सत्यमेव जयते

Government of Maharashtra

Bridge Course

ENGLISH

Class:- VIIIth

Academic Year: 2020-21

Academic Year: 2021-22

ज्ञानसेवा तु साफल्यम्

State Council of Educational Research and Training,

Maharashtra. Pune

Bridge Course (सेतू अभ्यासक्रम)

विषय : इंग्रजी　　इयत्ता : आठवी

- 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.
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  राज्य प्रकल्प संचालक, महाराष्ट्र प्राथमिक शिक्षण परिषद, मुंबई.
- संपादक: **मा. श्री दिनकर टेमकर**
  संचालक, राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, महाराष्ट्र, पुणे.
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- कार्यकारी संपादक: **डॉ. कमलादेवी आवटे,**
  उप संचालक, राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, महाराष्ट्र, पुणे.
- 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.
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२. डॉ इब्राहीम पिरसाब नद्दाफ, जेष्ठ अधिव्याख्याता, जि.शि.प्र.सं., उस्मानाबाद.
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७. श्री.साळुंखे चंद्रकांत ह, माध्यमिक शिक्षक, सरस्वती विद्यालय तामलवाडी, उस्मानाबाद.

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१२.श्रीम.कानडे संगीता साम्बय्या, प्रा.शिक्षक, जि.प.के.शा.शिवली,लातूर
१३.श्री.सरवडे बळवंत मारुतीराव, प्रा.शिक्षक, जि.प.प्रा.शा.यलमवाडी,लातूर.
१४.श्रीम.उपासे सरिता सुधाकर, पदवीधर, जि.प.प्रशाला.उमरगा.उस्मानाबाद.
१५.श्री.गरड सर्जेराव भुजंग, पदवीधर, चंदानी विद्यालय परंडा,उस्मानाबाद
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१७.श्री.बदिमे मनोज गणपतराव, पदवीधर, जि.प.प्रा.शाळा कालदेव निम्बाला,उस्मानाबाद.
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१९.श्री.सोंके ज्योतीराम, पदवीधर, विद्याभवन माध्यमिक विद्यालय.उस्मानाबाद
२०.श्रीम.खारटमोल मीनाक्षी पंडित, साधन व्यक्ती, गट साधन केंद्र भातुकली,अमरावती.

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!

Std. :-VII	Activity No.1	Subject: English

BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statements:

1. Listens attentively in the classroom.
2. Responds to different kinds of instructions, requests and directions in varied contexts.

Instructions for teachers and parents /facilitators:

Shows picture and gives instructions about it..
Guides only where necessary.
Arranges group discussion on picture .
Makes sure that all students familiar with pictures.
Matches student answers with correct answers.
Motivates them to watch pictures.

Instructions for students:

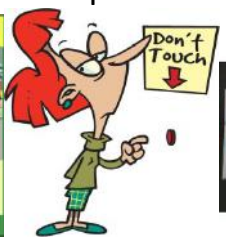
Look at the picture carefully and complete the activities..
Think twice and fill correct instructions.
Fill in the blanks and complete dialogue.
Discuss your doubts with your group and teacher**.**

Learning Activity:

Looks at the pictures and complete the following responses.















1) We should …… in the library.
2) We must wear …….. at railway station and during journey.
3) Please ,stand in a……..at ticket counter.
4) We must …… with a soap or a handwash.
5) Please, remove your.....outside the computer lab.
6) Don't…….pigeons will fly away.
7) ……..open wire cable.

Answers:1) keep quiet 2) a mask 3) queue 4) wash our hands
5) footwear 6) move 7) don't touch



Solved Activity/ Demo:

Teacher will tell to watch the picture and prepare suitable instructions for it.

Practice:

Teacher will talk about the following information which is related about requests and forms two groups of the class. The first group will write about Formal requests and the second group will write about Informal requests. Both groups will present it to the class.



Extension Activity/ Parallel Activity/ Reinforcement:



Teacher will tell the students to watch the board carefully and frame some instructions for a newcomer in the city.

Evaluation:

Frame your own instructions in the following situations.

1)People are not wearing mask during journey.

2) Students are standing in a zigzag way in the school assembly.

3) People are not following the traffic signals.

4) People are wearing footwear in the temples.

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

How to respond to different kinds of instruction, request and directions.

Std. :-8th	Activity No. 2	Subject: English

BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statements:

3) Understands announcement and speeches on familiar topics.

4) Finds specific details /facts/information in the form of a speech, dialogue or story.

Instructions for teachers and parents /facilitators:

Teacher / parent deliver a speech in a proper way.

Gives proper ICQ'S for group discussion on speech.

Asks question on given speech.

Motivates them to listen speech and collect specific information.

Instructions for students:

Listen the speech attentively.

Think and complete the activities.

Follow the instructions of the teacher.

Discuss in your group and present it to the class.

Feel free while asking questions.

Learning Activity:

Teacher delivers a speech about health and fitness.

Tells them to listen to the speech carefully and complete the activities.

"Good morning children. Today,I am going to talk about health and fitness. Every student must try to keep good health. It is not very difficult to do so. The first requirement is—'Early to bed and early to rise'. Morning air is very fresh. We should take exercise in this air. Here, we can do Yogasanas and Pranayams.

Food plays very important role in development of health . We must take a balanced diet. We should take a fresh healthy food and avoid junk food because it is unhealthy for our body. Milk and some butter must be a part of our diet. We should take meals at regular times. It is not good to keep on eating something or the other all the time. Then for a healthy body we need a tension-free mind. We can do meditation for peace and tranquility. At last we can say Health is Wealth.

Q.1A) Listen to the speech and complete the activities.

a) What is the first requirement for health?

Ans. Early to bed and early to rise.

b) Why should we avoid junk food?

Ans. because it is unhealthy for our body

B) Say whether the following sentences are true or false.

a) Morning air is not good for exercise. (False)

b) We can do meditation for peace of mind. (True).

c) It is good to keep an eating all the time. (False)

d) We must take a balanced diet.(True)

Solved Activity/ Demo:

Teacher delivers a speech about the Importance of Trees and its usefulness.

Q. How do trees help us?

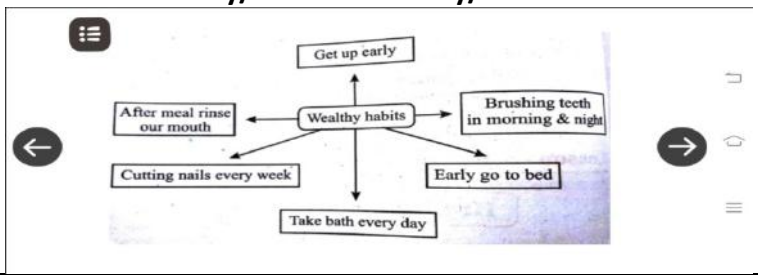
Ans. Trees help us by providing flowers, fruits, wood, herbs, medicines and oxygen…..

Practice:

Teacher forms four groups of students and gives following instructions:

Discuss in your group and collect the main points from the speech about health and fitness and note down these main points in your notebook and the group leader will present it to the class .

Extension Activity/ Parallel Activity/ Reinforcement:



Evaluation:

Q. Write down the different ways to be healthy and fit .

Ans. ……

DIKSHA Video/ E-content QR code:

1) **Activity**

https://diksha.gov.in/play/content/do_31245161512402124817801?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content

My take away/Today I learnt:

The importance of health and fitness in our life.

Std.:-8th **Activity-3** **Subject: English**

BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statements:

Learners are able to recall specific facts/details main points after listening to a program.

Solved Activity/ Demo:

Teacher will ask to read the printed program loudly in the class and other students will listen it very carefully

Practice:

Teacher will ask the students to read once again the provided programm silently.

Ask the learners to jot down important points from the provided programme.

Then help the learners by asking short questions related to the programme (for e.g)

What is the program ?

Wedding Anniversary

Who are the Host?

Mr. Sachin & Mrs Sunita Patil

When is the program?

On Sunday 25th July2021.

What is the time of this program?

At 4.30pm

Where is the program?

At Deep Resorts Near Sai Dham Main Road Nagpur

Extension Activity/ Parallel Activity/ Reinforcement:

If you were in the place of The Hare & the Tortoise what w you do?

Evaluation:

***Questions and answers ,**

Place? Time? Host? Date? Other details etc

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

Understands how to jot down important points.

Instructions for teachers and parents /facilitators:

1) Provides a program to recall specific facts/details main points
2) Encourages the learners to recall specific facts/details main points in the provided program.
3) Allows learners to use L1 for their responses and translate them in to English.

Instructions for students:

1) Listen to the provided program attentively.
2) Jot down the main points of the provided program sample.
3) Try to recall all main points to the related program.

Learning Activity:

***Provide a printed programm pamphlet or program card to the learners** (for e.g.)

Wedding Anniversary Event

50th Weddding Anniversary Celebration

Sunday,July 25 2021.at-4.30pm

Mr.Sunil &MrsSunitaPatil

Are going to celebrate their 50th wedding anniversary.

Request the pleasure of your company of this celebration

Venue Deep Resorts Near Sai Dham Main Road Nagpur

Ask one of the learners to read the provided program loudly in the class

- **Ask the remaining learners to listen it carefully.**
- **Ask the learners to take important points from the provided program in their note book**

Std.:-8th	Activity no -4	Subject: English

BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statements:

Notes the difficult / unfamiliar bits while listening so as to ask question later.

Instructions for teachers and parents /facilitators:

1. Teachers will read out given sentences one by one with proper pronunciation.
2. Teachers will ask difficult and unfamiliar bits / words from the sentences.
3. Teachers will accept every answer of the students with correct and wrong pronunciations.
4. Radio, mobile, laptop, computer, tape recorder will be available, teachers / parents / facilitators will listen to sentences to students.
5. Give the chance to students to read sentences.

Instructions for students:

1. Students listen carefully the difficult / unfamiliar bits / words and note them into their copies.
2. Students will ask questions about difficult / unfamiliar words meaning and pronunciations.

Learning Activity:

1. **Read out given sentences one by one with proper pronunciation.**
   - i. **Chintu is watching *hoarding*.**
   - ii. **He lives in *rural* area.**
   - iii. ***Mridangam* produces *melodious* sounds.**
   - iv. ***Photography* was his hobby.**
   - v. ***Explicit* means direct or clearly expressed.**
2. **Tell the correct pronunciation to student.**
3. **Tell both English and Marathi meanings.**
4. **Use dictionary if necessary.**
5. **Tell them more sentences of difficult / unfamiliar bits / words.**

Solved Activity/ Demo:

1. **Ask students to read the following sentence-**
   Ex. They are *<u>often</u>* late.

Students will note down the difficult or unfamiliar bit/s or word/s in their copies.

2. **Do we read 't' in the above word?**
   Response 1 – yes, no, don't know
   Response 2 – No, we don't read letter 't'.
3. **Students will ask correct pronunciation.**

The correct pronunciation / reading of unfamiliar bit / word 'often' is 'aw-*fuh*-n'.

4 **Late – correct pronunciation is *leit*.**

5 **Let's see another word – February (FEB-ru-ar-ee)**

Practice:

1. **Tell more difficult / unfamiliar bits / words to students with sentences.**
2. **Ask them to correct the pronunciations.**
3. **Make practice to the students more.**

Extension Activity/ Parallel Activity/ Reinforcement:

Read or listen lesson, story, poem from your textbook and note down more difficult / unfamiliar bits / words while listening so as to ask question later.

Evaluation:

Listen any news in English on the mobile of your parents and note out difficult or unfamiliar bits.

DIKSHA Video/ E-content QR code:

1. **Put up any news or informative video to show the students.**

My take away/Today I learnt:

1. **I learned to listen properly and notes down difficult bits.**
2. **I learned how to pronounce correctly.**
3. **I learned to ask questions on difficult bits.**
4. **I learned to read.**
5. **I learned the meaning of difficult bits.**

Std.:-8th **Activity no-5** **Subject: English**

BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statements:

Carries out a complex / long process with the help of oral instruction.

Instructions for teachers and parents /facilitators:

6. **Teacher will tell a complex or a long process of instructions like - Making Tea, Lemon Juice, Maggy, Tamarind Lollipop, making a kite, etc.**
7. **Teacher will tell the whole process a couple of time.**
8. **Teacher must avoid use of harmful means, tools, etc.**
9. **Teacher will give chance to every student to follow long process instructions.**

Instructions for students:

3. **Listen to the given instructions carefully by the teacher.**
4. **Try to follow all the instructions with correct occurrence.**
5. **Use proper material for the process.**
6. **Keep attention to the measurement.**

Learning Activity:

1. **Ingredients –**
   - i. **Four – five medium sized tamarinds.**
   - ii. **One cardamom**
   - iii. **½ tsp cumin seeds**
   - iv. **Two black pepper**
   - v. **Four curry leaves**
   - vi. **Five garlic cloves**
   - vii. **One tsp jaggery powder**
   - viii. **Salt – according to taste**
   - ix. **Stick for handle**
2. **Tell the process or steps of making 'Tamarind Lollipop' as follows –**
   - i. **Use mortar and pestle or traditional stone to smash all the ingredients in the list.**
   - ii. **Mix all the smashed ingredients.**
   - iii. **Tasty and yummy spicy Tamarind Lollipops are ready.**
   - iv. **Make small round balls and use stick to handle**

Solved Activity/ Demo:

4. **Give following instructions one by one-**
   - i. **Take three – four ripen tamarinds and clean them and remove the seeds (tadpoles) of them.**
   - ii. **Take a cardamom, ½ tsp cumin seeds, two black pepper, four curry leaves, five garlic cloves, one tsp jaggery powder and salt according to taste. Grind and mix all the ingredients. Stick to lollipop.**
   - iii. **Your tasty, natural and herbal Tamarind Lollipop is ready.**

   Now let's another try.

Practice:

4. **Listen a long process of making lemon juice and try it.**

Extension Activity/ Parallel Activity/ Reinforcement:

1. **Try to make a kite with the help of provided oral instructions by your teacher.**

Evaluation:

Read the given information of process or steps of making maggyon the wrapper and carry out it.

DIKSHA Video/ E-content QR code:

Shoot out a video on mobile and carry out a long process.

My take away/Today I learnt:

6. **I learned to listen a long process and keep in mind correct occurance.**
7. **I learned to carry out a long process.**

Std.:- 8th **Activity no-6** **Subject: English**

BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statements:

1) Tries to report and incident in some detail. .
2) Cooperates with partners during practice session / drills.

Instructions for teachers and parents /facilitators:

1) Reads loudly for students for understanding.
2) Enacts the role given in the skit.

Instructions for students:

1) Listen carefully , understand and enact.
2) Try to tell once incident given below in your own words.

Learning Activity:

Teacher: Good morning students.
Students: Good morning sir.
Teacher: Yesterday was Amit's birthday. How many of you celebrated his birthday?
Students: We all celebrated his birthday at his home , Sir.
Teacher: Very good. Can anybody tell me how did you celebrate it?
Nyan : Yes sir , I shall tell you . We all went to home at 7 O'clock evening. We helped his mother and brother to decorate the room. Amit's father bought an ice cake with Amit's name on it. We lit the candles, blew the balloons. Amit wore a nice new dress. At 8.30 P.M. he cut the cake and we all clapped. Gave him best wishes then we danced with Amit. Amit's parents and grandpa, grandma gave him blessings. We ate cake and gulabjamun with samosa. Amit thanked all and we all went to our houses at 9.30 P.M.

Solved Activity/ Demo:

1) Now look at the bubbles given below, think upon the incidents and tell in your words.
2) Work in groups of four / five.

A quarrel on the road

Tree plantation programme at school.

Covid 19 and the precaution you have taken.

What you did yesterday ?

How I created a small garden.

How I learnt to swim.

Practice:

Teacher can provide some useful words to tell the information in details.

School , friends , family members , village, temple, market, fair, games etc.

Extension Activity/ Parallel Activity/ Reinforcement:

1) Teacher can also show pictures such incidents which are familiar to students and promote them to tell about them.





2) Sentence race activity –
(The teacher gives a topic to all. Form groups. The group members add one meaningful sentence to complete the incident.)

Evaluation:

1) Tell about yourself.
2) Imitate the dialogues after your friend. (for slow learners)

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

1) How to report an incident in some detail.
2) Working in groups and cooperating each other in playful manner .

Std.:-8 th **Activity No-7** **Subject: English**

BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statements:

Communicates one's feelings /emotions appropriately in one or two lines.

Instructions for teachers and parents /facilitators:

1) Read, understand and enact the following role-play.
2) Present the dialogues by using the appropriate expressions.

Instructions for students:

1) Read, understand and enact.
2) Think upon the role-plays and prepare your own dialogues by using the given appropriate expressions.

Learning Activity:

Suman : Hey ! Hi Minu .
Minu : Oh ! Hi Suman .
Suman : Where are you going ?
Minu : To play Kho-Kho with friends . Would you like to join us?
Suman : Oh ! Sorry. I have some pain in my knees.
Minu : Then you should take rest and go to doctor. Can I help you?
Suman : No thanks. I shall see a doctor with my mom.
Minu : Ok bye . Take care.

Solved Activity/ Demo:

Read aloud and present .

Nihal : Why didn't you come to school yesterday ?

Sumeet : My father was ill . I must be with him.

Nihal : Oh ! I am sorry. How is he now?

Sumeet : Well. Brought some medicines from doctor's prescription .He is better now.

