/ flashcards or- real objects.
- Ask learners to identify the pictures.

Learning Activity : **Picture Description**

Teacher/parent/ facilitator divides the class into two groups and shows pictures of some objects with their names. Students from one group come ahead and observe the picture and return to their seats. Other group does the same. Teacher/parent/ facilitator asks the students about the objects and their names. At last the Teacher/parent/ facilitator shows the related picture and helps students to identify the relevant names of the objects.



Look the picture and tell / find five things.



BRIDGE COURSE BOOK (Day: 11)

Learning Outcomes / Competency Statements:

1.3.03:- Read words as a whole.

Instructions to the teachers / parents / facilitators:

1. Use of some of the basic functions of language such as greetings, introduction, expressing feelings, conversations and answering open – ended questions.
2. Look and Say : Use flash cards and make the children read the words at sight.

Learning Activity :

Game: Just Whisper.

Teacher will whisper a word in a child's ear and ask him/her to whisper in another child's ear.

This word will be passed on into each and every child's ear one by one. The last child will say that word aloud.

For example : **seed**

Look and say.

magic	**seed**	**found**	**sprouted**
planted	**grow**	**leaves**	**outside**
peas	**figs**	**special**	**everywhere**

BRIDGE COURSE BOOK (Day: 12)

Learning Outcomes / Competency Statements:

1.3.03:- Read words as a whole.

Instructions to the teachers / parents / facilitators:

1. Use of some of the basic functions of language such as greetings, introduction, expressing feelings, conversations and answering open – ended questions.
2. Look and Say : Use flash cards and make the children read the words at sight.
3. Select five to ten words from a book (or books) the child is reading. Print each word clearly and boldly on separate 3x5 inch flash cards, making pairs of each word. (The child may be able to help you by copying the words you write.)

Learning Activity :

Game: **Concentration**

Shuffle the cards and place them face down in neat rows. Take turns turning up two cards at a time and reading the words aloud. If the two cards match, the player keeps them and takes a second turn. If they do not match, the cards are replaced face down and the next player takes a turn. Play until all the cards are matched. The player with the most pairs wins. If the child has trouble recognizing a word, say the word — do not ask the child to "sound out" the word. The purpose of this game is to build automatic recognition of whole words.

You can control the difficulty of the game by the choice and number of words used: for very beginning readers, choose meaningful words that are visually distinctive: **"ghost", "dark", "sister",** and keep the number of words low. For a more challenging game, include some words that are less distinctive: **"when", "what", "this", "that"**, but be careful not to overwhelm the child.

ghost	**dark**	**sister**
dark	**park**	**book**

BRIDGE COURSE BOOK (Day: 13)

Learning Outcomes / Competency Statements:

1.3.03:- Read words as a whole.

Instructions to the teachers / parents / facilitators:

1. Use of some of the basic functions of language such as greetings, introduction, expressing feelings, conversations and answering open – ended questions.
2. Look and Say : Use flash cards and make the children read the words at sight.
3. Select five to ten words from a book (or books) the child is reading. Print each word clearly and boldly on separate 3x5 inch flash cards, making pairs of each word. (The child may be able to help you by copying the words you write.)

Learning Activity :

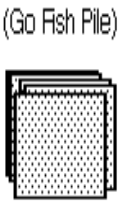
Game: "Go Fish"

Shuffle and deal three to five cards to each player. Place the rest of the deck face down. Players take turns asking each other for a card to match one held in his or her hand. If the opponent has a matching card, it is given over, and the first player takes another turn. If the opponent does not have a match, he or she says **"Go Fish"** and the player draws from the remaining deck of cards, and the next player takes a turn. Each time a player has a match, he or she reads the words, and puts down the pair, face up. Continue the game until the cards are all used up.

Instead of matching words, rhyming words can be used. In this case, players ask for "a word that sounds like '**night**'..."







Look and say.

pet	hen	went	coop	shout
pipe	egg	bed	fire	farm

BRIDGE COURSE BOOK (Day: 14)

Learning Outcomes / Competency Statements:

1.3.03:- Read words as a whole.

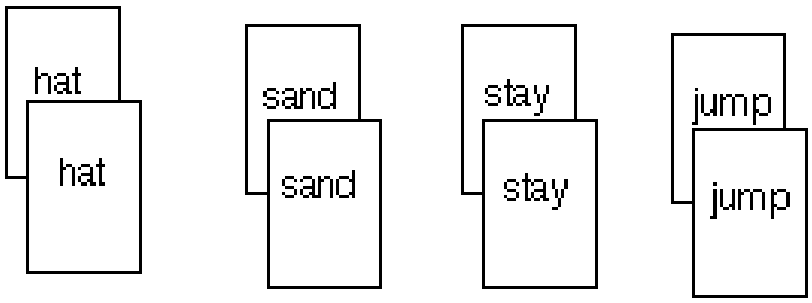
Instructions to the teachers / parents / facilitators:

1. Use of some of the basic functions of language such as greetings, introduction, expressing feelings, conversations and answering open – ended questions.
2. Look and Say : Use flash cards and make the children read the words at sight.
3. Select three words per player from a book (or books) being read. Print them clearly and boldly on separate 3x5 inch index cards, making pairs of words. Choose one more word without a match that will be the winning card.

Learning Activity :

Game: **"Old Maid"**

Shuffle and deal three to six cards to each player. Players take turns drawing a card from a player to their left. If a player draws a card that matches one in his or her hand, he/she reads the two matching words in order to keep the pair. Play continues until all the cards are matched, except for the one odd card. The player who holds that card at the end wins the game.



Read aloud:

turn - burn **sit - kit** **nose - toes**

jump - pump **hand - band** **ground - round**

Bridge Course : Test No. : 1 (Day : 15)

Standard : 2nd **Subjesct : English**

Marks : 10 (2 Marks each question)

Que. 1: Match the pairs that go together.

1. cup	A) chair
2. table	B) brush
3. ball	C) saucer
4. paint	D) bat

Que. 2: Match the following things that go together.






pencil **rain** **egg** **key**

Que. 3: Tell about following thing.



Que. 4: Look carefully and tell what you see in picture.



Que. 5: Look and say.

A) face B) chin C) tongue D) cheeks

BRIDGE COURSE BOOK (Day : 16)

Learning Outcomes / Competency Statements:

1.3.04:- Differentiates between small and capital lrtters in print.

Instructions to the teachers / parents / facilitators:

1) Encourage the learners to correlate the picture with the image of capital and small letter.

2) Provide worksheets to complete activity correctly.

