सत्यमेव जयते

GOVERNMENT OF MAHARASHTRA



(H.L)

BRIDGE COURSE
CLASS IX



ACADEMIC YEAR
2020-2021

ACADEMIC YEAR
2021-2022

ज्ञानसेवा तु साफल्यम्

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
MAHARASHTRA , PUNE

Credentials

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

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

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Instructions for Teachers/Parents/Facilitators

Namaskar!

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

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

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

Part One - Learning Outcomes/Competency Statements.

Part Two - Instructions for teachers / parents and facilitators

Part Three - Instructions for Students

Part Four - Learning Activity

Part Five - Solved Activity/ Demo

Part Six - Practice

Part Seven - Extension Activity/Parallel Activity/Reinforcement

Part Eight - Evaluation

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

Part Ten - My Take Away/ Today I Learnt

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

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

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

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

Instructions for Students

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

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

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

STD: 9th **ACTIVITY 1** **Subject: English**

Learning Outcomes/ Competency Statements:

Participates in language games and activities for language learning.

- Instructions for teachers/parents and facilitators.
  1. Give clear instructions to the learners regarding the activity.
  2. Encourage learners to guess the appropriate conjunctions.
  3. Provide the clue to lead the students if needed.
- Instructions for students
  1. Listen to the instructions carefully.
  2. Read the given activity cautiously and understand it well.
  3. Keep trying till you get the correct answer.
  4. Take help of your teacher only if needed.
- Learning activity

  Grammar in conversation

  Work with your partner. Fill in the blanks with conjunctions and complete the dialogue. Play the roles of Ankit and Arjun and enact the situation. (You can use both subordinating and co-ordinating conjunctions)

  ANKIT: Shall we go tomorrow then?

  ARJUN: No. I have changed my plans.

  ANKIT: You said you were coming!

  ARJUN: I said so [1.] _____ now I am saying no!

  ANKIT: Why?

  ARJUN: I cannot come [2] _____ my uncle is coming to visit us tomorrow.

  ANKIT: Do you have to stay all day long?

  ARJUN: I do not want to, [3] _____ my parents say I must.

  ANKIT: Can we go a little early in the morning [4] _____ a little later in the evening?

  ARJUN: No, it is just not possible.

  ANKIT: I cancelled my other programmes.[5] _____ we could go trekking! [6] _____ you make plans, I never cancel them!

  ARJUN: I know you do not, [7] _____ I am really, really sorry.
- Solved Activity/Demo

  Work in co-ordination. Fill in the blanks with appropriate conjunctions (subordinating and co-ordinating). Play the roles of Teacher, Nakul, Dhruv, Vani, Jaya, Subodh, Rohit and Julia.

Fill the correct conjunctions:

TEACHER: The members of each group will take turns to tell us something about the great people of our country. While group A tell us something about Sarojini Naidu, the others must listen carefully. Since we will have a short quiz on the Great Lives of India next week, each group is required to submit five questions and their answers based on the life of the person they have spoken about. Now, let's begin with Group A and then Groups B, C and D will follow.

NAKUL: Sarojini Naidu was born in Hyderabad in 1879. Since she belonged to Hyderabad, she wrote many poems based on the lives of the people of that region.

DHRUV: Sarojini Naidu was not only a world-famous poet but also a brave freedom fighter. She was an excellent orator and her speeches were always extempore.

VANI: I believe Sarojini's parents spoke to each other in Bengali. They spoke to their children in Hindi and in Telugu with the people who worked in their home. Sarojini studied English and Urdu. As a result, she could communicate well in all the five languages.

JAYA: At the age of eleven, while solving an algebraic problem, Sarojini penned down her first poem. After completing her schooling, at the age of sixteen, she went to London and joined Girton College, Cambridge. She became so inclined towards poetry that she read almost all the poems by Shelley, Keats and Bryon.

SUBODH: Besides Sarojini's intellect and creativity, in addition to her gentle mannerism and her soft voice added charm to her personality.

ROHIT: Sarojini met Mahatma Gandhi in London, in 1914 and consequently, from 1916 she began attending meetings of Congress. In 1925, she was elected president of the Congress. She became so committed that she spent the next twenty years fighting for the freedom for our country.