Nihal : If you need my help, I shall help you. So please don't hesitate to take my help.

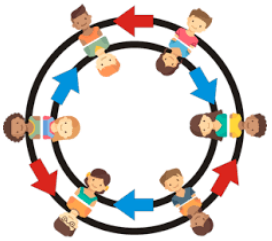
Sumeet : Thank you so much Nihal .

Nihal : Most welcome.

Practice:

1) Onion ring activity –

As shown in the picture the students who are standing on the inner circle will ask a question to the student's who are standing on the outer circle. Only inner circle students will move clockwise by listening any sound made by the teacher. Everytime they will meet a new partner and ask a new question.



Example –

1) How do you feel when someone teases you?
2) How do you feel when you get a new dress?
3) How do you feel when you go to school?
4) How do you feel when you lose a pen?

Extension Activity/ Parallel Activity/ Reinforcement:

Use the following expressions and frame simple dialogues.

Oh! Alas! Oh my goodness Hurrah! Bravo! Congratulations!

Evaluation:

Present any one dialogue with your friend by using any of the word given below.

Oh no! Excellent! Well-done! Great!

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

1) How to communicate my own feelings /emotions appropriately in one or two lines.
2) Working in groups and helping each other.
3) Framing different questions using different expressions in different situations.

Std.:- 8th	Activity no-8	Subject: English

BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statements:

Present information with the help of posters or other visual aids.

Instructions for teachers and parents /facilitators:

1. Make available some posters on different related subjects to our society, circumstances.
2. Make available some known visual aids on which students can give information easily.
3. Encourage the students for presentation and handling posters and visual aids.

Instructions for students:

1. Choose the subject for presentation according to your interest.
2 .Don't hesitate and be confident while presenting. Don't take botheration of accuracy.
3. Use appropriate language according to the subject and situation.

Learning Activity:

1) With the help of a poster on Traffic Rules students will present the information about the signs and symbols on the poster, and also explain "Do's and Don'ts''.

2) With the help of poster on Corona Awareness student will present the information about how to keep away Corona Virus and "Do's and Dont's" about it.

3)Students will present a demo using some appropriate aids about washing hands, wearing mask, using sanitizer, giving first aid etc.

Solved Activity/ Demo:

Teachers will provide a demo of poster presentation on 'Save Water Theme' with the help of video. Video link - https://youtu.be/38Rlyi-2n0s

Practice:

To make students give information about any given poster or visual aids.

1. Poster on Pollution.
2. Poster on hospitals rules.
3. Poster on cultural program, assembly in school.
4. Poster on Save Environment.
5. Poster on pets.

To make students give information about some familiar visual aids.

1. Oxy-meter
2. Microscope
3. Mobile

Extension Activity/ Parallel Activity/ Reinforcement:

To make students draw some posters on given subjects by themselves and present it in the class.

To make students explain the Globe, India map etc.

Evaluation:

Q1. How did you feel while presenting any information with the help of poster or aid?
Q2. Is it interesting to give any information confidently with the help of poster or not?
Q3.What types of challenges did you face during this activity?

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

I learnt that – Fluency comes after being confident.
Its more easy to learn with visual aids

Std.:- 8th **Activity no-9** **Subject: English**

BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statements

Demonstrate a process/activity clearly.

Instructions for teachers and parents /facilitators:

1. Give a demo to the students on any familiar process/activity.
2. Provide related words for the process/activity.
3. Encourage students for demonstration.

Instructions for students:

1. Make a collection of related words to the given process/activity.
2. Be confident while presenting.
3. Use appropriate language while demonstrating.

Learning Activity:

1. **Discuss the process of making bhel with students. Make a list of ingredients required to make it.**
   Play a video of making bhel.https://youtu.be/itpNFfHw6El
   https://youtu.be/iQprwTotKFE

Solved Activity/ Demo:
Teacher will make the student to tell about any familiar process/activity they already know in informal way.
Teacher will show some demo with the help of videos.

Practice:
Teacher will revise or make the students to revise the process/activity shown in video. Discuss the process/activity in detail with students specially about the steps of the Process/activity.

Extension Activity/ Parallel Activity/ Reinforcement:
1. To make the students think about process of farming and explain in detail.
2. To make the students think about process of making mango pickle and explain in detail.
3. To make the students tell the process of making idli with its all ingredients.

Evaluation:
Q. In process of farming what comes after ploughing?
Q. In process of making mango pickle what comes first?
Q. In process of making idli which ingredients do we use?

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:
Use of familiar process can increase confidence for demonstration.

Std.:- 8th **Activity no-10** **Subject: English**

BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statements:
07.17.19 – Describes things, people, situations, emotions etc broadly.

Instructions for teachers and parents /facilitators:
1. Think and make a list of some famous people, situations, emotions etc on which students could give a detail description.
2. Give a useful general vocabulary used for description.
3. Encourage the students to describe the given topic confidently.
4. Allow students to suggest any topic.

Instructions for students:
1. Choose any interesting topic from given and describe in detail.
2. Use appropriate language for description.
3. Choose any thing, people, situation, emotions by your own and describe in detail.

Learning Activity:
1. **Play a story video about kindness. Then discuss https://youtu.be/23zGI-RZVmc**
2. **Place a situation among given list before the students and ask them to describe what will they do in that particular situation.**
   (facing an accident, on seeing a wounded pet, witnessing a quarrel among friends)
3. **Describe the work of doctors/nurses as corona warrior.**

Solved Activity/ Demo:
Student will see a demo video of giving detail description.
https://youtu.be/Kozx0kj5Zmc

Practice:
1. Practice describing classroom, school, things in school bag etc.
2. Ask the students to choose any topic of their interest and describe it in detail.
3. Ask the students to make a list of some simple describing sentences.

Extension Activity/ Parallel Activity/ Reinforcement:
Describing best friend, Showing gratitude, Describe a game, Describe the process of building a house in detail.

Evaluation:
Q. What is the advantage of skill of giving detail description?
Q. What challenges we have to face while describing anything in detail.

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:
One can develop fluency in speaking by giving more and more chance to speak in informal situation.

Std.:- 8 th	**Activity no-11**	**Subject: English**

BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statements:
07.17.20 – Creates a dialogue/story/skit as a pair/group activity.

Instructions for teachers and parents /facilitators:
1. Make groups of students using various group making ideas.
2. Keep available a collection of stories, events, situations in the form of charts, books, videos or audio stories.
3. Make a list of appropriate words and provide it to students.

Instructions for students:
1. Listen the story attentively.
2. Understand the given situation clearly and discuss about it in the group. Make some notes.
3. Try to write/present a skit/dialogue as a group activity.

Learning Activity:
1. **Play the video or read the story.**
   For ex: story of the lion and the mouse. https://youtu.be/Zi31dr59VTI
2. **Present a skit of telephone conversation between two friends.**
   https://youtu.be/u-AUW72Rs1o

Solved Activity/ Demo:

Teacher will give a situation and with the help of students arrange a short conversation related with the situation.

Practice:

-Teacher will give various situations, provides stories and ask students to make some dialogues, conversations, skits according to that and present as a group activity.

-Teacher will arrange a competition of presenting the skit, conversation etc

Extension Activity/ Parallel Activity/ Reinforcement:

1. Make a skit on Diwali festival and present in group.

2. Write a telephone conversation skit between father and daughter.

3. Write a skit about conversation in hospital. (Doctor and patient, patient and relatives, relatives and nurse)

Evaluation:

1. Make a list of English words which we generally use while speaking mother tongue.
2. Make a list of words used while 1) enquiring about anything 2) apologizing 3)greeting someone 4)complaining 5)showing gratitude

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

Learnt different types of vocabulary is useful in different situations.

Expressions are important while presenting a skit.

Std:- 8th **Activity no-12** **Subject: English**

BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statements:

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

22) Writes an essay

23) Attempts creative writing in different forms – stories, poems, skits, dialogues, cartoons, jokes, play lets etc.

Instructions for teachers and parents /facilitators:

Declare that the students are going to write a story.

Write the words 'Characters', 'Setting' and 'Time' on the board.

Elicit and write the responses against the elements mentioned on the board.

Give a beginning of a story.

Elicit the further part of story.

Write the responses on the board.

Ask them to revise and see if the story is developed as desired.

Instruct them to keep it spelling error free and punctuation error free.

Edit wherever necessary.

Ask them to write down the story in their notebooks.

Instructions for students:

Form groups as directed.

Give responses against the words 'Characters', 'Setting', 'Time'

Go on adding to the happenings of the story.

Revise and see if the story developed is as desired.

Check for spelling errors and punctuation errors.

Copy the story in their notebook.

Learning Activity:
Enhances to develop thinking skills.
Makes children develop their imagination skills.
Learns the procedure of composition.

Std:- 8th	**Activity no-13**	**Subject: English**

BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statements:
24) Write a book review.

Instructions for teachers and parents /facilitators:
Declare that the students are going to write a review.
Ask which story they like the most.
Elicit names of some characters, some events, if it was easy to read and understand etc.
Give a sheet of paper with review points (Name of the story, author, characters, and summary) in tabular form to each student.
Write the same table on the board.
Discuss and get whole class attention to fill up the sheet about 'The Hare and the Tortoise'

Instructions for students:
Give response regarding the story they like the most.
Discuss and fill up the information in the sheet of paper
Revise and see if there are some more points you might want to add.
Check for spelling errors and punctuation errors.

Learning Activity:
Learn the points involved in writing a book review.
Enhance to develop thinking skills.

Solved Activity/ Demo:

Pre:

Teacher: You all love stories, right? Which stories do you like the most?

Students give random answers.

Teacher: Since you like stories so much, today we will write a short review about a story.

While:

Teacher: Students, when we read a story there are many things that go into its creation. There are things like characters, author, language etc. I have prepared a table of these points.

Teacher distributes the sheet of paper.

Teacher draws the table with 'Name of the story', 'characters', 'author' and 'summary' on the board.

Teacher: Today we will write a review about your favourite story 'The Hare and the Tortoise'. Let's start with the name of the story.

Students answer.

Teacher: Who wrote the story?

Students answer.

Teacher: If the author is not known to you then you can write 'Unknown'

Teacher: Tell the names of the characters involved.

Students answer.

Teacher: Is the language easy to understand? Suitable for kids?

Students answer.

Teacher: What's the story about?

Students answer.

Teacher: Great. So, here is our review about the story 'The Hare and the Tortoise'

Post:

Teacher: Now, copy the review in your sheet of paper.

Practice:

Teacher asks to write a review about a story of students' choice using same points given.

Revise and edit.

Share it with other groups.

Extension Activity/ Parallel Activity/ Reinforcement:

Try to write all the points in a paragraph.

Try to write a review about your favourite movie.

Evaluation:

Q. Write a review about a story of your choice.

Ans. .....

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

Std.:- 8th	Activity no-14	Subject: English

BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statements: Engages in conversations in English with family friends and people from different profession using appropriate vocabulary.
Uses appropriate body language, gestures, and facial expressions while speaking.
Responds to the questions and instructions appropriately and politely.

Instructions for teachers and parents /facilitators:

1. Allows t take active participation in conversation of the students.
2. Encourages the learners to take part in the conversation.
3. Allow the use First language words in the Conversation.
4. Tells English words of the things identified in the mother tongue.
6. Reinforces English names/words by repeating the words in English.

Instructions for students:

1. Participate in this conversation according to teachers instructions.
2. Take the active participation in the conversation.
3. Converse with each other.

Learning Activity:

Ajay: Hello!Manoj, When did you arrive?
Manoj: Hello, I came form Mumbai, yesterday
Ajay: What's in your Hand?
Manoj: I have a painting.
Ajay: Can you show usthis painting.
Manoj: Let's see.
Ajay: Wow! its very beautiful painting.
Mother: How do you have an idea to draw painting?
Manoj: Aunty, during the lockdown , I was alone in the home. No otherkid was there to play with me. So I decided to draw paintings.
Mother: How much time did you spare on it?
Manoj: I just spent few hours daily. I felt engaged init.
Mother: How nice! Each picture has thousand words.
Ajay: What kind of material did you use?
Manoj: I used drawing sheet, water bottle colour, sketch pens for these paintings.
Mother: What are your other hobbies?
Manoj: Watching Geography Channel, drawing paintings, composing poems etc.
Manoj: What have you done in these holidays?
Ajay: Just I composed songs.
Manoj: Will you Sing a Marathi Geet for me.
(Ajay sings a melodious Marathi geet, all claps)
Mother: Let's have a cup of Tea and Biscuits.
Manoj: Thank you for your kind appreciation of my painting. Ok bye.

Solved Activity/ Demo:

1. Tell the names of the hobbies mentioned in the conversation.

Ans : Paintings, singing song, composing song.

Practice:

Teacher forms four group and tells them to share their hobbies in the group.
Encourages him/her to identify more hobbies.
Make the practice more interesting by conducting the conversations.

Extension Activity/ Parallel Activity/ Reinforcement:

Each group presents their conversation with using other hobbies or parallel activities.

Evaluation:

1. Ask the learners for substitution of the words used in the conversation in their mother tongue.
2. Describe about your hobbies and interest.

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

1. I took part in the conversation.
2. I learnt new English .

Std :- 7th	**Activity no 15**	**Subject :- English**

BRIDGECOURSE BOOK

Learning Outcomes / Competency Statements :-

Writes Formal Letter and Informal Communications, Note, Diary, etc.

Instruction for teachers and parents/ facilitators :

* Clarify the difference between note and letter in informal talk.
  (Informal way to send your massage is a note.)
* Collect some good examples of letters.(Online / Offline)
* Allow them to work in group & Respect each other's opinion
* Provide them some templates to fill and complete the letter.

Instruction for students :

* Follow the instructions
* Speak frankly.
* Try to fill the templates.

Learning Activity : (Online/Offline)

Ask the children to put their hands up if they have ever received a personal letter, ask any of them. (Some Questions)

1) How did they feel to receive the letter?
2) What came to your mind when you read the letter?
3) Did you keep the letter to read again?
4) Did you reply?

* Ask questions

1) Can you enlist some differences between letters and notes?

* Provide them different types of letters both formal / informal. (Online / Offline)

Ask them to sort out the letters into 2 groups', formal letters/informal letters.

* Which features distinguish formal and informal letter?

Draw up a chart for each group covering

* Address - Business or Private.
* Greetings - Formal or Informal.
* Style of letter - Friendly or Business.
* What is the message? ……..
* How does the letter end? ……..

This will allow the children to find out the difference between formal and informal letter.

*Question for Individual.

Write down five main part of letter writing

Solved Activity / Demo: Main Parts: 1) Address & Date.
2) Greeting.
3) Body.
4) Closing.
5) Signature.

(Teacher has to explain each part in short.)

Practice :

Writing a letter (fill this templates)

Address & Date

Greeting

Body of the letter

Closing

Signature

Extension Activity/ Parallel Activity/ Reinforcement :

* Write a letter thanking your Teacher. (In the form of 'fill in the gaps')
* Write a note to you Mother, (as she is not home) and you are going to your friend's house.

Evaluation :

* Write a letter to your uncle wishing him on his happy birthday (You can use out lines.)

DIKSHA Video/E-content QR code :

My take away/ Today I learnt :

* I learnt the main parts of a letter
* Difference between letters and notes.

Std.:- 8th	**Activity - 16**	**Subject: English**

BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statements:

Reads simple passages on familiar topics and identifies details, characters, main idea and sequence of ideas and events (Comprehends)

Instructions for teachers and parents /facilitators:

Ask student to rearrange the events to frame a story.

Ask students to …….

- Read the story carefully.
- Highlight characters in the story.
- Identify the sequence of event/ main idea.

Monitor students while reading.

Assign the time limit for reading and answering the questions

Instructions for students:

- Read the story carefully within time limit.
- While reading identify characters, main idea and sequence of events.
- Answer the question based on the story

Learning Activity:

Rearrange the events to frame a story.

1. The farmer quickly realized his foolish mistake and proceeded to cry over his lost resource.
2. But, as he opened the stomach, the only thing he found was guts and blood.
3. But, one day, the farmer thought to himself, “Why should we take just one egg a day? Why can’t we take them all at once and make a lot of money?” The farmer told his wife his idea, and she foolishly agreed.
4. Once upon a time, a farmer had a goose that laid one golden egg every day. The egg provided enough money for the farmer and his wife to support their daily needs. The farmer and his wife continued to be happy for a long time.
5. As the days went on, the farmer and his wife became poorer and poorer. How jinxed and how foolish they were.
6. Then, the next day, as the goose laid its golden egg, the farmer was quick with a sharp knife. He killed the goose and cut its stomach open, in the hopes of finding all its golden eggs.

Solved Activity/ Demo: **The Golden Egg**

Once upon a time, a farmer had a goose that laid one golden egg every day. The egg provided enough money for the farmer and his wife to support their daily needs. The farmer and his wife continued to be happy for a long time.

But, one day, the farmer thought to himself, “Why should we take just one egg a day? Why can’t we take them all at once and make a lot of money?” The farmer told his wife his idea, and she foolishly agreed.

Then, the next day, as the goose laid its golden egg, the farmer was quick with a sharp knife. He killed the goose and cut its stomach open, in the hopes of finding all its golden eggs. But, as he opened the stomach, the only thing he found was guts and blood.

The farmer quickly realized his foolish mistake and proceeded to cry over his lost resource. As the days went on, the farmer and his wife became poorer and poorer. How jinxed and how foolish they were.

