सत्यमेव जयते

GOVERNMENT OF MAHARASHTRA



(H.L)

BRIDGE COURSE
CLASS VIII



ACADEMIC YEAR
2020-2021

ACADEMIC YEAR
2021-2022

ज्ञानसेवा तु साफल्यम्

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
MAHARASHTRA , PUNE

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Instructions for Teachers/Parents/Facilitators

Namaskar!

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

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

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

Part One - Learning Outcomes/Competency Statements.

Part Two - Instructions for teachers / parents and facilitators

Part Three - Instructions for Students

Part Four - Learning Activity

Part Five - Solved Activity/ Demo

Part Six - Practice

Part Seven - Extension Activity/Parallel Activity/Reinforcement

Part Eight - Evaluation

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

Part Ten - My Take Away/ Today I Learnt

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

10. Having checked the test papers, teachers should provide additional supplementary help to the students who are lagged behind.

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

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

Instructions for Students

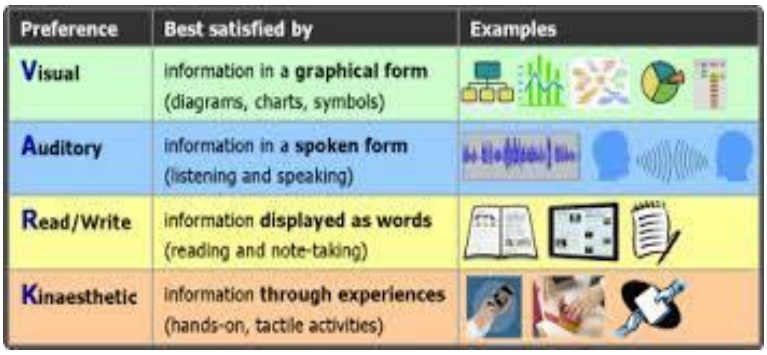
Dear students, due to pandemic situation in the last academic year you continued your learning and education through online and in various digital modes. This Bridge Course has been prepared for you with the objective of reviewing the previous year's syllabus at the beginning of the present academic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

1. The bridge course lasts for a total of 45 days and consists of three tests after every 15 days.
2. The bridge course will help you to understand exactly what you have learned in the previous academic year and to understand the syllabus for the next class.
3. This bridge course should be studied on a day-to-day basis.
4. It consists of day-to-day worksheets. You are expected to solve the worksheet on your own as per the given plan.
5. Seek the help of a teacher, parent or siblings if you have difficulty solving the worksheet.
6. The video links are provided to better understand the text and activities given in each worksheet for reference, try to understand the concept using them.
7. Solve the tests provided along with as planned.
8. Get it checked with the teacher after completing the test.
9. Seek the help of teachers, parents or siblings to understand the part that is not understood or seems difficult.

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

BRIDGE COURSE ACTIVITY: 1

NO	DETAILS	CONTENT
1	**STD**	**8th**
2	**Subject**	**English**
3	**Learning outcome**	• Identifies which learning style/strategies work best for oneself and uses them. .
4)	**Instructions for teachers**	• Teachers will find this activity very helpful, as it will help them to understand the students and plan lessons accordingly. • Teachers should research on this topic before taking the activity. • Attempt to create an atmosphere where students can ask questions • Ask students to keep their writing material with them • Keep a record of your observations.
5)	**Instructions for students**	• Students should be attentive in class • Follow instructions • Ask questions when in doubt. • Attempt to know your learning style. • Enjoy the activity.
6)	**Learning Activity**	**Teacher welcomes the students and informs them about the activity.** She/he asks them the following questions- • Imagine you have to learn for a Science test. How do you prepare yourself? (Take responses from students) • Each one of you learn in a different way, so let us now see a video and try to understand and guess our learning style. • Asks them to watch the video- Watch Link 1- 1) https://youtu.be/qcCtPgzlGTs ❖ Pause the video in between to explain and clear their doubts. ❖ After the video, the teacher asks them to guess their learning style.

7)	**Solved Activity**	**With the help of the table given below the teacher explains about different learning styles.**  Let us now see some strategies to learn as per our learning style. **Watch Link 2-** https://www.youtube.com/watch?v=RMZDiJRdh90o Pause the video in between to explain and clear their doubts.
8)	**Practice**	• Students will know their learning style by now. • Ask them to share the strategies they can use as per their learning style. • Encourage each one to speak and share
9)	**Extension Activity / Parallel Activity / Reinforcement**	• Prepare flash cards of words and their meanings / list of homonyms etc • Use different colours and draw wherever possible.
10)	**Evaluation**	• Prepare a chart showing different strategies to learn better**.**
11)	**E-content / QR Code / Diksha video**	1) https://youtu.be/qcCtPgzlGTs 2) https://www.youtube.com/watch?v=RMZDiJRdh90o
12)	**Today I learnt /My take away**	Strategies to learn , as per my learning style.

BRIDGE COURSE ACTIVITY: 2

<table>
<tr><th>NO</th><th>DETAILS</th><th>CONTENT</th></tr>
<tr><td>1)</td><td>STD</td><td>VIII</td></tr>
<tr><td>2)</td><td>Subject</td><td>English</td></tr>
<tr><td>3)</td><td>Learning outcome</td><td>1. Understands and uses prefixes and suffixes.
2. Understands its importance in the enhancement of vocabulary</td></tr>
<tr><td>4)</td><td>Instructions for teachers</td><td>* Explains and reminds that prefixes come before the ‘root words’.
* Explains and reminds that suffixes come after the ‘root words’.
* Makes them understand that using the prefixes or the suffixes we obtain the ‘noun form/ verb form/ adjective form/adverb form/ antonym’ of the given words.
* Corrects students’ answers.</td></tr>
<tr><td>5)</td><td>Instructions for students</td><td>1. Listen to the instructions.
2. Follow the guidelines and fill in the blanks, complete the table.
3.Discuss their answers and ask doubts</td></tr>
<tr><td>6)</td><td>Learning Activity</td><td colspan="2">(Here is a list of prefixes and suffixes. Use them correctly and fill in the blanks)
<table>
<tr><th colspan="2">Prefixes--- un, in, mis, dis, in, en,</th><th colspan="2">Suffixes --- ment, ful, ness, en, ship, able,</th></tr>
<tr><td>Sure –
Action –
Agree –
Large –
Obey –
Seen -</td><td>Able –
Use –
Courage –
Ability –
Common –
Definite -</td><td>Faith –
Happy –
Excite -
Friend –
Develop -
Wood –</td><td>Enjoy –
Capacity –
Beauty –
Bright –
Leader –
Gold -</td></tr>
</table></td></tr>
<tr><td>7)</td><td>Solved Activity</td><td colspan="2">The teacher will ask students to read out the following list and explains how the part of speech of the word changes-
<table>
<tr><th>Suffixes</th><th>Prefixes</th></tr>
<tr><td>Admire- admira<u>tion</u>
Conclude- conclu<u>sion</u>
Describe- descrip<u>tive</u>
Energy- energe<u>tic</u>
Soft- soft<u>ness</u>
Measure- mesure<u>ment</u>
Length- lenghth<u>en</u>
Notice- notic<u>able</u>
Meaning- meaningful
Meditate- medita<u>tion</u></td><td>Correct- <u>in</u>correct
Polite- <u>Im</u>polite
Honest- <u>dis</u>honest
Exist- <u>co</u>exist
Ordinary- <u>extra</u>ordianry
Ablity- <u>in</u>ablity
Understand- <u>mis</u>understand
Friendly- <u>un</u>friendly
Known- <u>Un</u>knonw
Like- <u>un</u>like</td></tr>
</table></td></tr>
</table>

8)	**Practice**	**Students fill in the blanks using suitable prefixes and suffixes to complete the sentences.** **The Lion Cubs** There were two lion cubs. They had a strong----- (friend). They were ---- (fear) buddies. One of them had ---- (leader) qualities. Once they set out to roam. When they set out, they were ---- (sure) of the direction they were heading towards. But the---- (bright) of the day filled ---- (excite) in their heart. They chased each other, played hide and seek, and ---- (sure) that none of them will be hurt while playing. Two hours passed by. They had a lot of---- (enjoy). When it was time for their meal they decided to return home. But they were ----- (led). They couldn't find the right --- (direct). At that time they met one elderly lion who was very ---- (cooperation). He led them to their house. Their parents' faces were full of ---- (happy) to see them back.
9)	**Extension Activity / Parallel Activity / Reinforcement**	Gather at least 5 words each beginning with the prefixes given in the **Learning Activity** and at least 5 words each ending with suffixes given in the **Learning Activity.**
10)	**Evaluation / Parallel Activity Reinforcement**	**Find out whether suffix or prefix. Put in the two boxes.** (transformation, enlarge, engagement, enhancement, endangered, brighten, shyness, information, loyalty, irregular, disagree, agreement, broaden, happiness) Suffixes Prefixes
11)	**E-content / QR code / Diksha video**	-
12)	**Today I learnt /My take away**	I learnt to make use of suffixes and prefixes to get another form of the word.

BRIDGE COURSE ACTIVITY: 3

<table>
<tr><td>NO</td><td>DETAILS</td><td>CONTENT</td></tr>
<tr><td>1)</td><td>STD</td><td>VIII</td></tr>
<tr><td>2)</td><td>Subject</td><td>English</td></tr>
<tr><td>3)</td><td>Learning outcome</td><td>• Understands and uses synonyms and antonyms.</td></tr>
<tr><td>4)</td><td>Instructions for teachers</td><td>1.) Explains and reminds that synonyms are the words that have same meaning.
2.) Explains and reminds that antonyms are the words that have opposite meaning.
3.) Corrects students' answers</td></tr>
<tr><td>5)</td><td>Instructions for students</td><td>1.) Listen to the instructions carefully and match the table.
2.) Discuss their answers and ask doubts.</td></tr>
<tr><td>6)</td><td>Learning Activity</td><td>The teacher instructs the students to match the following.
<table>
<tr><th>Word</th><th>Antonym</th></tr>
<tr><td>Gather</td><td>Proud</td></tr>
<tr><td>Little</td><td>Elderly</td></tr>
<tr><td>Humble</td><td>Scatter</td></tr>
<tr><td>Young</td><td>Unhappy</td></tr>
<tr><td>Cheap</td><td>Sell</td></tr>
<tr><td>Buy</td><td>Large</td></tr>
<tr><td>Pleased</td><td>Rarely</td></tr>
<tr><td>Start</td><td>Careless</td></tr>
<tr><td>Soft</td><td>Expensive</td></tr>
<tr><td>Wide</td><td>Finish</td></tr>
<tr><td>Usually</td><td>Harsh</td></tr>
<tr><td>Careful</td><td>Narrow</td></tr>
</table>
<table>
<tr><th>Word</th><th>Synonym</th></tr>
<tr><td>Happy</td><td>Smile</td></tr>
<tr><td>Enough</td><td>Suitable</td></tr>
<tr><td>Attractive</td><td>Attentiveness</td></tr>
<tr><td>Grin</td><td>Delighted</td></tr>
<tr><td>Concentration</td><td>Sufficient</td></tr>
<tr><td>Appropriate</td><td>Brilliant</td></tr>
<tr><td>Excellent</td><td>Advice</td></tr>
<tr><td>Wise</td><td>Achievable</td></tr>
<tr><td>Friend</td><td>Superb</td></tr>
<tr><td>Counsel</td><td>Charming</td></tr>
<tr><td>Possible</td><td>Companion</td></tr>
</table></td></tr>
<tr><td>7)</td><td>Solved Activity / Demo</td><td>The teacher tells the answers and asks students to read the table and explains how synonyms and antonyms help us to understand the meaning of words better
<table>
<tr><td>Word</td><td>Synonym</td><td>Antonym</td></tr>
<tr><td>Addition</td><td>Inclusion</td><td>Reduction</td></tr>
<tr><td>Brittle</td><td>Breakable</td><td>Tough</td></tr>
<tr><td>Capable</td><td>Competent</td><td>Incomplete</td></tr>
<tr><td>Consent</td><td>Agree</td><td>Disagree</td></tr>
<tr><td>Modest</td><td>Humble</td><td>Arrogant</td></tr>
</table></td></tr>
<tr><td>8)</td><td>Practice</td><td>1. Choose the correct synonym for the <u>underlined</u> word.

• Arun was <u>furious</u> and his face was red
a.) Happy; b.) Worried; c.) Enraged
• The young man returned half an hour later, <u>exhausted</u>.
a.) Sleepy; b.) Hungry; c.) very tired
• Holmes found Mr. Watson's story very <u>unusual</u>.
a.) Usual; b.) Uncommon; c.) funny
• Faraday became a <u>celebrity</u> scientist.
a.) Famous; b.) Intelligent; c.) unknown</td></tr>
</table>

9)	**Extension Activity / Parallel Activity Reinforcement**	**Make meaningful sentences using the following pairs of antonyms.** 1.) Lost – Found 2.) Buy – Sold 3.) Poor – Rich 4.) Heavy – Light 5.) Laugh – Cry
10)	**Evaluation /Parallel Activity Reinforcement**	**Fill in the blanks:** 1 He bought a very ------ watch. (Opposite of 'cheap'). 2 He remains absent------.(Opposite of 'usually') 3 There is a famous library not ----- from my house. (Opposite of 'near') 4 The car couldn't move ahead as the road was very-----. (Opposite of 'Wide')
11)	**E-content / QR Code / Diksha video**	
12)	**Today I learnt / My take away**	The effective use of synonyms and antonyms.

BRIDGE COURSE ACTIVITY 4

NO	DETAILS	CONTENT
1	**STD**	**8th**
2	**Subject**	**English**
3	**Learning outcome**	Read to find different meanings of the same words.
4)	**Instructions for teachers**	• Teacher gives instruction to students to read the given sentences carefully. • Teacher asks students to find the meaning of the given words • Explains that some words may have the same spelling but different meanings, such words are called Homophones. • Today we will see some examples.
5)	**Instructions for students**	• Students listen to the teacher carefully and follow instructions. • Read the sentences and find the meanings.
6)	**Learning Activity**	**Read the given sentences and understand the meaning of the word 'press' depending on the meaning in each of them from the meanings given below:** Example 1 - push, force down, crush, squeeze- 1) Please, press it hard, so that it does not swell after some time. 2) When you wish to show care for someone, the way you press the hand while shaking hands tells it all. **Read the given sentences and understand the meaning of the word 'seize' depending on the meaning in each of them from the meanings given below:** Example 2 Clutch, fasten, grasp, lay hands on, grab 1) The air hostess asked the flyers to seize their belts and lock themselves. 2) Seize the opportunity, when you get a chance.

7)	**Solved Activity**	**Read the given sentences and understand the meaning of the word 'fair' depending on the meaning in each of them from the meanings given below:** Example 1 - just, equitable, beautiful, mela 1) My sister has a fair complexion. Ans. beautiful 2) We visited a fair last week Ans. mela **Read the given sentences and understand the meaning of the word 'bear' depending on the meaning in each of them from the meanings given below:** Example 2 - Animal, endure, sustain, grudge The bear performs acrobatics in a circus. Ans. animal The injured boy had to bear a lot of pain Ans. endure
8)	**Practice**	**Read the given words and understand the meaning of the word 'bark' by using the word with the correct meaning in each of them:** (teacher can use some more words for better practice) 1.bark – a loud sharp sound a dog makes 2.use bark as a noun
9)	**Extension Activity / Parallel Activity / Reinforcement**	Find words that you know which spell the same but mean different.
10)	**Evaluation**	Make some sentences using the words which mean different but have same spellings. 1. Bat. 2. Compacted 3. Desert **4.** Fair **5.** lead
11)	**E-content / QR code/Diksha video**	-
12)	**Today I learnt /My take away**	Words that are spelled the same can mean different things.

BRIDGE COURSE ACTIVITY: 5

<table>
<tr><td>NO</td><td>DETAILS</td><td colspan="2">CONTENT</td></tr>
<tr><td>1)</td><td>STD</td><td colspan="2">VIII</td></tr>
<tr><td>2)</td><td>Subject</td><td colspan="2">English</td></tr>
<tr><td>3)</td><td>Learning outcome</td><td colspan="2">• Understand and practice the correct use of homonyms.</td></tr>
<tr><td>4)</td><td>Instructions for teachers</td><td colspan="2">• Makes them understand that homonyms are the words that are spelt and pronounced in the same way but have different meaning.
• Explains and reminds that they can be used as ‘nouns’, ‘adjectives’ or ‘verbs’ though they have the same spelling.
• Corrects students’ answers</td></tr>
<tr><td>5)</td><td>Instructions for students</td><td colspan="2">• Listen to the instructions carefully and fill in the blanks.
• Discuss their answers and confirm the correct answers.</td></tr>
<tr><td>6)</td><td>Learning Activity</td><td colspan="2">1.) Say whether the underlined word is a noun, an adverb, an adjective or a verb.
2.) Teacher will form two groups. Group A will read sentences. Group B will tell whether the underlined word is a noun, an adjective or a verb.

1. The bank is closed as it’s a holiday.(n)
2. My brother can play a flute. (v)
3. Eagles fly alone. (v)
4. I like to watch cricket matches. (v)
5. We visited a beautiful park. (n)
6. There was sufficient light in the room.
7. I am reading an interesting book.

1. My house is near a beautiful river bank.(n)
2. The can of oil is empty. (n)
3. A fly was buzzing near the window. (n)
4. My father gifted me a nice watch. (n)
5. We should park our vehicles properly. (v)
6. He bought a light blue shirt.
7. They have decided to book a hall for the ceremony.</td></tr>
<tr><td>7)</td><td>Solved Activity</td><td colspan="2">The teacher asks students to read the additional examples of homonyms.

a] firm--- (N.)He used to work for a big firm in Boston.
b] firm--- (Adj.) I have a firm belief in honesty and co-operation.
a] train--- (V.)Her chief responsibility is to train new employees.
b] train--- (N.) This train carries over one thousand passengers every day.
a] type--- (v.) I have ample time to type up my notes.
b]type--- (N.)This is a specialized type of juicer.</td></tr>
<tr><td>8)</td><td>Practice</td><td colspan="2">Students try to make meaningful sentences using the homonyms given below.

Drop (Verb & Noun)
Round (noun, adjective)
Homonym
Match (verb & noun)
Close (verb &adjective)</td></tr>
<tr><td>9)</td><td>Extension Activity / Parallel Activity Reinforcement</td><td colspan="2">Make a collection of synonyms, antonyms and homonyms.</td></tr>
<tr><td>10)</td><td>Evaluation</td><td colspan="2">Read the sentences and identify whether the underlined homonym is used as a noun or a verb.

a.) He took his dog for a walk. (noun/verb)
b.) Let’s walk upto the nearby shop. (noun/verb)

a.) I don’t drink coffee. (noun/verb)
b.) She had a hot drink and went to bed. (noun/verb)</td></tr>
</table>

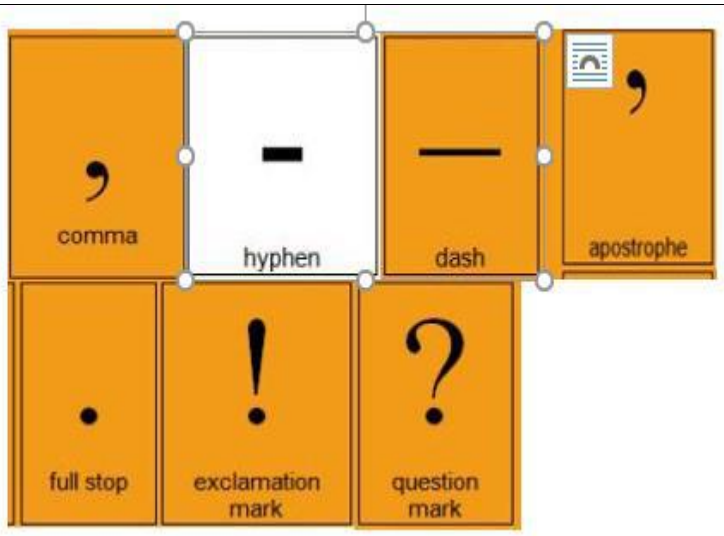
		a.) Did it really happen or did I just dream it? (noun/verb) b.) He had a dream about climbing a mountain. (noun/verb)
11)	**E-content / QR Code / Diksha video**	https://youtu.be/t7X5eWjbkHE
12)	**Today I learnt /My take away**	I learnt the correct use of homonyms.