JULIA: When India got freedom, Sarojini Naidu became the governor of Uttar Pradesh. She died a few months after her seventieth birthday.

- Practice

  Teacher can provide more language learning games and activities on various topics to the students.

- Extension Activity / Reinforcement
  Underline the incorrect conjunction and rewrite each sentence using the correct conjunction.
  1. He was angry because he did not know what to do.

     Ans: He was angry but did not know what to do.

  2. But he was new, he made friends with everyone very quickly.
  3. Still we walked on the beach, Uma and Venu went swimming.
  4. Ranjit played the guitar if Thomas played the drums.
  5. I have put the gifts wherever the children won't find it.
  6. It snowed so heavily than we couldn't move out of the house.
- Evaluation

  Students will enjoy learning the language through these games and activities.

- My take away
  Today I learnt the use of co-ordinating and sub-ordinating conjunctions through conversations.

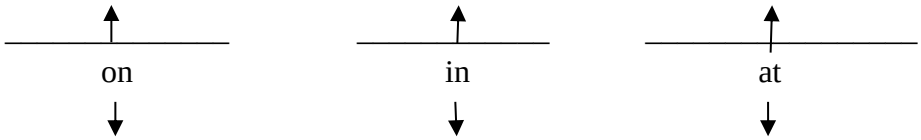
STD: 9th **ACTIVITY 2** **Subject: English**

Learning Outcomes/ Competency Statements: 1

Participates in language games and activities for language learning.

- Instructions for teachers, parents and facilitators.
  1. Give clear instructions to the learners.
  2. Encourage learners to form appropriate phrases helpful to complete the sentences given in the activity.
  3. Help the students when in need.
- Instructions for students
  1. Listen to the instructions carefully.
  2. Understand the steps of the activity well before you start.
  3. Keep trying till you get the correct answer.
  4. Form suitable phrases to complete the given sentences.
- Learning Activity
  Form phrases with the words in the box.

Home	the railway station	14 Ujjwal Street	Gandhi Road
a taxi		the ambulance	



The teacher/ facilitator / parent will instruct the students to form phrases.

Use the phrases you have formed to complete these sentences.

1. Please deliver the package to Dr. Kilol _____
2. There were three medical attendants _____
3. Kinshuk reached the airport just as her father was about to sit _____
4. Hemish's cousins would be waiting for him _____
5. Usman and four of his classmates live _____
6. I accidentally left my science project _____

- Solve Activity/ Demo
  Replace the underlined adverbs with the phrases from the box and rewrite the sentences.

with a lot of enthusiasm, with great love, with full agreement, not completely, in an easy manner, once in a while

1. We go to Tirupati occasionally.
   We go to Tirupati once in a while.
2. I joined this school willingly.

I joined this school with full agreement.

3. Our principal is called Didi affectionately.
   Our principal is called Didi with great love.
4. I have partially done the work.
   I have not completely done the work.
5. Once the obstruction was removed, water flowed freely.

   Once the obstruction was removed, water flowed in an easy manner.

6. The little ones participated in the games enthusiastically.

   The little ones participated in the games with a lot of enthusiasm.

- Practice
  Teacher will provide more language activities for practice.
  Extension activity/ Reinforcement
  Underline the adjective phrases: - (one is done for you)
  1. Virat Kohli took his stance against the extraordinarily successful bowler.
  2. Sarabjeet is a man for all seasons.
  3. The President is a man with a lot of power.
  4. Draw a line from left to right on the page.
  5. Mr. Contractor who was very affectionate and warm made us feel at home.
- Evaluation

  Students will participate in language learning through these language learning activities

  My Take away
  Today I learnt the use of adverb, adjectival and prepositional phrases through language games and activities for language learning.

STD: 9th **ACTIVITY 1** **Subject: English**

Learning Outcomes/ Competency Statements: 2

Reads, compares, contracts, thinks critically and relates ideas to life

Use of conjunction to form proper sentences.

- Instructions to parents, teachers and facilitators.

1. Give clear instructions to the learners.
2. Motivate the learners to choose the appropriate conjunction and clause.
3. Provide help only if needed.