Practice:

Once students rearrange the story. Ask them to follow the instructions.

1. Enlist the characters in the story.
2. Suggest the title to the story.
3. What is the moral of the story
4. If you were in place of the farmer what would you do?

Extension Activity/ Parallel Activity/ Reinforcement:

Read other stories from story book and try to write the gist of it.

Evaluation:

Answer the following questions.

1. How did the farmer make money?
2. Which event shows that the farmer was greedy?
3. What was the result of farmer's greediness?
4. What did the farmer get after killing the goose?

DIKSHA Video/ E-content QR code:

https://storylineonline.net/

https://www.freechildrenstories.com/

My take away/Today I learnt:

I learnt to sequence the story.

I learnt to identify the characters.

I learnt to learn the moral of the story.

Std.:- 8th	Activity No. 17	Subject: English

BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statements:

Follows simple, written instructions in a step by step manner.

Remembers a set of written instructions

Instructions for teachers and parents /facilitators:

- Ask students to read the text carefully.
- Ask students to highlight the steps of the experiment.
- Ask students to draw a flow chart of the steps.
- Ask student to enlist the material needed.
- Monitor students carefully, whether they are enlisting / highlighting the material / steps.
- After reading the text ask them to try the experiment.

Instructions for students:

- Read the text carefully.
- Enlist the material.
- Highlight the steps of the experiment.
- Try it.

Learning Activity:

How to make a paper clip float!

How is this possible? With a little thing we scientists call SURFACE TENSION. Basically it means that there is a sort of skin on the surface of water where the water molecules hold on tight together. If the conditions are right, they can hold tight enough to support your paper clip. The paperclip is not truly floating, it is being held up by the surface tension. Many insects, such as water striders, use this "skin" to walk across the surface of a stream. Let's try it. We need Clean dry paper clips, tissue paper, a bowl of water and pencil with eraser. Take a bowl and fill it with water. Fill the bowl with water. Try to make the paper clip float...not much luck, huh? Tear a piece of tissue paper about half the size of a dollar bill. GENTLY drop the tissue flat onto the surface of the water. GENTLY place a dry paper clip flat onto the tissue (try not to touch the water or the tissue). Use the eraser end of the pencil to carefully poke the tissue (not the paper clip) until the tissue sinks. With some luck, the tissue will sink and leave the paper clip floating!

Read through the text again, underlining the actual instructions. On a separate sheet of

Paper; draw a flow chart that shows the instructions in the correct order.

Solved Activity/ Demo:

Students enlist the material like "bowl"

Students highlight the steps and draw a flow chart. It should start with "Take a bowl and fill it with water".(this will be the first stage)

Practice:

Try the experiment yourself without taking help of flow chart.

Evaluation:

What I did?

……

……

……

What I saw?

……

……

……

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:
Learnt to follow the steps correctly.
Learnt to recall the instructions.

Std. :-8th **Activity-18** **Subject: English**

BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statements: LO (28,32)
Reads to seek information in print, notice board, sign boards in public places, newspaper, hoardings and takes notes of different types of communications such as a public notice, formal/informal letter, personal note, diary entry, essay, blog, reviews.

Instructions for teachers and parents /facilitators:
1) Make students read different notices around them (road side symbols, notices on the school notice board, letters by various institutions to the school, news paper and hoardings.
2) Make them read it carefully
3) Provide dictionary or encyclopedia where ever necessary for them to find out more about a particular topic or the meaning of new or difficult words and if not teacher can himself provide more information or meaning of the new words to the students.

Instructions for students:

1) Read the material given by the teacher/parent's carefully.
2) Try to understand/comprehend the matter accordingly.
3) In case of new/unknown words/concepts, use dictionary or Encyclopedia to find out more.
4) If you don't find a dictionary or a mobile phone with internet please ask your teacher about your difficulty.

Learning Activity:

1) Look at the given Pictures carefully and tell where you see them.



Expected Answers :

1) In the Shops, on the roads, in the News paper, Parks, Zoo's, Offices, Schools etc.
2) Discuss why do people make them?
(Advertise their products, to inform you or just for your information.)
3) What do we call them?
Teacher tries to elicit few names from the students and names the remaining pictures Ex- Symbols, Road signs, Pamphlets, Hoardings, Banners, Public Notices, Paper cut-outs etc…..
4) Now read the messages that this pictures give.

Solved Activity/ Demo:

1) Make 4-5 groups of students and allot them a picture from the above pictures given.
2) Ask them to observe the pictures carefully and discuss on, where you see these pictures and what message is given on them and make a note of it in their books.
3) Also ask students to use Dictionary wherever required.

Practice:

1) Teacher-Please observe the pictures carefully and discuss where you see these messages or Notices?
- Students- Roadside, Schools, Offices, Public places, Parks, Hospitals, Hotels, On goods transport vehicles etc…….
2) Teacher-now discuss the purpose of these messages?
Students- For giving information, Advertising the products, for customers information etc…
3) Teacher- Now Observe the given picture carefully and understand what message is given in the picture(Teacher gives different pictures to each group, Then asks them to circulate the pictures to each group)
4) Teacher-One representative from each group will come in front and describe the picture and the message given

Extension Activity/ Parallel Activity/ Reinforcement:

1) Teachers can play a Matching activity to check students understanding (Pair work/Solo) about the places they see these notices
2) Teacher can ask students to collect or draw out the notices/Messages they come across; also they can collect news paper cut-outs about the chosen/given topics.
3) Prepare few Notices or Signs that could be useful for other students in the school

Evaluation:

1) Matching activity of the Pictures and messages Imparted
Ex-Road Work Sign- Work on Road is in Progress so either Use Diversion or Take a U-Turn

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

1) Different places where I see the Notices, Hoardings, Pamphlets, Banners etc
2) Knowing the names of these forms of Messages (Notices, Hoardings, Pamphlets, Banners, etc...)
3) Comprehending the message given in this Notices and using the information for updating themselves.

Std. :- 8th **Activity no-19** **Subject: English**

BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statements:

29,30,31 : Infers the meaning of unfamiliar words by reading them in context also understands the literal as well as the suggested/ implied meaning and if not refers dictionary, encyclopedia to find meaning/ spelling of words while reading and writing for reference work.

Instructions for teachers and parents /facilitators:

1) Give students more opportunity to read unseen passages.
2) Provide students with authentic Dictionaries and teach them how to search/read and use the dictionary.
3) If possible, provide a cell phone with internet connection to the students.
4) Explain what is note taking/noting to students and how it helps students in remembering the most important points from the content.

Instructions for students:

1) Make notes of important points/incidences/events from the text, also underline the unfamiliar words.
2) Try to relate the meaning of the underlined word with reference to the context and then locate the word in the dictionary.
3) Look for the pronunciation and the use of that word in the sentence.

Learning Activity:

1) **Teacher divides the class in groups (minimum 3-4 students in a group) and asks them to read the unseen passage. Provide 1 passage for each group**

   Many people who are looking to get a pet dog get a puppy. There are many reasons why people get puppies. After all, puppies are cute, friendly, and playful. But even though puppies make good pets, there are good reasons why you should consider getting an adult dog instead. When you get a puppy, you have to teach it how to behave. You have to make sure that the puppy is housebroken so that it does not go to the bathroom inside the house. You have to teach the puppy not to jump up on your guests or chew on your shoes. You have to train the puppy to walk on a leash. This is a lot of works. On the other hand, when you get an adult dog, there is a good chance

that it will already know how to do all of the previously mentioned things. Many adult dogs have already been housebroken. Many adult dogs will not jump on or chew things that you do not want them to jump on or chew. Many adult dogs will be able to walk on a leash without pulling you to the other side of the street. Puppies also have a lot of energy and want to play all of the time. This can be fun, but you might not want to play as much as your puppy does. Puppies will not always sleep through the night or let you relax as you watch television. On the other hand, most adult dogs will wait on you to play. What is more, they will sleep when you are sleeping and are happy to watch television on the couch right beside you. There is one last reason why you should get an adult dog instead of a puppy. When most people go to the pound to get a dog, they get a puppy. This means that many adult dogs spend a lot of time in the pound, and some never find good homes. So if you are looking to get a dog for a pet, you should think about getting an adult dog. They are good pets who need good homes

Questions

1. Make a list of all the new/unfamiliar words from the passage and make a note of it/underline it.
2. In groups read the context of the underlined word and try to guess the meaning of the word.
3. Now search the word in the dictionary and make a note of the meaning in your book.
4. After knowing the meaning of the word try to use it in your words and make meaningful sentences
5. Follow the same procedure for the remaining words.

Solved Activity/ Demo:

- Students make a list of the unfamiliar words
- If the word is "Pound" read the entire sentence and try to get a meaning that might be somewhat close to the actual meaning. **". When most people go to the pound to get a dog"**
- If the word is **'Pound'** from the above passage, then search for the word in the dictionary.
- **'Pound' Meaning :**
    1. The **pound** is the unit of money which is used in the UK. It is represented by the symbol £.
    2. A **pound** is a unit of weight used mainly in Britain, America, and other countries where English is spoken.
    3. A **pound** is a place where dogs and cats found wandering in the street are taken

    . and kept until they are claimed by their owners.
- Now out of these 3 meanings the most relevant meaning of the word pound used is the last one.
- Now make a note of the meaning and try to make simple sentences which could be used in day to day conversation.

Practice:

- Teacher gives words to the students and asks them to make a simple but meaningful sentence.
- Students make simple sentence (written/ orally) and read it, so the entire class knows the meaning of the word.

Extension Activity/ Parallel Activity/ Reinforcement:

1) Teacher makes a list of all the words from the passage and dictates them to the students,
2) Students spell the words and identify the number of syllables in the given word.
3) Here teacher can encourage self correction or peer checking whichever is more feasible for Him/her.

Evaluation:

- Teacher makes chits bearing the new vocabulary and its meaning (separately) and distributes them among the students.
- Students will be instructed to find the exact meaning of the word
- Teacher can use this matching activity to check students understanding

DIKSHA Video/ E-content QR code:

Links where teachers can get unseen passages online:

https://www.softschools.com/language_arts/reading_comprehension/science/

https://www.grammarbank.com/short-reading-comprehension-passages.html

Vocabulary activities online links.

https://learnenglishkids.britishcouncil.org/word-games

https://www.youtube.com/watch?v=vY-53nXyoVY

My take away/Today I learnt:

- I learnt new vocabulary and its use.
- I learnt how to understand the meaning of the unfamiliar words by reading the context in which they are used.

Std. :-8th	**Activity:20**	**Subject: English**

BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statements:

07.17.36 Writes neatly and legibly (proportion of letters, spaces between words, appropriate strokes above and below the base line etc) Uses proper punctuation Marks. 07.17.37 Attempts calligraphy and decorative writing.

Instructions for teachers and parents /facilitators:

Teachers guides whole class/ pair or groups.
Teachers give various examples how to write neatly and legibly.
Teachers help students where ever necessary.
Teacher introduces punctuation marks with examples.
Teacher explains importance of writing with its aspects.
Teacher demonstrates decorative writing.

Instructions for students:

- Listen carefully.
- Form a pair / group.
- Choose a text.
- Look at blackboard.
- Listen and act/do.
- Look and copy.
- Follow simple rule. Try to understand.

Learning Activity:

Teacher writes ten lines paragraph on blackboard. Explains how to write neatly and legibly. Teacher also explains and shows examples of calligraphy and decorative writing.

The Season I Like Most

My favorite season is the Rainy season. In India it is a very important season. The agriculture in India depends largely on the water given by the rains. For me it is the most colorful of all the seasons. One can see a lot of greenery around you. The dark clouds are a great blessing and are eagerly awaited after the scorching summer heat. The best part of the season is that one gets a lot of unexpected holidays and off from the school due to the rains. It is a pleasure to go out in the rains and get wet in the water.



Solved Activity/ Demo:

Look and understand how to write neatly and legibly.

How I Celebrated My Birthday

I celebrated my 15th birthday last Saturday. I invited all my friends to a birthday party at our house. My parents performed the havans(rituals) in the morning. In the afternoon, the guests began to arrive. The house was decorated beautifully. In the evening, I cut the birthday cake. My friends and family wished me happy birthday. The guests were served with sweets and cold drinks. My friends danced and sang. Everybody was in a joyful mood. The guests took their dinner. They went away around midnight.

Practice:

Look at the following decorative writing style. write a message to your friend in this form.





Extension Activity/ Parallel Activity/ Reinforcement:

Write an application for a week's leave to the Headmaster of your school as you are unable to attend school because of viral fever.

Answer:-

Date 25/07/2020

The Headmaster,
Sant Tukaram Model School,
Latur 413521.

Sub: Application for leave.

Respected Sir,

I am in bed with an attack of viral fever. So I will not be able to attend school for a week. I request you to be kind enough to grant me leave for six days. I shall be absent from 26th July 2020 to 01st August 2020.

Yours obediently,
Shilpa Mohite.
Class 7 th, Sec A.

Evaluation:

Write an application to the principal of your school requesting him to grant you two days' leave to attend your brother's marriage.

DIKSHA Video/ E-content QR code:

1) **Message writing.**

https://diksha.gov.in/play/content/do_31311782131892224015 64?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content

My take away/Today I learnt:

To write neatly and legibly.
I also learnt calligraphy and decorative writing.

Std-8th	Activity No-21	Subject: English

BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statements: Develop respect for ones identity as an Indian

1) Learner understands the concept of Indian citizen.
2) Learners feeling proud to be Indian citizen.
3) Learners feel's respect to the Indian heritage.

Instructions for teachers and parents /facilitators:

Step1: Warmer: Game States and capitals.

1) Teacher divides class into groups by saying 1 and 2.

2) Students saying number 1will be one group and those saying number 2 will another group.

3) There will be contest of telling names of states and capitals. For example- If group 1 one says the names of the states, then group 2 will have to tell the capitals and vice versa.

4) 1 point for each Correct response.

5) Each group will get four chances and final tally of points will be done.

Instructions for students:

Students will follow the instructions of teachers.

Interaction pattern: Group work or pair work.

Learning Activity:

Step 2: Presentation

1) Teacher shows pictures/videos of some heritage sites such as Taj Mahal, Ajanta caves, Verul caves, Golden temple, Surya mandir, Central Vista, Red fort and so on.

2) Teacher tries to elicit information from students about pictures.

3) Teacher divides the class into four groups by using 1,2,3,4.

4) Each group will get one picture randomly.

5) Teacher asks students to discuss about the information on the picture and one will be prepared for presentation. Teacher supports each group individually.

6) Presentations, one by one group.

7) Teacher supports and gives final plenary. This will prove how Indian heritage is rich, how India is progressing. So that students will feel proud to be an Indian.

Solved Activity/ Demo:
Teacher gives a demo of how to practice the activity.

Practice :
Teacher will change the pictures and repeat the activity. Presenters will also change, so that opportunity can be maximized. Students can also suggest pictures.

Extension Activity/ Parallel Activity/ Reinforcement:
Students and teachers can use the pictures of their choice. Hence activity can be extended according to the knowledge and information of both.

Evaluation:.
Teachers activity
1) Teacher divides the class into two groups by one and two method to form g1 and g2.
2) The group g1 asks questions about Indian heritage and achievements, and g2 will answer and vice versa.
3) Teacher supports and gives feedback.
4) Activity can be repeated to four times.
5) Teacher will illicit feedback and plenary from students about what they have learnt.

DIKSHA Video/ E-content QR code:
https://diksha.gov.in/play/collection/do_31271222469379686411040 9?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_312604629887254528219037
https://youtu.be/x6M8BYFMT8I

My take away/Today I learnt:
1) I learnt, although we all are living in different states speaking different languages then also we all are one as an Indian citizen.
2) Due to our rich heritage students feel proud about Indian citizen.

Std-8th **Activity No- 22** **Sub: English.**

BRIDGECOURSE BOOK

Learning Outcome:
Reviews and if necessary corrects his/her own work as a matter of habit.

Instructions for teachers and parents /facilitators:
Teacher tries to illicit the answers of following questions from students.
1) How do you prepare yourself for school?
2) Make a list of things which you use to prepare yourself to school.
3) Do you use mirror for your preparation?
4) How mirror helps you?
5) Will you like to update yourself or should be done by others?

Instructions for students:
Students try to give the answers to the questions asked by teacher. Answers will be as...
1) Bathing, makeup....
2) Comb clothes mirror makeup box.
3) Yes mirror help us to prepare our self.
4) We will like to update our self.

Learning Activity:

1) Divide the class into two groups by using the technique of 1,2 ; for forming two groups.
2) Teacher allots two topics, for two groups for the discussion. As....
   I) You correct yourself
   II) correct yourself by others.
3) Discuss in groups and make a list of merits and demerits. Two students will present before class. One will present merits and another will present demerits.
4) Teacher gives support and feedback and tells how correcting yourself is healthy and effective.

Solved Activity/ Demo:.

Teacher shows a video of following link.
https://youtu.be/6FaPuVqVus8

Practice:

1) Teacher divides the class in four groups by using 1,2,3,4 method.
2) Teacher asks students to discuss and suggest where and how will you correct Yourself.
3) Teacher makes a collective list of all groups responses.
4) Teacher gives feedback and States importance of correcting Yourself.

Extension Activity/ Parallel Activity/ Reinforcement:

Evaluation: The groups will be as it is.