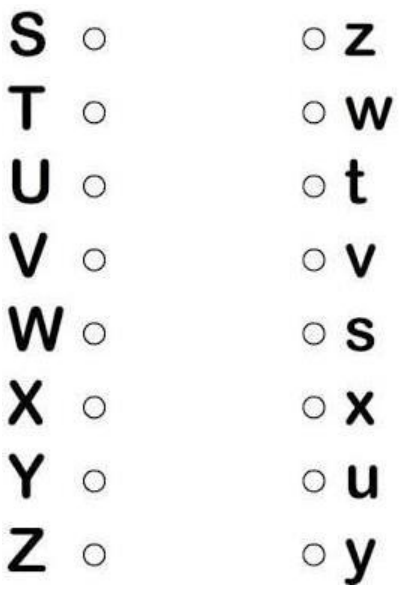
3) Give the learners maximum practice for tracing the letters.

Learning Activity : treasure hunt in the house activity

This scavenger hunt encourages children to find and identify objects that start with each letter of the alphabet. Once your pupils have found objects in the classroom or at home that start with the corresponding letters, get them to fill out the relevant columns based on the names of the objects that they have found and which letters those words begin with.

These treasure hunt clues for the home start off nice and simple and get increasingly specific and tricky. For example, to start with children will just have to find something around the house that's yellow. By the end of the activity, they'll need to have found something that shows the number 10, something in the shape of a cylinder, and four things that are smaller than their hands.

Draw a line to match each capital letters to its small letters



BRIDGE COURSE BOOK (Day : 17)

Learning Outcomes / Competency Statements:

1.3.04:- Differentiates between small and capital letters in print.

Instructions to the teachers / parents / facilitators:

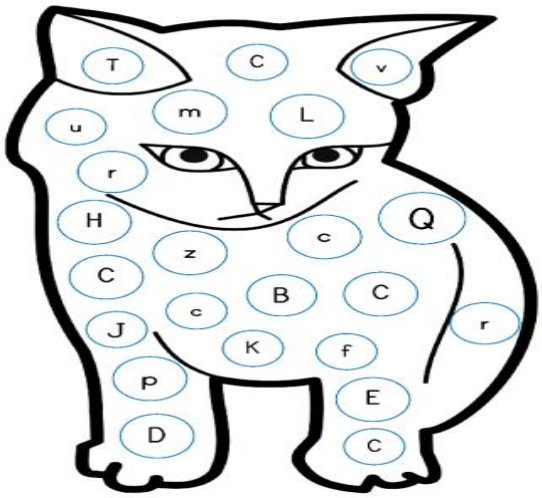
1) Encourage the learners to correlate the picture with the image of capital and small letter.

2) Provide worksheets to complete activity correctly.

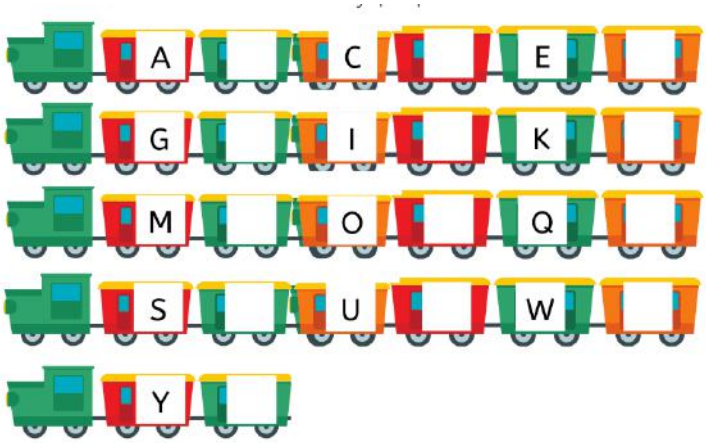
3) Give the learners maximum practice for tracing the letters..

Learning Activity : Letter Hunt

Ask the students to colour Capital and Small letter "c" / "C"



Write the missing capital letters.



BRIDGE COURSE BOOK (Day : 18)

Learning Outcomes / Competency Statements:

1.3.04 :- Differentiates between small and capital letters in print.

Instructions to the teachers / parents / facilitators:

1) Encourage the learners to correlate the picture with the image of capital and small letter.

2) Provide worksheets to complete activity correctly.

3) Give the learners maximum practice for tracing the letters..

Learning Activity :

Identify the capital letter and small letter and put in the correct basket.

Make two baskets one should be for capital letters and other should be of small letters.



Encircle the small letters in each row:-

A	c	a	e	h
B	v	n	b	l
C	a	w	e	c
D	d	l	t	u
E	b	m	e	a
F	e	o	f	z
G	h	g	b	o
H	v	a	o	h

BRIDGE COURSE BOOK (Day : 19)

Learning Outcomes / Competency Statements:

1.3.04:- Differentiates between small and capital letters in print.

Instructions to the teachers / parents / facilitators:

1) Encourage the learners to correlate the picture with the image of capital and small letter.

2) Provide worksheets to complete activity correctly.

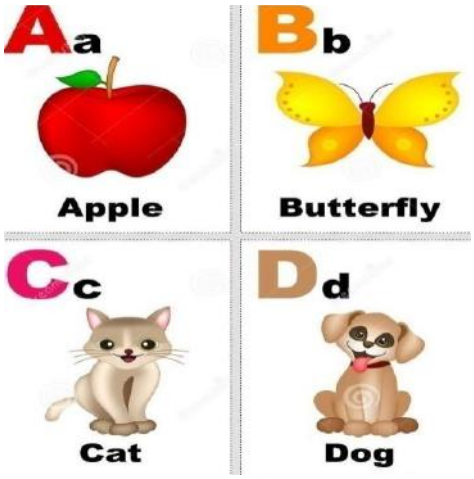
3) Give the learners maximum practice for tracing the letters..

Learning Activity :

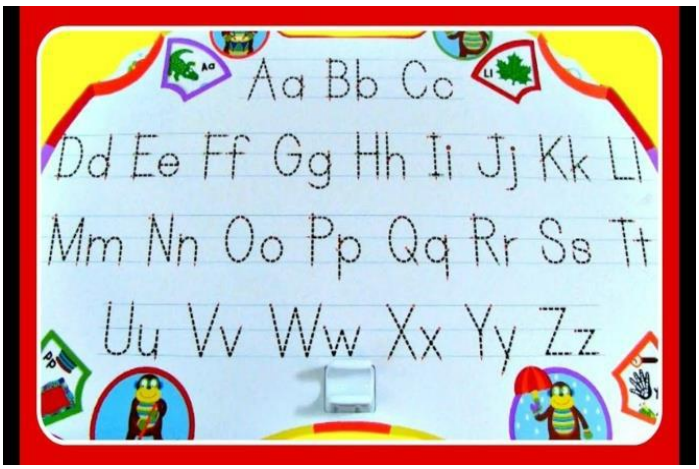
1) Teacher shows the flashcards to the students.