- Instructions to students
    1. Listen to the instructions carefully.
    2. Use your previous knowledge to choose the appropriate conjunction and clause.
    3. Seek help from others if needed.
    4. Check that the sentence formed is meaningful and grammatically correct.
- Learning activity
    1. Match the columns by choosing the correct conjunction and clause to form complex sentences.

1. This is the period	Who	1. made me rub my eyes in amazement
2. I began to feel better	Because	2. I was busy reading an interesting book
3. The cake got burnt	When	3. stole the Vermas' jewellery
4. The police caught the thief	Which	4. my mother gave me some herbal tea
5. The magician performed a trick	After	5. preparations for the Annual Day are in full swing

Solved activity

Match the columns by choosing the correct conjunction and clause to form compound sentences.

- Teacher/Facilitator will read the sentences.
- Teacher/ Facilitator can give clue to choose the conjunction and clause.

1. Jai works hard	And	1. He dived into the pool
2 .Vikram climbed onto the board	But	2. She could have used water colours
3. Vandana could have used oil paint	Or	3. He was innocent
4. I liked him	For	4 .His brother is lazy

Compound sentences

- Jai works hard but his brother is lazy.
- Vikram climbed on the board and dived into the pool.
- Vandana could have used oil paint or she could have used water colours.
- I liked him for he was innocent.

Practice

More examples of sentences can be taken for practice.

Extension activity

Match the sentences in the two columns. Use suitable conjunctions and rewrite each set of sentences as a single sentence. There may be more than one way to combine each set.

1. Amar thanked Suraj sincerely.	A .They looked red and juicy.
2. We decided to buy some apples.	B. Suraj had lent his car to him for a day.
3. We walked on the beach.	C. It is surprisingly spacious.
4. People in the city began to panic.	D. Uma and Urmila swam in the sea.
5 .The car is small.	E. The dengue epidemic had begun to spread rapidly.

- Evaluation :

Today I learnt to think, compare and form sentences using subordination and co-ordination.

My take away

Today I learnt to read, contrast and compare through the formation of complex and compound sentences.

STD: 9th **ACTIVITY 2** **Subject: English**

Learning Outcomes/ Competency Statements: 2

Reads, compares, contrasts, thinks critically and relates ideas to life

Instructions to parents, teachers, facilitators:

- Give clear instructions to the students.
- Reading of the passage to be done thoroughly.
- Give time to students to think and relate it to their life experiences.
- Ask the students to share their ideas.

Instruction to students

1. Listen to the instructions carefully.
2. Read the given passage aloud with proper intonation.
3. Think, compare, and relate the situation with your surroundings.
4. Share your ideas in front of the class.
5. Make sure that your ideas have a realistic and practical approach.

Learning activity:

Read the given passage. Ponder upon the passage and its practical approach. Think rationally and express accordingly.

The year 2006 saw the beginning of a novel concept – Turtle Festival or *Kasav Mahotsava* – an opportunity for tourists to witness the unique spectacle of the hatchlings rushing out to the sea. A short film on turtles and the natural beauty of Konkan were additional features of the festival. At the same time, we were quite firm on one issue – the hatchlings should not come to even the slightest harm due to this tourist activity. The tourists were accommodated in the homes of the villagers. The response to this novel concept of 'homestay' was excellent. A Turtle Friends Club was established in each village, the members being all the villagers offering 'homestay'. All villages would now offer the same rate for 'homestay'. All villages would now offer the same rate for 'homestay'. They gave ten percent of their income from 'homestay' for the Turtle Protection Fund. The fund would be utilised for the purpose of protection and conservation of turtles. Modern technology also helped. The festival reached all corners of the world through the medium of the internet and our website. People around the world began to contact the small villages of Konkan. More and more villagers came forward to do this work and the number of 'homestay' families went up to 35. As many as eight hundred people began to visit Velas in the Turtle Season. This meant more business for the villagers. Now they realised that tourism can be a source of income. Tourists bring in money and in order to earn that money, it was important to protect the turtle hatchlings. This was Conservation of Nature through Livelihood' in its true sense. Velas became the project's main success story.

Points to reflect

Teacher will read out the points and students will express their ideas.

-Do you think 'Conservation of nature through livelihood' is a concept which can lessen the burden of unemployment in our country?