BRIDGE COURSE ACTIVITY: 6

NO	DETAILS	CONTENT
1)	**STD**	**VIII**
2)	**Subject**	**English**
3)	**Learning outcome**	• Lear ns to identify various punctuation marks such as full stop, comma, question mark, exclamation mark, hyphen and dash. • Lear ns to use the various punctuation marks in writing.
4)	**Instructions for teachers**	• The teacher / facilitator will explain various kinds of punctuation marks. (Refer the Diksha App video links given below.) • The teacher / facilitator will give revision to students to identify and use the various kinds of punctuation marks. • Explain the nature of activity.
5)	**Instructions for students**	• Revise various types of punctuation marks with the help of facilitator/ teacher. • Read the activity instructions carefully. • Take the help of parents, friends and teachers if necessary.
6)	**Learning Activity**	**Riddles: Who am I?** 1. I am mostly used at the end of the sentence. Who am I? 2. I am mostly used at the end of a sentence, to indicate a direct question. Who am I? 3. I separate the different parts of a sentence or names is a list. Who am I?
7)	**Solved Activity**	**Riddles: Who am I?** 1. I am used when a person wants to express a sudden outcry or add emphasis. Who am I? **2.** I am used to join two or more words together into a compound term. For example, part-time, back-to-back, well-known. Who am I? • **Answers** **4.Exclamation mark(!)** **5.Hyphen (-)**

<table>
<tr><td>8)</td><td>Practice</td><td>
Match the following.
<table>
<tr><th>Sr.no</th><th>Column A</th><th>Answers</th><th>Column B</th></tr>
<tr><td>1</td><td>Dash</td><td></td><td>,</td></tr>
<tr><td>2</td><td>Comma</td><td></td><td>!</td></tr>
<tr><td>3</td><td>Exclamatory mark</td><td></td><td>?</td></tr>
<tr><td>4</td><td>Question mark</td><td></td><td>___</td></tr>
</table>
</td></tr>
<tr><td>9)</td><td>Extension Activity / Parallel Activity / Reinforcement</td><td>
Refer the videos given below from Diksha app.
Write an imaginary dialogue between the punctuation mark ‘Exclamation mark’ (!) and ‘Question mark’ (?) in your own words and use various punctuation marks where ever necessary.
</td></tr>
<tr><td>10)</td><td>Evaluation</td><td>
Read a text from your favourite comic book and observe the various punctuation marks used in writing.
</td></tr>
<tr><td>11)</td><td>E-content / QR Code / Diksha video</td><td>https://diksha.gov.in/play/content/do_31311682436219699218 32
https://diksha.gov.in/play/content/do_31274603950024294411 869</td></tr>
<tr><td>12)</td><td>Today I learnt /My take away</td><td>
I learnt punctuation marks and their uses in writing.
I have learnt to write a dialogue.
</td></tr>
</table>

BRIDGE COURSE ACTIVITY: 7

NO	DETAILS	CONTENT
1)	**STD**	**VIII**
2)	**Subject**	**English**
3)	**Learning outcome**	• Lear ns to identify various punctuation marks such as full stop, comma, question mark, exclamation mark, hyphen and dash. • Lear ns to use the various punctuation marks in writing.
4)	**Instructions for teachers**	• The teacher / facilitator will explain various kinds of punctuation marks. (Refer the Diksha App video links given below.) • The teacher / facilitator will give revision to students to identify and use the various kinds punctuation marks. • Explain the nature of activity.
5)	**Instructions for students**	• Revise various types of punctuation marks with the help of facilitator/ teacher. • Read the activity instructions carefully. • Take the help of parents, friends and teachers if necessary.
6)	**Learning Activity**	 • **Use appropriate punctuation marks in the following sentences.** 1.where is the cook 2. suhani viraj and sushma are good dancers 3. the teacher teaches to read write and speak 4. the indian team is the best cricket team 5.dr a p j kalam was a scientist
7)	**Solved Activity**	• **Use appropriate punctuation marks in the following sentences.** 1. We had a great time in Mumbai the kids really enjoyed it 2. What are you doing next week 3. Did they understand why I was upset 4. We will be arriving on Wednesday morning at least I think s 5. I like mango banana and apple 6. The girls mother sat in a corner

		• **Answers** 1. We had a great time in Mumbai – the kids really enjoyed it. 2. What are you doing next week? 3. Did they understand why I was upset? 4. We will be arriving on Wednesday morning – at least, I think so. 5. I like mango, banana and apple. 6. The girl's mother sat in a corner.
8)	**Practice**	• **Punctuate the following.** 1. A grandparents job is easier than a parents 2. Sorry to disturb you could I speak to you for a moment 3. is it any use expecting them to be on time 4. hurrah we won the match
9)	**Extension Activity / Parallel Activity / Reinforcement**	• From the English text book select any passage and copy write the same in neat hand writing. Focus on the use of various punctuation marks.
10)	**Evaluation**	• Refer the videos given below from Diksha app. • Write an imaginary dialogue between the punctuation mark 'Comma' (,) and 'full stop' (.) in your own words and use various punctuation marks where ever necessary.
11)	**E-content / QRcode/Diksha video**	**https://diksha.gov.in/play/content/do_3131168243621969921832** **https://diksha.gov.in/play/content/do_3127460395002429441869**
12)	**Today I learnt /My take away**	I learnt punctuation marks and their uses in writing.

BRIDGE COURSE ACTIVITY: 8

NO	DETAILS	CONTENT
1)	**STD**	**VIII**
2)	**Subject**	**English**
3)	**Learning outcome**	• Understands the various Auxiliary verbs and their use in language.
4)	**Instructions for teachers**	• The teacher / facilitator will explain various Auxiliary verbs. (Refer the video links given below.) • The teacher / facilitator will give revision to students to identify the various Auxiliary verbs. • Explain the nature of activity. • Encourage the learners.
5)	**Instructions for students**	• Revise various Auxiliary verbs with the help of facilitator/ teacher. • Read the exercise carefully. • Take the help of parents, friends and teachers if necessary.
6)	**Learning Activity**	**Choose the correct auxiliary verb from the options given in the bracket.** 1. They _____ many teachers in my school. (am, are) 2. I _____ telling her the truth. (does, am) 3. We _____know your phone number.(has, don't) 4_____ you not done the washing up yet?(have, is) 5. They_____ sitting in their chairs when you called.(be, were) 6. Farah _____ never seen a lion this big before.(has , do)
7)	**Solved Activity**	**Choose the correct auxiliary verb from the given options.** 1. The cost of living has increased a lot. (has / is) 2. Andy is working on his homework. (is / are) 3. Mohan isn't watching television anymore. (isn't / doesn't) 4. Reema and Reena are planning a vacation. (are / am)
8)	**Practice**	**Choose the correct auxiliary verb from the options given in the bracket.** 1. _____your father wakes up early every day?(does, is) 2. I _____two brothers and a sister. (has, have) 3. _____ you able see this movie? (am, are) 4. This book _____ written in 1950s. (was, had) 5. I_____ trust you but you still shouldn't go out.(do, is) 6. Indira _____ homework every night.(does, were)
9)	**Extension Activity / Parallel Activity Reinforcement**	• **Pick twenty sentences with auxiliaries from your textbook.**
10)	**Evaluation**	• **Read the sentences and recorrect the wrong ones. (Focus on the auxiliary.)** 1.) Mohan have a red colour shirt. 2.) Faraday were spellbound by Davy's lecture. 3.) I does not know. 4.) We are going for a picnic.
11)	**E-content / QRcode/Diksha video**	**https://diksha.gov.in/play/content/do_31299449763406643214 14**
12)	**Today I learnt /My take away**	• I have learnt to identify auxiliaries and use them appropriately.

BRIDGE COURSE ACTIVITY: 9

NO	DETAILS	CONTENT
1)	**STD**	**VIII**
2)	**Subject**	**English**
3)	**Learning outcome**	• Understands the various Modal Auxiliary verbs & their uses in language.
4)	**Instructions for teachers**	• The teacher / facilitator will explain various Modal Auxiliary verbs. (Refer the video links given below.) • The teacher / facilitator will give revision to students to identify the various Modal Auxiliary verbs. • Explain the nature of activity. • Encourage the learners.
5)	**Instructions for students**	• Revise various Modal Auxiliary verbs with the help of facilitator/ teacher. • Read the exercise carefully. • Take the help of parents, friends and teachers if necessary.
6)	**Learning Activity**	**Choose the correct modal auxiliary verb from the options given.** 1. You have been riding non-stop for hours. You …… be very tired. a. must b. can c. ought 2. She …… stop walking in the cold weather. a. should b. will c. can 3. I know I left my phone on this table and it is not here now. Somebody …… it. a. must take b. must have taken c. can have taken 4. That …… be true. She will never do something like that. a. can't b. shouldn't c. wouldn't 5. You ……. him a fool. It really upset him. a. needn't call b. couldn't have called c. shouldn't have called 6. The doctor said you……. noteat sweets to control the sugar level. a. dare b. is c. has
7)	**Solved Activity**	**Study the below given solved sentences. (Teacher explains the modals and their functions)** **1.)** May I come in? May – Modal auxiliary; Function – Permission. **2.)** They can swim.

		Can – Modal auxiliary; Function – Ability. **3.)** They might come. Might – Modal auxiliary; Function – Possibility **Teacher can give more examples.*
8)	**Practice**	**Choose the correct modal auxiliary verb from the options given.** 1. You …… nicer to her. She really cares for you. a. can have been b. should have been c. would have been 2. ……. you mind standing up for a moment? a. Would b. Should c. Could 3. That was a bad place to go hiking. You ……. your back. a. should have broken b. could have broken c. should have broken 4. 'Who is at the door?' 'It ……. be the postman.' a. must b. could c. both
9)	**Extension Activity / Parallel Activity / Reinforcement**	**Enlist the Modal Auxiliaries of:** 1. Possibility 2. Certainty 3. Willingness 4. Suggestion 5. Compulsion
10)	**Evaluation**	Frame simple sentences (statements, questions, requests, orders, permissions) using modal auxiliaries.
11)	**E-content / QR Code / Diksha video**	**https://youtu.be/2oumWdjA9hM**
12)	**Today I learnt /My take away**	I have learnt to identify and use various modal auxiliaries.

BRIDGE COURSE ACTIVITY: 10

<table>
<tr><th>NO</th><th>DETAILS</th><th>CONTENT</th></tr>
<tr><td>1)</td><td>STD</td><td>VIII</td></tr>
<tr><td>2)</td><td>Subject</td><td>English</td></tr>
<tr><td>3)</td><td>Learning outcome</td><td>• Frames questions, queries, requests politely.
• Enhances the communication skill.</td></tr>
<tr><td>4)</td><td>Instructions for teachers</td><td>• Explains that modals auxiliaries can be used to frame questions.
• Recalls the list of modal auxiliaries.
• Explains how polite questions can be framed.
• Explains how they make the communication more effective.
• Encourages students to try using them in writing as well as in communication.
• Appreciates their thoughtfulness.</td></tr>
<tr><td>5)</td><td>Instructions for students</td><td>• Listen to the instructions carefully.
• Understand some of the ways to frame polite queries.
• Try to use them in communication effectively.</td></tr>
<tr><td>6)</td><td>Learning Activity</td><td>Listen attentively!

Some of the Modal verbs--- (can, may, shall, will, could, might, should, would)

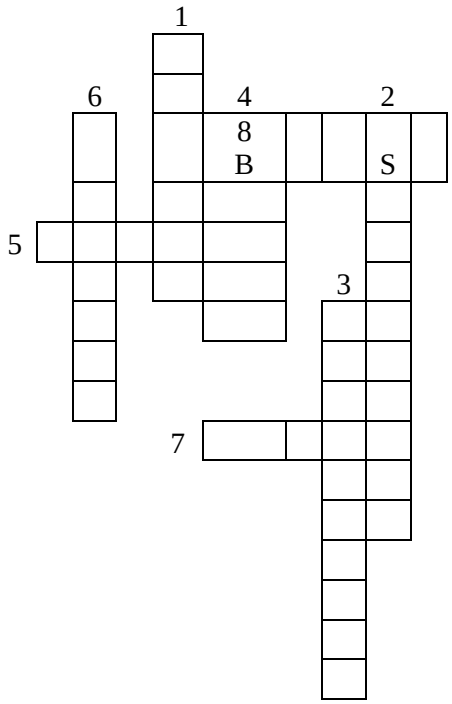
<table>
<tr><th>Statements</th><th>Questions</th></tr>
<tr><td>1. I can give you my opinion.
2. He could not help me.
3. Marjaryasana should be part of your morning yoga routine.
4 It will be a big project.
5 It should get good publicity.</td><td>1. Can’t I give you my opinion?
2. Could he help me?
3. Shouldn’t Marjaryasana be part of our morning yoga routine?
4 Won’t it be a big project?
5. Shouldn’t it get good publicity?</td></tr>
</table>

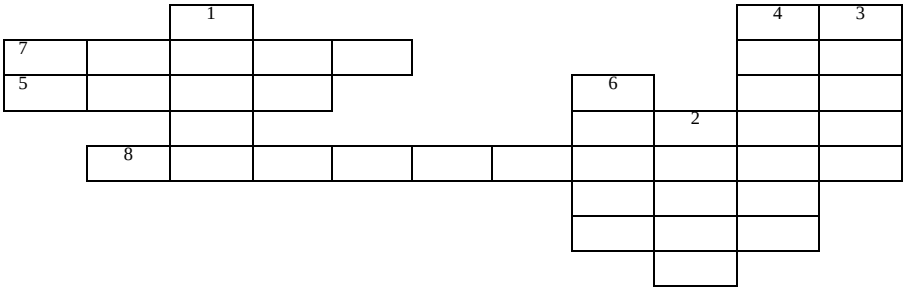
Few more examples of polite requests –

1.) Could I ask you a question?
2.) Could you pass the salt, please?
3.) Would you like a cup of tea?
4.) Can I use your computer, please?
5.) Shall I open the window for you?
6.) Could you please buy some carrots?
7.) May I have the bill, please?</td></tr>
</table>

7)	**Solved Activity**	**Here are the jumbled words. Teacher asks students to rearrange these words to make the polite requests.** 1.) form, you fill in this could please? 2.) telephone may use I the? 3.) have more soup, please Can I? 4.) answer the phone you will please? **Answers** 1.) Could you fill in this form, please? 2.) May I use the telephone? 3.) Can I have more soup, please? 4.) Will you please answer the phone?
8)	**Practice**	**The teacher arranges a group activity. Asks students to state whether the following questions are polite queries/questions or not**. 1.) When will the next bus arrive? 2.) May I read the answer loudly? 3.) Can you show me your diagram? 4.) Who won the match?
9)	**Extension Activity/ Parallel Activity / Reinforcement**	**Pleasure reading (Read with appropriate tone and intonation)** 1.) Do you know, how long will it take to reach the lake? 2.) Won't I handle my duties well? 3.) Can't you believe it? 4.) *Would you please pass the dictionary?* *5.) May I use your computer?* *6.)* **Would you** *carry this for me, please?* *7.)* Shall I carry your bag?
10)	**Evaluation**	Frame as many polite questions as you can, to be asked in the following places. Classroom, library, kitchen, exam hall, railway ticket counter.
11)	**E-content / QR Code / Diksha video**	
12)	**Today I learnt /My take away**	To frame questions and requests using modal auxiliaries.

BRIDGE COURSE ACTIVITY: 11

NO	DETAILS	CONTENT
1)	**STD**	VIII
2)	**Subject**	English
3)	**Learning outcome**	• To understand the various kinds of nouns and their uses. • To develop problem solving attitude. • To design a puzzle. • To refer dictionary and newspaper to find new words and information.
4)	**Instructions for teachers**	• The teacher / facilitator will explain various kinds of nouns. (Refer the Diksha App video links given below.) • The teacher / facilitator will give revision to students to identify the various kinds of nouns. • Explain the nature of activity. • Encourage the learners.
5)	**Instructions for students**	• Revise Nouns and various types of nouns with the help of facilitator/ teacher. • Read the given clues carefully and solve the puzzle. Take the help of parents, friends and teachers if necessary
6)	**Learning Activity**	**Puzzle** **Down** 1.Proper noun- the capital of Maharashtra 2.Common noun- a famous fruit from Mahabaleshwer 3.Abstract noun- your feeling when you are travelling to a new place 4.Proper noun- a woman player, the winner of Wimbledon Championship 2021 6.Collective noun - '_____ of flower' **Across** 5.Uncountable noun – ingredient used to make sweets 7. Plural form of - 'hair' 8. Concrete noun- the thing used to do painting 

7)	**Solved Activity / Demo**	Teacher shares a video link (given below) explaining noun and it's types and revises with students
8)	**Practice**	**Puzzle** – **Down** 1.Proper noun- the capital of India 2.Common noun- a famous fruit relished in the summer season 3.Abstract noun- your feeling when you score good marks 4.Proper noun- a player of Men's Wimbledon Championship 6.Collective noun - '_____ of mountain' **Across** 5.Uncountable noun – ingredient used to make tea 7. Plural form of - 'sheep' 8. Concrete noun- book use to search the meanings of words 
9)	**Extension Activity**	• Make a puzzle to play with your fellow classmates/ friends. • Try to include various types of nouns. • Also frame clues using the general information from your surroundings.
10)	**Evaluation / Parallel Activity / Reinforcement**	Refer your textbook to find more ten nouns and state their types.
11)	**E-content / QR Code / Diksha video**	https://diksha.gov.in/play/content/do_312860716303728640135 67 https://diksha.gov.in/play/content/do_313289260867682304131784
12)	**Today I learnt /My take away**	• The students learn to identify and use the various kind of nouns. • The students learn to solve puzzles. • The students learn to create / design their own puzzles. • The students develop problem solving attitude.

BRIDGE COURSE ACTIVITY: 12

NO	DETAILS	CONTENT
1)	**STD**	**VIII**
2)	**Subject**	**English**
3)	**Learning outcome**	• To understand the various Parts of speech **(Noun, Verb, Adjective and Adverb)** and their uses. • To learn to describe things and individuals. • To refer dictionary and newspaper to find new words and information.
4)	**Instructions for teachers**	• The teacher / facilitator will explain various parts of speech. (Refer the Diksha App video links given below.) • The teacher / facilitator will give revision to students to identify the various parts of speech. • Explain the nature of activity. • Encourage the learners.
5)	**Instructions for students**	• Revise Part of speech with the help of facilitator/ teacher. • Read the given exercise carefully and solve the quiz. • Take the help of parents, friends and teachers if necessary**.**
6)	**Learning Activity**	**Identify the parts of speech (Noun, Verb, Adjective and Adverb) of the underlined word and choose the appropriate answer from the alternatives given below.** 1. I bought a **<u>beautiful</u>** dress at the mall. a. preposition b. noun c. adjective 2. If we finish our work **<u>quickly</u>** we can go to the movies. a. conjunction b. adverb c. verb 3. On Saturdays I **<u>work</u>** from nine to five. a. verb b. preposition c. adverb 4. I want to go to a **<u>university</u>** in the United States. a. adjective b. preposition c. noun 5. I'm sure I've **<u>met</u>** your friend before. a. verb b. interjection c. preposition
7)	**Solved Activity**	Teacher shares the below given link and revises parts of speech.