1) Teacher asks students to prepare a skit over any one of their self correction points discussed.
2) Students perform the skit and teacher and other groups give feedback and support to the performance.
3) Teacher tries to illicit answers about habit formation of self correction.
4) The process will be repeated for all for groups.

Assignment: Using the support of following video write about how will you self correct and its habit formation.
https://youtu.be/OPURW9lmhpk

DIKSHA Video/ E-content QR code:

https://youtu.be/OPURW9lmhpk
https://youtu.be/OPURW9lmhpk

My take away/Today I learnt:

1) The importance of review.
2) How to take review of their own work.
3) How to develop a habit of reviving on work.

Std. :-8th	Activity no-23	Subject: English

BRIDGECOURS BOOK

Learning Outcomes/ Competency Statements:
7.17.41 Writes/prepares greeting cards on various occasions.

Instructions for teachers and parents /facilitators:

- Shows various greetings cards.
- Forms groups.
- Ask students to watch cards carefully.
- Gives instructions to do discussion on given topic.
- Shows a demo of preparing one greeting card.
- Motivate students to prepare greeting cards.
- Helps students where necessary.
- Motivate students to ask doubts.

Instructions for students:

- Form groups.
- Do discussion on given topic.
- Work in pair or groups.
- Listen carefully.
- See demo.
- Follow steps.
- Do Complete task.

Learning Activity:

1. Teacher Places a variety of greeting cards out for children to view during group time. Invite children to share what they know about greeting cards. Discuss how the cards are similar and how they differ. Look at the layout of a greeting card. "What is on the first page of the card? What is usually found on the inside of the card? On the back of the card?" Read the different card messages to children. Engage older children in a discussion about how cards are written and ask them to describe how the messages made them feel. "Why are words important on the different cards?"

2. Explain to children that they will create different types of greeting cards for the class to use. Assist them in selecting a few greeting card themes, such as birthday cards, get well cards, and new baby cards. Explore one theme at a time or divide children into groups where each group will be responsible for creating a specific type of card.

3. Provide children with art materials. Some children may enjoy using photographs from magazines or catalogs to create their cards. Other children may enjoy drawing or painting their cards.

4. Assist children in writing their greetings or special messages. Children can also refer to the collected cards to copy the spelling of specific greeting words. Have children write their names on the back of each card they design. Make several double-sided photocopies of each card. Organize the cards by themes and place in a folder or file box.

Solved Activity/ Demo:



Diwali Handmade card for kids

We made these cards in our craft class this Saturday. Each year I try to make simple cards that can be couriered to our loved one. My in-laws, my parents all love getting cards from Lil p and they treasure her creations.

You'll Need –

White Card stock 6×8" folded in half
Glitter tape in red
Red marker
Various handmade paper scraps in different designs & colours
Scissors
Glue
Sequins in assorted colours. Big & Small.

How To make-

Stick the glitter tape a little off center as seen in the picture
Cut out Diya shapes from the handmade paper and stick on one side of the card.
Place sequins at equal distance around the diyas
Write happy Diwali & your card is ready.

Isn't that Simple?? Did you make a Diwali card too? Share the links of your cards, craft ideas & celebrations..

Practice:

1) **Prepare a greeting card of festival and gift it to your friend.**
2) **Watch this activity carefully and make a greeting card.**
   https://diksha.gov.in/play/content/do_31314379704866406416 21?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content

Extension Activity/ Parallel Activity/ Reinforcement:

Watch this greeting card and what material you should require to prepare this card**.**



Evaluation:

Teacher gives a task to students for making greetings cards and motivate them to do excellent work.

DIKSHA Video/ E-content QR code:

https://diksha.gov.in/play/content/do_31314333079887872014 54?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content

My take away/Today I learnt:

Making Greetings cards.

Std : 8th	Activity no- 24	Subject: English

BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statement

07.17.39 Writes as directed – one word answers, choosing only one correct option, writing in complete Sentence writing no fewer/more lines than expected, etc.

07.17.40 Fills forms by writing in appropriate boxes/ Columns/spaces.

Instructions for teachers and parents /facilitators:

Teacher asks children to read passage.
Teacher forms group/ pair.
Teacher asks them to discuss in group / pair.
Teacher asks students to solve questions.
Teacher guides students where necessary.

Instructions for students:

Read given passage.
Do pair/ group discussion.
Answer all given question.
Match the pairs. Fill in the blanks.
Ask your doubts.

Learning Activity:

Read following passage and choose correct answers.

Our ancestors had great difficulty in getting books. Now, our difficulty is what to read. There are books and books but our hours of reading are very few. Therefore, choice becomes essential. We should be very careful about what we read. There are books which poison our lives by suggesting evils. We should keep them at arm's length.

We should read only those books which have stood the test of time. Such books are our great classics like the Ramayana and the Gita. They contain the wisdom of our sages and saints. They have appealed mankind from generation to generation. Reading of such books has ennobling influence on our mind and character. It gives us spiritual enjoyment. These books give us instruction with entertainment. They represent our ancient culture. They set before us high ideals to follow. They are our best friends, best guides and the best treasure.

Read the passage carefully and choose the correct one

Q1. We should be selective because
(a) there is a great number of books available to us
(b) there is scarcity of books
(c) there are only bad books in the market
(d) None of the above.

Q2. We should avoid those books which
(a) cost high price
(b) come in paperback
(c) corrupt our lives by suggesting evils
(d) Come in more than one volume.

Q3. The books which have stood the test of time are called….
(a) great books
(b) rare books
(c) biographies
(d) classics

Q4. What is /are special quality/qualities of classics?
(a) They affect our mind in a good way
(b) They teach us something great and also entertain us.
(c) They help us in our spiritual growth
(d) All the above.
Q5. An expression in the passage which means ‘good effect’ is
(a) Spiritual enjoyment
(b) Ennobling influence
(c) high ideals
(d) Very careful.

Solved Activity/ Demo:

Teacher presents a demo on how to solve question.

(One word answers, choosing only one correct option, writing in complete sentences, writing no fewer/more lines than expected, etc.)

1) **What colour is the sky?**

   Ans:- Blue.

Practice: Look at the picture and complete activity.



Extension Activity/ Parallel Activity/ Reinforcement:

Read the following passage and answer the questions given below.

Read and learn



Evaluation:

1) What difficulty you feel about reading?
2) Who are our best friends?
3) In which book contain the wisdom of our sages?

DIKSHA Video/ E-content QR code:

Books our best friends.

https://diksha.gov.in/play/content/do_3130554494454415361252 6?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content

My take away/Today I learnt:

Books our best friends.

Std. :-8th	Activity no-25	Subject: English

BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statements:

07.17.42 Asks and responds to questions based on texts (from books or other resources) and out of curiosity.

07.17.43 Reads textual / non- textual materials in English with comprehension.

Instructions for teachers and parents /facilitators:

Teacher / parents gives opportunity to student to read given passage.

Listen to their pronunciations carefully.

Guide only where ever necessary.

Arrange pair/group discussion on vocabulary.

Make sure that all students know new words in given passage.

Asks objective type question on given passage.

Check students answer with your answer sheet.

Collect take away points. Motivate them to read unseen passages.

Use following Error correction codes.

Use these codes to indicate rather than correct errors on your student's work. Make sure the students have a copy and ask them to try to correct their own mistakes.

Error code	Meaning
SP	Wrong spelling
WO	Wrong word order
VF	Wrong form of verb
WF	Wrong form of word
PR	Wrong preposition
WW	Wrong word
C	Wrong collocation
A	Article error
/	Missing word
//	Start new paragraph here
?	Meaning or handwriting unclear
!!	You should know what's wrong here

Instructions for students:

Read the given passage.

Discuss in pair/ groups.

Answer all the given questions, Match the pairs, Fill in the blanks,

Ask your doubts.

Learning Activity:

A)Read following passage and choose correct answers.

Garbage in Garbage out



Garbage is a great environment hazard. It comes from various sources—used paper, tiffin packing's, plastic bags, ice-cream wrappers, bottle caps, fallen leaves from trees and many more. Garbage makes the premises ugly, unkempt and breeds diseases.

A lot of trash that is thrown away contain material that can be recycled and reused such as paper, metals and glass which can be sent to the nearest recycling centre or disposed of to the junk dealer. It also contains organic matter such as leaves which can enrich soil fertility. A compost pit can be made at a convenient location where the leaves can be placed with layers of soil and an occasional sprinkling of water. This would help decomposition to make valuable fertilizer. This would also prevent pollution that is usually caused by burning such organic waste.

Q1: Garbage originates from-

(a) used paper, Tiffin, packing's, plastic bags and fallen leaves from trees

(b) leftovers of food

(c) fallen branches from trees

(d) Building materials.

Q2: Garbage can create havoc to the mankind by-

(a) spreading foul smell

(b) slowing our vehicles on the road

(c) spreading several diseases

(d) all the above.

Q3: What happens to the disposed material at the recycling centre?-

(a) It is thrown away

(b) It is recycled for reuse

(c) It is sold to the rag pickers

(d) It is dumped into the ground.

Q4: Fallen leaves from trees are useful because they-

(a) solve the problem of fuel wood in village households

(b) enrich water quality

(c) enrich soil fertility

(d) beautiful landscape.

Q5: Which of these is correct with reference to a composite pit?

(a) The refuge is placed with layers of soil with an occasional sprinkling of water

(b) It contributes to the manufacture of useful fertilizer

(c) It prevents pollution

(d) All the above.

B)Match the pairs

A group	B group
1) Garbage	a) place
2) premises	b) waste
3) Ugly	c)reprocess
4) recycle	d) Dangerous
5) hazard	e) unlovely

C) Find out 3 'R' with the help of passage, your friend and teacher.

1)----------

2)----------

3)----------

D) Read given sentences arrange their sequence correctly.



RECYCLING OF PAPER.

1. Let excess water drain off
2. Remove the sheet and keep it under the sun for drying
3. Make a wet paste of this paper by pounding it.
4. Soak the remaining water with the cloth
5. Submerge small pieces of paper in water.
6. Spread the paste uniformly on a wire mesh frame
7. Your recycled paper

E)Fill in the blanks with correct alternatives given in the brackets.

MEASURES TO MINIMISE THE USE OF PLASTIC

(Don't put,If possible, Use, Never,Don't, Make friends,Reuse)

1. ----------plastic bags whenever possible.

2. ----------use plastic bags for storing eatables.

3. ----------a cloth bag or jute bag as a replacement for plastic.

4. ----------burn things made of plastic.

5. ---------- convert all the kitchen waste into manure by vermicomposting.

6. ---------- garbage in plastic bags and throw it away.

7. ----------, family and community members aware of proper garbage disposal practices.

Solved Activity/ Demo:

Answers

A)1. —a 2. —c 3. —b 4. —c 5. —d

B) 1.—b 2.—a 3.—e 4.—c 5.—d

C) reduce, reuse, recycle

D)RECYCLING OF PAPER

1. Submerge small pieces of paper in water.
2. Make a wet paste of this paper by pounding it.
3. Spread the paste uniformly on a wire mesh frame.
4. Let excess water drain off .
5. Soak the remaining water with the cloth.
6. Remove the sheet and keep it under the sun for drying.
7. Your recycled paper.

E) 1.Reuse, 2.Don't, 3.Use, 4. Never 5.If possible 6.Don't put 7.Make friends

Practice:

A) Read the following passage and answer the following question.



PLASTIC IN OUR LIVES

1. Plastics on burning or heating, produce toxic gases and smoke.

2. Plastic wastes littering the roadsides cause disease causing microorganisms as they choke the drains.

3. Plastics dumped in water bodies pose a threat to aquatic life.

4. Plastics prevent the rainwater from seeping into the ground.

5.Dumping of plastics in the ground affects the plants growing in the area as they do not get enough water from the soil.

Q.1 What happens when people dump plastics in the ground?

Q.2 What is the main effect of plastic to aquatic life?

Q.3 When we burn plastic what happens?

Extension Activity/ Parallel Activity/ Reinforcement:

Read the following passage



VERMICOMPOSTING

The method of preparing compost with the help of red worms is called vermicomposting. Redworms do not have teeth. They have a structure gizzard which helps them in grinding their food. A redworm can eat food equal to its own weight.After 3-4 weeks loose, soil-like material is observed which is the

vermicompost.Dry it in the sun for few hours and now it can be used in fields or garden

Q.1 What is vermicomposting?

Q.2 How redworm prepare vermicompost?

Evaluation:

Answer the following questions.

1) What are the sources of garbage?
2) What are the side effects of garbage ?
3) What are 3 'R's?
4) Write two Names of organic garbage?
5) Who helps us to compost organic leaves in vermin compost?
6) How worm's helps us to protect from pollution?
7) How recycling centre works?

DIKSHA Video/ E-content QR code:

1) **Small Test on Garbage**
   https://diksha.gov.in/play/content/do_31315301957820416015 12?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content
2) **Recycling of hand made paper**

https://diksha.gov.in/play/content/do_3125827073154826242134 76?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content

3) **Vermicomposting Activity**
   https://diksha.gov.in/play/content/do_31323933119841075214889?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content

My take away/Today I learnt:

Garbage in, Garbage out.

Std. :-8th	**Activity No. 26**	**Subject: English**

BRIDGE COURSE BOOK

Learning Outcomes/ Competency Statements:

07.17.46 Writes a conversation/dialogue as a group activity or individually.

07.17.47 Prepares outlines for an essay, a short note, a short story etc. (Arrange the major and minor points coherently and systematically.)

Instructions for teachers and parents /facilitators:

Teacher / parents shows video/provide video link.
Shows picture.
Guides only where necessary.
Arrange pair/group discussion on picture .
Make sure that all students familiar with pictures.
Asks objective type question on given picture.
Match student answers with correct answers.
Collect take away points.Motivate them to watch videos.

Use following Error correction codes.

Use these codes to indicate rather than correct errors on your student's work.Make sure the students have a copy and ask them to try to correct their own mistakes.

Error code	Meaning
SP	Wrong spelling
WO	Wrong word order

VF	Wrong form of verb
WF	Wrong form of word
PR	Wrong preposition
WW	Wrong word
C	Wrong collocation
A	Article error
/	Missing word
//	Start new paragraph here
?	Meaning or handwriting unclear
!!	You should know what's wrong here

Instructions for students:

Look at the video/picture carefully.
Read given conversation/dialogue between two or more students.
Think twice and fill correct words.
Fill in the blanks and complete dialogue.
Discuss your doubts with your pair and teacher.
Feel free while asking questions**.**

Learning Activity:

A) Click following video link and watch video carefully.

https://youtu.be/g11wOz6I8fg

1) What is simple step to stay safe for children?

B) Look at the pictures carefully and complete conversation between Ramesh and Meena. You can add more dialogue.





Ramesh:- What we must do for coughs in corona period?
Meena:-.....
Meena:- When we eat something what is your first action?
Ramesh:-.....
Meena:- What should we must avoid to touch ?
Ramesh:-.....
Meena:-What protect us from corona virus?
Ramesh:-.....
Meena:- Could you tell me two name of vaccine developed by India?
Ramesh:-.....
Meena:- Why vaccination is very imoprtant?
Ramesh:-.....
Meena:- What is mean by "Do Gaaj Ki Duri " ?
Ramesh:-.....
Ramesh:-.....
Meena:-.....

Solved Activity/ Demo:
Read this conversation carefully.



Teacher:- How much time we must rub our hands with soap and water?
Student:- Minimum 20+ seconds.

Extension activity model answer.

The first crook stood in the Brahmin's path. He said to him, "Ho Brahmin, why on earth are you carrying a profane dog on your shoulder?" The Brahmin got angry. He said, "Are you blind ? Can't you see that it's a goat?" The crook had played his part, and replied, "You may have it anyway you want."

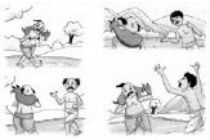
Practice:

A) After Corona first day at your school. You are in your classroom prepare a short conversation between you and your friends about last year online study.

B)Finding a pen friend activity.Watch given video link prepare a conversation between two friends.

https://diksha.gov.in/play/content/do_31301434167328768013 25?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content

Extension Activity/ Parallel Activity/ Reinforcement:



look at the picture. Read half story carefully .Complete the story.Write conversation between two men. Finish remaining part of story.

In a small village in India, there lived a Brahmin named Mitra. Once he went to a nearby village to visit a devotee. The devotee gave him a goat. The Brahmin decided to offer the goat as a sacrifice to the gods.

The Brahmin started his journey homewards. He carried the goat on his shoulders. Three crooks saw him. They made a plan to get the goat from the Brahmin.

Evaluation:

(A) Prepare a short conversation between two friends on given topic.
"Importance of Trees"

(B)Fill in the blanks. (Covi shield, touching, wash, mask, distancing)

1) ……..your hands.
2) Avoid ……..your face.
3) Physical…… is for your own safety.
4) Always wear……..when you go outside of home.
5) Serum institute from Pune developed……..vaccine.

DIKSHA Video/ E-content QR code:

1) **The Importance of washing hands-**
https://diksha.gov.in/play/content/do_3132677047035740161401O?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content

2) **Finding a pen friend**
https://diksha.gov.in/play/content/do_3130143416732876801325?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content

My take away/Today I learnt:
Corona and we.
Developing conversation between two person.