2) Students try to identify the pictures.

3) Teacher drills the small and capital letter image.



Trace each letter correctly.



BRIDGE COURSE BOOK (Day : 20)

Learning Outcomes / Competency Statements:

1.3.04:- Differentiates between small and capital letters in print.

Instructions to the teachers / parents / facilitators:

1) Encourage the learners to correlate the picture with the image of capital and small letter.

2) Provide worksheets to complete activity correctly.

3) Give the learners maximum practice for tracing the letters..

Learning Activity :

Activity 1:- Ask the students to join capital letters with its small letters and form the egg shape.

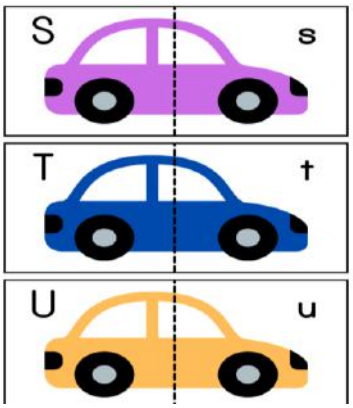


Activity 2:-Join capital and small letter and complete the picture of car.

- teacher cuts the given picture in two parts.

- students match the capital letter with its small letter and complete the picture of car.

- teacher can use any shape as per their availability.



BRIDGE COURSE BOOK (Day : 21)

Learning Outcomes / Competency Statements:

1.3.06:- Identifies characters and sequence of story.

Instructions to the teachers / parents / facilitators:

- Ask learners to observe the shown pictures carefully
- Elicit some sentences from them e.g. what the story is about and name the characters .
- Ask learners to arrange the events in proper sequence by numbering them.

Learning Activity :

(Priya had a dog. Once the dog got dirty in a puddle. Priya kept the dog in the bathing tub. She showered him to make him more clean. Then she wiped him with a towel.)

Listen and arrange the events in a story as per their order by giving numbers in a sequence.






Arrange the pictures of the story in proper order by writing the number below it.








BRIDGE COURSE BOOK (Day : 22)

Learning Outcomes / Competency Statements:

1.3.06:- Identifies characters and sequence of story.

Instructions to the teachers / parents / facilitators:

- Ask learners to observe the shown pictures carefully
- Elicit some sentences from them e.g. what the story is about and name the characters .
- Ask learners to arrange the events in proper sequence by numbering them.

Learning Activity : Listen and arrange in correct order

Step 1 : Teacher will tell the story of lion and mouse with proper sequence.

Step 2 : Listen, listen the story,look at the picture and arrange them in proper sequence by numbering them.



Listen carefully and arrange the events in proper sequence.

1. He cut the cake.

2. We wore new clothes.

3. He offered sweets and cake.

4. We went to Saheel's house for a birthday party.

BRIDGE COURSE BOOK (Day : 23)

Learning Outcomes / Competency Statements:

1.3.06:- Identifies characters and sequence of story.

Instructions to the teachers / parents / facilitators:

- Ask learners to observe the shown pictures carefully
- Ask learners to arrange the events in proper sequence by numbering them.

Learning Activity :

You have ice cream in your hand and you are eating the ice cream. Now arrange the pictures in proper sequence by numbering them.



Listen carefully and arrange the given events in proper sequence.

Anu is serving pulav. ◌

Piya is making pulav. ◌

Raju is cutting vegetables. ◌

Golu is washing vegetables. ◌

BRIDGE COURSE BOOK (Day : 24)

Learning Outcomes / Competency Statements:

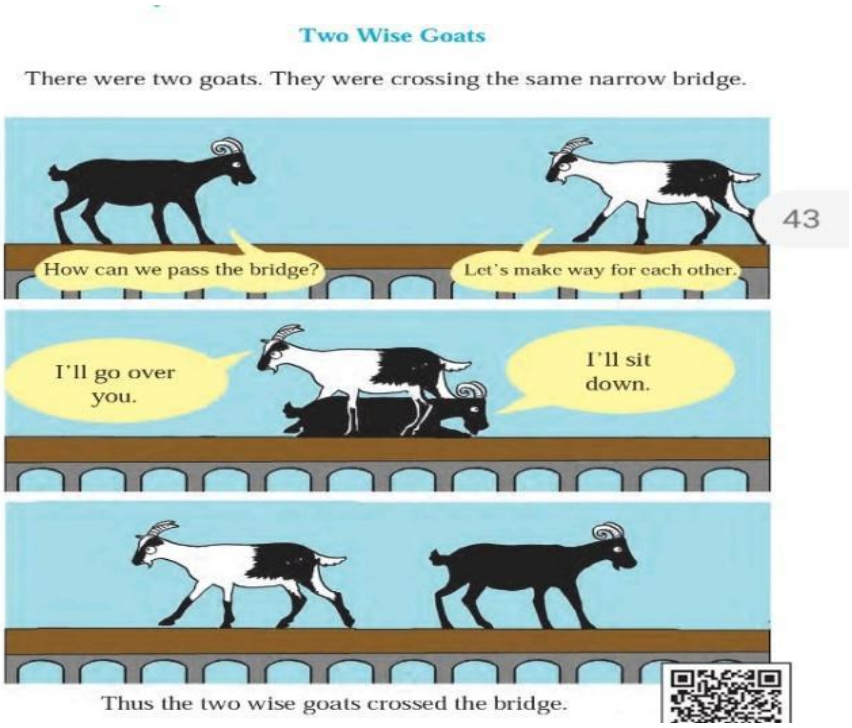
1.3.06:- Identifies characters and sequence of story.

Instructions to the teachers / parents / facilitators:

- Ask learners to observe the shown pictures carefully
- Elicit some sentences from them e.g. what the story is about and name the characters in the story in their mother tongue.
- Show the video of the story and ask them to watch and listen carefully.
- Ask learners to arrange the events in proper sequence by numbering them.

Learning Activity :

Teacher tells the story of two wise goats.



Fill in the blanks by using given words in brackets and complete the story.

[down, bridge, goats, over, pass]

There were two _____. They were crossing the same narrow _____. 'How can we _____ the bridge.' 'Let's make way for each other. I'll go _____ you.' "I'll sit _____. Thus the two goats crossed the bridge.

BRIDGE COURSE BOOK (Day : 25)

Learning Outcomes / Competency Statements:

1.3.06 :- Identifies characters and sequence of story.