<table>
<tr><td>8)</td><td>Practice</td><td>
Read the passage and identify these parts of speeches - Noun, Verb, Adjective & Adverb.
Passage –
Socrates was one of the wisest men of the ancient world. Many were the youths whose lives he influenced for the better.

Socrates counselled his disciples to keep their mouths shut – and speak only when absolutely necessary.

“O wise one, how may we know when it is right to speak?” they asked him.
</td></tr>
<tr><td>9)</td><td>Extension Activity /Parallel Activity / Reinforcement</td><td>
Play a game of Name- Place- Animal- Thing with your friends or family members.
<table>
<tr><th>Alphabet</th><th>Name</th><th>Place</th><th>Animal</th><th>Thing</th></tr>
<tr><td>B</td><td>Bindu</td><td>Bihar</td><td>Buffalo</td><td>Bench</td></tr>
</table>
</td></tr>
<tr><td>10)</td><td>Evaluation</td><td>Describe your friend (use adverbs & use adjectives).</td></tr>
<tr><td>11)</td><td>E-content / QR Code / Diksha video</td><td>https://diksha.gov.in/play/content/do_313204836043685888152 04
https://diksha.gov.in/play/collection/do_3130051023466086401 12?contentId=do_312994497501151232 1433</td></tr>
<tr><td>12)</td><td>Today I learnt /My take away</td><td>I have learnt parts of speech (Noun, Verb, Adjective and Adverb).</td></tr>
</table>

BRIDGE COURSE ACTIVITY: 13

NO	DETAILS	CONTENT
1)	**STD**	**VIII**
2)	**Subject**	**English**
3)	**Learning outcome**	• To understand the various Parts of speech **(Preposition, Pronoun, Conjunction and Interjection)** and their uses. • To develop a story. • To refer dictionary and newspaper to find new words and information.
4)	**Instructions for teachers**	• The teacher / facilitator will explain various parts of speech. (Refer the Diksha App video links given below.) • The teacher / facilitator will give revision to students to identify the various parts of speech. • Explain the nature of activity. • Encourage the learners.
5)	**Instructions for students**	• Revise Part of speech with the help of facilitator/ teacher. • Read the given exercise carefully and solve the quiz. • Take the help of parents, friends and teachers if necessary**.**
6)	**Learning Activity**	**Identify the parts of speech (Preposition, Pronoun, Conjunction and Interjection) of the underlined word and choose the appropriate answer from the alternatives given below.** 1 .<u>He</u> runs ten kilo metres every day. a. pronoun b. preposition c. conjunction 2. The cat is hiding <u>behind</u> the curtain. a. preposition b. conjunction c. verb 3. <u>Bravo</u>! They won the tournament. a. interjection b. noun c. adjective 4. Raj <u>and</u> Rohan were very excited. a. conjunction b. preposition c. pronoun 5. Do <u>you</u> like to read? a. noun b. adjective c. pronoun
7)	**Solved Activity**	**Quiz** **Let's play a guessing game!** **WHO AM I?**

		1. **I come before a noun, pronoun & I show position, direction, time & location of an object.** 2. **I join parts of a sentence.** 3. **I take the place of a noun.** 4. **I express emotions.** **Answers: Preposition, Conjunction, Pronoun, Interjection.**
8)	**Practice**	**Identify these (Preposition, Pronoun, Conjunction and Interjection) from the sentences given below by underlining as per the given colour code.** *Example: He knocked on the door but nobody answered.* 1. The old man was sitting under a tree and patiently waiting for his son to arrive. 2. Wow look at the rainbow! 3. All at once his arm shot forward and the harpoon was launched. (teacher can add more sentences)
9)	**Extension Activity / Parallel Activity / Reinforcement**	Tell your own story to your parent/ grandparent using various pronouns, conjunctions and interjections.
10)	**Evaluation**	Frame any five sentences using appropriate preposition to describe the position of various things in your kitchen.
11)	**E-content / QR Code / Diksha video**	https://diksha.gov.in/play/content/do_3132048360436858881520 4 https://diksha.gov.in/play/collection/do_3130051023466086401 12?contentId=do_3129944975011512321433
12)	**Today I learnt /My take away**	I have learnt parts of speech (Preposition, Pronoun, Conjunction and Interjection) and their uses.

BRIDGE COURSE ACTIVITY: 14

<table>
<tr><th>NO</th><th>DETAILS</th><th>CONTENT</th></tr>
<tr><td>1)</td><td>STD</td><td>VIII</td></tr>
<tr><td>2)</td><td>Subject</td><td>English</td></tr>
<tr><td>3)</td><td>Learning outcome</td><td>• To understand the difference between subject and predicate.
• To enhance imagination and creative thinking.</td></tr>
<tr><td>4)</td><td>Instructions for teachers</td><td>• The teacher / facilitator will explain subject and predicate. (Refer the Diksha App video links given below.)
• The teacher / facilitator will give revision to students to identify and classify subject and predicate.
• Explain the nature of activity and game.
• Encourage the learners to solve activity.</td></tr>
<tr><td>5)</td><td>Instructions for students</td><td>• Revise subject and predicate with the help of facilitator/ teacher.
• Read the given clues carefully and solve the activity.
• Take the help of parents, friends and teachers if necessary.</td></tr>
<tr><td>6)</td><td>Learning Activity</td><td>Classify the following sentence into subject and predicate and write them in the respective columns given in the table below.
1. Arya and her brother were sick.
2. I was told that this would not be a problem.
3. Two kinds of worksheets are available.
4. The teacher told the student that there would be a quiz next class.
5. Parag go to your room right now.
6. Kevin talked to his sister and thanked her for her help.
7. Monkeys like potatoes.
8. Bablu was escorted out of the hospital with his parents.
<table>
<tr><th>Sr.No..</th><th>Subject</th><th>Predicate</th></tr>
<tr><td>1</td><td></td><td></td></tr>
<tr><td>2</td><td></td><td></td></tr>
<tr><td>3</td><td></td><td></td></tr>
<tr><td>4</td><td></td><td></td></tr>
<tr><td>5</td><td></td><td></td></tr>
<tr><td>6</td><td></td><td></td></tr>
<tr><td>7</td><td></td><td></td></tr>
<tr><td>8</td><td></td><td></td></tr>
</table></td></tr>
<tr><td>7)</td><td>Solved Activity</td><td>Teacher shares the video link given below and revises how to identify subject and predicate in a sentence.</td></tr>
</table>

8)	**Practice**	**Identify the subject and predicate from the given sentences.** 1. Meeta likes writing about the sounds of birds. 2. Archana doesn't go to crowded places. 3. Her brother copies the sounds of animals. 4. It was raining. 5. Honesty is the best policy. 6. The students were attending the class. 7. The Sun rises in the East. 8. We are your relatives. 9. They have come to participate in the event. 10. Our Indian culture regards guests as gods.
9)	**Extension Activity / Parallel Activity**	**Guessing game:** • Play a guessing game with your family or friends. • You will either say the subject or predicate and will ask the player to guess the remaining part of the sentence.
10)	**Evaluation**	**Complete the below given subjects with appropriate predicates to form meaningful sentences–** **1.) Virat Kohli _____** **2.) Our Parents _____** **3.) A stitch in time _____** **4.) Varsha and Vivek _____** **5.) The moon _____**
11)	**E-content / QR Code / Diksha video**	https://diksha.gov.in/play/content/do_3125153103479193601615 3 https://diksha.gov.in/play/content/do_3126817868385894401366 0
12)	**Today I learnt /My take away**	I learnt to identify and classify subjects and predicates in a given sentence.

BRIDGE COURSE ACTIVITY: 15

<table>
<tr><td>NO</td><td>DETAILS</td><td>CONTENT</td></tr>
<tr><td>1)</td><td>STD</td><td>VIII</td></tr>
<tr><td>2)</td><td>Subject</td><td>English</td></tr>
<tr><td>3)</td><td>Learning outcome</td><td>• To understand the structure of the sentence.
• To learn to frame sentences using the correct structure of the sentence.</td></tr>
<tr><td>4)</td><td>Instructions for teachers</td><td>• The teacher / facilitator will explain the structure of the sentence.
• The teacher / facilitator will give revision to students to frame sentences of their own referring to the structure of the sentence.
• Explain the nature of activity.
• Encourage the learners to frame sentences.</td></tr>
<tr><td>5)</td><td>Instructions for students</td><td>• Revise structure of sentence with the help of facilitator/ teacher.
• Read the given exercise carefully and solve.
• Take the help of parents, friends and teachers if necessary.</td></tr>
<tr><td>6)</td><td>Learning Activity</td><td>Rearrange the below given sentences and write in the appropriate column -

1.) famous him made case that
2.) the house empty rohan found
3.) wall hari green the painted
4.) the matter consider very important
5.) the fence jumped boy the

<table>
<tr><td>Sr. no</td><td>Subject</td><td>Verb</td><td>Object</td><td>Object complement / adverbial</td></tr>
<tr><td>1</td><td></td><td></td><td></td><td></td></tr>
<tr><td>2</td><td></td><td></td><td></td><td></td></tr>
<tr><td>3</td><td></td><td></td><td></td><td></td></tr>
<tr><td>4</td><td></td><td></td><td></td><td></td></tr>
<tr><td>5</td><td></td><td></td><td></td><td></td></tr>
</table>
</td></tr>
<tr><td>7)</td><td>Solved Activity</td><td>Answers

Teacher will share the video link given below and revise</td></tr>
<tr><td>8)</td><td>Practice</td><td>State whether the words in the following sentence are subject/ verb/ object/ adverbial.</td></tr>
</table>

		1. Sheela drinks coffee every day. 2. We know the answer already. 3. Soham puts the books on the table. 4. Hetal visited New Delhi last year. 5. Shekhar meets him often. 6. They killed the beast cruelly. E.g.Answer:1.Sheela drinks coffee everyday. Sheela- subject, drinks – verb, coffee – object, everyday – adverbial.
9)	**Extension Activity / Parallel Activity / Reinforcement**	**Game: Match the Chits** • Make five chits of each subject, verb, object and object complement/ adverbial. Play the 'Match the chits' game to your parent/ friend to make meaningful sentences**.**
10)	**Evaluation**	Pick any five sentences from your favorite lesson from the English textbook and identify the subject, verb, object and object complement/ adverbial from the sentences.
11)	**E-content / QRcode/Diksha video**	https://youtu.be/n6l9JFrEfF8
12)	**Today I learnt /My take away**	• I have understood the structure of the sentence. • I have learnt to frame sentences using the correct structure of the sentence. • I have learnt to identify the object and object complement/ adverbial.

BRIDGE COURSE ACTIVITY: 16

<table>
<tr><th>NO</th><th>DETAILS</th><th>CONTENT</th></tr>
<tr><td>1)</td><td>STD</td><td>VIII</td></tr>
<tr><td>2)</td><td>Subject</td><td>English</td></tr>
<tr><td>3)</td><td>Learning outcome</td><td>Uses first person/third person singular in Simple Present Tense appropriately</td></tr>
<tr><td>4)</td><td>Instructions for teachers</td><td>• Provides situations to students wherein each one of them will speak in first person.
• Asks such questions wherein students will be able to answer in first person.
• Prepares small cards with questions to find it easy to answer.
• Arranges group activity wherein one student asks the questions to his/her partner.
• Then guides it to be answered in third person.
• Reminds them to note the changes that occur in the tense form.</td></tr>
<tr><td>5)</td><td>Instructions for students</td><td>• Listen to the instructions carefully.
• Listen to the questions asked/written by the teacher.
• Answer, beginning with the first person singular that is ‘I’.
• Then try to answer the same questions beginning with the third person singular, that is ‘He’ or ‘She’.
• Notice the change in the tense form.</td></tr>
<tr><td>6)</td><td>Learning Activity</td><td>Complete the table.
<table>
<tr><th colspan="2">First Person Singular
(start answers with ‘I’)</th><th colspan="2">Third Person Singular,
(start answers with ‘He’ or ‘She’)</th></tr>
<tr><td>1) Which sport do you like?
2) Which fruit do you like the most?
3) What do you want to do in the summer holidays?
4) What do you dislike the most?</td><td>I like…
I like…

I want …

I dislike…</td><td>1) Which sport does shelike?
2) Which fruit does he like the most?
3) What does she want to do in the summer holidays?
4) What does he dislike the most?</td><td>She likes…
He likes…

She wants to…

He dislikes…</td></tr>
</table></td></tr>
<tr><td>7)</td><td>Solved Activity</td><td>The teacher reminds students about the changes in the tense form while answering the first person and the third person singular.
<table>
<tr><td>I wakeup early in the morning.</td><td>My friend wakes up early in the morning.</td></tr>
<tr><td>I like to read science fiction.</td><td>My sister likes to read science fiction.</td></tr>
<tr><td>I wish to become a pilot.</td><td>He wishes to become a pilot.</td></tr>
<tr><td>I help my mother in the kitchen.</td><td>Shehelps my mother in the kitchen.</td></tr>
</table></td></tr>
<tr><td>8)</td><td>Practice</td><td>The teacher arranges a pair activity. Asks one student to ask the questions and the partner gives the answers. Then the one who has given the answers,</td></tr>
</table>

<table>
<tr><td></td><td></td><td>will ask questions to his partner.

1.) How do you feel if you lose in a competition? (sad/disappointed/nothing/any other)
2.) How do you feel when soemone praises you? (proud/ happy/ any other?)
3.) How do you feel in a crowded place? (at ease/ afraid/ restless/ any othter)
4.) How do you feel if somebody challenges you? (enthusiastic/ afraid/ nothing/ any other)
5.) How do you feel if somebody cirticizes you? (sad/ angry/ disappointed/ any other)</td></tr>
<tr><td>9)</td><td>Extension Activity / Parallel Activity / Reinforcement</td><td>Read any lesson from your text book and find out the sentences beginning with –

‘I’, ‘He’, ‘She’ and note them in the notebook. See the changes in the verb form.</td></tr>
<tr><td>10)</td><td>Evaluation</td><td>Complete the table using the ‘First person and Third person singular’ in Simple Present Tense. Try to make sentences using the same.
<table><tr><th>Verbs</th><th>I (‘First person)</th><th>Third person (He/ She)</th></tr><tr><td>Sing, get, finish, answer, thank, obey, reply, begin, practise, solve, wash.</td><td></td><td></td></tr></table></td></tr>
<tr><td>11)</td><td>E-content / QR Code / Diksha video</td><td></td></tr>
<tr><td>12)</td><td>Today I learnt /My take away</td><td>I understood the use of first person/third person while communicating as well as writing.</td></tr>
</table>

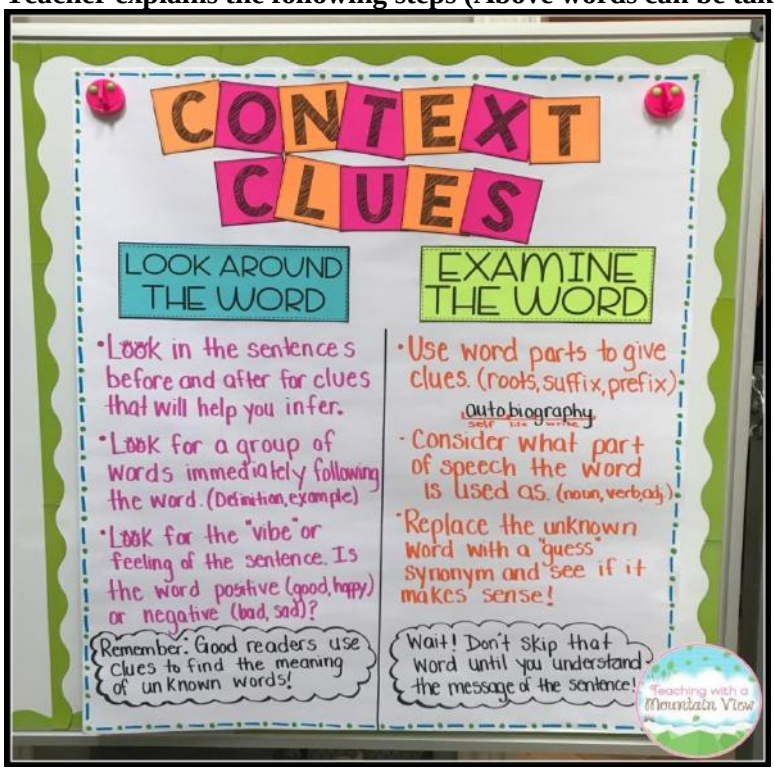
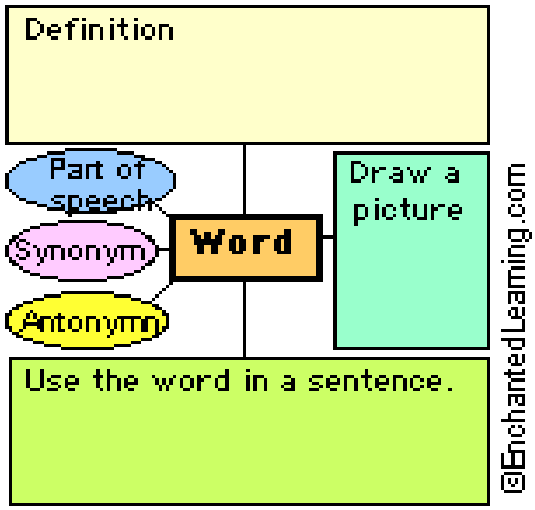
BRIDGE COURSE ACTIVITY: 17

NO	DETAILS	CONTENT
1)	**STD**	**VIII**
2)	**Subject**	**English**
3)	**Learning outcome**	• Understands the transformation of the assertive statements into interrogative sentence.. • Learns to frame questions.
4)	**Instructions for teachers**	• The teacher / facilitator will explain how to transform the assertive statements into questions. • The teacher / facilitator will give revision to students to transform the assertive statements into questions. • Explain the nature of activity. Encourage the learners to frame questions and ask to each other
5)	**Instructions for students**	• Revise transformation of sentence with the help of facilitator/ teacher. • Read the given exercise carefully and solve. • Take the help of parents, friends and teachers if necessary**.**
6)	**Learning Activity**	**Example:** • She is a teacher. (Statement) • Is she a teacher? (Question) **Change the following assertive statements into questions –** 1. She is coming to the party. 2. It is raining heavily. 3. I have been to Simla. 4. I have finished my homework. 5. Mom is cooking dinner. 6. The girls are learning their lessons. 7. She has returned from school. 8. They have accepted the invitation. 9. It is disgusting. 10. Suma can swim.
7)	**Solved Activity/Demo**	**Teacher shows a video and explains the rules of transforming an Assertive sentence to a Interogative sentence.** https://youtu.be/xb0NNcesuEqRCI - video link

8)	**Practice**	**More sentences for practice, teacher can add more sentences.** • **Transform the following statement into questions.** 1. The players are tired. 2. She is in the drawing room. 3. Rahul is walking on his treadmill. 4. The little girl is playing with her doll. 5. I have been to Maharashtra. 6. There are ten apples in the basket.
9)	**Extension Activity / Parallel Activity / Reinforcement**	Frame any five questions and ask your parent/ friend enquiring about their hobbies and interest.
10)	**Evaluation**	Pick any ten sentences from your favorite English story and transform the sentences into questions.
11)	**E-content / QR Code / Diksha video**	https://youtu.be/xb0NNuEqRCI
12)	**Today I learnt /My take away**	I have learnt to transform sentences into questions and use them in my day to day communication.