-Do you think such projects can prove to be sharp weapons to conserve nature?

-What would be your approach towards such a project if seen nearby your locality/area?

Solved activity

Read the given passage, think, compare and express.

-While reading this passage students should also try to understand the hidden ideas.

-Use of dictionary will be helpful for better understanding.

-Put forth your ideas without any thought of what others feel about it or about you.

-Let your thoughts be free from the dogmatism, the passage discusses about.

A good way of ridding yourself of certain kinds of dogmatism is to become aware of opinions held in social circles different from your own. When I was young, I lived much outside my own country – in France, Germany, Italy and the United States. I found this profitable in diminishing the intensity of insular prejudice. If you cannot travel, seek out people with whom you disagree, and read a newspaper belonging to a party that is not yours. If the people and the newspaper seem mad, perverse, and wicked, remind yourself that you seem so to them. In this opinion both parties may be right, but they cannot both be wrong. This reflection should generate a certain caution.

-After a detailed reading, reflect on the points and share your ideas.

Points to reflect

-Teacher/Facilitator can read the questions and help to lead the discussion.

- Do you possess or promote dogmatism through your attitude or behaviour?
  (Teacher may explain here the meaning of dogmatism)
- Do you really find interest in contrasting opinions shared by others or get along with such people in your social circle? Are you comfortable with other's opinions? Share some experience.
- If you cannot agree to one's opinion which carries evidence, then do you agree that it's an alarm for you to change your thinking pattern? Are you ready for this change?
  Here are few thoughts which the students might present after reflection.

1. – No, I do not promote dogmatism as I really believe in possessing a rational outlook towards any matter or thought I share. One's thoughts or ideas should always have a rationalistic approach.
2. – No, I don't feel comfortable sharing or getting along with people who have contrasting ideas (Reasons may vary)
   - Yes, I find interest in contrasting opinions as I learn their perspective behind their thoughts and experiences which eventually becomes a learning experience for me.
   - Yes, I am comfortable with the thought of changing my opinions if they prove me wrong in my social circle and would love to accept other's opinions.

   Practice

   Share your opinions on the topic 'Girls should learn to do all the housework and not boys'

   Extension activity

   Select any informative topic and try to debate on it in the class so as to know each other's opinions and know how much you reasonably agree or disagree with others.

   Evaluation

Students will speak out their opinions and thoughts about the concepts shared in passages. This will give them a chance to compare, think and relate to life.

My take away

Today I learnt to read, compare, contrast, think rationally and relate ideas to my life.

STD: 9th **ACTIVITY I** **Subject: English**

Learning Outcomes/ Competency Statements: 3

Prepares a write up after seeking information in print, online, noticeboard, newspaper etc.

Instructions to parents, teachers and facilitators

- Give clear instructions to the students.
- Make them read the given information properly.
- Ask them to think on the points or information given.
- Emphasize on collecting extra information and key words related to the information given.