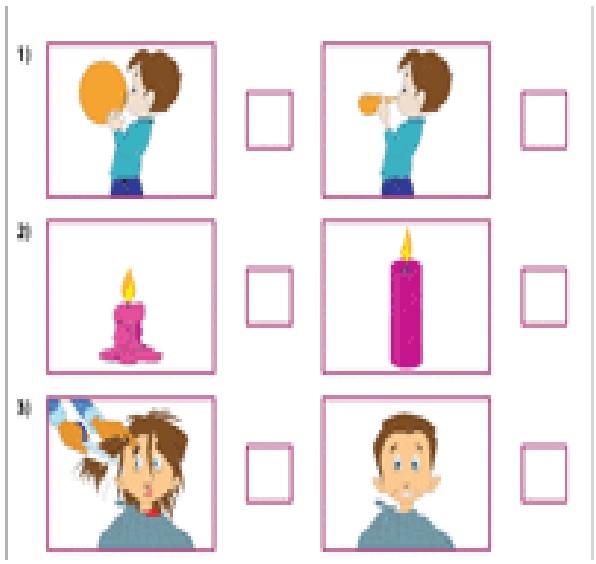
Instructions to the teachers / parents / facilitators:

- Ask learners to observe the shown pictures carefully
- Ask learners to arrange the events in proper sequence by numbering them.

Learning Activity :



Decide which action comes first and which comes next. Write "F" for First and "N" for Next.



BRIDGE COURSE BOOK (Day : 26)

Learning Outcomes / Competency Statements:

1.3.07 :- Responds appropriately to instructions and commands etc.

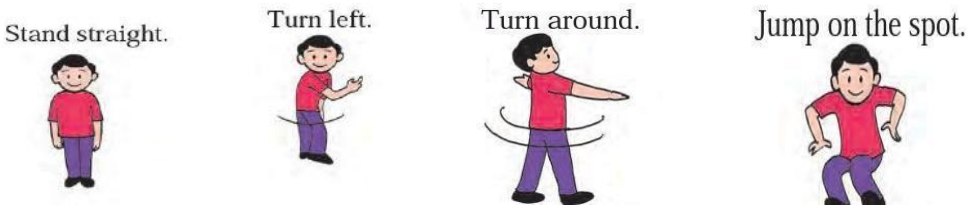
Instructions to the teachers / parents / facilitators:

1) Ask learners to identify different action words.
2) Give some instructions and make them act accordingly.
3) Ask them to repeat words and relate them to actions and sequence

Learning Activity : Simon Says…

In front of the classroom, play a short game of Simon Says with one child volunteering to be "Simon" and you are the game player. Model good listening strategies such as looking the speaker in the eye, repeating the directions to yourself (aloud so they can hear you), not starting until you've heard all the instructions (say aloud, "Ok, he's finished giving me the instructions so now I may begin"), and speak aloud what you're going to do as if you were picturing it in your mind before doing it. After "Simon" gives you a few short instructions, ask the class to tell you what they witnessed you did well.

Teacher will give a demo for every action shown in the picture below.



Practice the following action words and actions also.



BRIDGE COURSE BOOK (Day : 27)

Learning Outcomes / Competency Statements:

1.3.07 :- Responds appropriately to instructions and commands etc.

Instructions to the teachers / parents / facilitators:

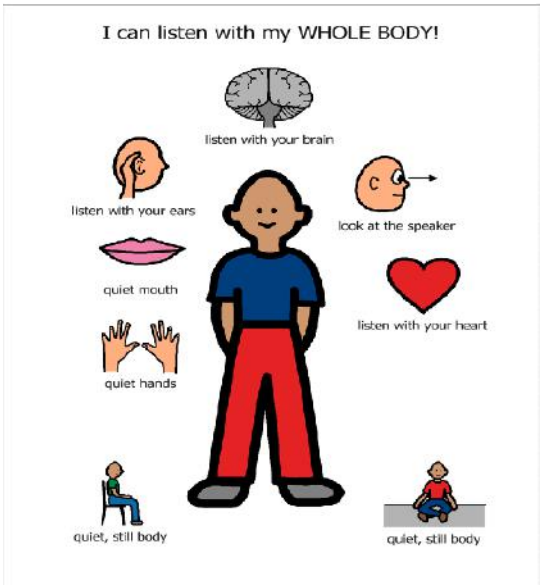
1) Ask learners to identify different action words.

2) Give some instructions and make them act accordingly.

3) Ask them to repeat words and relate them to actions and sequence

Learning Activity : Teach "Whole Body Listening"

A much-used concept in the early primary grades is "whole body listening." In whole body listening, a student practices keeping particular key parts of their body focused on the speaker. Their eyes are watching, ears are listening, brain is focused on the speaker's information, mouth is closed, shoulders are squared toward the speaker, heart is caring about the message, hands are folded or in lap, feet are still on the floor.





BRIDGE COURSE BOOK (Day : 28)

Learning Outcomes / Competency Statements:

1.3.07 :- Responds appropriately to instructions and commands etc.

Instructions to the teachers / parents / facilitators:

1) Ask learners to identify different action words.

2) Give some instructions and make them act accordingly.

3) Ask them to repeat words and relate them to actions and sequence

Learning Activity : Daily Listening Activities

One way to see a marked improvement in your students' listening skills is to give them short, daily skills practice. Any daily practice should be fun, and practical. In this case, the skills should include encouraging kids to focus on oral instructions, visualizing the tasks given, and completing them accurately. Give them short instructions verbally for completing a task, or two or three tasks in succession (depending on their age/cognitive development), and have them practice listening and completing the tasks without repeating the instructions.

Listen and act.

Arya says :

Stand up.
Sit down.
Raise your right hand.
Raise your left hand.
Wave your hands.
Hands down.
Close your eyes.
Open your eyes.
Stand up.
Turn left.
Turn right.
Turn around.
Jump on the spot.
Jump high.
Touch your toes.
Stand straight.
Run on the spot. Stop.
Touch your nose.

BRIDGE COURSE BOOK (Day : 29)

Learning Outcomes / Competency Statements:

1.3.07 :- Responds appropriately to instructions and commands etc.