BRIDGE COURSE ACTIVITY: 18

NO	DETAILS	CONTENT
1)	**STD**	**VIII**
2)	**Subject**	**English**
3)	**Learning outcome**	• To guess the meaning of word/ expression from the context. • To develop reading habit.
4)	**Instructions for teachers**	• The teacher / facilitator will explain how to guess the meaning of word/ expression from the context. • Read the passage and ask highlight the new /difficult words . • Introduce the new word-(follow the below given steps) • Say the word with correct pronunciation • Write the word or spell it out. • Motivate them to guess the meaning • Give a student-friendly definition. • Give multiple meaningful examples • Encourage them to give examples • Associate the words with the context • Reinforce by asking students to frame sentences, replace with synonyms or give their antonyms. • Make use of graphic organizers as given below. • Introduce about 10 to 12 new words at a time.
5)	**Instructions for students**	• Revise various words and meanings with the help of facilitator/ teacher. • Read the exercise carefully. • Take the help of parents, friends and teachers if necessary.
6)	**Learning Activity**	**Teacher reads the passage or asks a student to read.** **Asks the students to highlight new words.** **Passage no 1.** When Amit got to the park it was filled with people holding garbage bags. A lot of his friends were there and so were some of his teachers. His friend Babita said "Everyone is pitching in and cleaning the park today." She asked Amit if he would help. Amit said, "Sure," and asked for a garbage bag. There was garbage everywhere. Amit picked up candy wrappers, juice pouches, newspapers and apple cores. It was really gross. After an hour he had filled three garbage bags. His friends filled a lot of garbage bags too. When everyone was finished, one of the teachers loaded the garbage bags into his pick -up truck to take them to the dump. The park looked great. They put signs around the park that read, "Please place garbage in garbage cans and help to keep the park clean." **Teacher follows the above given steps the and guides students to solve the activity:** **Activity 1 –** **Guess the meanings of the following and choose the correct meaning from the bracket.** 1. gross - (total / unacceptable) 2 to pitch - (doing their bit to do a particular task / preparing a flat surface for playing) 3. garbage - (rubbish or waste / furniture) 4.park - (to leave a vehicle at a place for sometime / a public area of land) 5.wrappers - (a piece of paper or plastic covering / a person who performs rap music)

7)	**Solved Activity**	**How to guess the meaning of a word –** **Teacher explains the following steps (Above words can be taken as examples)**  ***The following table also can be used.*** 
8)	**Practice**	Choose any 5 new words from a lesson in English.try to guess the meanings using the above steps. You can use the above given table also.
9)	**Extension Activity**	Read a passage from a magazine or newspaper and guess the meanings of the new words.
10)	**Evaluation**	Make meaning full sentences of your own from the new words or expression mentioned in Passage no 1.
11)	**E-content / QRcode/Diksha video**	
12)	**Today I learnt /My take away**	The students learn to identify the meaning of the new words or expression and their uses in sentences.

BRIDGE COURSE ACTIVITY: 19

<table>
<tr><th>NO</th><th>DETAILS</th><th>CONTENT</th></tr>
<tr><td>1)</td><td>STD</td><td>VIII</td></tr>
<tr><td>2)</td><td>Subject</td><td>English</td></tr>
<tr><td>3)</td><td>Learning outcome</td><td>• Understands the suggested / implied meaning.
• Enhances the vocabulary.</td></tr>
<tr><td>4)</td><td>Instructions for teachers</td><td>• Explains the meaning of idioms.
• Quotes some of the simple idioms.
• Explains how idiomatic expressions enrich one’s way of expression.
• Explains how they are helpful in expressing complex ideas in a beautiful manner.
• Encourages students to try using them in writing as well as in communication.
• Appreciates their attentiveness.</td></tr>
<tr><td>5)</td><td>Instructions for students</td><td>• Listen to the instructions carefully.
• Listen to the interesting information given by the teacher.
• Understand how some of the expressions beautify your speech as well as writing.
• Try to use the idioms effectively.</td></tr>
<tr><td>6)</td><td>Learning Activity</td><td>Listen attentively and fill in the blanks.

<table>
<tr><th>Idioms</th><th>Implied/suggested meaning</th></tr>
<tr><td>On cloud nine
Beat around the bush

Fish out of water
Beat the clock

Eager beaver
Eye-catching
Golden opportunity

The apple of your eye.</td><td>Being very happy
To avoid talking about what’s important
To be out of your comfort zone.
Do something quickly before it's too late.
Enthusiastic and hard worker.
Tending to attract attention.
A very good opportunity that may never present itself again.
The person who you are very fond of.</td></tr>
</table>

The teacher helps students to select the correct answers from the table given above and fill in the blanks.

1.) This is one --------- we must not waste.
2.) When my friend first moved to the big city from the countryside, he was like a -----.
3.) My granddaughter is the ----------.
4.) This place is on the top of a small hill with --------- scenery.</td></tr>
</table>

<table>
<tr><td>7)</td><td>Solved Activity</td><td>Some of the idioms and their meanings are given below. Teacher makes two groups. Group A reads the idioms loudly and group B reads the meanings loudly.

<table><tr><td>1.) Birds of A Feather

2.) Early Bird

3.) To Have Butterflies In Your Stomach

4.) Goose Bumps

5.) Spread One's Wings</td><td>1.) People having similar characters, interests

2.) Someone who does something earlier to the usual time, or someone who gets up early.

3.) To be nervous

4.) If you get goose bumps, the hair on your skin stand up when you are cold, frightened, or excited.

5.) To become more independent and confident</td></tr></table></td></tr>
<tr><td>8)</td><td>Practice</td><td>The teacher arranges a group activity. Asks one group to read out the idioms from the table given in Learning Activity and the other group fills in the given blanks and reads out the sentences.

1. He was on ---------- after winning the marathon.
2. They packaged their candy in ------- wrappers.
3. Don't -------- and tell me frankly why you didn’t complete the project.</td></tr>
<tr><td>9)</td><td>Extension Activity / Parallel Activity Reinforcement</td><td>Pleasure reading.

<table><tr><td>1Green thumb
2 Like there's no tomorrow
3 Make a long story short
4 Make my day
5 Pass with flying colours
6 Sit on the fence
7 Sour grapes
8 Waiting in the wings.
9 White elephant</td><td>1 Ability to make plants grow or be good at gardening
2 Do something fast or energetic, as if it were the last opportunity to do so.
3 Come to the point without extra or unnecessary details.
4 Something that makes me very happy or satisfies me.
5 Pass with a high score.
6 Unable or unwilling to choose or make a decision.
7 Pretending to dislike something you cannot have
8 Waiting for an opportunity to take action
9 Expensive item that's costly to maintain and not particularly useful</td></tr></table></td></tr>
<tr><td>10)</td><td>Evaluation</td><td>Frame sentences of your own using any 5 of the above idiomatic expressions mentioned in activity 9.</td></tr>
<tr><td>11)</td><td>E-content / QR Code / Diksha video</td><td></td></tr>
<tr><td>12)</td><td>Today I learnt /My take away</td><td>I learnt the implied meaning of idiomatic expressions while communicating as well as writing.</td></tr>
</table>

BRIDGE COURSE ACTIVITY: 20

NO	DETAILS	CONTENT
1)	**STD**	**VIII**
2)	**Subject**	**English**
3)	**Learning outcome**	• Reads simple passages on familiar topics. • Understands its importance in communicating one's feelings appropriately.
4)	**Instructions for teachers**	• Provides the passages to students. • Encourages students' participation. • Helps students to find the correct answers. • Encourages students to express their opinion.
5)	**Instructions for students**	• Read the passages loudly. • Answer the questions after comprehending the meaning. • Express your opinion.
6)	**Learning Activity**	**Read the passage and share the answers with your partners.** **Passage A** When many of us think of nature, we don't have images of a large city, but nature does exist in cities too. Nature is everywhere, so it exists in parks, in plant-holders, on apartment balconies, and even in the weeds that break through the concrete parking lots. As our world is becoming more modernized and industrialized, it is becoming increasingly important to protect what remains of nature in our cities. Natural areas within the city improve our lives in many valuable ways. First, trees provide shade in summer and offer protection in winter. As a result, planting and maintaining trees, reduces our demand for heating and air-conditioning. Second, wetlands usually located nearby rivers and streams, are also vital to our environment. These wetlands are important because they absorb dangerous pollutants before they enter sources of our drinking water. Finally, having plenty of well-maintained natural areas that provide us with the opportunity to participate in many outdoor activities that reduce our level of stress and increase our level of fitness. **Questions –** 1. Where do we find nature in the cities? 2. Why are the wet lands important? 3. Do you like outdoor games?
7)	**Solved Activity / Demonstration**	• The teacher selects a paragraph from the text book and asks questions based on it. • She demonstrates how students should find answers and asks them to respond orally.
8)	**Practice**	**Read the passage and share the answers with your partners.** **Passage B** Noise pollution is basically any form of noise which is likely to disturb the normal functioning of any natural ecosystem or some human community. Noise pollution is not only causing health damage, but also has huge negative impact on the environment too! In fact, Wildlife faces far more problems than humans because of noise pollution since they are more dependent on sound. Animals develop a better sense of hearing than us since their survival depends on it. Some of the major impacts of noise pollution on wild life are: Pets react more

<table>
<tr><td></td><td></td><td>aggressively in households where there is constant noise. They become confused more easily and face many behavioural problems. In nature, animals may suffer from hearing loss, which makes them easy prey and leads to their populations growing smaller. Some animals become inefficient at hunting, disturbing the balance of the eco-system. Some wild animals require sound waves to echo-locate and find their way when migrating. Disturbing their sound signals means they get lost easily and do not migrate where they should.

Questions –

1. How does the noise pollution affect animals ?
2. What is noise pollution?
3. Is it different from other pollutions?</td></tr>
<tr><td>9)</td><td>Extension Activity / Parallel Activity / Reinforcement</td><td>Prepare some of the dos and don’ts on the following topics:
(one is done for you)

1.) Protect our Nature

<table><tr><th>Dos</th><th>Don’ts</th></tr><tr><td>1 Plant trees</td><td>1Don’t dump garbage in the river water.</td></tr></table>
2.) Control Noise Pollution

<table><tr><th>Dos</th><th>Don’ts</th></tr><tr><td></td><td></td></tr></table></td></tr>
<tr><td>10)</td><td>Evaluation</td><td>Write down a small paragraph about the ill effects of pollution</td></tr>
<tr><td>11)</td><td>E-content / QR Code / Diksha video</td><td></td></tr>
<tr><td>12)</td><td>Today I learnt /My take away</td><td>• I developed the habit of reading and understood the importance of reading simple and informative pieces.
• I gained confidence to express my opinion to others.</td></tr>
</table>

BRIDGE COURSE ACTIVITY: 21

NO	DETAILS	CONTENT
1	**STD**	**8th**
2	**Subject**	**English**
3	**Learning outcome**	• Communicates one's feelings /emotions appropriately in one or two lines. • Using Role Play technique • Frames Dialogues
4)	**Instructions for teachers**	• Read, understand and enact the following role-play. • Present the dialogues by using the appropriate expressions. • Drive the students attention to how the characters feel and express their emotions Teacher explains the need to express ourselves for effective1 communication
5)	**Instructions for students**	• Read, understand and enact. • Think upon the role-plays and prepare your own dialogues by using the given appropriate expressions.
6)	**Learning Activity**	**Teacher assigns roles to students and asks them to present.** Doctor: Hello! What can I do for you? Patient: Good Morning Doctor. I don't feel good. Doctor: Come and sit here. Doctor: Open your mouth. Doctor: Since how long are you not feeling well? Patient: Science yesterday Doctor: NO problem. Did you have motions yesterday? Patient: NO Doctor. Not so freely. Patient: Doctor I feel weak and do not feel like eating. Doctor: Ok. Ans what else? Patient: I feel like vomiting. Doctor: Do you drink a lot of water? Patient: No Doctor, I don't have water too much Doctor: Did you took any medicine? Patient: Yes Doctor, I took a Crocin. Doctor: Who asked you to take it? Patient: No one Doctor I took it myself.
7)	**Solved Activity/Demonstration**	• Teacher can demonstrate a role play/monologue assuming the part of any one character and present it. • Any available resource can be used . • For example - Text page 99 - Papa Panov's dialogues)

8)	**Practice**	• Teacher asks the following questions OR • Teacher can set up a conversation between students. **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? • Students can then attempt to write the conversation in dialogue form.
9)	**Extension Activity/Parallel Activity/Reinforcement**	**Use the following expressions and frame simple dialogues –** 1) Oh! 2) Alas! 3) Oh, my goodness Hurrah! 4) Bravo! 5) Congratulations!
10)	**Evaluation**	**Present any one dialogue with your friend by using any of the word given below –** 1) Oh no! 2) Excellent! 3) Well-done! 4) Great!
11)	**E-content / QR Code / Diksha video**	-
12)	**Today I learnt /My take away**	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

BRIDGE COURSE ACTIVITY: 22

NO	DETAILS	CONTENT
1)	**STD**	**VIII**
2)	**Subject**	**English**
3)	**Learning outcome**	• Write dialogues from a story and story to dialogue.
4)	**Instructions for teachers**	• Asks students to read out the story loudly. • Explains the meaning of the new words in course of reading. • Ensures students enjoy listening to the story. • Arranges group activity wherein students participate in the dialogue. • Appreciates them for their participation.
5)	**Instructions for students**	❖ Listen to the loud reading carefully. ❖ Listen to the questions asked/written by the teacher. ❖ Respond to the questions. ❖ Participate in the dialogue.
6)	**Learning Activity**	**Listen to the story. Complete the dialogues to bring out the story and suggest another suitable title.** **Friend In Need Is Friend Indeed** A herd of elephants looking for water passed through a deserted city that was occupied only by mice. The mice, afraid of being crushed by the large herd, requested the elephants to take a different path. This request was kindly approved by their leader. Years later, the mice heard of the elephants that the King's hunters have captured for his army. All of the mice rush to help them. They chew up the ropes tying the elephants and set them free. Thus the mice and that elephants continue to remain strong friends of each other through out their life. **Friend In Need Is Friend Indeed** **The leader elephant**: Hello my dear friends, all of us are tired of walking, I know. **Bholu (the youngest elephant):** Oh**,** we're not only tired but very thirsty also. **The leader elephant:** Yes, I'm aware. Look here we are at the gate of a city. There is a big lake in the center of the city. There are two roads. We'll take the main road.We'll go there and drink water and can rest as much as we want. **Chatur (the wisest of all elephants):**And I know this city is deserted. So nobody will bother us when we go to the lake. **Bholu (the youngest elephant):**Yeh! I'll splash water on everybody. I'll splash, I'll enjoy. **Chintu** (the smartest of all mice): Oh leader come quickly. See a huge herd of huge elephants is entering the city. They're approaching the main road. All of our mice are enjoying the funfair organized on the main road of the city. **The leader Mouse:** We should stop them at once. They must be heading towards the city lake. **The leader elephant**: Look! A team of mice is running towards us. All of you stop. Stop at once I say. **The leader Mouse:** Oh dear elephant Leader**,** accept my greetings**.** I welcome you to the deserted city. But I wish to make one request. Our Harvest funfair is going on, on the main road of this city. I request you to take the second root…
7)	**Solved Activity**	**Listen to the story. Complete the dialogues to bring out the story.** **and suggest a suitable title.** Once on a bright summer's sunny day, a Grasshopper was singing then he saw an Ant working hard to collect food, the grasshopper said, "Why do you work so hard in summers? Summers are for fun, relaxation and enjoyment. Come let us sing and enjoy". .But Ant said, "I am collecting food for the winters and I recommend you to do the same." Grasshopper said, "We have got plenty of food at present. Why bother about winter now?" The Ant ignored him and went on its way. When the winter came grasshopper had no food to eat. He saw that Ant and begged for food, but she said, "When I worked hard, you enjoyed". Then grasshopper learned his lesson the hard way. **The Wise Ant** **Grasshopper**: Dear ant what are you busy in?

		Ant: I'm collecting food. **Grasshopper**: But it's a beautiful summer. See, I'm enjoying it. I'm singing songs as I'm enjoying the summer. Why do you work so hard in summers? **An**t: Let me work. I'm collecting food. **Grasshopper**: Summers are for fun, relaxation and enjoyment. Come let us sing and enjoy. **Ant:** I am collecting food for the winters. **Grasshopper**:"We have got plenty of food at present. Why bother about winter now?" **Ant:**Don't you know winter will be too cold to grow any food. So I am collecting food for the winters and I recommend you to do the same." **Grasshopper**: I don't want to waste my precious opportunity of enjoyment. **Ant:** Ok.At least let me continue my work. Don't disturb me. (Days passerby quickly and winter set in. Trees were bare of leaves. Grasshopper couldn't find any food though he searched and searched. He went to the ant.) **Grasshopper**:Oh ant please help me**.** I'm starving.Give me some food**.** **Ant:**I'd warned you again and again. But you didn't listen to me. When I worked hard, you enjoyed. Now I can't help you. (Grasshopper left in disappointment. He had learned his lesson the hard way.)
8)	**Practice**	• The teacher arranges a group activity. • Gives some children's stories to the students. • Guides them to change them into dialogue form.
9)	**Extension Activity / Parallel Activity Reinforcement**	• Take some story from your Marathi book and change into a dialogue form. • Enact the story written in the dialogue form.
10)	**Evaluation**	• I can transform stories taken from languages other than English to English? • I can change them into a dialogue form?
11)	**E-content / QR Code / Diksha video**	-
12)	**Today I learnt / My take away**	I learnt the art of writing dialogues from a story and story from a dialogue.

BRIDGE COURSE ACTIVITY: 23

<table>
<tr><th>NO</th><th>DETAILS</th><th>CONTENT</th></tr>
<tr><td>1)</td><td>STD</td><td>VIII</td></tr>
<tr><td>2)</td><td>Subject</td><td>English</td></tr>
<tr><td>3)</td><td>Learning outcome</td><td>• Thinks critically about what he/she has heard or read.
• Verifies information being presented with his / her own observation.
• Decides whether it is true or false, logical or illogical.</td></tr>
<tr><td>4)</td><td>Instructions for teachers</td><td>• Encourages loud reading.
• Ensures that all students listen carefully.
• Explains meaning of new words wherever necessary.
• Matches students' answers with the correct answers.
• Appreciates students for their effort.</td></tr>
<tr><td>5)</td><td>Instructions for students</td><td>• Read the information carefully.
• Listen to the loud reading attentively.
• Think critically and complete the table.
• Discuss their answers and ask doubts.</td></tr>
<tr><td>6)</td><td>Learning Activity</td><td>Read the passage carefully and complete the table.