Std. :-8	**Activity no-27**	**Subject: English**

BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statements:
07.17.48 Describes a process / the working device in a step by step and to the point manner.
07.17.50 Describes people, places, objects, landscapes etc effectively

Instructions for teachers and parents /facilitators:
Teacher forms groups/pair.
Teacher asks students to discuss on given topic.
Teacher gives a small demo of describing people,places etc.
Teacher shows picture and motivate them to descrribing it.
Teacher describes a process.
Teacher asks them to describe on given topic.
Teacher motivate students to describing anything easily.
Teacher motivate students to ask questions.
Teacher guides only where necessary.

Instructions for students:
Form a group / pair.
Read passage carefully.
Discuss in pairs or groups.
Look at the picture carefully.
Form some sentences on a given topic.
Read all sentences and make correct sequence.
Ask your doubts.
Write correctly.
Use proper words.

Learning Activity:

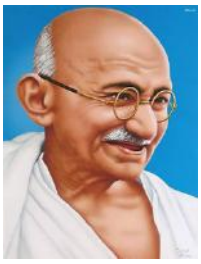
1) Look at the picture and write down proper steps how to prepare a cup of tea.



2) **Look at the picture of historical place and describe it in your own sentences.**



3) **Write down three mantras given by Mahatma Gandhiji.**



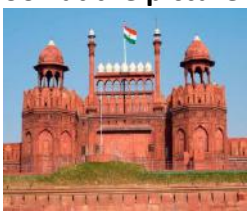
a)----------

b)----------

c)----------

Solved Activity/ Demo:

Look at the picture and read description.



The Red Fort is a historic fort in the city of Delhi.
Emperor Shah Jahan commissioned construction of the Red Fort on 12 May 1638, when he decided to shift his capital from Agra to Delhi.
Red Fort is named for its massive enclosing walls of red sandstone.
Its design is credited to architect Ustad Ahmad Lahori, who also constructed the Taj Mahal.
Every year on India's Independence Day (15 August), the prime minister of India hoists the national flag at the Red Fort and delivers a nationally broadcast speech from its ramparts.
The Red Fort, the largest monument in Delhi, is one of its most popular tourist destinations and attracts thousands of visitors every year.The Red fort appears on the back of the ₹500 note of the Mahatma Gandhi New Series of the Indian rupee.

Practice:



1) Look at the picture of mango and describe it in five or seven sentences.

2) Watch given video carefully and write 5 to 7 sentences.
https://diksha.gov.in/play/content/do_31314881846208102412028?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content

Extension Activity/ Parallel Activity/ Reinforcement:



Look at this picture and complete given passage.

(trees, green, The Earth, friends, smell, nature)

This is a picture of……..Trees are our best ……

Flowers gives us……..All animals and birds are very happy in……..land.

Birds builds their nests on ……..Save trees save……

Evaluation:



1) **Look at picture and Write one name of working device.**
2) **Where we see these devices?**
3) **What is the use of Mobile in our life?**
4) **Which device you use for online education?**
5) **Write down hardware of computer device.**

DIKSHA Video/ E-content QR code:

1) **Gandhji and non-voilence movement.**
   https://diksha.gov.in/play/content/do_31328076693051801615468?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content

My take away/Today I learnt:

To describe anything in my own words.

Std. :-8th	**Activity no-28**	**Subject: English**

BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statements:

07.17.49 Reports an event/happening using an appropriate format- a news item, a personal observation (diary)

Instructions for teachers and parents /facilitators:

Teacher forms groups/ pair.
Teacher gives group/ pair work.
Teacher shows a news card in each group.
Teacher asks students to do discuss on given topic.
Teacher gives a demo of reporting.
Teacher shows a picture of a event and asks them to report on it.
Teacher asks students to make a report on any event.
Teacher asks students to speak freely and ask doubts.
Teacher helps students only where necessary.

Learning Activity:

Read given news and complete activity.

Tree plantation drive held at Postal staff colony By - Jun 8, 2021, 19:00 IST

On the occasion of World Environment Day, N Vinodkumar, postmaster general, Goa region, planted fruit bearing plants at the postal staff colony, at Alto Porvorim. "There is a need to maintain ecological balance in growing cities and there is a need of tree plantation to improve the ambience in our surrounding," said N Vinodkumar. This marked the campaign for planting trees at the post office solely owned by the department in Goa. Sudhir Jhakhere, sr superintendent of post office present on the occasion appealed to all his staff to participate in the tree plantation drive.

News title:-
Date and time:-
Important day:-
Place:-
Persons:-
Main point of news:-

Solved Activity/ Demo:

Read following news and study how to write a news.

Tree Plantation on School

By: Suprity Acharyya

5th June 2019; Bal Mandir Senior Secondary School, Kishangnaj: It was 5th June 2019, Wednesday the Bal Mandir Senior Secondary School, Kishangnaj, Bihar took a great initiative to plant trees in the school campus on the occasion of World Environment Day. This is an important step of afforestation to maintain the ecological balance of nature.

It was morning at 7:30 am students of respective classes were given the scheduled time earlier and were asked to report the school filed accordingly. The students reported the site on time and were given sapling of the trees which were managed by the school by the Municipal Corporation of Kishanganj.

A total of about 200 trees were planted on the school campus and were furthered watered by the students. The teachers planted the trees along with the principal himself too went for the plantation.

Mr. Rakesh Singh guided the senior students and was given sapling to plant them along the roadside, which could resist the pollution. The local people seeing this clapped for the students and thanked them for taking such a great initiative.

The principal of the school thanked Mr. Singh to conduction the event so smoothly and made sure that all the events of the day were being photographed to be presented in the school magazine.

Practice:

1) Look at this special event picture and write your own experience.



2) **Read the following event and write your own school event in your own words.**

SCHOOL EVENTS AT UDUPI

Gandhi Jayanti Celebration - 2018

The 150th birth anniversary of our Father of Nation, Mahatma Gandhi was celebrated with great zeal and patriotism throughout the Nation.On this occasion,in order to pay tribute to Gandhiji and to encourage the students to follow the path shown by him, Podar International School, Udupi organised activities whereby all the students from Grade I - Grade VI participated enthusiastically. School conducted prayer by all religions, competition to draw line drawing of Mahatma Gandhi, identify the Profession's of Gandhiji in the portraits shown, fancy dress competition for students.

Extension Activity/ Parallel Activity/ Reinforcement:

Look at the following picture and write a news.



Evaluation:

1) Write a personal observation on your friend's birthday party.
2) Write a news on special event you have seen.

DIKSHA Video/ E-content QR code:

1) **Quiz on Gandhi Jayanti**

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My take away/Today I learnt:

Reporting news or personal observation.

Std. :-8th	**Activity no-29**	**Subject: English**

BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statements:

07.17.34 Reads a variety of texts for pleasure, for example, adventure stories and science fiction, fairy tales, biography, autobiography etc

Instructions for teachers and parents /facilitators:

Teacher shows adventure stories and science fiction, fairy tales, biography, autobiography.
Teacher motivate students to read one passage from choosen books.
Teacher guides individual/pair/groups.
Teacher motivate students to discuss on given passage.
Teacher guides only where necessary.
Teacher asks students to visit nearest library.
Teacher gives list of books to find out in a library.

Instructions for students:

Listen carefully.
Form a group/ pair.
Read given passage.
Discuss on given passage.
Ask your doubt without fear.
Find out books given in a list.
Visit nearest library.

Learning Activity:
Teacher gives a passage of an autobiography in group/ pair/ individual.Asks them to read it carefully with a smily face.

2. CHILDHOOD

I must have been about seven when my father left Porbandar for Rajkot to become a member of the Rajasthanik Court. There I was put into a primary school, and I can well recollect those days, including the names and other particulars of the teachers who taught me. As at Porbandar, so here, there is hardly anything to note about my studies. I could only have been a mediocre student. From this school I went to the suburban school and thence to the high school, having already reached my twelfth year. I do not remember having ever told a lie, during this short period, either to my teachers or to my school-mates. I used to be very shy and avoided all company. My books and my lessons were my sole companions. To be at school at the stroke of the hour and to run back home as soon as the school closed–that was my daily habit. I literally ran back, because I could not bear to talk to anybody. I was even afraid lest anyone should poke fun at me.

There is an incident which occurred at the examination during my first year at the high school and which is worth recording. Mr. Giles, the Educational Inspector, had come on a visit of inspection. He had set us five words to write as a spelling exercise. One of the words was 'kettle'. I had mis-spelt it. The teacher tried to prompt me with the point of his boot, but I would not be prompted. It was beyond me to see that he wanted me to copy the spelling from my neighbour's slate, for I had thought that the teacher was there to supervise us against copying. The result was that all the boys, except myself, were found to have spelt every word correctly. Only I had been stupid. The teacher tried later to bring this stupidity home to me, but without effect. I never could learn the art of 'copying'.

Yet the incident did not in the least diminish my respect for my teacher. I was, by nature, blind to the faults of elders. Later I came to know of many other failings of this teacher, but my regard for him remained the same. For I had learnt to carry out the orders of elders, not to scan their actions.

Solved Activity/ Demo:

Teacher shows a demo how to read a story. Asks questions.

A FRIEND IN NEED IS A FRIEND INDEED

Mohan and Sohan were two friends. Mohan was a good friend. But sohan was selfish.

One day they passed through a jungle.

They saw a bear. They were afraid. Sohan at once climbed up a tree. He did not care for Mohan. Mohan lay down on the ground.

He held his breath. The bear came and smelt him. He thought that Mohan was dead. He went away. Sohan came down. He went to Mohan and asked," What did the bear say in your ear?" Mohan replaid, "The bear asked me to beware of false friends."

Moral : Beware Of Selfish friends.

Practice: Teacher gives a printout of one story to read for pleasure.

THE HIDDEN TREASURE

Once there was an old farmer. He had four sons. They were lazy. They did nothing. They were always quarrelling.

One day the farmer fell ill. He knew that his death was near. He called his sons. He said, " There is a treasure in our field.

Dig it out after my death." Then the farmer died.

The sons went to the field. They dug the whole field. But there was no treasure. A Wise man advised that to sow wheat. They sowed wheat.

They had a good crop. They learnt the value of hard work. They began to work hard.

Moral : No Pains, No Gains.

Extension Activity/ Parallel Activity/ Reinforcement:

Teacher motivate students to read and enjoy story.

THE SHEPHERD BOY AND THE WOLF

Once there was a shepherd boy. He grazed his sheep outside the village. There was a forest nearby.

one day the shepherd boy was grazing his sheep. He thought of making fun of villagers. He started shouting;"Wolf! wolf!

Come and save me." The villagers came running. There was no wolf. The boy laughed at them. He said that it was a joke.

The villagers were angry. They went away.

One day a wolf really came there. The shepherd boy cried for help. But the villagers thought that he was joking. They did not come.

The wolf killed many sheep. It wounded the boy. The boy learnt a lesson . He never told a lie again.

Moral : Never tell a lie.

THE CAP SELLER AND THE MONKEYS

Once there was a cap seller. He had a bundle of caps. He was going to a village. There was a forest in the way. It was very hot.

He wanted to take a rest. He lay under a tree. He fell asleep.

There were some monkeys on the tree. They came down. They took away all his caps.

The cap seller woke up.

He found his cap missing. He looked up. He saw the monkeys. The caps were on their heads. The cap seller thought of a plan.

he threw down his cap. The monkeys also threw their caps. The cap seller got his caps. He went away.

Moral : Do not give up hope in difficulty.

Evaluation:
Teacher gives a story and asks students to read silently and then one by one loudly.Who reads correctly gives big clap for him/her.

THE DOVE AND THE BEE
Once there was a bee. It felt thirsty. It went to the river. It fell into the river. It was about to die. A dove saw it.
She plucked a leaf. She threw the leaf into the water. The bee got on to it. Its life was saved. It flew away.
Some days passed. A hunter came. He saw the dove. He aimed at the dove. The bee saw all this . It stung the hunter. His gun fell down.
The dove flew away. She thanked the bee.
Moral: Do good, have good.

UNITED WE STAND, DIVIDED WE FALL
There was a farmer. He had four sons. They always quarreled with one another. The farmer was very sad .
He advised them not to quarrel. But in vain.
One day the farmer fell ill. He knew that his end was near. He called his sons. He gave them a bundle of sticks. He asked them to break it.
But they failed to do so. Then the bundle was united. The farmer asked his sons to break the sticks one by one . Each son broke the sticks.
The father said," Be united like the bundle.If you are united,none will harm you." The sons learnt a lesson. They never quarrelled again.
Morel : union is strength.

DIKSHA Video/ E-content QR code:

1) **Autobiography Of Srinivasa Ramanujan.**

https://diksha.gov.in/play/content/do_3126697376956579841340 6?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content

2) **Have a cup of nice tea biography.**

https://diksha.gov.in/play/content/do_3128211570969313281437 6?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content

My take away/Today I learnt:
Read for pleasure.

Std. :- 8th	Activity no-30	Subject: English

BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statements:

53. Uses appropriate grammatically forms in communication(for example:-noun, pronoun, verb, determines, time and tense)

Instructions for teachers and parents /facilitators:

1) Enable the learners to identify parts of speech correctly.
2) Provide worksheets to complete activity correctly.
3) Give the learners maximum practice for categorizing the parts of speech.
4) Ask learners to make communication and identify the correct parts of speech.
5) Explain the instructions as per the chain of activity.
6) Firstly give the demo of activity.
7) Ask the learners some questions regarding demo activity.
8) Revise the activity for proper comprehension.

Instructions for students:

1) Listen to the instructions of your teacher/parent/ facilitator carefully.
2) Follow the instructions as per suggested guidelines.
3) Explore more activities related to this activity

Learning Activity:

Activity :- Fill the box appropriately.

Parts of Speech REVIEW ACTIVITY
Classify each of the following words below the correct category.
Check off your choices as you write.

Softly Table small Cook Freedom Salty

Cut beautiful play anxiously ugly

scientist Fishing Artistic gather

Gently quickly taco nervously

Elephant color New Orleans Sleepy

NOUN	VERB	ADJECTIVE	ADVERB

Activity:- **Learning Activity:-**

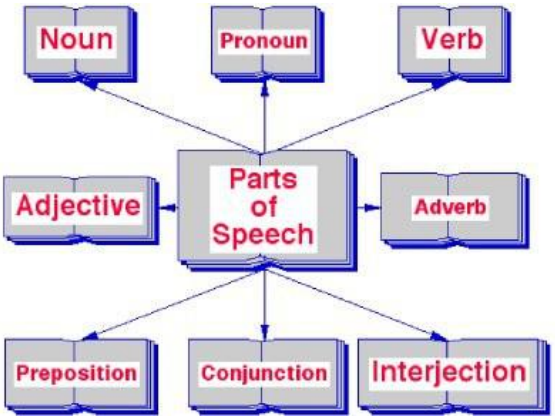
Warmer activity:- Mind Map.

-ask the students to say Part of Speech.

-Draw a big square on board and write Parts of Speech in it.

-Write the responses of students on the board

Ans.



After warmer activity take review activity of parts of speech given below:-

Activity :- Fill the box appropriately.

Ans.

Noun	Verb	Adjective	Adverb	
Table	Play	Artistic	Softly	
Elephant	Gather	Salty	Quickly	
Scientist	Cut	Beautiful	Nervously	
Freedom	Fishing	Ugly	Gently	
Orleans	Color	New	Anxiously	
Taco		color		
Color		sleepy		

Extension Activity/ Parallel Activity/ Reinforcement:

Encourage the students to find the correct words.

Complete the story with the types of words described.