Instructions to the teachers / parents / facilitators:

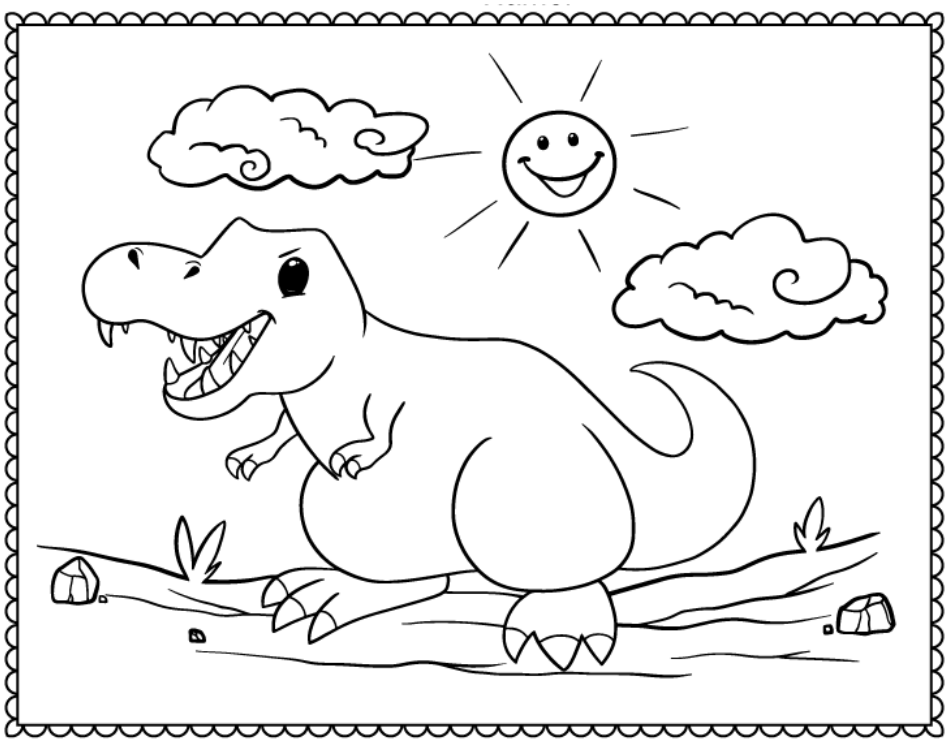
1) Ask learners to identify different action words.

2) Give some instructions and make them act accordingly.

3) Ask them to repeat words and relate them to actions and sequence

Learning Activity : **Drawing games**

Describe a picture that the child cannot see and they must try and draw a similar picture from your verbal instructions. Compare the two pictures at the end. Use previously drawn background scenes (e.g. street scene, park scene, shelves of a cupboard, rooms in a house). Take turns giving instructions about where to draw or stick on pictures of objects or people (e.g. 'put the plate on the second shelf').



1. Write the letter D on the dinosaur.
2. Color the dinosaur green.
3. Draw eyebrows on the sun's face.
4. Color the sun red.
5. Draw a bird in the sky.
6. Color the sky blue.
7. Color the clouds white.
8. Write your name below the dinosaur.
9. Color the rocks gray.
10. Color the ground brown.

Bridge Course : Test No. : 2 (Day : 30)

BRIDGE COURSE BOOK (Day : 31)

Learning Outcomes / Competency Statements:

1.3.08 :- Listen to English words, greetings, polite forms of expression, simple sentences and respond in English.

Instructions to the teachers / parents / facilitators:

- Encourage the students to speak about different known and familiar words.
- Tell them to repeat the words and relate them to self.
- Ask them simple questions regarding their name, family members, hobbies, interest, school, friends, etc.
- Accept their responses as it is.

Learning Activity : Question Carousel

Have everyone stand up. Play music as they walk around. When the music stops, they start talking with the person they are closest to. When the music starts, they start walking again. Continue for several rotations until everyone seems more comfortable.

- What is your name?
- How old are you?
- What grade are you in?
- Who is your best friend?
- What or who made you smile today?
- What made you proud today?
- What's your favorite subject?
- Who is your favorite character, and why?

Fill in the blanks.

Hi, my name is----------.

I am ----------years old.

My birthday is on----------.

I am from----------.(village/ city)

There are ----------people in my family.

----------is my favourite subject.

BRIDGE COURSE BOOK (Day : 32)

Learning Outcomes / Competency Statements:

1.3.08 :- Listen to English words, greetings, polite forms of expression, simple sentences and respond in English.

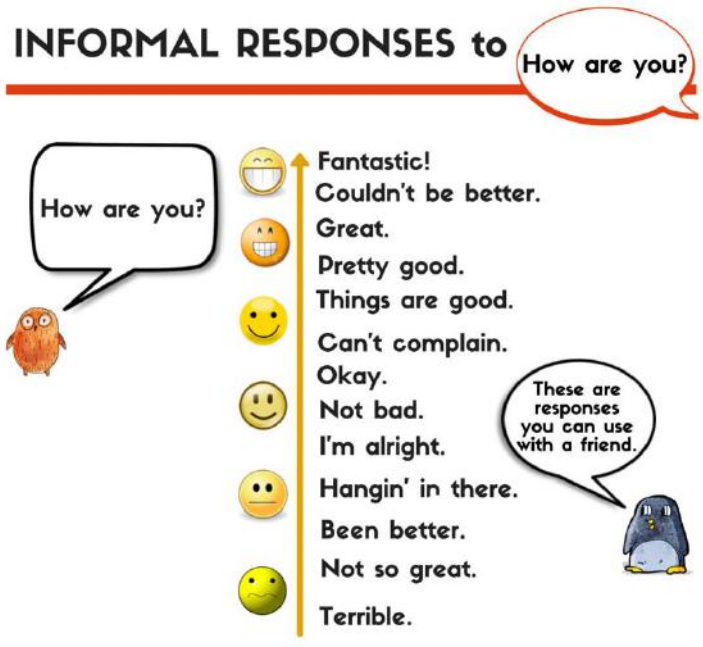
Instructions to the teachers / parents / facilitators:

- Encourage the students to speak about different known and familiar words, greetings.
- Tell them to repeat the words and relate them to self.
- Ask them simple questions regarding their name, family members, hobbies, interest, school, friends, etc. Accept their responses as it is.

Learning Activity :

A list of basic greetings

Hello, ……	**Hi, ……**
Good morning	**Good afternoon**
Good evening.	**Good to see you again**
Nice to see you again.	**I'm glad to see you.**
I'm happy to see you.	**I'm pleased to see you.**



BRIDGE COURSE BOOK (Day : 33)

Learning Outcomes / Competency Statements:

1.3.08 :- Listen to English words, greetings, polite forms of expression, simple sentences and respond in English.

Instructions to the teachers / parents / facilitators:

- Encourage the students to speak about different known and familiar words, greetings.
- Tell them to repeat the words and relate them to self.
- Ask them simple questions regarding their name, family members, hobbies, interest, school, friends, etc. Accept their responses as it is.