Tips for Healthy Eating
Take smaller bites and chew down each bite thoroughly. Research shows that people who eat slowly and chew their food properly consume fewer calories and have lower body weight. Eating slowly can also improve digestion. Avoid skipping meals, especially breakfast as this often leads to overeating in the next meal. Avoid excessive salt consumption. Eat leafy vegetables daily. You can eat them raw in salads or cook them in curries. Fresh fruits are best things to eat. Sugar occurs naturally in many food items. These include fruits, vegetables, grains, and dairy products. We get all the sugar we need from these foods. Many foods have added sugar. Avoid eating such food items. Eat together at least once or twice a week — more often is better. Eat without screens or phones at the table. Eating for the environment can help prevent climate change. So eat less packaged foods, eat less animal meat.
(Put it in the right columns:Eat foods that have added sugar, eat fresh fruits, skip breakfast, avoid excessive salt consumption, take smaller bites and chew down each bit thoroughly, eat leafy vegetables rarely, eat slowly, eat less packaged foods, eat without screens or phones at the table)
<table><tr><th>Good for Health</th><th>Injurious to Health</th></tr><tr><td></td><td></td></tr></table></td></tr>
<tr><td>7)</td><td>Solved Activity</td><td>Teacher will read the passage given below and ask the students to complete the table –

It has been always said that good habits lead to a good life. Since our birth, our parents start teaching us good habits because they want us to be a good human. It's always good to apply good habits in your life because they can make your life more hygienic, simple and enjoyable. You should always follow good habits like sleep early, wake up early, brush your teeth daily, have a bath daily, wash your hands after and before eating, avoiding junk food and so on. Putting yourself into bad habits means inviting many germs and diseases in your life. You will always be troubled and won't live a healthy and happy life. Habits always express your character. You show what type of human you are by your habits. Shouting unnecessarily, not respecting elders, not obeying rules are the characteristics of a person with bad habits. Nobody will like to have a conversation with a person who has bad habits. A person with good habits on the other hand will be liked by everyone.</td></tr>
</table>

<table>
<tr><td></td><td></td><td>
<table>
<tr><th>No.</th><th>Consequences of Good habit</th><th>Consequence of Bad habit.</th></tr>
<tr><td>1.</td><td>Good habits lead to a good life.</td><td>Invites many germs and diseases in our life.</td></tr>
<tr><td>2.</td><td>They can make your life more hygienic, simple and enjoyable.</td><td>You will always be troubled and won't live a healthy and happy life.</td></tr>
</table>
*More points can be added by the teacher/students.
</td></tr>
<tr><td>8)</td><td>Practice</td><td>1. Students try to rearrange the jumbled words and try to make meaningful sentences.
2. Teacher will form two groups. Group A will rearrange the jumbled words and make meaningful sentences. Group B will say whether it's 'good or injurious habit for health'
<table>
<tr><th>Group A</th><th>Group B</th></tr>
<tr><td>1. properly your clean hands.
2. active be.
3. vaccinated get.
4. mouth coughing or sneezing cover your when
5. traffic follow laws.</td><td>1.
2.
3.
4.
5.</td></tr>
</table>
</td></tr>
<tr><td>9)</td><td>Extension Activity / Parallel Activity / Reinforcement</td><td>Write a letter for your younger brother/ sister about 'Secrets of Good Health.'</td></tr>
<tr><td>10)</td><td>Evaluation</td><td>Observe the given picture and write a paragraph on the consequences of his actions.

</td></tr>
<tr><td>11)</td><td>E-content / QR Code / Diksha video</td><td>-</td></tr>
<tr><td>12)</td><td>Today I learnt /My take away</td><td>I learnt the importance of observation and critical thinking.
I also learnt the importance of good habits.</td></tr>
</table>

BRIDGE COURSE ACTIVITY: 24

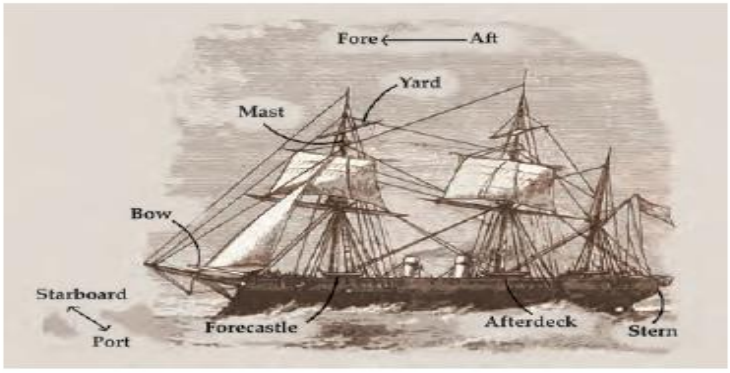
<table>
<tr><th>NO</th><th>DETAILS</th><th>CONTENT</th></tr>
<tr><td>1)</td><td>STD</td><td>VIII</td></tr>
<tr><td>2)</td><td>Subject</td><td>English</td></tr>
<tr><td>3)</td><td>Learning outcome</td><td>• To develop the study skills of labelling.
• To enhance the vocabulary of students.</td></tr>
<tr><td>4)</td><td>Instructions for teachers</td><td>• The teacher / facilitator will explain the importance of appropriate labelling of diagrams.
• Refer the video link given below.
• The teacher / facilitator will give revision to students to label a few objects/diagrams.
• Explain the nature of activity.</td></tr>
<tr><td>5)</td><td>Instructions for students</td><td>• Observe the diagrams or objects carefully and discuss with peer/ facilitator/ teacher.
• Read the activity instructions carefully.
• Take the help of parents, friends and teachers if necessary.</td></tr>
<tr><td>6)</td><td>Learning Activity</td><td>Q. Observe and label the following diagram of a computer.

Match the labels / words with their meanings:



Match the labels / words with their meanings:

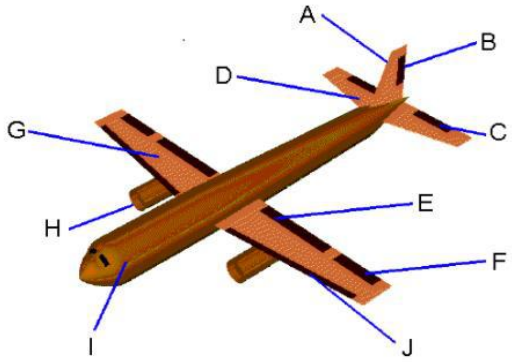
<table>
<tr><td>Words</td><td>Meanings</td></tr>
<tr><td>1- Monitor</td><td>a Output device to generate audio.</td></tr>
<tr><td>2 - Speaker</td><td>b Input device to move cursor and used for selection of text.</td></tr>
<tr><td>3 – Keyboard</td><td>c Input device used for typing.</td></tr>
<tr><td>4 – Mouse</td><td>d A tray to run/play the Compact Disk.</td></tr>
<tr><td>5 - CPU (Central Processing Unit)</td><td>e The brain of the computer which does all logical operations.</td></tr>
<tr><td>6 -CD Drive</td><td>f Screen of the computer.</td></tr>
</table></td></tr>
<tr><td>7)</td><td>Solved Activity</td><td>Q. Observe the picture and carefully. Match the words(labels) and the words given in the following table.</td></tr>
</table>



Words	Meaning
1. yard	(a) a floor, flat area built on a ship
2. mast	(b) the forward part of the main body of a ship
3. bow	(c) the forward part of a deck
4. deck	(d) tall, upright pole on a ship
5. forecastle	(e) a pole slung across a ship's mast. A sail hangs from a yard.
6. starboard	(f) the rearmost (back) part of a ship
7. stern	(g) the part which is always at the front while the ship is sailing.
8. afterdeck	(h) the right-hand side of a ship as one faces forward
9. fore	(i) an open deck near the back

Answer: 1-e, 2-d, 3-g, 4-b, 5-a, 6-h, 7-f, 8-i, 9-c

8) Practice



Q. Label the parts of the diagram of an aeroplane given above.

Answer:

A- Vertical Stabilizer	B- Rudder	C-Elevator	D- Horizontal Stabilizer
E-Flap	F- Alleron	G-Wing	H-Turbine Engine
I –Cockpit	J-Slats		

9) Extension Activity / Parallel Activity / Reinforcements

- Refer the video given below.
- Refer the above Practice Activity and describe the aeroplane and its parts in 8 – 10 sentences of your own.

10) Evaluation

- Draw a diagram of your bicycle and label the parts.

11) E-content / QRcode/Diksha video

https://youtu.be/ZHL5MtAcGaQ

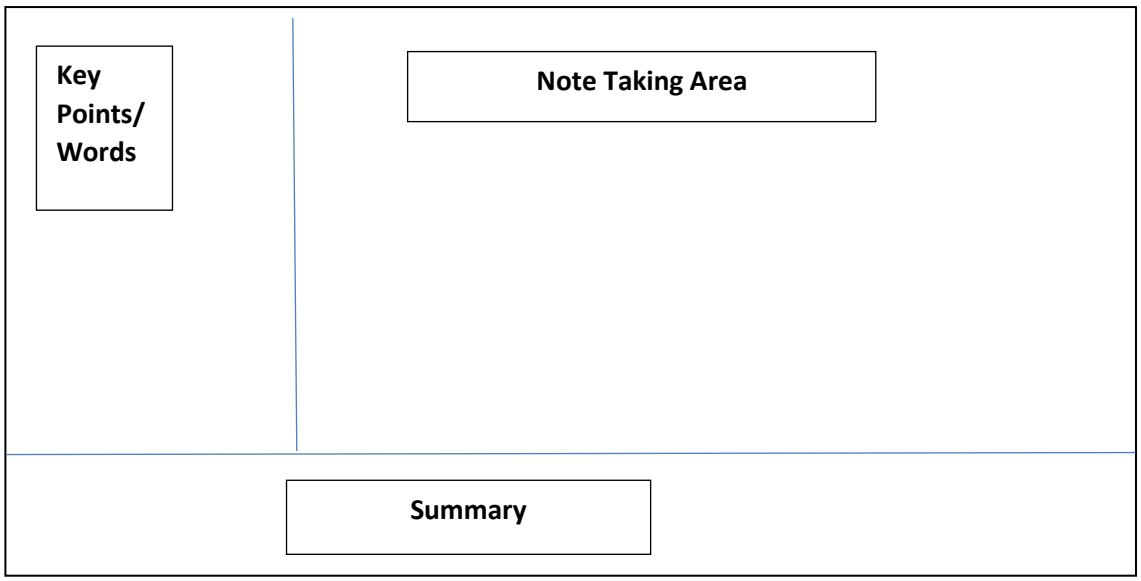
12) Today I learnt /My take away

- I learnt the study skills of appropriately labelling objects/ diagrams.
- I have learnt new vocabulary and the use of the words in sentences.

BRIDGE COURSE ACTIVITY: 25

NO	DETAILS	CONTENT
1)	**STD**	**8th**
2)	**Subject**	**English**
3)	**Learning outcome**	Describes things, people, situations, emotions etc. broadly
4)	**Instructions for teachers**	• Teacher should keep pictures from the text, newspaper or magazine handy. • Keep a list of events or situations • Previous day ask students to make a list of adjectives. • Encourage the students to describe the given pictures/events confidently. • Teacher should make it a practice to ask students to describe the pictures of the lesson they plan to take.
5)	**Instructions for students**	• Listen to the teacher's instructions. • Take teacher's /friends help. • Use appropriate language for description. • Choose any thing, people, situation, emotions and describe in detail.
6)	**Learning Activity**	• Place a situation before the students and ask them to describe what they will do in that particular situation. (facing an accident, on seeing a wounded pet, witnessing a quarrel among friends) • Show any picture and ask students to describe. • They can start with words and then let them form sentences.
7)	**Solved Activity**	• Students will see a demo video of giving detail description. – https://youtu.be/4JAQcGuyJxs
8)	**Practice Activity**	• Practice describing classroom, school, things in school bag etc. • Ask the students to choose any topic of their interest and describe it in detail. • Ask the students to make a list of some simple describing sentences.
9)	**Extension Activity / Parallel Activity / Reinforcement**	• Call your friend and describe how you celebrate your favourite festival. • Any to an be given as per the interest of the students
10)	**Evaluation**	**Write a short description on any one of the following –** • Describe a best friend • Describe a game
11)	**E-content / QR code/Diksha video**	https://youtu.be/4JAQcGuyJxs
12)	**Today I learnt /My take away**	To describe things/events and in the process I became confident about speaking skills.

BRIDGE COURSE ACTIVITY: 26

NO	DETAILS	CONTENT
1	**STD**	**8th**
2	**Subject**	**English**
3	**Learning outcome**	• Students understand the mode of communication and learn to prepare notes on their own.
4)	**Instructions for teachers**	• Teacher gives instructions to students. • Listen to the video • Listen carefully to what you are listening. • Make notes as you listen to the teacher.
5)	**Instructions for students**	• Listen to teacher's instructions • Click the link and watch the video • Then put the points in the given columns
6)	**Learning Activity**	**Listen to the instructions given by the teacher carefully and add points in the table as given below:** **Online learning- Advantages -** https://www.youtube.com/watch?v=1SZle1skb84 *Teacher can pause the video in between and guide the students. 

7.)	**Solved Activity**	**Listen to the instructions given by the teacher carefully and add points in the table as given below:** Think before you Speak: https://youtu.be/86S8KZAJtfU **Key Words** Sunny reserved explained problem **Note Taking Area** • The day was sunny • Tickets were reserved. • Old man and his young Grandson • Blind Grandson • Operated upon and recovered • Saw the scenes for the first time. **Summary** Once an old man entered a train with a young boy. The boy was very excited with every little thing he saw. A group of young boys made fun of him. One of them happened to ask if his son was mad. He explained that he had just regained his eyesight and was seeing things for the first time. The boys realized that next time 'They should think before they speak'

8)	**Practice**	**Listen to the instructions given by the teacher carefully and add points in the table as given above:** (Teacher can select any video as per the student's interest or even read out a paragraph)
9)	**Extension Activity / Parallel Activity / Reinforcement**	Write notes for any Science / History class that you may attend.
10)	**Evaluation**	Prepare notes for any one English lesson from your text in the format of the table given above.
11)	**E-content / QR code/Diksha video**	https://www.youtube.com/watch?v=1SZle1skb84 https://youtu.be/86S8KZAJtfU
12)	**Today I learnt /My take away**	I learnt how to prepare notes in class on my own.

BRIDGE COURSE ACTIVITY: 27

<table>
<tr><th>NO</th><th>DETAILS</th><th>CONTENT</th></tr>
<tr><td>1</td><td>STD</td><td>8th</td></tr>
<tr><td>2</td><td>Subject</td><td>English</td></tr>
<tr><td>3</td><td>Learning outcome</td><td>• Summarizes orally and in writing a given passage.</td></tr>
<tr><td>4)</td><td>Instructions for teachers</td><td>• Teacher gives instructions to the students and forms groups.
• Explains the steps of summary writing
• Provides a table for better understanding of summary writing.</td></tr>
<tr><td>5)</td><td>Instructions for students</td><td>• Listen carefully and put the points in the given table.
• Understand what the passage talks about.
• Main idea should be included.
• Write important information
• Use own words while writing.</td></tr>
<tr><td>6)</td><td>Learning Activity</td><td>Summary writing helps students develop skills like:

Evaluate: separate the important from unimportant

Organize: create text with a logical order

Vocabulary: expand word knowledge

Clarity: write clear text focused on one idea

Read the story “The Souvenir” from the Standard VII textbook Page.24 and complete the below table.
<table>
<tr><th>Main Idea</th><th>Analyze</th><th>Conclude</th><th>Tighten</th></tr>
<tr><td>Purpose</td><td>What is important?</td><td>End</td><td>Edit text to remove unnecessary words</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table>
</td></tr>
</table>

<table>
<tr><td>7)</td><td>Solved Activity</td><td>Read the story ‘ Papa Panov’s Special Christmas’’ from the Standard VII textbook Page.99

<table>
<tr><th>Main Idea</th><th>Analyze</th><th>Conclude</th><th>Tighten</th></tr>
<tr><td>Purpose</td><td>What is important?</td><td>End</td><td>Edit text to remove unnecessary words</td></tr>
<tr><td>Care for others</td><td>Teaches us to always think about others</td><td>Always hope for the best</td><td>Rewrite and remove unnecessary words</td></tr>
</table>
Write the summary by including all the points and using only necessary words.</td></tr>
<tr><td>8)</td><td>Practice</td><td>Listen to how to write a summary. You can use the link given below.
Select any favorite lesson of yours and write its summary.</td></tr>
<tr><td>9)</td><td>Extension Activity / Parallel Activity / Reinforcement</td><td>Collect 2 stories or paragraphs and then try to summarize them for practice.</td></tr>
<tr><td>10)</td><td>Evaluation</td><td>Write a summary of the student’s message to their parents on Page 19 of your textbook.</td></tr>
<tr><td>11)</td><td>E-content / QR code/Diksha video</td><td>https://youtu.be/AEwmts9MqGs

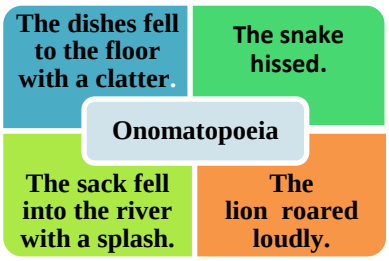
https://youtu.be/iRiX4JNfpLl</td></tr>
<tr><td>12)</td><td>Today I learnt /My take away</td><td>I learnt to write a clear & concise summary</td></tr>
</table>

BRIDGE COURSE ACTIVITY: 28

NO	DETAILS	CONTENT
1)	**STD**	**VIII**
2)	**Subject**	**English**
3)	**Learning outcome**	Learns and identifies the literary devices such as alliteration, onomatopoeia & consonance.
4)	**Instructions for teachers**	• Encourages loud reading. • Ensures that all students listen carefully. • Points out the literary devices. • Matches students' answers with the correct answers.
5)	**Instructions for students**	• Listen to the loud reading attentively. • Recall the explanation. • Go through the different examples given below. • Try to understand the figures of speech discussed here.
6)	**Learning Activity**	• Teacher asks the students to read the table and focus their attention on the underlined words. Alliteration – the occurrence of the same letter or sound at the beginning of nearby or closely connected words. Onomatopoeia – a word that actually looks like the sound it makes. Consonance – is repetition of one or more consonant sounds especially at the end of words.



More Examples
Shut the shutters.
Go and gather the green leaves on the grass.



More Examples
The ball whizzed past my ear.
The dog splashed around in the water,
I gurgled the mouthwash.
The water gushed down the stream.

<table>
<tr><td>7)</td><td>Solved Activity</td><td>

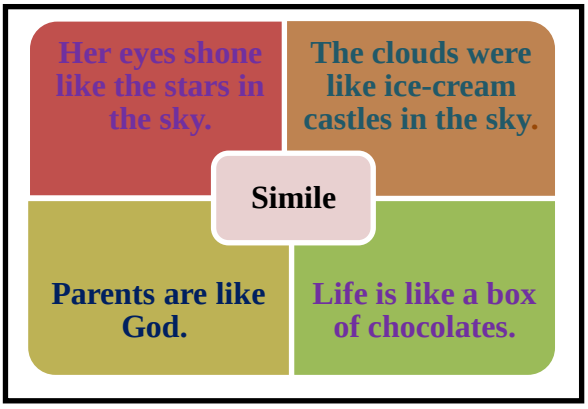
The teacher explains the examples of the figures of speech given above.
The teacher asks students to read the following examples with correct pronunciation.