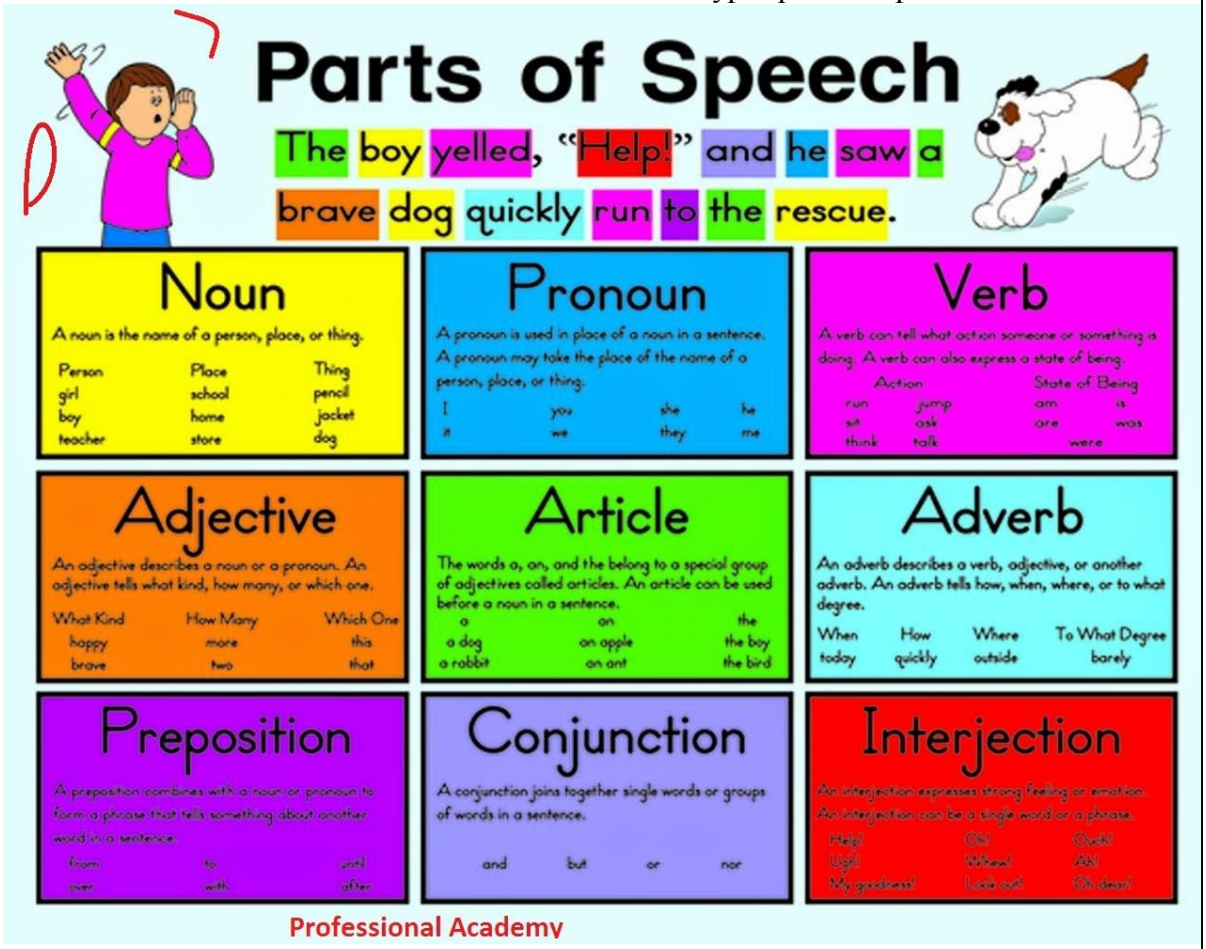
Standing on a _____ *(adjective)* branch, a _____ *(animal)* was looking at the _____ *(food)* left on the table. The _____ *(same animal)* checked to make sure no one was watching and jumped to the ground. That is when a _____ *(noun)* appeared and started chasing the _____ *(adjective)* _____ *(same animal)* away.

Without waiting, the _____ *(same animal)* _____ *(verb)* the _____ *(same noun)*.

Finally alone, the _____ *(same animal)* could eat the _____ *(same food)* in peace.



Evaluation: Ask the students to read and write various types parts of speech.



DIKSHA Video/ E-content QR code:
https://youtu.be/0l69KEx7GQo
https://youtu.be/ZqLeGm4k6CU
https://youtu.be/rLkpt9VHT6I
https://youtu.be/IGpzsc5mdCM

My take away/Today I learnt:
I learnt types of Parts of Speech.
I am able to figure out different types of parts of speech.

Std. :- 8th **Activity no-31**

Subject: English

BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statements:
54. Labels various diagrams neatly and appropriately

Instructions for teachers and parents /facilitators:

1)Enable the learners to label various diagrams neatly and appropriately.
2) Provide various types of Charts to students for labeling the diagram correctly.
3)Give the learners maximum practice for labeling diagrams.
4)Ask learners to identify the various types graph.
5Explain the instructions as per the chain of activity.
6)Firstly give the demo of activity.
7)Ask the learners some questions regarding demo activity.
8)Revise the activity for proper comprehension.

Instructions for students:

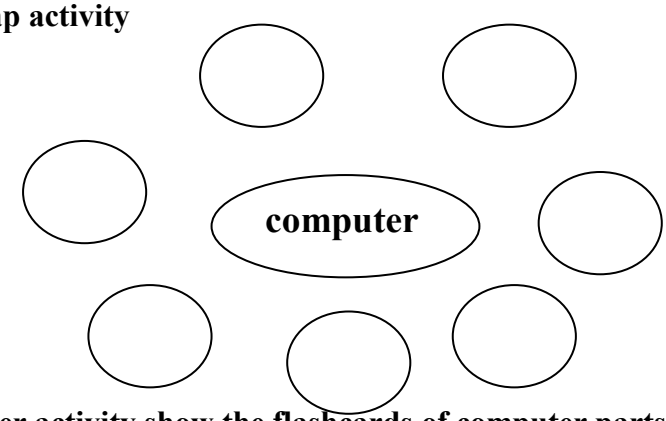
1) Listen to the instructions of your teacher/parent/ facilitator carefully.
2) Follow the instructions as per suggested guidelines.
3) Explore more activities related to this activity.

Learning Activity:

Mind Map.

-ask the students to say related words of computer.
-Draw a big circle on board and write a word computer in it.
-Write the responses of students on the board.

Mind map activity



After warmer activity show the flashcards of computer parts and ask the students to identify the parts of computer.

Take drilling of each word with proper pronunciation.



Activity :- Label the diagram appropriately.



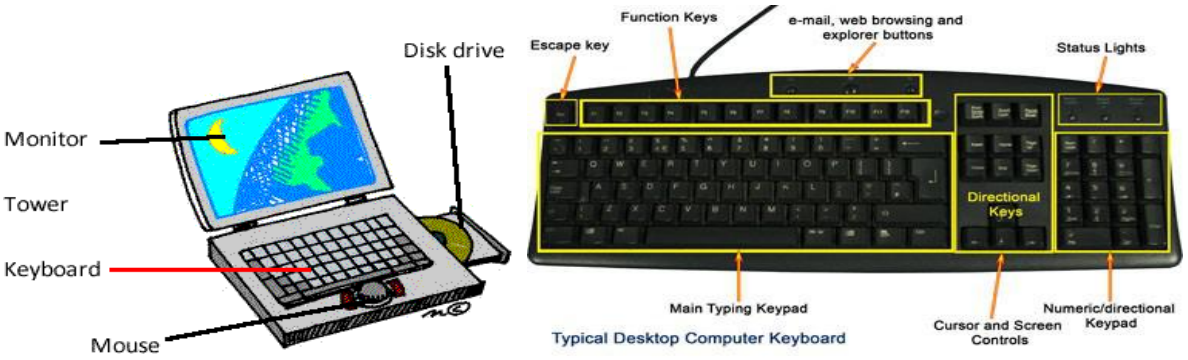
Solved Activity/ Demo:

Learning Activity:-

show the flashcards of computer parts and ask the students to identify the parts of computer. Take drilling of each word with proper pronunciation.

Extension Activity/ Parallel Activity/ Reinforcement:

Encourage the students to label the parts of Laptop.



Encourage the students to label the parts of keyboard.

Evaluation:

Ask the students to read and write various parts of computer.



Ask the students to label each part of computer.



Std. :- 8th	Activity no-32	Subject: English

BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statements:

55. Understands the organization of Graphic Presentation

Instructions for teachers and parents /facilitators:

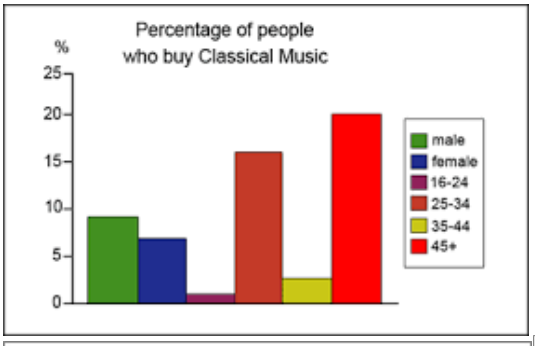
1)Encourage the learners to say familiar with body of technique for interpretation and analyzing numerical facts.
2) Show various types of Charts to enrich learner's graphics skill.
3) Give the learners maximum practice to identify the graphic techniques.
4) Ask learners to identify the various types graph.
5) Explain the instructions as per the chain of activity.
6)Firstly give the demo of activity.
7)Ask the learners some questions regarding demo activity.
8)Revise the activity for proper comprehension.

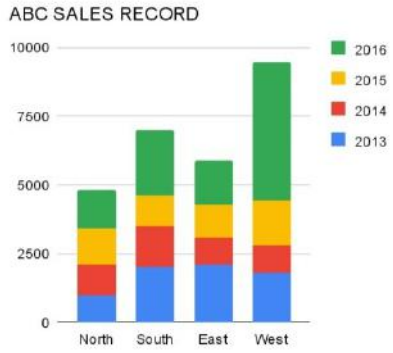
Instructions for students:

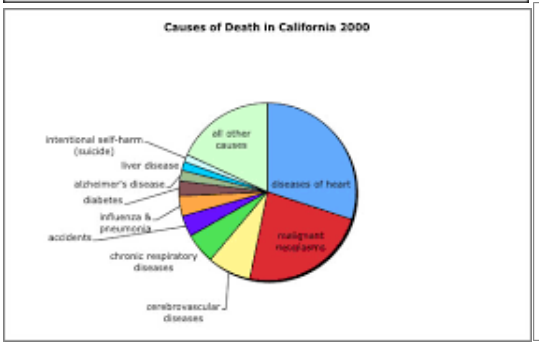
1) Listen to the instructions of your teacher/parent/ facilitator carefully.
2) Follow the instructions as per suggested guidelines.
3) Explore more activities related to this activity.

Learning Activity:

1) Identify the name of different graphs:

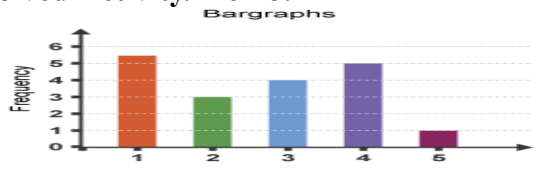


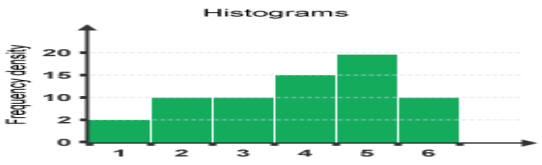


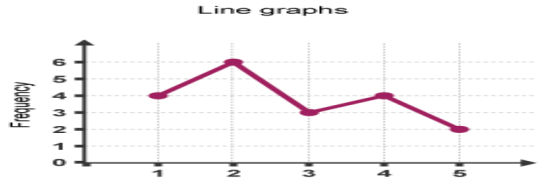


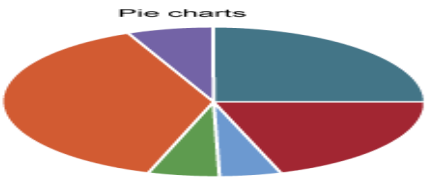


Solved Activity/ Demo:



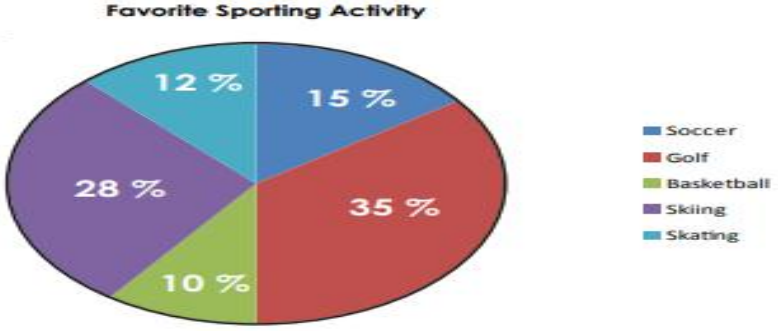






Extension Activity/ Parallel Activity/ Reinforcement:





Sandra's class voted on their favorite sporting activity. Using the circle graph, answer the following questions.

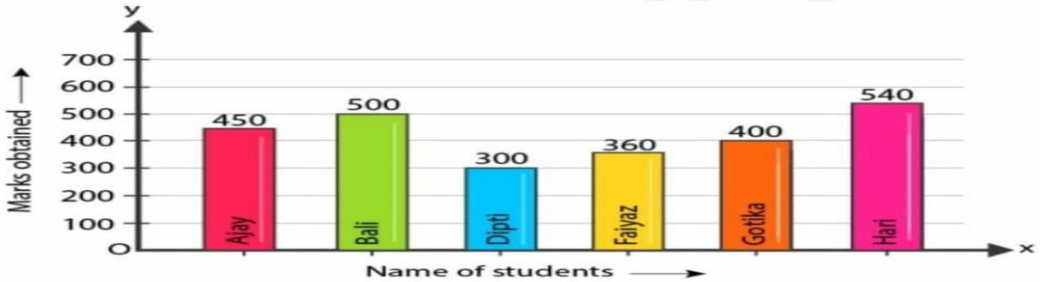
1. Which event received the lowest number of votes ?
2. Which event received the highest number of votes ?
3. Which event did 10 % of the students vote for as their favorite ?
4. What is the total percentage of students who voted for basketball and golf ?
5. What is the total percentage of students who voted for skiing ?
6. If 200 students were involved, how many of them voted for basketball ?

2. Following data gives total marks (out of 600) obtained by six children of a particular class.

Student	Ajay	Bali	Dipti	Faiyaz	Gotika	Hari
Marks Obtained	450	500	300	360	400	540

Represent the data by a bar graph

Solution:



Steps of constructing bar graph:
1. Mark the horizontal axis OX as Name of the Students and the vertical axis OY as Marks Obtained.
2. Along the horizontal axis OX, choose bars of uniform (equal) width, with a uniform gap between them.
3. Choose a suitable scale to determine the heights of the bars, according to the space available for the graph. Here, we choose 1 small division to represent 100 marks.

Evaluation:

1)Tell the students to draw different types of graphs.
2)Give graph papers to the students and ask them to solve questions on graph.

DIKSHA Video/ E-content QR code:.
https://youtu.be/yrTB5JSQPqY
https://youtu.be/yg7hz7mLH2E
https://youtu.be/8-GZRGwcgVs
https://youtu.be/9jsPJJG3oPI

My take away/Today I learnt:
I learnt to draw different types of graphs.
I am able to solve questions on graph.

Std. :- 8th **Activity no-33** **Subject: English**

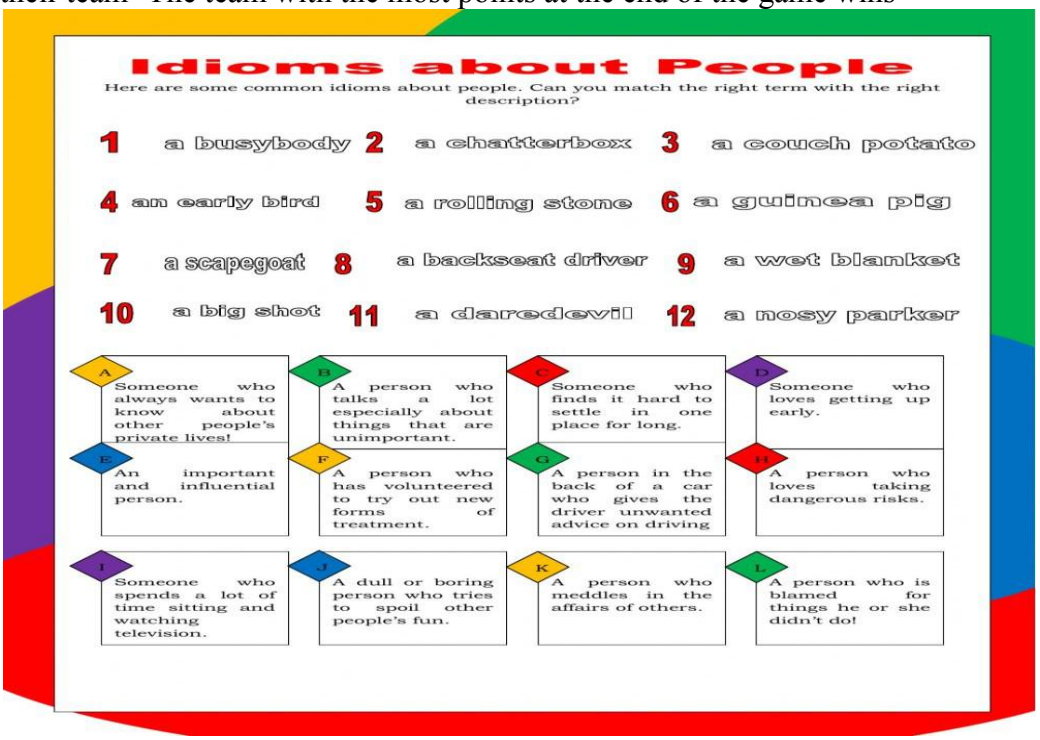
BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statements:
Compiles lists of useful words, expressions, idioms, definitions and formulas.

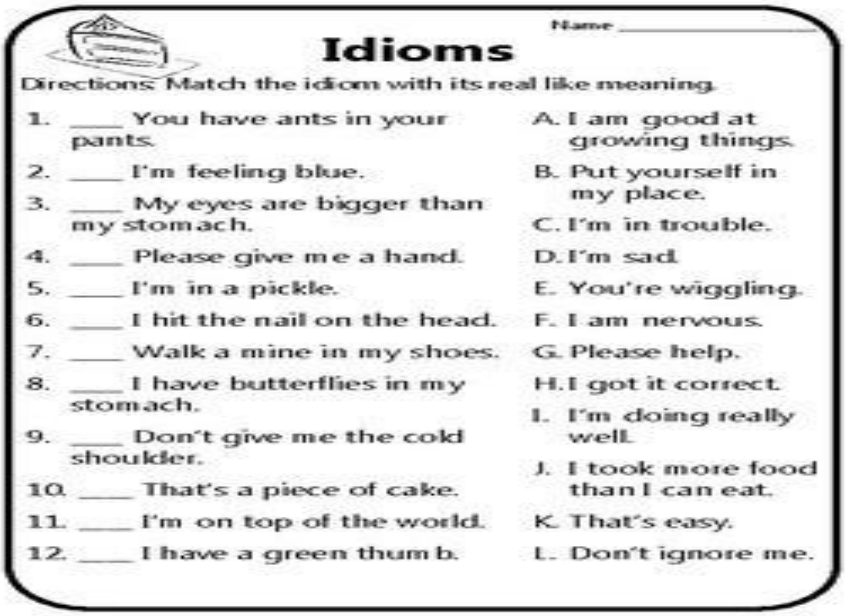
Instructions for teachers and parents /facilitators:
1) Enable the learners to identify idioms correctly.
2) Provide worksheets of idioms to complete activity correctly.
3) Give the learners maximum practice for categorizing idioms.
4) Ask learners to compile various idioms.
5) Explain the instructions as per the chain of activity.
6) Firstly give the demo of activity.
7) Ask the learners some questions regarding demo activity.
8) Revise the activity for proper comprehension.