Learning Activity : Greetings and Responses





BRIDGE COURSE BOOK (Day : 34)

Learning Outcomes / Competency Statements:

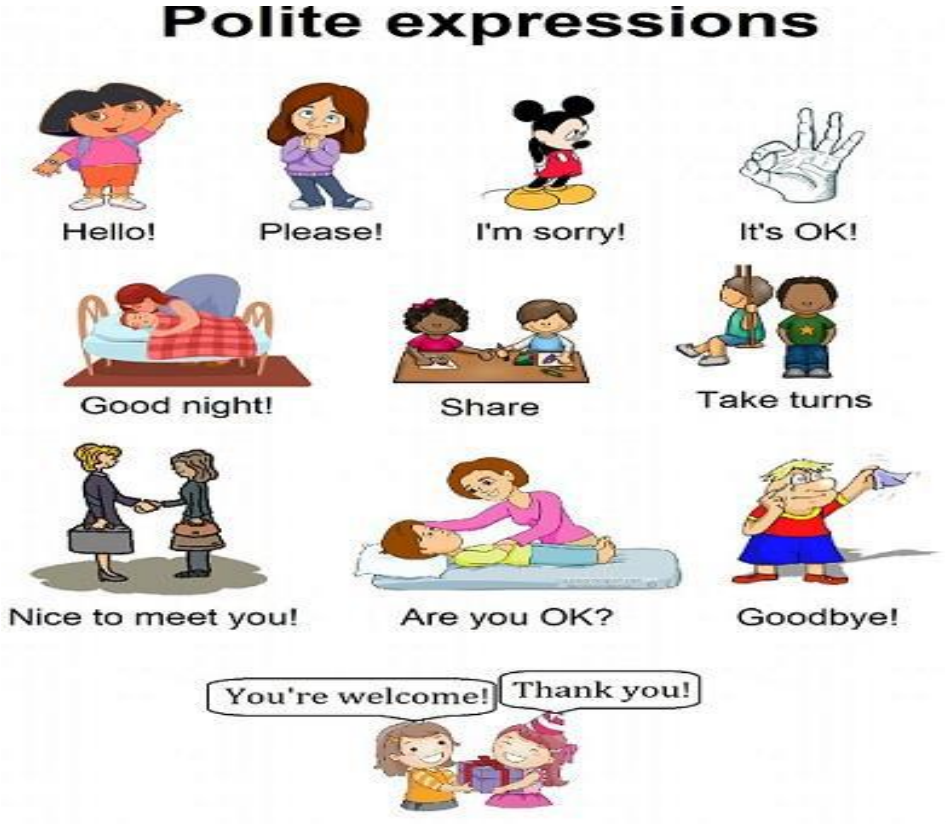
1.3.08 :- Listen to English words, greetings, polite forms of expression, simple sentences and respond in English.

Instructions to the teachers / parents / facilitators:

- Encourage the students to speak about different known and familiar words, greetings.
- Tell them to repeat the words and relate them to self.
- Ask them simple questions regarding their name, family members, hobbies, interest, school, friends, etc.
- Accept their responses as it is.

Learning Activity : **Word Jumble Race**

Write out a number of sentences, using different colours for each sentence. I suggest having 3-5 sentences for each team. Cut up the sentences so you have a handful of words. Put each sentence into hats, cups or any objects you can find, keeping each separate. Split your class into teams of 2, 3, or 4. You can have as many teams as you want but remember to have enough sentences to go around. Teams must now put their sentences in the correct order. The winning team is the first team to have all sentences correctly ordered.



BRIDGE COURSE BOOK (Day : 35)

Learning Outcomes / Competency Statements:

1.3.11 :- Reads words, phrases and simple sentences correctly.

Instructions to the teachers / parents / facilitators:

1. Set reading goals.
2. Preview the texts you read.
3. Determine the purpose.
4. Apply key reading strategies.

Learning Activity : Create word families

Word families are words that rhyme. Teaching students about word families helps them see patterns in text and encourages them to begin reading by grouping sets of letters within a word. Once they recognize the word 'hop', they'll be able to find patterns in rhyming words like **'top', 'pop'** and **'stop'**. A fun way to incorporate this activity into the classroom is by playing a game using a corkboard. Write a list of words on the left-hand side, and the second list of words that rhyme with them on the right-hand side (you could even try using a theme for the words, e.g. Christmas-related words in December). Place pins beside each word and have students link a piece of string from the pin of a word on the left, to the rhyming word on the right-hand side. Not only is this a fun activity to help students learn about word families, it also helps develop their fine motor skills.

Read and write down the related words in the blanks.

foot	kitchen	knee	bag	one	mother
father	shirt	saree	wrist	coat	spoon
three	eyes	elbow	cupboard	five	scarf
dress	shoulder	T.V.	4 1st	socks	head
raincoat	stomach	glass	hall	bed	

Home :

Numbers:

Body parts:

Clothes:

BRIDGE COURSE BOOK (Day : 36)

Learning Outcomes / Competency Statements:

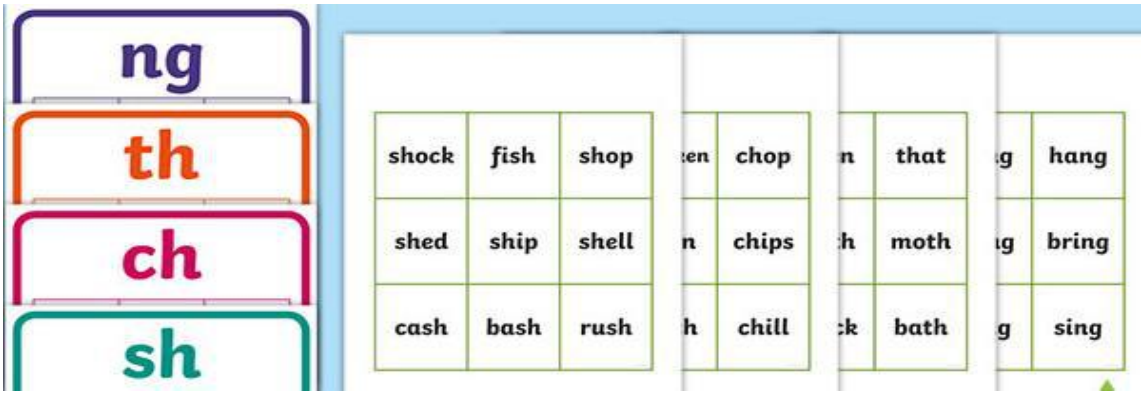
1.3.11 :- Reads words, phrases and simple sentences correctly.