<table>
<tr><th>Alliteration</th><th>Onomatopoeia.</th></tr>
<tr><td>rocky road,
Picture perfect
flag flapped
jumping jacks,
quick question,</td><td>flag flapped
The crowd murmured
hail pattered
car zoomed</td></tr>
</table>
</td></tr>
<tr><td>8)</td><td>Practice</td><td>

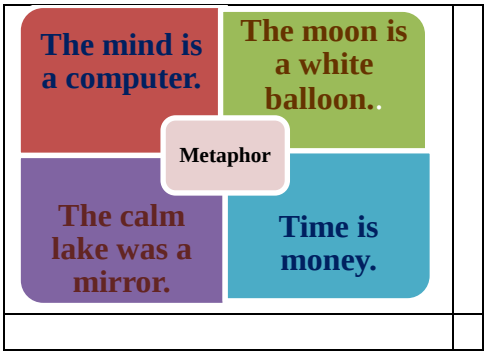
Students try to find more examples of alliteration.
They read some paragraphs from their textbooks to find out the examples of alliteration.

</td></tr>
<tr><td>9)</td><td>Extension Activity / Parallel Activity Reinforcement</td><td>Make a collection of songs (Hindi/Marathi/English) which have used alliteration and onomatopoeia.</td></tr>
<tr><td>10)</td><td>Evaluation</td><td>Make a list of figure of speeches from your text book poems which use alliteration & onomatopoeia.</td></tr>
<tr><td>11)</td><td>E-content / QR Code / Diksha video</td><td>https://diksha.gov.in/play/content/do_31296916365037568012 99?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</td></tr>
<tr><td>12)</td><td>Today I learnt /My take away</td><td>I learnt to identify the literary devices such as simile, metaphor, alliteration, onomatopoeia while reading poetry.</td></tr>
</table>

BRIDGE COURSE ACTIVITY: 29

NO	DETAILS	CONTENT
1)	**STD**	**VIII**
2)	**Subject**	**English**
3)	**Learning outcome**	• Learns and identifies the literary device –‘ simile ’
4)	**Instructions for teachers**	• Encourages loud reading. • Ensures that all students listen carefully. • Explains the concept of literary devices. • Matches students’ answers with the correct answers.
5)	**Instructions for students**	• Listen to the loud reading attentively. • Recall the explanation. • Go through the different examples given below. • Try to understand the figures of speech discussed here
6)	**Learning Activity**	**Simile – use of ‘so’, ‘like’ and ‘as’ to compare two different things.**  **More similes** as brave as a lion as busy as an ant as crafty as a fox
7)	**Solved Activity**	• The teacher explains the examples of the figures of speech given above. • Teacher guides and helps students to identify the similes using the below given video link.
8)	**Practice**	• Teacher makes groups and asks students to read the poem **‘Daffodils’**. • Teacher helps students to identify the examples of simile from the poem.
9)	**Extension Activity / Parallel Activity Reinforcement**	• Read any poem and try to find out examples of alliteration, similes and metaphors from your text book
10)	**Evaluation**	• Try to write similes of your own. • Take examples like--- life, lion, ship, dream, prince, ice-cream, ocean, tree (use adjectives--- tall, cold, beautiful, strong, brave, deep etc.)
11)	**E-content / QR Code / Diksha video**	https://diksha.gov.in/play/collection/do_31300510234660864011 2?referrer=utm_source%3Dshare_content&contentid=do_312994498266357760 1443
12)	**Today I learnt /My take away**	I learnt to identify the literary device simile while reading poetry.

BRIDGE COURSE ACTIVITY: 30

NO	DETAILS	CONTENT
1)	**STD**	**VIII**
2)	**Subject**	**English**
3)	**Learning outcome**	Learns and identifies the literary devices –‘ metaphor’
4)	**Instructions for teachers**	• Encourages loud reading. • Ensures that all students listen carefully. • Points out the literary devices. • Matches students’ answers with the correct answers.
5)	**Instructions for students**	• Listen to the loud reading attentively. • Recall the explanation. • Go through the different examples given below. • Try to understand the figures of speech discussed here.
6)	**Learning Activity**	**Teacher asks students to read out the sentences given below.**  **More Metaphors** You are my sunshine. Life is a rollercoaster. Life is a fashion show. The alligator’s teeth are white daggers. The park was a lake after the rain.
7)	**Solved Activity**	• The teacher shares the video link given below and explains the figure of speech – metaphor. • Teacher explains how life is compared with a rollercoaster. • Teacher asks students what are sunshine, fashion show, park, and lawn are compared with.
8)	**Practice**	• Students try to find more examples of metaphor from their text poems.
9)	**Extension Activity / Parallel Activity / Reinforcement**	• Try to write similes of your own. Take examples like--- life, lion, ship, dream, prince, ice-cream, ocean, tree, (use adjectives--- tall, cold, beautiful, strong, brave, deep etc.) • Try to use the same examples to make metaphor of your own.
10)	**Evaluation**	**Identify the sentences with a metaphor** 1.) Time is money 2.) Life is like a dream 3.) The clouds are white sheep 4.) He fought like a lion
11)	**E-content / QR Code / Diksha video**	
12)	**Today I learnt /My take away**	I learnt to identify the literary devices such as simile, metaphor while reading poetry.

RIDGE COURSE ACTIVITY 31

NO	DETAILS	CONTENT
1)	**STD**	**8th**
2)	**Subject**	**English**
3)	**Learning outcome**	Attempts creative writing in different forms stories, poem, skits, dialogues, cartoons, jokes, playlets, etc.
4)	**Instructions for teachers**	• Encourage the learners to attempt creative writing. • Ask learners to attempt creative writing on poem. • Explain the instructions as per the chain of activity.
5)	**Instructions for students**	• Listen to the instructions of your teacher/parent/ facilitator carefully. • Follow the instructions as per suggested guidelines. • Explore more activities related to this activity
6)	**Learning Activity**	**Warmer activity:** **Acrostic poem. –** Ask the students to write related words/sentences for each letter and write a poem.
		L
		I
		F
		E
		W
		O
		M
		E
		N
7)	**Solved Activity**	**Teacher guides the students to write a rhyming line below each beginning line.** The kite was pink _____ The road was green. _____ The river flows.
8)	**Practice**	**Divide the class into groups & ask each group to write a poem using the following hints**: Answer, arithmetic, assignment, atlas Backpack, ballpoint pen, blackboard Calculator, calendar, chalk, chalk board. flash cards, folder

9)	**Extension Activity / Parallel Activity / Reinforcement**	Collect all the poems written by different groups into a scrap book and keep it with you.
10)	**Evaluation**	**Write a poem on the earth using the following words**. (You can add your own words also). Streets, Pollution, Solution, Breathe, Problems, Green, Share, Care. 
11)	**E-content / QR code/Diksha video**	https://youtu.be/Vun9FUHjZNU https://youtu.be/qwhdXU3KXg
12)	**Today I learnt /My take away**	I learnt how to compose a poem.

BRIDGE COURSE ACTIVITY: 32

NO	DETAILS	CONTENT
1)	**STD**	**VIII**
2)	**Subject**	**English**
3)	**Learning outcome**	Remembers / recalls important details after listening to a programme.
4)	**Instructions for teachers**	• Reads out the speech loudly. • Explains the meaning of the new words in course of reading. • Asks simple questions to help them understand the content. • Arranges group activity wherein students answer the questions based on the content of the speech. • Appreciates them for their participation.
5)	**Instructions for students**	• Listen to the loud reading carefully. • Listen to the questions asked/written by the teacher. • Respond to the questions.
6)	**Learning Activity**	**Listen to the speech read out by the teacher.** Dear friends, Today I would like to discuss about one of our civic responsibilities that is Following the traffic rules. First of all we must educate children and general public about the impact of breaking traffic rules. We should not honk horns unnecessarily. Remember jumping a red light is a big mistake. We must follow the speed limits displayed on the sign boards. Cyclists must not ride without holding the handlebars must not allow themselves to be towed by another vehicle, and must not carry, tow, or push objects which hamper their cycling or endanger other road users. Make sure you keep to the left. Always look behind and give the proper signal before moving off, changing lanes or making a turn. Creating awareness campaigns will be of great help in maintaining discipline. Thank you. **Recall any 4 important traffic rules meant for the cyclists.** 1 Must not ride without holding the handlebars 2. 3. 4.
7)	**Solved Activity**	**The teacher reads out a list of rules to be followed in school's Science Laboratory. After completing reading, asks students to recall the instruction and note them down.** Students must follow all the written and verbal instructions while doing the science experiment. Eating, playing mischiefs, using mobile phones, or listening to music should be strictly prohibited. Students should not touch any chemicals or lab equipment unless they are instructed to do so. Students should never ever work in science lab in the absence of their teachers.Before using any chemicals, they should read the label carefully. When mixing chemicals or conducting the experiment, keep the test tube containing the chemical away from your face, mouth, and body.Examine glassware before using. Do not use cracked test tubes or beakers. **Recall out any 2 important rules to be followed in the Science Laboratory.** 1.) Keep the test tube containing the chemical away from your face, mouth and body. 2.) Should not touch any chemicals or lab equipment unless one is instructed to do so.

<table>
<tr><td>8)</td><td>Practice</td><td>The teacher arranges a group activity.
Asks one group of students to ‘Frame rules to be followed in a garden’ and the other group to ’Frame rules to be followed in an Exam Hall’.
Asks the Leaders of Group A and B to read their lists aloud to the class.
Then all students recall and write it down in the notebook. (one is done for you).
<table><tr><th>‘Frame rules to be followed in a garden’</th><th>Frame rules to be followed in an Exam Hall’.</th></tr><tr><td>Don’t pluck flowers.</td><td>Don’t carry mobile phone.</td></tr></table></td></tr>
<tr><td>9)</td><td>Extension Activity / Parallel Activity Reinforcement</td><td>Frame some rules to be followed by every family member ’during meals’.</td></tr>
<tr><td>10)</td><td>Evaluation</td><td>Listen to a news Bulletin and try to recall the important highlights. Note those highlights after recalling.</td></tr>
<tr><td>11)</td><td>E-content / QR Code / Diksha video</td><td>-</td></tr>
<tr><td>12)</td><td>Today I learnt /My take away</td><td>I learnt to recall important details after a listening to a programme, speech etc.</td></tr>
</table>

BRIDGE COURSE ACTIVITY: 33

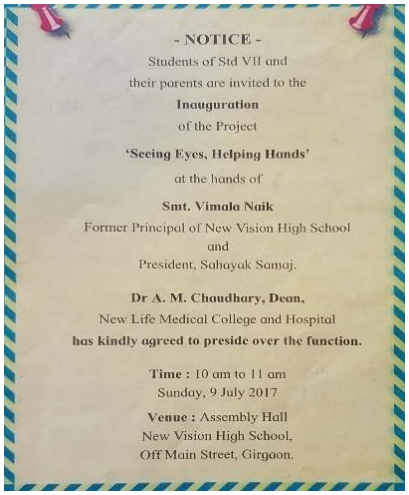
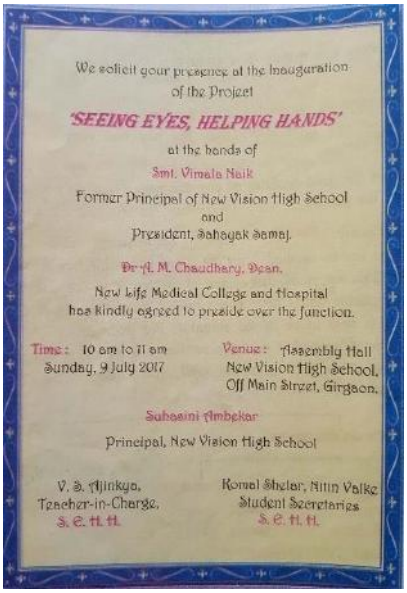
NO	DETAILS	CONTENT
1	**STD**	**8th**
2	**Subject**	**English**
3	**Learning outcome**	• Prepares a speech by arranging the points systematically and presents it.
4)	**Instructions for teachers**	• Teacher / parent deliver a speech in a proper way. • Gives proper ICQ'S for group discussion on speech. • Asks question on given speech.
5)	**Instructions for students**	• Listen to 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 to ask questions. • Work in groups and find out about 75 years of independence. • Write your own speech on the given topic.
6)	**Learning Activity**	**A speech on Independence Day which is being celebrated in your school.** Respected Chief Guest, Principal, Teacher, Parents, my dear friends. Today, it is a great honour for me to talk about our Independence. We are celebrating 60 years of Independence. It is with a sense of pride that I can say our great leaders fought hard to achieve independence for India. Two hundred years of British rule, their oppression and injustice came to end on the midnight of 14th August, 1947. In These 60 years we have seen progress of our great country in all spheres of life. Truly, India has taken giant strides. We are now competing with other countries in all technological innovations and inventions. In the educational sphere efforts are being made to achieve cent per cent literacy. And so, dear friends, this is our goal.On the other hand, the last 60 years have also shown famine, droughts, floods, poverty, diseases, spreading corruption, terrorism, discrimination on basis of caste, creed etc. This is the negative aspect of freedom. We are free people, yet we are not free; we are independent, yet we are dependent on the super power's fir our wellbeing. I thank you once again for listening to me with patience and attention and hope this will help us all to put our thinking caps on. **Answer the given questions.** 1. How do you begin a speech? Ans. Address the people on the Dias and the audience. 2. What should be there in the introduction? Ans. The purpose of your speech 3. In which part should we include examples and information? Ans. In the middle paragraph 4. How should you conclude the speech? Ans. Thanking everyone present

<table>
<tr><td>7</td><td>Solved Activity/Demo</td><td>
Teacher discusses the following set of instructions for writing a speech:
<table>
<tr><td>PARA 1 INTRODUCTION:
▸ Greet the audience -Good morning principal, teachers and my dear friends
▸ Must maintain hierarchy(order of importance) while greeting
▸ Introduce yourself-Your name, std etc
▸ Introduce the topic</td></tr>
<tr><td>PARA 2 MAIN BODY /CONTENT:
▸ Facts – based on real findings
▸ Data - date, day, percentages etc
▸ Examples – of people, events, quotes
▸ RHETORIC QUESTIONS- ANSWERS FROM AUDIENCE NOT EXPECTED JUST TO ROUSE INTEREST ,for eg- DON’T YOU REMEMBER THE SACRIFICES OF OUR FREEDOM FIGHTERS ?
▸ Do not repeat points. Keep the sentences short. Express your views</td></tr>
<tr><td>PARA 3 CONCLUSION:
▸ END THE SPEECH - USE A PROVERB/ QUOTE
▸ CONCLUDE WITH A PROPER FINISHING LINE.
EXPRESS GRATITUDE- THANKS FOR GIVING ME AN OPPORTUNITY/ THANKS FOR LISTENING TO ME PATIENTLY</td></tr>
<tr><td></td></tr>
</table>
</td></tr>
<tr><td>8)</td><td>Practice</td><td>Teacher forms four groups of students and gives following instructions:

• Let’s listen to the audio link on ‘Save Trees’.
• Jot down points as per the above given format in your respective groups and then discuss them.</td></tr>
<tr><td>9)</td><td>Extension Activity / Parallel Activity / Reinforcement</td><td>• Make a list of important events and their dates.
• Listen to speeches on television or live
• Be aware of current events
• Keep a scrapbook of articles from newspapers ,magazines etc
• Make a collection of new words, phrases, proverbs.</td></tr>
<tr><td>10)</td><td>Evaluation</td><td>• Write and present a speech on; ‘Online Schooling-Advantages and Disadvantages.’</td></tr>
<tr><td>11)</td><td>E-content / QR code/Diksha video</td><td>1.) https://diksha.gov.in/play/content/do_31245161512402124817801?referrer=utm_source%3Dmobile% 26utm_campaign%3Dshare_content

2.) https://youtu.be/hhs96_DArFE</td></tr>
<tr><td>12)</td><td>Today I learnt /My take away</td><td>I learnt how to write and present a speech</td></tr>
</table>

BRIDGE COURSE ACTIVITY 34

NO	DETAILS	CONTENT
1	**STD**	**8th**
2	**Subject**	**English**
3	**Learning outcome 7.03.18**	• Understands the difference between a notice and an invitation. • Understands the difference between the use of formal and informal language. • Will be able to write a notice and an invitation
4	**Instructions for teachers**	• Teacher instructs students to go through the notice and invitation • Teacher asks appropriate questions to draw their attention to the use of informal and formal language in both the above formats • Teacher guides students to write a notice and an invitation.
5	**Instructions for students**	• Listen to the instructions given attentively. • Answer the questions given below. Discuss with your friends. Then read the invitation and notice below and answer the questions in the table. • Prepare a notice and an invitation on the given topic.
6	**Learning Activity**	• Teacher asks students to read the notice and invitation and asks them to note the difference in the language used. • Discusses the answers with them.  - NOTICE - Students of Std VII and their parents are invited to the **Inauguration** of the Project **'Seeing Eyes, Helping Hands'** at the hands of **Smt. Vimala Naik** Former Principal of New Vision High School and President, Sahayak Samaj. **Dr A. M. Chaudhary, Dean,** New Life Medical College and Hospital **has kindly agreed to preside over the function.** **Time :** 10 am to 11 am Sunday, 9 July 2017 **Venue :** Assembly Hall New Vision High School, Off Main Street, Girgaon.  We solicit your presence at the inauguration of the Project *'SEEING EYES, HELPING HANDS'* at the hands of Smt. Vimala Naik Former Principal of New Vision High School and President, Sahayak Samaj. Dr A. M. Chaudhary, Dean, New Life Medical College and Hospital has kindly agreed to preside over the function. Time : 10 am to 11 am Sunday, 9 July 2017 Venue : Assembly Hall New Vision High School, Off Main Street, Girgaon. Suhasini Ambekar Principal, New Vision High School V. S. Ajinkya, Teacher-in-Charge, S. E. H. H. Komal Shelar, Nitin Valke Student Secretaries S. E. H. H.

<table>
<tr><td>7</td><td>Solved Activity</td><td>

The teacher attempts to bring out the difference between a notice and an invitation.
He/ She asks the student to complete the table.

<table>
<tr><th>Points covered</th><th>INVITATION</th><th>NOTICE</th></tr>
<tr><td>1. Who is sending /giving the information?

2. What is the programme about?

3. What is the name of the project?

4. Who will inaugurate it?

5. Who will preside over the function?

6. What time will the function start?

7. Where will it take place?

8. How many names get mentioned in the invitation?

9. Mention one difference between the two.

10. Write Formal/Informal in the appropriate column.</td><td></td><td></td></tr>
</table>
</td></tr>
<tr><td>8</td><td>Practice</td><td>Practice: Teacher forms 2 groups of students and asks one group to prepare a notice and the other an invitation. (Choose topics as per student’s interest)

(Students watch the link on DIKSHA App to understand this https://disha.gov.in/play/collection/do_31252804698565836814786 6)
Seeing Eyes Helping Hands- English Medium STD VII</td></tr>
<tr><td>9)</td><td>Extension Activity / Parallel Activity / Reinforcement</td><td>Write down topics of any 5 notices that you may have read in your school / society / newspaper.
Make a collection of invitations.</td></tr>
<tr><td>10)</td><td>Evaluation</td><td>Write a formal invitation for a function at your home.</td></tr>
<tr><td>11)</td><td>E-content / QR Code / Diksha Video</td><td>https://diksha.gov.in/play/collection/do_31252804698565836814786 6?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_312501255335256 0642376</td></tr>
<tr><td>12)</td><td>Today I learnt /My take away</td><td>I learnt the use of formal/ informal language while writing a notice and an invitation.</td></tr>
</table>

BRIDGE COURSE ACTIVITY 35

NO	DETAILS	CONTENT
1	**STD**	**8th**
2	**Subject**	**English**
3	**Learning outcome**	• Reads to seek information in print, notice board, sign boards in public places, newspaper, hoardings • Understands the use of Imperative sentences.
4)	**Instructions for teachers**	• Make students read different notices around them (road side symbols, notices on the school notice board, letters by various institutions to the school, newspaper and hoardings. • Instruct students to use dictionary or a mobile phone where ever necessary to find the meaning of new or difficult words. • Focus on the use of Imperative sentences. Keep a list of Imperative sentences ready with you.
5)	**Instructions for students**	• Read the material given by the teacher/parent's carefully. • Try to understand/comprehend the matter accordingly. • In case of new/unknown words/concepts, use dictionary or mobile phone. • Focus on the use of Imperative sentences.
6)	**Learning Activity**	• Look at the different notices given and answer the questions:     PUBLIC NOTICE! Public Notice is hereby given that THE DRAFT Guilford, Lincklaen, McDonough and New Berlin, CAPT. S. GORDON,  URGENT NOTICE **Questions:** 1. Where can you see the above? 2. Discuss why do people make them? 3. What do we call them? 4. Now read the messages that these pictures give. 5. Locate the Imperative sentences.
7	**Solved Activity**	• Teacher uses any one of the above notice or any notice that she can avail of. • Above questions can be asked and teacher can discuss the answers.