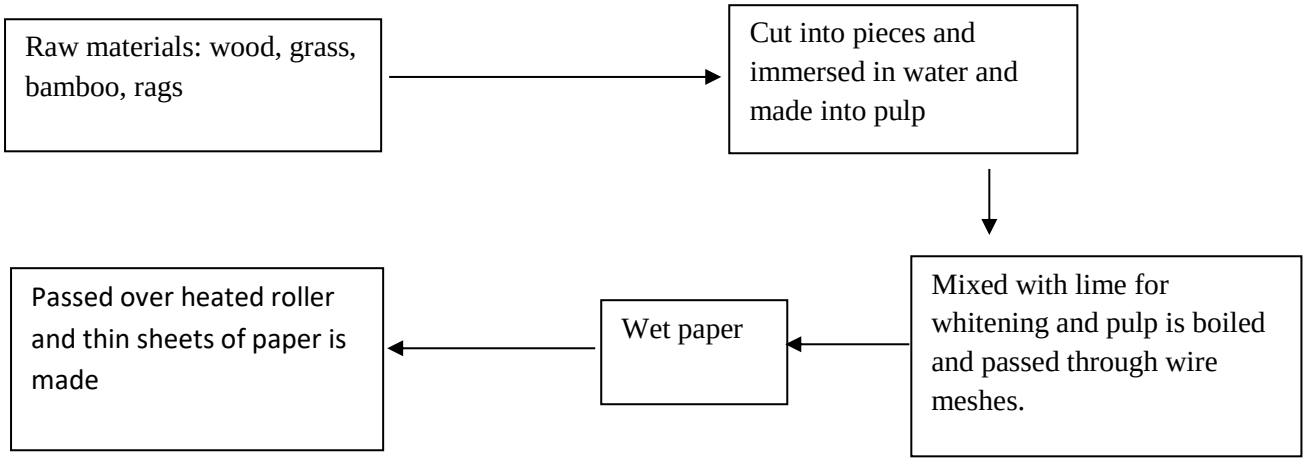
Instructions to students

- Students should cautiously follow all instructions.
- Read the given information.
- Think rationally and try to collect some extra information.
- Include all the information given.
- Elaborate in your own language.

Learning activity:

Go through the given information and prepare a write up on the same.

Manufacture of paper



After reading the given information students will write a paragraph on the same.

Solved activity:

Based on the points given below write a paragraph about Tirupati.

Tirupati – major pilgrimage place – famous – temple – Lord Venkateshswara (Balaji) – Tirmale hills – maintained by Pallavas, Cholas and Vijaynagar empire – established center of Vaishnavism.

Ans: Tirupati is a major pilgrimage place and the most famous temple is the Balaji Temple dedicated to Lord Venkateshswara. It is situated in the Tirumala hills which are the second oldest rock mountains in the world. The temple has been maintained and updated for centuries by the

Pallava Kings. Followed by the Cholas and even by the kings of the Vijaynagar empire. It was an established center of Vaishnavism.

Practice:

Students can seek information in any form and transfer it into a paragraph.

Extension Activity:

Find out some key information about a renowned personality and learn to write or convert it in the form of a paragraph.

Evaluation

Students will read the information and elaborate the given points in their own language. Teacher will lend his/her helping hand whenever needed.

My take away : Today I learnt to prepare a write up after seeking information about it.

STD: 9th **ACTIVITY 2** **Subject: English**

Learning Outcomes/ Competency Statements: 3

Prepares a write up after seeking information in print, online, noticeboard, newspaper etc.

Instructions to parents, teachers and facilitators:

- Give clear instructions to the students.
- Make the students go through the advertisement thoroughly.
- All the points given in the advertisement should be included in the write up.
- Help the students whenever needed.

Instructions to students

- Listen to the instructions carefully.
- Read all the information given in the advertisement.
- Sentences formed should be in proper structure and order.
- All the given information should be included.

- Learning Activity:

Prepare a paragraph based on the given advertisement:

BOOK FAIR

AT

Vidya Mandir High School Dahisar (East), Mumbai- 400068

BUY BOOKS

For knowledge and wisdom

Books Displayed for:

- Children
- Adults
- Professionals
- Libraries

Special Discount of 25%

Books are your Best investment!

Advertisers: NAVNEET

Publishing House Dadar

- Solved Activity:

BE INDIAN, WEAR INDIAN

BUY AND WEAR KHADI

For a Natural feel

And Elegant Texture

Good health, purity and

Quality

Special discount on varieties of

KHADI

Silk (spun), cotton, silk(Reeled), woolen, Polyvastra

Every meter of Khadi purchased by each of you will help provide employment to many.

KHADI AND VILLAGE INDUSTRIES COMMISSION

Visit our website www.gramudyog.org for details and information about our outlets.

Students will write a paragraph on the given information using the advertisement.
Ans: The Khadi and Village Industries Commission proposes to advertise Khadi wear. They would like people to buy and wear Khadi for natural feel and elegant texture. The cloth also promotes good health and ensure quality. They propose to give a special discount on cotton, silk(spun), silk(reeled), woollen and polyvastra varieties of Khadi. Every metre of Khadi purchased by each of you will help provide employment to many.

Practice

Use any form of information to convert into a paragraph.

Extension activity:

Bring information including the important points from any newspaper and practice writing a write up on it.

Evaluation

Students will read the advertisement and note the information given. They will write a paragraph using they key information in their own language.

My take away:

Today I learnt to write a paragraph / a writeup after seeking information about it in the form of an advertisement.