Instructions to the teachers / parents / facilitators:

1. Set reading goals.
2. Preview the texts you read.
3. Determine the purpose.
4. Apply key reading strategies.

Learning Activity : Teach phonemic awareness

Phonemes are the smallest sounds in the English language, made of consonants, short vowels, long vowels, and digraphs like **'th', 'sh' and 'ch'**. Children must learn how different letters make different sounds. For example, the 'a' in 'table' is a long vowel, as opposed to the short vowel 'a' in 'sack'. Phonemic awareness means learning those sounds and how to manipulate them within a word and is an important step towards helping children to spell and decode. One thing you could do to help bring awareness to phonemes and how to separate the sounds of words from their meanings is to call up children one-by-one using their first names without the initial sound (e.g., [S]arah). The children have to figure out who's name has been called and what sound is missing.



Read the words using following picture:



BRIDGE COURSE BOOK (Day : 37)

Learning Outcomes / Competency Statements:

1.3.11 :- Reads words, phrases and simple sentences correctly.

Instructions to the teachers / parents / facilitators:

1. Set reading goals.
2. Preview the texts you read.
3. Determine the purpose.
4. Apply key reading strategies.

Learning Activity : Make smaller words out of a large word

This is a great game to learn how to combine letters to make new sounds. And of course it strengthens and builds your child's vocabulary.

How to play – This is a great game for children of all ages. Adults can enjoy it too. Take a large word say "Dictionary" and try to make smaller words out of it. Almost a hundred words can be made out of the word dictionary. Tip – play it such that the players are making words alternately instead of each player working on his own. This shows the child that everyone struggles and he is not alone.

1. **Find the small words hidden in the big words.**

- **comfortable:**
- **eggshell:**
- **monkey:**

2. **Build word pyramid.**

Fish

Five fishes

Five fishes live

Five fishes live in the water

Five fat fishes live in the cold water.

3. **Add words to the following to make longer phrases.**

Example : - a parrot

- a baby parrot

- a baby parrot in a nest

- **egg**
- **mummy**
- **monkey**

BRIDGE COURSE BOOK (Day : 38)

Learning Outcomes / Competency Statements:

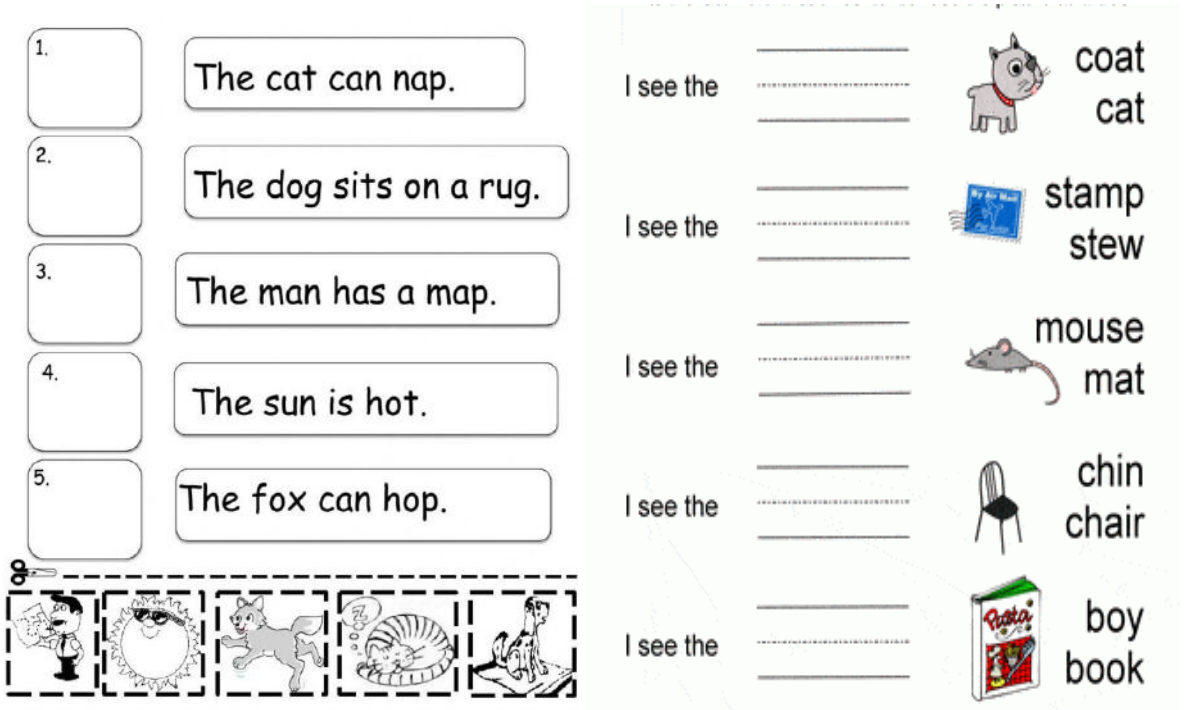
1.3.11 :- Reads words, phrases and simple sentences correctly.

Instructions to the teachers / parents / facilitators:

1. Set reading goals.
2. Preview the texts you read.
3. Determine the purpose.
4. Apply key reading strategies.

Learning Activity :

Read the following sentences.



Complete the following phrases.

(1) Once upon a time there were two friends.

(2) Once upon a time there was ----------.

(3) Once upon a time there were ----------.

(4) I wonder ----------.

(5) I hope ----------.

BRIDGE COURSE BOOK (Day : 39)

Learning Outcomes / Competency Statements:

1.3.14 :- Identifies and writes the letters of the alphabet correctly.

Instructions to the teachers / parents / facilitators:

- Elicit letters of alphabet from students to check previous knowledge
- Ask sounds of different letters.
- Words given here are as examples. Use other pictures too for more practice. Use pictures of familiar objects.

Learning Activity : ABC Sorting Tray

I found this divided tray in a kitchen store. I labeled each section by writing a letter on a sticker dot and placing the matching foam letters in each section of the tray. I placed the letters in a bowl and children sorted and matched the letters into the sections of the tray. When I want to change out the letters in the tray, I just remove the sticker dots and add new ones. I usually try to use letters that are similar, so that children are challenged and use visual discrimination skills to find the differences in the letters. For example, I might use Q, O, D, C, and G since those letters are similar in shape, or I, T, J, or W, V, U.



Listen and tell the next letter.

m : ☐ j : ☐ n : ☐ v : ☐

Listen and tell the letter before.