8	**Practice**	• Teacher practices the activity with a different picture or notice. • The following question can be asked. (Oral responses can be taken) 1) Where do you see these messages or Notices? - 2) What is the purpose of these messages? 3) Use the same picture and try to write your own message. Try using an Imperative sentence.
9	**Extension Activity /Parallel Activity / Reinforcement**	• 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.
10)	**Evaluation**	• Prepare few Notices or Signs that could be useful for other students in the school. • Use Imperative sentence.
11)	**E-content/ QRcode/Dikshaapp video**	
12)	**Today I learnt /My take away**	• Comprehending the message given in notices and using the information for updating themselves.

BRIDGE COURSE ACTIVITY 36

NO	DETAILS	CONTENT
1)	**STD**	**8th**
2)	**Subject**	**English**
3)	**Learning outcome**	Students understands the mode of communication and prepares on outline for letter writing
4)	**Instructions for teachers**	• Teacher discusses the importance of writing letters. • With the help of a video link or sample letters, teacher highlights the difference between a formal and an informal letter. • Guides the students to write a formal letter.
5)	**Instructions for students**	• Students should listen carefully and observe the format of the formal letter. • They should clear their doubts. • They should attempt to write a Formal letter.
6)	**Learning Activity**	 **What are the different parts of a formal letter?** Sender's address, address of the person you are writing letter, subject, begin with dear (Salutation), Main body, closing, sender's signature.

7)	**Solved Activity**	 August 28, 2009 Ms. Janice Lee Buyer Universal Parts, Inc. 101 Corporate Drive Deerfield, IL 60511 Dear Ms. Lee, Productivity and cost savings are even more critical today than ever before. But you can't afford to give up customer service for reduced costs. You deserve impeccable service from a supplier who also keeps costs among the lowest in the industry. Based on the research I have done on Universal Parts, it appears that switching to Moore Manufacturing could save you as much as 12% on your annual purchases. In addition, you would have a dedicated customer service expert available to you 24/7 for any questions or issues you may have. I'd like the opportunity to meet with you and learn more about your priorities and business challenges. I will call you on Tuesday to set up a time that is convenient for you. In the meantime, you might find it interesting to review the attached audit that was conducted on your current offering. It reflects where you can potentially realize savings. Sincerely, Rachel Grossman Rachel Grossman Account Manager Attachment
8)	**Practice**	• Prepare a similar format for a letter to the municipal corporation / council to clean up the garbage spread all over your area. • The teacher guides them to write the letter.
9)	**Extension Activity / Parallel Activity / Reinforcement**	• Make a collection of 'letter to the editor' from any newspaper.
10)	**Evaluation**	• Write a letter to the principal asking permission to take a leave of absence for participating in a sports event.
11)	**E-content / QR Code / Diksha video**	-
12)	**Today I learnt /My take away**	• To write a formal letter.

BRIDGE COURSE ACTIVITY: 37

NO	DETAILS	CONTENT
1	**STD**	**8th**
2	**Subject**	**English**
3	**Learning outcome**	• Prepares outlines for an essay, paragraph, short story. (Arrange the major and minor points coherently and systematically. • Understands the three parts of an essay – Introduction, Main Body & Conclusion.
4)	**Instructions for teachers**	• Teacher takes a brainstorming activity about essay writing. • Keeps handy a collection of essays. • Shares the video link and asks questions based on it.
5)	**Instructions for students**	• Participate in the brainstorming activity. • Follow the teacher's instructions. • Listen carefully to the questions. Answer the questions asked by the teacher
6)	**Learning Activity**	• Read the given essay: • It is given in incorrect order. • Put each paragraph in correct order. **My Hobby** 1. **Introduction:** parents got disturbed and irritated. They even taught fabric painting, ceramic painting and glass painting. My brothers and I were idle and did not know how to pass our time. It was the end of April last year. That was the best time to cultivate a hobby. So, I joined a Hobby class and learnt to paint with water colour, poster colour and oil paint. **2. Main Body:** I was happy to join there as I love to sing. I have no ambition to become a professional musician. This year I thought I would make reading my hobby. I am fond of folk music, bhajans and film songs I was happy to join there as I love to sing. It is for my joy. But then how much can you read? So, I wanted to do something different. My mother read in the paper about classes for light music conducted close to our house. **3. Conclusion:** However, I must convince them and prove that I can do both equally well. I hope and pray that my parents do not force me to give up music. They would imagine that my lessons would be neglected and my performance at school would suffer. **Correct order** **My Hobby** **1. Introduction:** It was the end of April last year. The school closed for the summer vacation. My brothers and I were idle and did not know how to pass our time. Our parents got disturbed and irritated. That was the best time to cultivate a hobby. So, I joined a Hobby class and learnt to paint with water colour, poster colour and oil paint. They even taught fabric painting, ceramic painting and glass painting. **2. Main Body:** This year I thought I would make reading my hobby. But then how much can you read? So, I wanted to do something different. My mother read in the paper about classes for light music conducted close to our house. I am fond of folk music, bhajans and film songs I was happy to join there as I love to sing. I have no ambition to become a professional musician. It is for my joy. 3. **Conclusion**: I hope and pray that my parents do not force me to give up music. They would imagine that my lessons would be neglected and my performance at school would suffer. However, I must convince them and prove that I can do both equally well.

7)	**Solved Activity**	• Teacher shares the video link on essay writing and asks questions to students. • Teacher reads out an essay and draws their attention to the parts. • She asks them to focus on the introduction, main body and conclusion. • One child will read aloud the given points and other children will listen and note down key points and unknown words so as to ask questions
8)	**Practice**	• Teacher announces a topic' My Best Friend' and gives them time for discussion. • Asks them to note down the main points. • She/He then asks them to answer the following questions: 1. Where is the heading written? Ans. Right on top at the center. 2. How many paragraphs should an essay have? Ans. There should be three paragraphs. 3. What should the first paragraph contain? Ans. Introduction 4. What does the second paragraph contain? Ans. The main body of the essay (ideas on the given topic) 5. What does the third paragraph contain? Ans. Conclusion (end with a summary of main points)
9)	**Extension Activity / Parallel Activity / Reinforcement**	• Read essays from the internet or books that our available at your home or school
10)	**Evaluation**	• Write an essay on the given topic 'My Grandparents'.
11)	**E-content / QR code/Diksha video**	https://www.youtube.com/watch?v=MEFVJq__fuU
12)	**Today I learnt /My take away**	• I learnt to write an essay in a systematic manner.

BRIDGE COURSE ACTIVITY 38

<table>
<tr><th>NO</th><th>DETAILS</th><th>CONTENT</th></tr>
<tr><td>1</td><td>STD</td><td>8th</td></tr>
<tr><td>2</td><td>Subject</td><td>English</td></tr>
<tr><td>3</td><td>Learning outcome</td><td>• Reports an event/happening using an appropriate format- a news item, a personal observation (diary)</td></tr>
<tr><td>4)</td><td>Instructions for teachers</td><td>• Teacher forms groups/ pair.
• Teacher gives group/ pair work.
• Teacher shows a news card in each group.
• Teacher asks students to discuss on given topic.
• Teacher gives a demo of reporting.
• Teacher shows a picture of an 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</td></tr>
<tr><td>5)</td><td>Instructions for students</td><td>• Students listen to the instructions given by the teacher carefully.
• Form groups and talk about the events shown by the teacher and ask doubts.</td></tr>
<tr><td>6)</td><td>Learning Activity</td><td>Read given news and complete the table given below :

‘Computer Literacy Camp’

By Rahul Shrivastav

21-01-2020, Pune. A computer literacy camp was recently organised in Pune by the St John’s Educational Society. The primary goal of the school was to educate young adults and children about the usage of computers. It also aimed to educate the dangers of online bullying.

The computer literacy camp began with an inaugural speech from the chief guest, Mrs. Lata Sharma, the CEO and founder of Micromedia, a startup that is well-known for producing affordable and compact personal computers. Close to 250 people had attended the camp’s inauguration, with even more turning up by midday. The camp taught the basics of computers – such as its operating system, basic hardware and also the internet. The participants were also taught how to use the internet while avoiding dangers such as online-bullying and safe-browsing practices. These valuable insights helped the participants to be more productive and also stay safe when using a computer.

The camp ended with the chief guest distributing participation certificates to the volunteers. Overall, there was an atmosphere of enthusiasm and learning.

<table>
<tr><td>News and Title</td><td>Date and Time</td><td>Importance of the Day</td><td>Place/Persons</td><td>Main point of News</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
</table>
</td></tr>
</table>

<table>
<tr><td>7)</td><td>Solved Activity</td><td>Watch the video link given below-
Teacher pauses the video in between and explains the format of a newspaper report.
Remember-
The newspaper report should have these parts:
i. The headline. The headline is the most import part of the report. ...
ii. The byline. The byline is nothing but the name of the author or the reporter who is filing the report. ...
iii. Place. ...
iv. Date. ...
v. Introduction. ...
v. Body. ...
vi. Conclusion.</td></tr>
<tr><td>8)</td><td>Practice</td><td>For this, the clue is a picture: See it and put the details in the table given below.

<table><tr><td>News and Title</td><td>Date and Time</td><td>Importance of the Day</td><td>Place/Persons</td><td>Main point of News</td></tr></table>
• Now in your groups write a report about the given event as per the above format.</td></tr>
<tr><td>9)</td><td>Extension Activity</td><td>• Write a personal observation on your siblings / relatives marriage.</td></tr>
<tr><td>10)</td><td>Evaluation</td><td>Look at the following picture and write a news report for the same.
</td></tr>
<tr><td>11)</td><td>E-content / QR code/Diksha video</td><td>https://www.google.com/search?q=news+report+writing+sample+for+students&oq=new&aqs=chrome.0.69i59j0i20i131i263i433j69i57j35i39j0i67l6.3371j0j15&sourceid=chrome&ie=UTF-8#kpvalbx=_Dvf6YKyiIqqJ4-EP892QyAU67</td></tr>
<tr><td>12)</td><td>Today I learnt /My take away</td><td>Reporting news or personal observation.</td></tr>
</table>

BRIDGE COURSE ACTIVITY: 39

<table>
<tr><th>NO</th><th>DETAILS</th><th>CONTENT</th></tr>
<tr><td>1)</td><td>STD</td><td>VIII</td></tr>
<tr><td>2)</td><td>Subject</td><td>English</td></tr>
<tr><td>3)</td><td>Learning outcome</td><td>• Transfer of verbal information to non-verbal (table format).</td></tr>
<tr><td>4)</td><td>Instructions for teachers</td><td>• Provides the passage to students.
• Helps students to draw neat diagrams.
• Gives a demo of transferring some information into a diagram.
• Asks students precise questions to transfer the information in precise language</td></tr>
<tr><td>5)</td><td>Instructions for students</td><td>• Read the passages silently and listen to the instructions carefully.
• Go through the given pointers.
• Read the passage again.
• Draw a neat diagram with the help of a pencil and fill in the information</td></tr>
<tr><td>6)</td><td>Learning Activity</td><td>Read the passage and complete the diagram.

Madhubani

Also called Mihtila art. It is one of the most popular Indian folk arts. In past, Madhubani painting was done using fingers, twigs. Now, matchsticks and pen nibs are also used. Usually, bright colours are used in these paintings with an outline made from rice paste as its framework.The themes of Madhubani paintings usually include natural elements like fish, birds, animals, turtle, sun, moon, bamboo trees and flowers, like a lotus.Characterised by geometric patterns, this art form wasn’t known to the outside world until the British discovered it after an earthquake in 1930s revealed broken houses with Madhubani paintings.

The teacher reads out the pointers and guides students to fill the table correctly and asks to suggest another suitable title.

<table>
<tr><td>• Another name
• Material used to draw
• Themes
• The type of art</td><td>Mithila art</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><td>7)</td><td>Solved Activity</td><td>Read the passage and complete the diagram.

WARLI
Originated by the Warli tribes from the Western Ghats of India, in 2500 BC, this is one of the oldest art forms of India. It is mainly the use of C to form numerous shapes and depict daily life activities like fishing, hunting, festivals, dance and more. What sets it apart is the human shape: a circle and two triangles. All the paintings are done on a red ochre or dark background, while the shapes are white in colour.

WARLI
<table><tr><td>1Origin
2Depicts

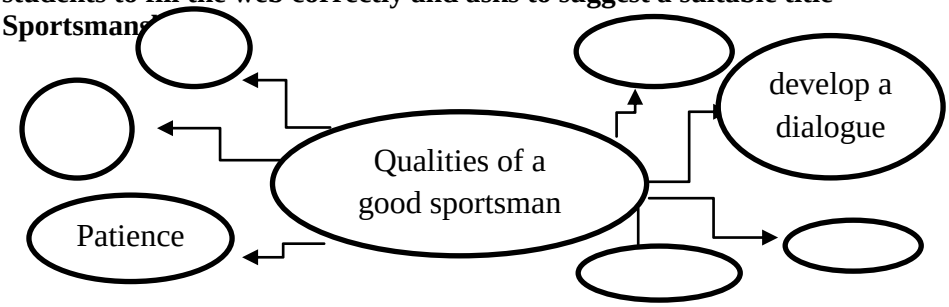
3Colors Used

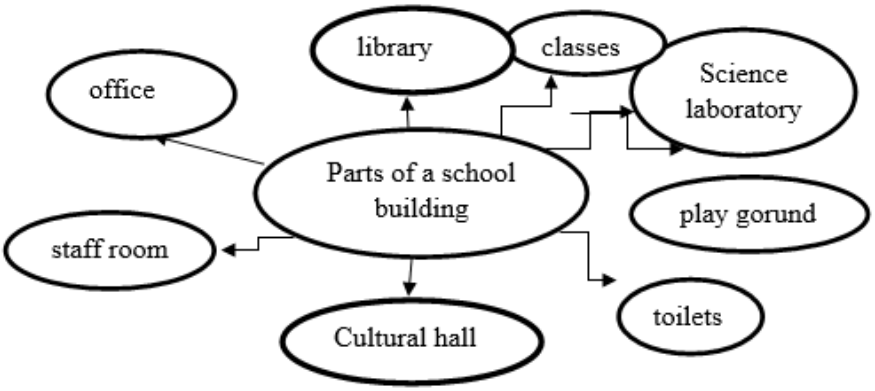
4Special Feature</td><td>1Warli tribes from the Western Ghats of India
2Daily life activities like fishing, hunting, festivals, dance and more
3Red ochre or dark for the background, while the shapes are white in colour.
4Human shape: a circle and two triangles</td></tr></table></td></tr>
<tr><td>8)</td><td>Practice</td><td>Here is the information about ‘lezim’ and transform in the table given below. Write a title.

This dance form expresses heroic emotions. This is performed at gatherings, processions, fairs etc. This is performed on the rhythm of Dhol and Halagi. There are many dance forms within Lezim. There are specific rhythmic movements in Lezim.In Lezim dance, there are various types of movements like stepping, hopping, squatting and bending. Changes in steps are ‘announced’ by a ring leader using a whistle.. The dancers wear colourful <u>costumes</u>. Lezim is also treated as an exercise for physical fitness. Some schools include Lezim in their physical training

<table><tr><td>1Place of performance
2Musical instruments used
3Types of movements involved
4Role of the leader
5Costumes
6 Special feature</td><td></td></tr></table></td></tr>
<tr><td>9)</td><td>Extension Activity / Parallel Activity Reinforcement</td><td>Go through the Science text book and find out how information is written precisely in a table format.
Write down at least two tables from your Science textbook.</td></tr>
<tr><td>10)</td><td>Evaluation</td><td>Gather information about any tree like neem, apple and coconut tree.
Tabulate the information.</td></tr>
<tr><td>11)</td><td>E-content / QR Code / Diksha video</td><td></td></tr>
<tr><td>12)</td><td>Today I learnt /My take away</td><td>I learnt how to write information in a paragraph or transfer it into a tabular format.</td></tr>
</table>

BRIDGE COURSE ACTIVITY: 40

NO	DETAILS	CONTENT
1)	**STD**	**VIII**
2)	**Subject**	**English**
3)	**Learning outcome**	• Transfer of verbal information to non-verbal (web diagram).
4)	**Instructions for teachers**	• Provides the passage to students. • Helps students to draw neat web diagrams. • Gives a demo of transferring some information into a diagram. • Asks students precise questions to transfer the information in precise language
5)	**Instructions for students**	• Read the passages silently and listen to the instructions carefully. • Listen to the questions asked by the teacher. • Read the passage again. • Draw a neat web diagram with the help of a pencil and fill in the information
6)	**Learning Activity**	**Read the passage and transfer the information into a web diagram. Find out the qualities of a good sportsman. Suggest a suitable title.** One requires several qualities to be a good sportsman and develop sportsmanship. Sportsmanship expects one to develop certain qualities. First and foremost, a good sportsman should develop a dialogue between himself/herself and his /her friend. Similarly one must remember to play by the rules. Teamwork is also very important. Besides teamwork, one must have never say die attitude. Along with it one mustn't forget to respect the opponent. Although accepting defeat is very difficult, one must remember it's a sterling (excellent) quality every sportsman should develop. Patience and tolerance also play a vital role in a sportsperson's life. **The teacher reads out the passage asks students precise questions wherein answer is expected to be written in one or two words. Teacher guides students to fill the web correctly and asks to suggest a suitable title Sportsman** 
7)	**Solved Activity**	**Transfer the following information into a web diagram. Write a title.** There are various parts of a school building. Usually there's a library full of books and magazines. We find aScience laboratory in schools, where children go to perform Science experiments. Another part of a school building is the staffroom. Besides a staffroom, there are classes, play ground, toilets and an office. For students there's a Cultural hall wherein different programmes are arranged.

		
8)	**Practice**	**Transfer the information given about Communication Skills into a web diagram.** Communication skills are the abilities you use when giving and receivingdifferent kinds of information. Communication skills involve listening, speaking, observing and empathizing. Active listening, Confidence, Friendliness, Respect, Responsiveness, are some of the communication skills needed to speak appropriately with a wide variety of people.
9)	**Extension Activity / Parallel Activity Reinforcement**	• Go through the Science text book and find out how information is written precisely in a table format or a web diagram. • Try to write a small paragraph using the same information.
10)	**Evaluation**	• Prepare web diagrams of 'Benefits of Yoga'.
11)	**E-content / QR Code / Diksha video**	
12)	**Today I learnt /My take away**	I learnt that information can be written in a paragraph or can be transferred into a web a diagram.