Std- 9th... Subject: English

Learning Outcomes/ Competency Statements:4

- Response to instruction and announcement in school and public places To converse effectively in real life situations.

Activity 1

Objectives: -

- To enable the students to frame questions to draw desired response.
- To enable the students to write effectively.
- To enable the students to express their views and opinions fluently and confidently.
- To enrich the students with good vocabulary, spellings and grammar.

Instructions for teachers and parents/facilitators:

- Read aloud with voice modulation.
- Encourage students to use different types of sentences.
- Give set of vocabulary to use in given situation.
- Explain the situation and help in logical presentation.
- Help the students to imagine and express them in their own words .

Instructions for students:

- Listen attentively to teacher's instruction .
- Speak clearly and confidently.
- Try to frame apt short sentences.
- Take care of grammar and spellings.
- Develop habit of reading .

Learning Activity:

Teacher will read the conversation aloud .

Students will listen carefully .

CONVERSATION : between student and teacher

Student: Good morning Ma'am.

Teacher : Do you know what have we planned to do today ?

Student: Yes madam. Today we shall go on a mission,' Each One , Teach One.'

Teacher : You are right. This is a part of our project on literacy .

Student: Where are we going for our mission?

Teacher : We wilk teach the illiterate people leaving around our school.

Student : Would we be teaching only the children ?

Teacher: No, we can teach anyone , young or old , whoever is illiterate.

Student: Oh , can we teach people older than us ?

Teacher : Why not ?Hurry up we are getting late .

What is the mission about ?

Have you ever undertaken such mission?

Solved Activity/Demo:

Students will roleplay with the help of teacher.

CONVERSATION at the post office

Clerk : What can I do for you?

Jeet: I want to send this parcel to New York.

Clerk: Let's see how mych it weighs.It is 3 kg .

Jeet: How much do I have to pay?

Clerk : If you send by ordinary post it will get there after 15 days and charges will be ₹2000 .

Jeet: What about speed post?

Clerk : It will get there within a week and charges will be ₹4000.

Jeet: Ordinary post will be fine .

Clerk: pay ₹2000. Do you need anything else?

Jeet : Yes, I almost forgot . I need a book of stamps also .

Clerk : Okay . Your total comes to ₹2110.

Practice:

Common Replies

1. When you get some good news :- That's good news indeed!
2. When you want somebody to do something for you :- Could you spare a few minutes for me ?
3. When you want to tell the visitors to sit comfortably :- Please make yourself comfortable .
4. To congratulate someone :- Wow! It's a wonderful performance.
5. When you get the surprise :- What a pleasant surprise !

Teacher should encourage the students to frame short answers .

Extension Activity/Parallel Activity/ Reinforcement:

Teacher will ask students to do roleplay.

Teacher will observe them closely and guide them.

Evaluation:

Teacher will evaluate grammar construction , fluency and pronunciation.

Check the logical sequence.

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

- New vocabulary and terminology.
- To express views and feelings effectively and confidently.
- Students learn to give proper response to the questions.

STD: 9th Subject: English

Learning Outcomes/ Competency Statements:4

- Response to instruction and announcement in school and public places. To converse effectively in real life situations.

.Activity 2

OBJECTIVES:

- To enable the students to use English language in day to day life.
- To enable the students to understand the topic and the main points.
- To enable the students to express their views and thoughts fluently and confidently.

Instructions for teachers and parents/facilitators:

- Explain the given situation.
- Help the students to use appropriate vocabulary and terminology in given situation.
- Encourage students to enact the given situation.

Instructions for students:

- Listen attentively to teacher.
- Speak clearly and confidently.
- Try to pronounce words correctly and pay attention to tone and intonation.
- Use correct tense

Learning Activity:

Teacher will read aloud and ask students to do roleplay under her guidance

CONVERSATION - At the vegetable shop

Seema: What is the cost of tomatoes?

Shopkeeper: They are ₹15 per kg.

Seema : Please give me a kg of fresh and ripe tomatoes.

Shopkeeper: Alright . What else do gou want Madam?

Seema : How much are potatoes and onions for?

Shopkeeper: Potatoes are ₹20 per kg and onions are ₹ 12 per kg.