☐ : b ☐ : m ☐ : s ☐ : z

BRIDGE COURSE BOOK (Day : 40)

Learning Outcomes / Competency Statements:

1.3.14 :- Identifies and writes the letters of the alphabet correctly.

Instructions to the teachers / parents / facilitators:

- Elicit letters of alphabet from students to check previous knowledge
- Ask sounds of different letters..

Learning Activity :

Step 1: Firstly teacher show*s* some flash cards of letters and ask*s* students to identify the letters .

Step 2: Tell sound of given letter.

In the word cat, '**c**' sounds …….

In the word fish , '**f**' sounds …….

In the word ink , '**i**' sounds…….

In the word ox , '**o**' sounds …….

In the word queen , '**q**' sounds ……..

Step 3: **A. Listen carefully the words and Find the word with different sound.(find odd man out) and underline the word.**

1.	nut	push	hut	cut
2.	hot	lot	fan	pot
3.	k*ing*	ring	sing	pen
4.	m*y*	try	game	why
5.	b*at*	rat	mat	but

B. Look, listen and circle the odd man out.

1.	bat	bed	boat	hut
2.	sun	lock	sack	soap
3.	cock	cat	dog	clap
4.	ladder	leaf	rose	lemon
5.	key	pot	pen	purse
6.	top	toy	axe	tree

BRIDGE COURSE BOOK (Day : 41)

Learning Outcomes / Competency Statements:

1.3.14 :- Identifies and writes the letters of the alphabet correctly.

Instructions to the teachers / parents / facilitators:

- Elicit letters of alphabet from students to check previous knowledge
- Ask sounds of different letters.
- Tell students to listen carefuly,look at all the pictures *and* identify the picture with the sound asked by teacher.

Learning Activity : Alphabet Path Games

I made these path games using stickers bought in a craft store (scrapbooking section), and I made individual mats with about 10 letters on them. Each child gets a mat, a game piece, and some plastic chips to cover the letters on their mat. They roll the dice and count out the spaces to move their game piece. If their game piece lands on a letter that is on the mat, they cover that letter with a chip. Play continues until they have covered every letter.

Other ways we use the path games:

- Children identify the letter they land on, then find that letter somewhere in the classroom.
- Children find an object in the classroom that begins with that letter's sound.





BRIDGE COURSE BOOK (Day : 42)

Learning Outcomes / Competency Statements:

1.3.14 :- Identifies and writes the letters of the alphabet correctly.

Instructions to the teachers / parents / facilitators:

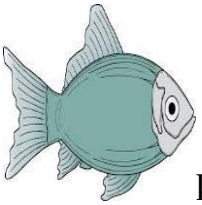
- Elicit letters of alphabet from students to check previous knowledge
- Ask sounds of different letters.
- Tell students to listen carefuly,look at all the pictures *and* identify the picture with the sound asked by teacher. Tell students to encircle the picture / letter.

Learning Activity :

Step 1. T*e*acher shows some flash cards and ask students to tell their names. (use any flashcards from English Kit)

Step 2. Circle the correct *first letter* of picture .

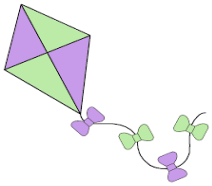
b  m

f  k

s  *v*

m  a

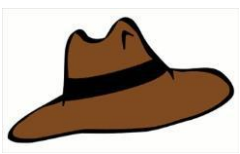
c  g

k  p

Step 3. Look at the picture and fill the correct letter.

 _up

 _eroplane

 _at

 _oll

BRIDGE COURSE BOOK (Day : 43)

Learning Outcomes / Competency Statements:

1.3.15 :- Writes neatly and legibly.

Instructions to the teachers / parents / facilitators:

Make the students aware with: having an elegant handwriting is a great asset and being able to write legibly and quickly is a very valuable talent / skill.

Learning Activity : Trace and write:

Read it!	Trace it!	Write it!	Write it again!
a	a		
and	and		
away	away		
big	big		
blue	blue		
can	can		
come	come		



BRIDGE COURSE BOOK (Day : 44)

Learning Outcomes / Competency Statements:

1.3.15 :- Writes neatly and legibly.

Instructions to the teachers / parents / facilitators:

Make the students aware with: having an elegant handwriting is a great asset and being able to write legibly and quickly is a very valuable talent / skill.

Learning Activity : Trace and write the sentence:

1. I want to go home.
2. Can I have some cake ?
3. I need your help.
4. How are you today?
5. Can I have more time?



Bridge Course: Test No. : 3 (Day: 45)

English Bridge Course (Test - 1)
Session -2021-22
Subject: English (HL)

Class: 2nd **Marks: 10 (2 Marks each question)**

Que. 1: Match the pairs that go together.

1. cup	A) chair
2. table	B) brush
3. ball	C) saucer
4. paint	D) bat

Que. 2: Match the following things that go together.






pencil **rain** **egg** **key**

Que. 3: Tell about following thing.



Que. 4: Look carefully and tell what you see in picture.



Que. 5: Look and say.

A) face B) chin C) tongue D) cheeks

SCERT, Maharashtra

English Bridge Course (Test - 2)
Session -2021-22
Subject: English (HL)

Class: 2nd **Marks: 10 (2 Marks each question)**

Que. 1: Arrange the following letters in alphabetical order.

(A) d, k, w, a : ----------

(B) E, J, B, Y, S : ----------

Que. 2: Match the capital letters with the small letters.

h	E
i	M
e	H
m	I

Que. 3: Arrange in correct order by giving numbers



Que. 4: Going to school: Arrange the sequence in a correct order by giving numbers:

Pack my

Wake up in the morning

Go to

Take a bath

Brush my teeth

Que. 5: Act as per instructions.

1) raise your hand

2) tap your feet

3) open your book

4) touch your nose

SCERT, MAHARASHTRA

English Bridge Course (Test - 3)
Session -2021-22
Subject: English (HL)

Class: 2nd **Marks: 10 (2 Marks each question)**

Que. 1: Fill in the blanks.

Hi, my name is----------.

I am ---------- years old.

I am from ----------. (village/city)

----------is my favourite subject.

Que. 2: Complete the following phrases.

A) I wonder: ----------.

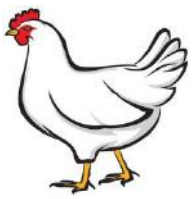
B) I hope: ----------.

Que. 3: Match the greetings with the picture.



Que. 4: Look at the pictures and tell their names .write first letter of the their name .






Que. 5: Write the words / sentences neatly.

A. **touch :** ----------

B. **building :** ----------

C. **I need books :** ----------

SCERT MAHARASHTRA

D. Ramesh is a good boy : ----------

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