Instructions for students:
1) Listen to the instructions of your teacher/parent/ facilitator carefully.
2) Follow the instructions as per suggested guidelines.
3) Explore more activities related to this activity.

Learning Activity: Warmer activity: Slap the board.
-Teacher will paste chart of idioms about people on the board -Divide the class in two teams
-Each team sends one student to the board
-Teacher will call out the words from number 1 to 12
-The Student who hits the correct idiom related with the word told by teacher wins a point for their team -The team with the most points at the end of the game wins



After warmer activity take review activity of idioms given below:-
Activity :- Match the idioms with its real meaning.



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Solved Activity/ Demo: Warmer activity: Slap the board.
-Teacher will paste chart of idioms about people on the board
-Divide the class in two teams
-Each team sends one student to the board
-Teacher will call out the words from number 1 to 12
-The Student who hits the correct idiom related with the word told by teacher wins a point for their team
-The team with the most points at the end of the game wins.
Ans. Warmer activity (Slap the board)

1	2	3	4	5	6	7	8	9	10	11	12	
A	B	I	D	C	F	L	G	J	E	H	K	

Activity :- Match the following.(Answers)



Idioms

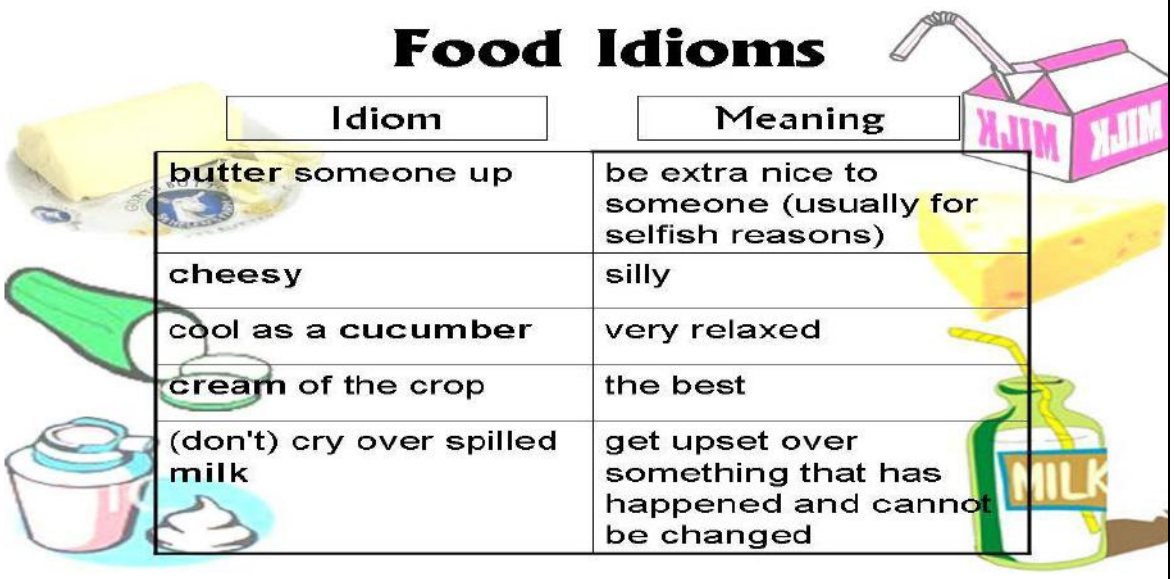
Name Answer Key

Directions: Match the idiom with its real like meaning.

1. E You have ants in your pants.
2. D I'm feeling blue.
3. J My eyes are bigger than my stomach.
4. G Please give me a hand.
5. C I'm in a pickle.
6. H I hit the nail on the head.
7. B Walk a mile in my shoes.
8. F I have butterflies in my stomach.
9. L Don't give me the cold shoulder.
10. K That's a piece of cake.
11. I I'm on top of the world.
12. A I have a green thumb.

A. I am good at growing things.
B. Put yourself in my place.
C. I'm in trouble.
D. I'm sad.
E. You're wiggling.
F. I'm nervous.
G. Please help.
H. I got it correct.
I. I'm doing really well.
J. I took more food than I can eat.
K. That's easy.
L. Don't ignore me.

Practice:-

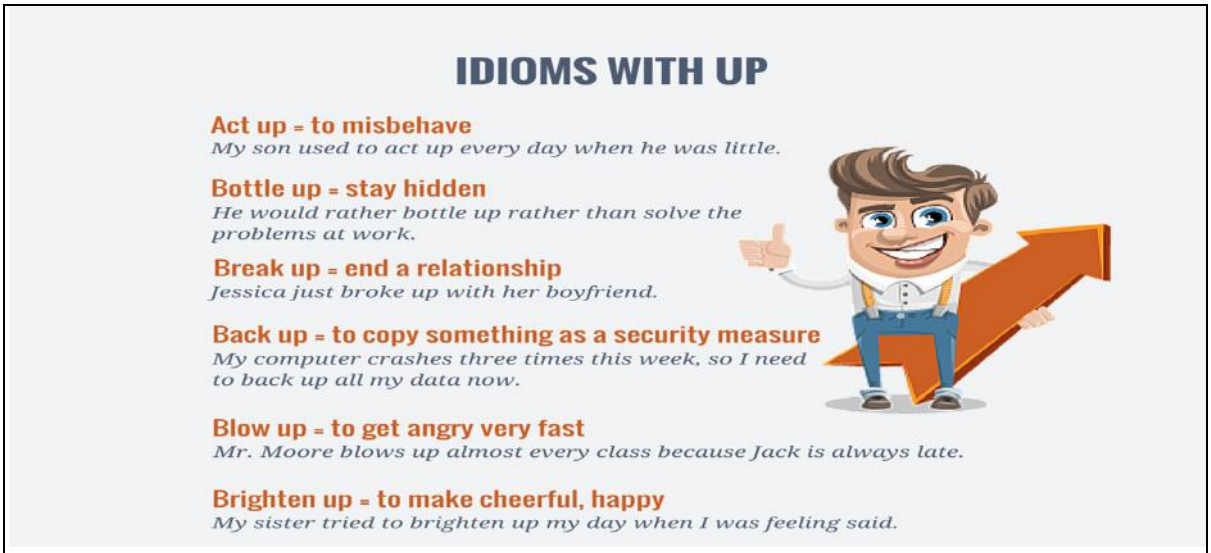


Food Idioms

Idiom	Meaning
butter someone up	be extra nice to someone (usually for selfish reasons)
cheesy	silly
cool as a cucumber	very relaxed
cream of the crop	the best
(don't) cry over spilled milk	get upset over something that has happened and cannot be changed

Extension Activity/ Parallel Activity/ Reinforcement:

Encourage the students to compile idioms.



Evaluation:

Find the meaning of idioms:-

Idiom	Meaning
Wake up on the wrong side of the bed	
A Heart-to-heart	
To bottle up your feelings	
Have butterflies in your stomach	
Be in a pickle	
Feel blue	
Feel under the weather	
Cat got your tongue?	
Come out of their shell	
Laugh your head off	
Zip your lip	
Ants in your pants	
The big cheese	
Drop the ball	
Long face	

2) Ask the students to compile idioms on food, numbers ,body parts, etc

DIKSHA Video/ E-content QR code:

https://youtu.be/jdSNNy9KkEI
https://youtu.be/W8t3byh1Ll0
https://youtu.be/IhDYDpvC0YM
https://youtu.be/UxYQte5Yp-w

My take away/Today I learnt:

I learnt to identify various idioms.
I am able to figure out different types idioms.

Std. :- 8th	Activity no-34	Subject: English

BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statements:

Attempt creative writing in different forms stories, poem, skits, dialogues, cartoons, jokes, playlets, etc.

Instructions for teachers and parents /facilitators:

1)Encourage the learnersto attempt creative writing.
2)Provide worksheets to complete activity correctly.
3)Give the learnersmaximum practice for creative writing..
4)Ask learners to attempt creative writing on poem.
5)Explain the instructions as per the chain of activity.
6)Firstly give the demo of activity.
7)Ask the learners some questions regarding demo activity.
8)Revise the activity for proper comprehension.

Instructions for students:

1)Listen to the instructions ofyour teacher/parent/ facilitator carefully.
2)Follow the instructions as per suggested guidelines.
3)Explore more activities related to this activity

Learning Activity:

Warmer activity: Acrostic poem .
-Ask the students to write related words for each letter and write a poem.



After warmer activity take rhyming line activity given below:-

Activity :- Write a rhyming line below each beginning line.

.

POETRY WORKSHEET

Instructions: Write a rhyming line below each beginning line. Try to make it similar in rhythm and related to the first line.

1. Look over there! I see a goat!

_____

2. There is a light

_____

3. What was that thing I just ate?

_____

4. She said she has a new pet

_____

5. I hope that someday I can see

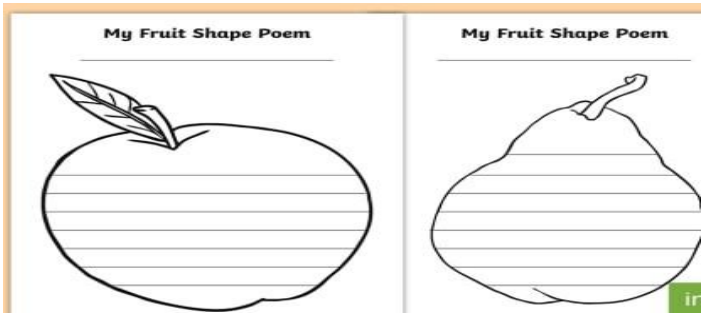
_____

6. My boat is stalled and needs a tow

_____

7. You are very loud when you snore

Practice:



Extension Activity/ Parallel Activity/ Reinforcement:

Ask the students to attempt creative writing for writing poems on different topics.



Write a poem about things you can do for Mother's Day.
Be surprising and creative.

Mother's Day

If I make a gift for Mom today,
"Thank you, _____," is what she'll say.

She likes to hear me _____
so I could _____.

She likes to watch me _____
so I could _____.

She likes to smell _____
so I could _____.

She likes to taste _____
so I could _____.

I'll pick a special, creative way
to give my mom a wonderful day!

by _____

Evaluation

DIKSHA Video/ E-content QR code:

https://youtu.be/Vun9FUHjZNU

https://youtu.be/qwhdXU3KXg8

My take away/Today I learnt:

I learnt how to write poem creatively.

I am able to write poem on various themes creatively.

Std. :- 8th **Activity no-35** **Subject: English**

BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statements:

1) **59. Write appropriate captions to photographs, pictures and diagrams.**

Instructions for teachers and parents /facilitators:

1) Show the things in a First Aid Kit.
2) Discuss about the usage of each object.
3) Give them demo how to use first aid kit.
4) Create some situations give them demo how and where to use first aid things.
5) Discuss the first aid kit of 2020.
6) Discuss what precautions should be taken during corona pandemic.

Instructions for students:

1) Observe the shown objects or pictures carefully.
2) Tell the names of things required in first aid kit
3) Discuss the uses of various things in First Aid Kit

Learning Activity:

Name the following things and write its usage.













Solved Activity/ Demo:

Name the following things and write its usage.







Cotton Band Aid Paracetamol

Cotton is used to stop Band Aid is used to Paracetamol is a

Bleeding from minor cover minor cuts. common pain killer

Punctures used to treat pain and

also used to reduce fever.







Antiseptic cream Bandage Adhesive tape

It heals wounds protect Bandage is a piece of Adhesive tape is used

Against infection. material used to cover wounds to attach bandages.

to keep dressing in place.

Practice:

What first Aid will you use for following situation?

1) If someone has a burn. 



2) If someone has a nose bleed.

3) If someone is vomiting.



4) If someone has a broken bone.



Extension Activity/ Parallel Activity/ Reinforcement:
Match the picture to emergency or not emergency.



Fire on your house **Not an Emergency**



Emergency
Police catches a bad guy



Emergency
Lost your Wallet



lot an Emergency
Dropped your ice cream



Emergency
Broke your leg

Evaluation:

1) Which things are required in a first Aid Box?
2) How would you treat the following?
i) A person who feels faint.
ii) A person met with an accident.
iii) How would you treat a scrapped knee?
Make your own First Aid Kit at your home.

DIKSHA Video/ E-content QR code:

1) https://youtu.be/_lDz5fw5cOU
2) https://youtu.be/gWT_mKZKw8Q

My take away/Today I learnt:

1) The names of various things used in First Aid Box.
2) How to give first aid to the patients in emergency.
3) What are the required qualities for a first aider?
4) What things should be included in 2020's first aid kit?

Std. :- 8th **Activity no-36** **Subject: English**

BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statements:

1) 07.17.53 uses appropriate grammatical forms in communication for E.g. Noun, Pronoun, Verb, Adjective, Adverb, Preposition, conjunction, interjection

Instructions for teachers and parents /facilitators:

1) Ask learners questions to check their previous knowledge.
2) Revise Noun and verb like Naming words and Doing words.
3) Give students plenty of practice with noun and verbs before going on to another parts of speech.
4) First make learners to read the given passage then ensure their comprehension.
5) Ask them to classify the underlined words into columns of given parts of speech.
6) Ask them to observe demo carefully.
7) Repeat demo if necessary.

Instructions for students:

1) Revise parts of speech properly.
2) Try to define each part of speech.
3) Read the given passage carefully.
4) Observe the part of speech of the underlined word.
5) Classify the underlined words in each category.
6) Practice Rest of the activities to get to know the parts of speech.

Learning Activity:

Read the following passage, identify the underlined parts of speech and fill in the blanks.

Rohan is my neighbour. He bought a red car. His sister say's "Wow! What a beautiful car". He drives it carefully and he parks the car very safely in the garage every day.

Noun	Pronoun	Verb	Adverb	Adjective	Preposition	Conjunction	Interjection

Solved Activity/ Demo:

Solved Activity/Demo:

Rohan is my neighbour. He bought a red car. His sister say's "Wow! What a beautiful car". He drives it carefully and he parks the car very safely in the garage every day.

Noun	Pronoun	Verb	Adverb	Adjective	Preposition	Conjunction	Interjection
Rohan	My	Is	Carefully	Red	In	And	Wow!
Garage	He	Bought	Safely	Beautiful			
Car	His	Says	Very				
Sister		Drives					
		Parks					

Evaluation:

Read the following Passage and identify the underlined parts of speech and fill in the boxes.

NidaFazliwas a prominentHindiand Urdupoet. He has writtenmany different types of songsandpoems.

Noun	Pronoun	Verb	Adverb	Adjective	Preposition	Conjunction	Interjection

Extension Activity/ Parallel Activity/ Reinforcement:

Identify the parts of speech of the following:

1) Rohit – _____
2) Delhi – _____
3) Strong – _____
4) Slowly – _____
5) He – _____
6) Take – _____
7) Behind – _____
8) Wow! – _____
9) And – _____
10) Rain – _____

DIKSHA Video/ E-content QR code:

1) https://youtu.be/0l69KEx7GQo
2)https://youtu.be/ZqLeGm4k6CU

My take away/Today I learnt:

1) I learnt to use appropriate grammatical forms in communication.
2) I learnt to identify the parts of speech of different words in a sentences.
3) I learnt to use correct forms of words

Std. :- 8th	Activity no-37	Subject: English

BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statements:
07.17.72 Enriches vocabulary through word building such as root words, Prefix and Suffix

Instructions for teachers and parents /facilitators:
1) Introduce them with the definition of prefixes and suffixes.
2) Ask them about root words and new words after adding prefix or suffix.
3) Ask them to read the given word properly and add the given prefix and suffix to make Meaningful Words.
4) Ask them to observe the demo carefully.
5) Solve the given activities step by step to reinforce the concept.

Instructions for students:
1) Read the root words properly.
2) Remember the spelling of base word never changes.
3) Search the meaning of words in a dictionary if some words are unknown to you.
4) Read carefully the given prefixes and suffixes to make the meaningful word.

Solved Activity/ Demo:
Choose the correct prefixes and suffixes from the bracket and join it to the following root words to make a meaningful word.
Add correct prefix or Suffix to the given words.
(By, ate, ness, ful, vent, ary, re, non, co, ly)

Root words	New word
1) diction	1) dictionary
2) happy	2) happily
3) fortun	3) fortunate
4) pay	4) repay
5) enjoy	5) enjoyment
6) help	6) helpful
7) sense	7) non-sense

Practice:

Join prefixes and suffixes to the root words to make them meaningful words.