Seema : Please give me three kg of potatoes and one kg of onions .

Shopkeeper: Take some ladyfingers.

Seema : How much is that for?

Shopkeeper: It is ₹20 for a kg.

Seema : Give me half a kg of ladyfingers also. Do you have cauliflowers ?

Shopkeeper: Yes .l do have. It is ₹30 for a kg.Shall I give you some?

Seema : No give me some fresh spinach.

Shopkeeper: How much should I give you?

Seema: How much does it cost?

Shopkeeper: ₹20 for two bundles of it.

Seema : Thank you. Take this ₹100 note abd give me the balance .

Shopkeeper: Here is your balance . Visit again.

Solved Activity/Demo:

Student will read carefully and complete the activities.

CONVERSATION - At the railway station.

Passenger: Good morning.

Railway –Enquiry: Yea please, how can I help you?

Passenger: I lost my luggage on the train yesterday.

Railway- Enquiry: Which train did you board?

Passenger: I was in Shatabdi Express from Delhi to Mumbai.

Railway – Enquiry: At what time did you board the train?

Passenger: I boarded the train in the morning 10o' clock.

Railway – Enquiry: Could you please tell me in brief about your language?

Passenger: It was an American Tourister bag. Dark RED in colour. It also has a big tag R letter written on it.

Railway enquiry: Just a minute I will lodge the complaint.

What is the conversation about?

Have you ever lost anything ? How did you manage to get it back ?

Practice:

Write a conversation between customer and a shopkeeper at a stationary shop.

Customer:

Shopkeeper:

Customer:

Shopkeeper:

Customer:

Shopkeeper:

Extension Activity/Parallel Activity/ Reinforcement:

With the help of internet watch talk shows.

Evaluation: Give any situation and ask students to frame dialogue.

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

Students learn to converse in given situations.

Std- 9th…. Subject: English

Learning Outcomes/ Competency Statements: 5

Discusses, identifies and understands characters, plot, setting and theme….

Activity 1

objectives-

- To enable the students to know and understand different elements of a story.
- To enable the students to express their thoughts and imagination.in their own words.
- To enable the students to frame meanimgful sentences.
- To enable the students to read fluently and confidently.

Instructions for teachers and parents/facilitators:

- Explain elements of story (theme ,plot…)
- Narrate the story loudly .
- Help students to pronounce words correctly.
- Help to develop values to become responsible citizen .
- Help to improve creative thinking.

Instructions for students:

- Listen attentively and understand elements of story.
- Guess the meaning of unfamiliar words from given context.
- Read aloud with correct pronunciation, tone and intonation.
- Note down new vocabulary and it's meaning.

Learning Activity:

Teacher will read story aloud and explain elements of story .

Students will listen carefully and complete the activities.

Develop a story from ; going to Mumbai to attend ……

A series of unfortunate events

I sat down with relief as I ticked off the last task in the checklist . I wanted everything to be perfect as it was my best friend’s marriage in Mumbai .

The alarm rang next morning, I woke up in excitement and booked a cab to the railway station. Everything was going perfectly until I got stuck in a traffic jam. I reached the railway station late but on the sight of the train still waiting on the platform, I hurried and somehow managed to get into the train. I breathed a sigh of

relief and got comfortable. It was only when the Ticket Collector came, I realised that I had been in the wrong train for two hours. I panicked and deboarded the train at the next station. I tried booking a ticket for the next train to Mumbai but there was no availability. On coming back from the ticket counter, I realised that my luggage was missing. Even after hours of finding and reporting it, there was no trace of it. I got tired and lost hope, tried booking a cab with the minimal amount I was left with in my pocket. The cab couldn't reach on time as it was raining heavily. Disheartened, I finally walked my way to the nearest hotel, contacted my parents and recited them the series of unfortunate events that happened during the day. Alas, I couldn't even make it to my best friend's wedding.

Solved Activity/Demo:

Teacher will give outline of a story and narrate it in her own words and then ask students to narrate it in their own way .

Student will listen carefully .

Student's will narrate story in their own words if required will take the help of teacher.