BRIDGE COURSE ACTIVITY 41

NO	DETAILS	CONTENT
1	**STD**	**8th**
2	**Subject**	**English**
3	**Learning outcome**	Describes a process / the working of a device in a step by step and to the point manner.
4)	**Instructions for teachers**	• Teacher describes a process. • Teacher asks them to describe any easy process**.** • Teacher motivates students to ask questions. Teacher guides only when necessary.
5)	**Instructions for students**	• Listen to instructions carefully. • Follow the instructions. • Read all sentences and make correct sequence. • Ask your doubts. Write correctly. Use proper words
6)	**Learning Activity**	**Teacher instructs and students follow / alternatively teacher can take any other activity as per resources available.** Teacher arranges a set of instructions to be followed for doing 'Bhujangasana'. **Steps:** 1. Lie face down. Relax all the muscles completely so that you are completely at ease. 2. Place your palms on the sides just below shoulders. 3. Breathe in deeply as you slowly raise your head. 4. Then smoothly raise the upper part of your body. 5. Do not come up with a jerk. Let your movement be smooth and flowing. 6. Come up slowly so that you feel the movement of the spine vertebra by vertebra. 7. Curve the spine well. 8. The navel must keep touching the ground. Hold the breath in this position to a count of twenty. Then come down slowly while you breathe out. To start with you can repeat the process six times.
7)	**Solved Activity**	**Watch this video carefully and follow the steps shown:** https://youtu.be/75eZwVHIL-U Teacher asks students which method was easier to follow- set of instructions or video?

8)	**Practice**	**Put the given instructions in proper steps to make tea:** • Put tea leaves. • Take a pot/vessel  • Add tea leaves • Boil water • Then add milk • At the end add sugar
9)	**Extension Activity / Parallel Activity / Reinforcement**	• Observe your mother in the kitchen making some recipe and write the steps she used to make it.
10)	**Evaluation**	• Write steps to show the process of tea leaves from the farm to the shop. • Watch the video link given below
11)	**E-content / QR code/Diksha video**	https://youtu.be/m6yiKKXRs2o
12)	**Today I learnt /My take away**	• To write a set of instructions for the process of making different things

BRIDGE COURSE ACTIVITY 42

NO	DETAILS	CONTENT
1	**STD**	**8th**
2	**Subject**	**English**
3	**Learning outcome**	• Prepares posters on various things-
4)	**Instructions for teachers**	• Shows students different posters and asks them questions. • Students to discuss in groups and then prepare a poster of their own.
5)	**Instructions for students**	• Students to see the posters carefully and understand them. • Work in groups. • Ask related questions to the teacher. • The group leader presents what the poster is about to the class.
6)	**Learning Activity**	**The teacher asks what are these posters about.**  
7)	**Solved Activity**	**Read the posters and find information:**  1. What are the different ways in which you can save water? Ans: Use low flow showerhead, fix the drip. 2. Write few methods which you will use to save water. Ans. See that all taps are closed when not in use, repair leaking taps.
8)	**Practice**	• Prepare a poster on ‘Save Wildlife’ in your groups.
9)	**Extension Activity**	• Find from the net or newspaper a poster on any topic.
10)	**Evaluation**	• Prepare a poster on precautions to take during a pandemic.
11)	**E-content / QR code/Diksha video**	-
12)	**Today I learnt /My take away**	• How to prepare a poster and how effective it can be.

BRIDGE COURSE ACTIVITY 43

<table>
<tr><th>NO</th><th>DETAILS</th><th>CONTENT</th></tr>
<tr><td>1</td><td>STD</td><td>8th</td></tr>
<tr><td>2</td><td>Subject</td><td>English</td></tr>
<tr><td>3</td><td>Learning outcome</td><td>• Students understand the mode of communication and are able to compare on their own by chalking out programme.</td></tr>
<tr><td>4)</td><td>Instructions for teachers</td><td>• Teacher divides the class into groups.
• Teacher gives precise instructions to students.
• Tells them about a function that is going to be held in school.
• Asks them to note down the main points</td></tr>
<tr><td>5)</td><td>Instructions for students</td><td>• Students listen attentively to the teacher.
• Follow all instructions given by the teacher.
• Notes down points as the teacher explains.
• One student from each group speaks about how they will conduct a programme</td></tr>
<tr><td>6)</td><td>Learning Activity</td><td>Read the passage from the textbook about compering a programme text book pg 58 and put the important points/actions/sentences in appropriate boxes given below.

<table><tr><td>Getting ready for the programme</td><td>Arrival of the dignitaries</td><td>Commencement of the programme</td><td>Lighting the Lamp</td><td>Introductory Speech</td><td>Address by Chief Guest</td><td>Vote of Thanks</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table></td></tr>
<tr><td>7)</td><td>Solved Activity</td><td>• Teacher presents a demonstration of compering a function while students listen and take down the points.
• Teacher should help and guide them to understand the sequence.</td></tr>
<tr><td>8)</td><td>Practice</td><td>• Form groups of 5-8. The passage tells us what the comperer says.
• Try to visualize and write what other people (Principal, The Chief Guest) must have said in their speeches.(text page 58)</td></tr>
<tr><td>9)</td><td>Extension Activity / Parallel Activity / Reinforcement</td><td>Arrange the following events of an Art Festival in the correct order.

• Vote of Thanks
• Igniting the Lamp
• Chief Guest Speaks
• Appraisal of the Art Festival
• Recital of ‘Taal Kacheri’
• Welcome and Introduction to the Guests
• Prize Distribution
• Dignataries Arrive
• Koli Dance</td></tr>
<tr><td>10)</td><td>Evaluation</td><td>• Chalk out a detailed programme for the Teacher’s Day programme in your school.</td></tr>
<tr><td>11)</td><td>E-content / QR Code / Diksha video</td><td>-</td></tr>
<tr><td>12)</td><td>Today I learnt /My take away</td><td>• How to plan a programme and see that it is successful.</td></tr>
</table>

BRIDGE COURSE ACTIVITY: 44

NO	DETAILS	CONTENT
1	**STD**	**8th**
2	**Subject**	**English**
3	**Learning outcome**	• How to fill up forms correctly.
4)	**Instructions for teachers**	• Teacher gives instructions to children on how to fill up form. • She instructs students to write legibly and clearly. • She tells them not to overwrite.
5)	**Instructions for students**	• Students to listen to the teacher attentively. • Follow all instructions given by the teacher properly.
6)	**Learning Activity**	• Fill up the form given below: **Personal Information** First Name:_____ Middle Name:_____ Last Name:_____ Address_____ City_____ Pincode:_____ Date of Birth:____/_____/_____ Phone Number_____ Email:_____ Marital Status:_____
7)	**Solved Activity**	**Fill up the form as given below:** First Name -Shantanu Middle Name- Ram Last Name-Linga Date of Birth-27/07/1999 Place of Birth- Pune Age-___06___ Gender-_____Male_ Primary Adress- Rohit Primary School City__Pune_____ School Adress-___223, WanawdiSociety,Pune 42_____ Previous School (If attended)-___Not applicable_____ Parental Information-__Ram P. Linga_____ Fathers Signature_____ Mothers Signature-_____

8)	**Practice**	**Fill up the given form for a sports club you wish to join:** **Form Sports Club** First Name: _____ Middle Name: _____ Last Name: _____ Address_____ City_____ Pin code: _____ Date of Birth: ____/_____/_____ Phone Number_____ Email: _____ Interested in which game: _____
9)	**Extension Activity**	• Create your own form for a Reading Club you are going to start in your society.
10)	**Evaluation**	• Fill up the form that you have created for the Reading Club
11)	**E-content / QR code/Diksha video**	
12)	**Today I learnt /My take away**	• .To fill forms on my own legibly and without over writing

BRIDGE COURSE ACTIVITY: 45

<table>
<tr><th>NO</th><th>DETAILS</th><th>CONTENT</th></tr>
<tr><td>1)</td><td>STD</td><td>VIII</td></tr>
<tr><td>2)</td><td>Subject</td><td>English</td></tr>
<tr><td>3)</td><td>Learning outcome</td><td>• Students will learn to write a book review.</td></tr>
<tr><td>4)</td><td>Instructions for teachers</td><td>• Declare that the students are going to write a review.
• Ask which book have they read and liked 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, setting 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 Jungle Book’/or any other book familiar to the students.</td></tr>
<tr><td>5)</td><td>Instructions for students</td><td>• 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.</td></tr>
<tr><td>6)</td><td>Learning Activity</td><td>• Learn the points involved in writing a book review.
• Enhance your thinking skills.</td></tr>
<tr><td>7)</td><td>Solved Activity</td><td>Teacher shares the below table and completes it with the help of the students
BOOK REVIEW
<table><tr><td colspan="3">NAME OF THE BOOK: AUTHOR:</td></tr><tr><td>CHARACTERS</td><td>SETTING</td><td>PLOT</td></tr><tr><td colspan="2">MY OPINION: (What did you like or not like about the book)</td><td>RECOMMENDATION: (Who would you recommend to read this book ?)</td></tr></table>Pre:
• Teacher asks questions and attempts to elicit answers .In the process students fill up the given table
• Some examples of questions:
• Which is your favourite story book?
• Can you share something about it ?
• Who is the author? Was the language easy to understand ?
• Who was your favourite character ?
• Students give random answers.
While:
• Teacher: Today we will write a short review of a book-‘The Jungle Book’
Teacher shares the table asks to draw a similar one, on a paper.(table given above)</td></tr>
<tr><td>8)</td><td>Practice</td><td>• Teacher asks to write a review about a story book of student’s choice using same points given.
• Revise and edit.
• Share it with other groups.</td></tr>
<tr><td>9)</td><td>Extension Activity</td><td>• Try to write all the points in a paragraph.
• Try to write a review about your favourite movie.</td></tr>
</table>

10)	**Evaluation**	• Try to write all the points in a paragraph. • Try to write a review about your favourite movie.
11)	**E-content / QRcode/Diksha Video**	-
12)	**Today I learnt /My take away**	• I learnt to write a book review with the help of a given table.

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

Class: 8th **Marks: 20**

Q1.) Do as directed. (Tick the correct answer) (20)

1. Use proper prefix to make opposite of the word ‘like’
   a .dis
   b. im
   c. in

2. Use proper sufix to make the adjective form of the word ‘care’
   a. ly –
   b. less -
   c. tion -

3. Chose the correct antonym of the word ‘loose’
   a. tiny
   b. tension
   c. tight

4. Chose the correct synonym of the word ‘consent’
   a. permission
   b. disagreement
   c. refusal

5. Fill in the blanks with correct subject.
   _____ is a vast country.
   a. America and Australia
   b. They
   c. India

6. Fill in the blanks with correct predicate.
   Green books of the library _____,
   a. are lying on the table.
   b. has no cover.
   c. was kept in the shelf.

7. Choose correct meanings of the word ‘aid’
   a. help, assist and support
   b. hindrance, obstacle

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c. hamper, destroy

8. You will use this to find meanings of new words.
   a. calendar
   b. photo album
   c. dictionary

9. Choose the correct homonym given below.
   The shoes are _____ small.
   a.to
   b.too
   c.two

10. I _____ be there before 8 p.m. to attend the seminar.
    (use modal auxiliary of compulsion)
    a.will
    b. would
    c.must

11. Identify the function of the modal auxiliary.
    It might rain in the morning over there.
    a. certainty
    b. weak possibility
    c. obligation

12. Choose polite request from the following sentences.
    a. Would you please mail that form to me?
    b. You should mail me before leaving.
    c. She ought to complete the assignment today.

13. This punctuation mark is used to ask question.
    a. Question mark
    b. full stop
    c. comma

14. Identify the proper noun in the given sentence.
    The pilgrims would like to visit Pandhanpur.
    a. pilgrims
    b.Pandharpur
    c. the

15. Identify the material noun in the given sentence.
    The prices of petrol have inflated.
    a. petrol
    b. inflated
    c. prices

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16. The <u>flock of birds</u> flew with the hunter's trap.

(Identify the form of noun of the underlined sentence.)

a. abstract noun
b. common noun
c. collective noun

17. Punctuate the following sentence: i am going to london
a. I am going to London.
b. I am going to london
c.i am going to London,

18. Use proper preposition.
My cat is sleeping _____ the table.
a. under
b. between
c. into

19. Use proper conjunction.
The class faired with good marks _____ they studied hard.
a. and
b. because
c. although

20. Identify the indirect object.
The team brought a trophy to school.
a. team
b. school
c. trophy

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

Class: 8th **Marks: 20**

Q. 1] Do as directed: (8)

A] Identify whether Metaphor or Alliteration or Simile or Onomatopoeia: 4

1] He swims like a fish.
2] There was a thick blanket of snow this morning.
3]She baked banana bread**.**
4]Her umbrella blew away with aswoosh of the wind.

B] Fill in the blanks: 2

1] My father--------to gym every day. (go,goes)
2] I ------ reading detective stories. (like,likes)
3] ----- he go to school? (do, does)
4] My sister --- her teeth twice a day. (brushes, brush)

C] Match the following: 2

Idioms	Meaning
1] The icing on the cake	a]paying special attention to hear something
2] All ears	b] be in the same situation
3]Add fuel to the fire	c] Something additional that turns good into great
4]In the same boat	d] to add more to an existing problem

Q.2] Read the passage carefully and answer the following questions: (7)

Drongos are famous for their courage. A drongo will never allow any bird that eats eggs to come near its nest. It fearlessly attacks birds bigger than itself, such as crows, hawks and even eagles if they dare come into its territory. Less aggressive birds like the oriole feel safe if they have a drongo as a neighbour. So one can often find an oriole's nest in close proximity to that of a drongo's.

In some parts of India, the black drongo is known as kotwal. The black drongo is also known as king crow. Drongos feed on insects and flower necter.

Answer the following questions: (each carries 1 mark)

1. What are the drongos famous for?
2. Name the birds mentioned in this passage.
3. What does a drongo feed on?
4. By what other names is a drongo known as?
5. Suggest a suitable 'Title' for the passage.

6. Match the following: **2**

A	B
1] famous	a] nearness
2] aggressive	b] renowned
3] proximity	c] region
4] territory	d] violent

Q.3] Read the story and change it into a dialogue form. Suggest a suitable title: (5)

Once upon a time, in a desert far away, there was a rose who was so proud of her beautiful looks. Her only complaint was growing next to an ugly cactus.Every day, the beautiful rose would insult the cactus on his looks, all while the cactus remained quiet. One scorching summer, the desert became dry, and there was no water left for the plants. The rose quickly began to fade. Her beautiful petals dried up, losing their lush color. Looking at the cactus, she saw a sparrow dip his beak into the cactus to drink some water. Though ashamed, the rose asked the cactus if she could have some water. The kind cactus readily agreed, helping them both through the tough summer, as friends.

Proud rose: How beautiful ……..! Look at this…… it's so ugly. My petals are soft and …….. But this ugly cactus has ….. all over its body. I don't like him.
Cactus: Dear friend rose, why do you…… me. I may not have soft petals like you but does it mean I'm not at all……
Proud rose:I don't want to talk…. . This summer is so ….. I'm worried. My…..have started …….. Oh! What do I see? One sparrow is dipping its beak into the ugly……. And it's sipping water from it. Doesn't it hurt….?
Cactus: It does hurt a little still I'm happy because I'm able to help this……..
Proud rose: I'm sorry cactus. I'm ashamed of……. I've understood my…….. You are a helpful friend. Please forgive me. I'll never……..

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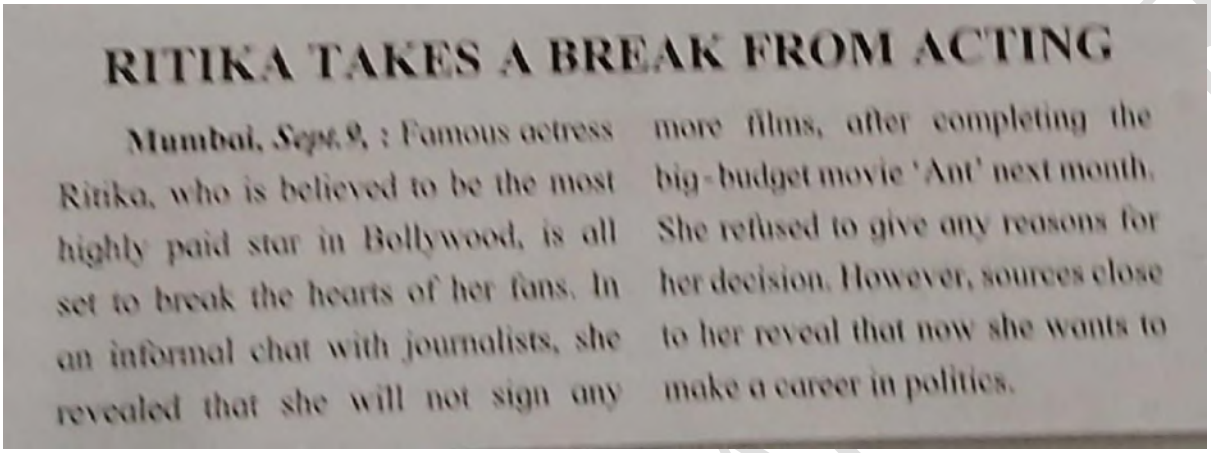
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English Bridge Course (Test - 3)
Session -2021-22
Subject: English

Class: 8th **Marks: 20**

1. News Analysis

Read the given news item and answer the questions given below: **(5)**



RITIKA TAKES A BREAK FROM ACTING

Mumbai, *Sept. 9*, : Famous actress Ritika, who is believed to be the most highly paid star in Bollywood, is all set to break the hearts of her fans. In an informal chat with journalists, she revealed that she will not sign any more films, after completing the big-budget movie 'Ant' next month. She refused to give any reasons for her decision. However, sources close to her reveal that now she wants to make a career in politics.

1. When and where has this news item been published?
1

2. What words in the news mean the following:
1

a) Film Industry-
b) something on which a lot of money is spent

3. Guess why is 'Ant' a big budget movie?
1

4. Why do you think Ritika has taken this decision?
1

5. How do you think will Ritika react to this news item?
1

II. Verbal to Non-Verbal

Read the given paragraph about basic precautions to be taken during yoga practice and prepare a web diagram: **(5)**

Here are a few basic precautions regarding yoga practice:

If you are a beginner, you should start practicing yoga either in the presence of a yoga teacher or join yoga class so that you learn the basics of yoga and the dos and don'ts of yoga. Should be practiced in a clean, airy and well-lit room. The floor should be level. It is advisable to use a yoga mat. If it is not possible to

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practice indoors, you may practice on level ground outdoors. The best time to practice is in the morning before breakfast or in the evening before dinner.

III. The process on how to make sandwich is given below. Rearrange it so that it appears in the correct order and rewrite it in the correct order: **(5)**

Make a mayonnaise sandwich on your own:

1.Grate carrots and dice onions and capsicum

2. Apply Butter

3.Grate some cheese

4. take two slices of bread

5. apply green chutney

6.Add salt

7. Mix vegetables and mayonnaise in a bowl.

8. Cut the edges

9. Plate it and serve it.

4.Write a letter to the Principal of your school asking for three days leave. **(5)**

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