Root Words	New Words
paid	
lucky	
fair	
kind	
heat	
fold	
write	
kind	

Extension Activity/ Parallel Activity/ Reinforcement:

Read the following words below underline the prefixes or suffixes .write the root word.

Word	Root Words
Kindness	
Carefully	
Overlook	
Hopeful	
Undersea	
Comfortable	
Replace	
Discount	
Avoidable	

Evaluation:

1) What are prefixes?

Ans:–_____.

2) What are suffixes?

Ans:–_____.

Use a prefixes or a Suffixes to make a new word out of the word in brackets compare the sentence with it.

1) I say it's _____ (possible)
2) I like this town the people are very _____ (help)
3) Todays football match was very _____ (enjoy)
4) Don't play with sharp knife it is _____ (danger)
5) It was Very _____ activity (joy)

DIKSHA Video/ E-content QR code:

1) https://youtu.be/RPqxNqO8u-A
2) https://youtu.be/A0uekze2GOU

My take away/Today I learnt:

1) I learnt to identify Root words, Prefixes and Suffixes.
2) I learnt to create new words by adding Prefixes and Suffixes.
3) Today I learnt to form meaningful sentences by using Prefixes and Suffixes.

Std.:- 8 th	Activity-38	Subject: English

BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statements:

67.Finds required information, pictures, video clips, films etc on the computer/internet**.**

Instructions for teachers and parents /facilitators:

1) Encourage the learners to use the internet properly.
2) introduce to the learners the prerequisites of using computer \internet.
3) Give the learners some clues for identifying the personalities.
4) Ask learners to identify the personalities.
5) Stress on how to focus on the important details while finding the required information about the famous personalities
6) Explain the steps to use the internet for the given activity. Like using copy-paste-download for pictures and documents.
7) Ask the learners some questions regarding given activity that can be verbal clues .
8) Frame other activites on the usage of ICT in English.

Instructions for students:

1) Listen to the instructions of your teacher/parent/ facilitator carefully.
2) Follow the instructions as per suggested guidelines.
3) Explore more activities related to this activity.

Learning Activity:

The Bharat Ratna is the highest civilian award of the Republic of India. Instituted on 2 January 1954, the award is conferred in recognition of exceptional service/performance of the highest order, without distinction of race, occupation, position.

IDENTIFY THE BHARAT RATNA AWARDEES FROM THE FOLLOWING FIELDS USING INTERNET: the pictures given are clues that will help you identify the famous Bharat Ratna Awardees.

Solved Activity/ Demo:

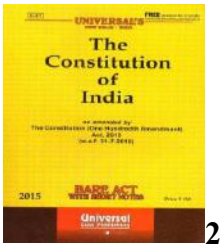
1) Who is first president of India ?
2) Who is first lady president of India ?
3) Who is first Nobel prize winner in India ?

Ans :1) Dr. Rajendra Prasad is first president of India.
2) PratibhaPatil is first president of India.
3) Rabindranath Tagore is the first Nobel prize winner in India

Practice:



1



2



3



4

Verbal Clues:

1. The Nightingale of India
2. Chairman of the Drafting Committee of the Constitution.
3. The Missile man
4. God of Cricket.

Extension Activity/ Parallel Activity/ Reinforcement:

1) Ask the students to find pictures of eminent Scientist, mathematicians and others with their information in brief.
2) Ask the students to find slogans , social messages and write a paragraph based on it.

Evaluation:

1) Tell the students to search different types of words on internet.
2) Show a video clip and say them to identify the characters.

DIKSHA Video/ E-content QR code:

https://youtu.be/x3c1ih2NJEg
https://youtu.be/erZ3IyBCXdY
https://youtu.be/DJxQxiXPhV0

My take away/Today I learnt:

1) I learnt to use the computer and the internet to identify pictures of the Bharat Ratna Awardees and their information.
2) I learnt to find videos related to the text.

Std.:- 8 th	Activity no-39	Subject: English

BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statements:

70. Identifies and uses verbs (main/auxiliary /transitive / intransitive/singular and plural forms)

Instructions for teachers and parents /facilitators:

1) Encourage the learners to identify verbs
2) Ask the learners to act out to understand action verbs.
3) Give the learners maximum practice for different types of verbs.
4) Ask learners to frame sentences with proper verb usage.
5) Give proper instructions for the activity.
6) First give the demo of activity.
7) Encourage the students to use verbs appropriately with the subject .

Instructions for students:

1) Listen to the instructions of your teacher/parent/ facilitator carefully.
2) Follow the instructions as per suggested guidelines.
3) Explore more activities related to this activity.

Learning Activity:






Look at the pictures and write the action verbs .

Solved Activity/ Demo:

Underline the verbs from the following sentences.

Betty is a good girl.

Beenais dancing.

Baaniplays with her toys.

Practice:

Is the highlighted verb a main verb or an auxiliary verb?

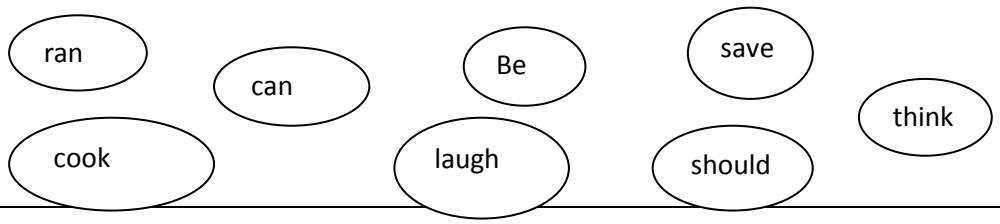
1. I will **have** the soup.
2. Police **are** investigating the incident.
3. It **is** very peaceful here.
4. Where **does** your brother work?
5. They **have** decided to go back.

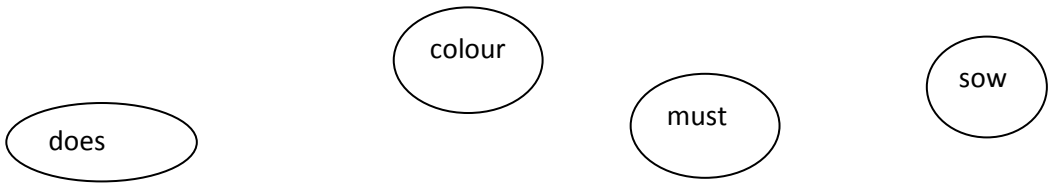
Extension Activity/ Parallel Activity/ Reinforcement:

Ask the students to a paragraph with verbs in present tense and the same paragraph in past tense.

Evaluation:

Colour the Action words RED and the Helping verbs BLUE





DIKSHA Video/ E-content QR code:
https://diksha.gov.in/play/content/do_31328186661563596811263?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content

My take away/Today I learnt:

1) I learnt to recognize verbs and its types.
2) I learnt to use verbs as main and helping verbs.
3) I learntthe usage of verbs correctly in speaking and writing.
4) I learnt to explore the related areas like subject verb agreement.

Std.:- 8 th	Activity no-40	Subject: English

BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statements:

71. Learns sentence structure, subject and predicate, subject, object (direct/indirect), subject and verb agreement (person, number).

Instructions for teachers and parents /facilitators:

1) Encourage the learners to identify subject and predicate
2) Show various types of flashcards to enrich learner's sentence framing skills
3) Give the learners maximum practice to arrange the flashcards and make proper sentences.
4) Ask learners to frame sentences when given in a jumbled order.
5) Explain the instructions as per the chain of activity.
6) First give the demo of activity.
7) Revise the activity for proper comprehension.
8) Encourage students to explore regarding such grammar activities.

Instructions for students:

1) Listen to the instructions of your teacher/parent/ facilitator carefully.
2) Follow the instructions as per suggested guidelines.
3) Explore more activities related to this activity.

Learning Activity:

SUBJECT AND PREDICATE MATCH GAME: Match the Cards in Group A with Group B in order to make a meaningful sentence.

CARDS OF GROUP A	CARDS OF GROUP B
HER FATHER	THE HAPPY PIG
LIKES TO RUN	IS A DOCTOR
THE MORNING LIGHT	SPREADS OVER THE EARTH

Solved Activity/ Demo:

Find the subject and predicate from the following sentence.

Rajesh went to market.

Subject – Rajesh

Predicate – went to market

Practice:

Identify the subject and predicate.

1) Ram and I walked along the street last night.
2) Sirishaate ice cream.
3) Sneha attended the class and learnt all things.

Extension Activity/ Parallel Activity/ Reinforcement:
Complete the sentence using proper words.

Uncle	is eating the grass.
Cow	is very beautiful.
Rainbow	wears shoes.

Evaluation:
Ask the students to identify subject and object by giving the sentences.

DIKSHA Video/ E-content QR code:
https://diksha.gov.in/play/content/do_31250849339177369626846?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content

My take away/Today I learnt:
1) I learnt to identify subject in the sentence
2) I learnt to identify predicate in the sentence
3) I learnt to understand sentence structure

Std.:- 8 th **Activity no-41** **Subject: English**

BRIDGECOURSE BOOK

Learning Outcomes/ Competency Statements:
72. Enriches vocabulary through word-building such as root words, prefix, and suffix.

Instructions for teachers and parents /facilitators:
1) Encourage the learners to find base words.
2) Introduce the learners with the types of prefixes and suffixes.
3) Give the learners maximum practice of using the affixation meaningfully
4) Ask learners use affixation appropriately.
5) Explain the instructions clearly
6) First give examples and bring to their notice the changes in the root word.
7) Reframe varied activities based on Cut it! Grow it! Use it!
8) Encourage students to frame activities on their own.

Instructions for students:
1) Listen to the instructions of your teacher/parent/ facilitator carefully.
2) Follow the instructions as per suggested guidelines.
3) Explore more activities related to this activity.

Learning Activity:
Use of Prefixes and Suffixes Pre reading activity.
Divide the class into Groups .each group will be given some pieces of century papers and make learners to draw fishes on a chart paper fishes will have root words written on them then ask the students to attach prefixes & suffixes to it after writing on another pieces of papers. Give students Suffixes & Prefixes such as **Im, Bi, able, dis,** on the body of each fish the paring word will be such like possible, cycle, value, comfort. Students have to put together the word and write it neatly and clearly on a small piece of paper and stick it on the wall.
What is prefix?
Prefix means to fix before or prefixes are placed in front of a word to change the meaning of the word. E.g. Bicycle, unkind, impossible, uncomfortable etc.
What is Suffix?
Suffix is placed at the end of a word. E.g. Slowly, Carefully, Happily, Valuable.
Choose the correct prefixes and suffixes from the bracket and join it to the following root

words to make a meaningful word.

Add correct prefix or Suffix to the given words.

(By, ate, ness, ful, vent, ary, re, non, co, ly)

Root words	New word
1) diction	
2) happy	
3) fortun	
4) pay	
5) enjoy	
6) help	
7) sense	

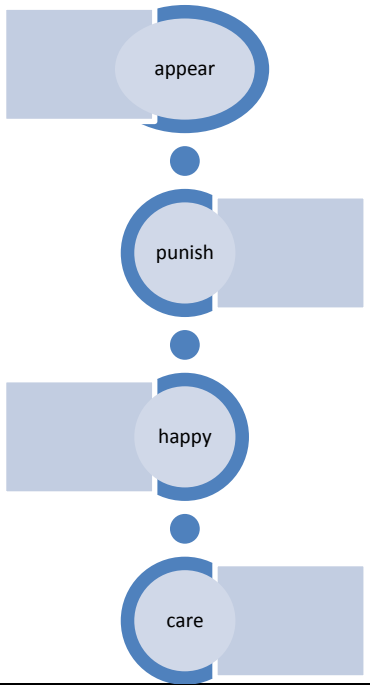
Find appropriate prefixes and suffixes from the given Banks and fill in the boxes with the root words.

Bank of Prefixes

In-, im-, dis-, il-, un-,

Bank of Suffixes

-tion, -ment, -ful, -ness,



Solved Activity/ Demo:

Find the root words in the following :

Unstable

Happiness

Ans: Stable Happy

Practice:

Activity : Cut it! Grow it! Use it !!

Cut it = remove the affixation and write the root word.

Grow it = add prefix and suffix to the root word.

Use it =Frame a sentences using the root word or the affixed word.

1.honest

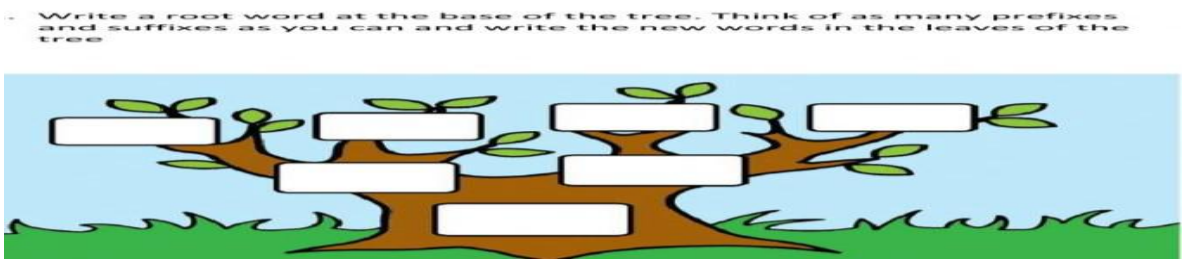
2. kind

3. play

4. help
5. construct

Extension Activity/ Parallel Activity/ Reinforcement:
Ask the students to find words from their text and repeat the Cut it !Grow it! Use it ! activity

Evaluation:



DIKSHA Video/ E-content QR code:
1)**https://diksha.gov.in/play/collection/do_31252659676817817624101 7?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_3126125556481966082429**
2) https://youtu.be/RPqxNqO8u-A
3) https://youtu.be/A0uekze2GOU

My take away/Today I learnt:
1) I learnt the skill of using prefix suffix to understand the meaning of a word.
2) I learnt to describe the function of root words and affixes.
3) I learnt to create new words by adding affixes to root words.

Std.:- 8 th **Activity no-42** **Subject: English**

BRIDGECOURSE BOOK

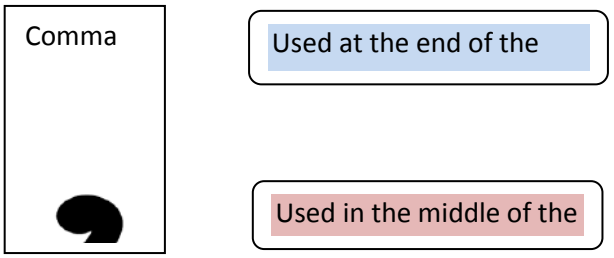
Learning Outcomes/ Competency Statements:
73. Uses punctuation marks-full stop, comma, question mark, exclamation mark, apostrophe, Capitalization.

Instructions for teachers and parents /facilitators:
1) Encourage the learners to identify the punctuation marks with the help of the structure of the sentence.
2) Show various types of flashcards based on real world examples from sign boards,
3) Give the learners maximum practice of listening to sentences in proper intonation to determine the correct use of punctuation.
4) Ask learners to frame sentences with specific punctuation like use of capital letters and apostrophe.
5) Explain the instructions as per the given activity.
6) Encourage students to find out more examples of apostrophe and its usage.

Instructions for students:
1) Listen to the instructions of your teacher/parent/ facilitator carefully.
2) Follow the instructions as per suggested guidelines.
3) Explore more activities related to this activity.

Learning Activity:

Go through the given punctuation marks and put it in the appropriate circles according to their usage in a sentence



Solved Activity/ Demo:

Read the given sentences and put correct punctuation marks.

What is your name …?

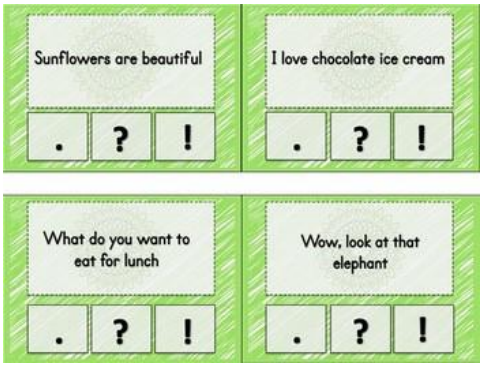
My name is Radha.

Oh..! What a huge tree!

Practice:

Punctuation clip card.

Read the given sentences and shade the correct punctuation mark.



Extension Activity/ Parallel Activity/ Reinforcement:

Punctuate the given letter with comma, full stop, question mark, exclamation, apostrophe and capital letters wherever necessary.

Dear grandma

how are you i miss you so much what a beautiful gift you have sent im so happy ill bring seeds flowers fruits colored grass etc for dry decoration see you soon

lots of love

Suman

Evaluation:

1. Where are we
2. I can't see my pen
3. sudha and I are friends
4. how do you do
5. I bought a pen a ruler and a marker
6. How beautiful is the scene

DIKSHA Video/ E-content QR code:

1) https://diksha.gov.in/play/content/do_31275101134148403216861?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content
2) https://youtu.be/BbRhA2-6ILA
3) **https://diksha.gov.in/play/content/do_31326001396857241613223 4?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content**

My take away/Today I learnt:

1) I learnt to identify proper punctuation marks.
2) I learnt to understand the usage of punctuation marks..
3) I learnt to use punctuation marks in the middle or at the end of the sentences correctly.
4) I learnt to take self -activities on Punctuation.