Practice:

Phrasal verbs

- Ask out – invite
- Add up to- equal
- Back up- support somebody
- Blow up- explode
- Call back – return a phone call
- Call off – cancel
- Clean up- to clean
- Count on – rely on
- Cut in – interrupt
- Take off – to start

Find more and use in your own sentences

Extension Activity/Parallel Activity/ Reinforcement:

With the help of internet download story tell and listen.

Evaluation:

- Teacher may arrange story telling competition.
- Roleplay.
- Use of correct tense , pronunciation.

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

Students learn to narrate the story and understand different elements of it.

Std- 9th Subject: English

Learning Outcomes/ Competency Statements:5

Discusses, identifies and understands characters, plot, setting and theme….

Activity 2

Objectives:-

- Help to improve to enable the students to enable creative thinking.
- To enable the students in logical thinking and proper presentation
- To enable the students to use different types of sentences, phrases, idioms and proverbs .
- To enable the students to converse fluently in different context .

Instructions for teachers and parents/facilitators:

- Help the students to read clearly and confidently .
- Help to visualise the characters and situations by narrating stories .
- Help the students ro determine title and moral of the story .

Instructions for students:

- Follow the instruction given by teacher .
- Use your own imagination and creative thinking to develop stories .
- Use appropriate grammar and tenses .
- Focus should be on single incident.
- Make sure that stories have moral or message .

Learning Activity:

Read the story carefully and answer the following questions :

The king sat with his adviser eating honey on puffed rice . As they ate they leaned from the palace window and watched the street below . They talked of this and that . The King , not paying attention to what he was doing , let a drop of honey fall onto the window sill.

“ Oh sir , let me wipe that up , ”offered the Adviser . “ Never mind ,” said the King . “ It is not our problem . The servants will clean it later .”

As the two continued to dine on their honey and puffed rice , the drop of honey slowly began to drip down the windowsill . At last it fell with a plop onto the street below . Soon a fly landed on the drop of honey and begun his own meal .

Immediately a gecko sprang from under the palace and with a flip of its long tongue swallowed the fly. A cat had seen the gecko and pounced on it. Suddenly, a dog sprang forward and attacked the cat!

“Sir , there seems to be a cat and dog fight on the street . Should we call someone to stop it ? ”

“ Never mind ,”said the King .

“ It’s not our problem .”

Mention the characters of the story.

Where did this incident take place ?

Do you agree with kings statement " It's not our problem.

Solved Activity/Demo:

Once during his visit to Chicago, USA, Swami Vivekananda was taking a sroll on the banks of a river . There he saw some young boys with an air gun trying to shoot at eggshells floating in the river . As the shells rolled up and down on the choppy water , the boys could not hit them .

Swami Vivekananda was watching their game with keen interest . Seeing this , the boys called out to him , " Sir , you have been watching us all this time . Would you like to give it a try ?" Swami Vivekananda smiled and that he would like to try . Taking the air gun in his hand , he aimed at the eggshells and concentrated on the target for some time . Then he fired the gun twelvw times and hit an eggshell each time !

The boys were awestruck on seeing Swamiji's skill and asked , " Well ,Sir , how could you do this ? Vivekananda replied , Well , let me tell you a secret . Whatever you do, concentrate all your attention on it . Think of nothing else . If you are shooting , keep your mind only on the target . Your aim will not fail. Concentration can work can work wonders.

How did Swami Vivekananda hit the target?

What is the moral of the story?

Practice:

Idioms useful in daily conversation:-

1. Every dog has his day- everyone will be lucky someday.
2. Be like chalk and chesse – be absolutely different
3. Once in a blue moon – very rarely
4. Cost a fortune- very expensive
5. Be in the red –be in debt.
6. Tie the knot – get married
7. Vanish into thin air – disappear
8. be snowed under- to be loaded with work
9. Weather the storm- survive hard times.

Make meaningful sentences using idioms.

Find 10 more idioms.

Extension Activity/Parallel Activity/ Reinforcement:

READ STORY BOOKS FROM LIBRARY OR INTERNET OR FROM COURSE BOOK.

Evaluation:

Teacher will check, students use apt vocabulary and tense.

Check whether logical sequence is followed and story flows smoothly and crates interest.

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

Students are able to write story keeping in mind all the elements.

Able to frame meaningful sentences in different context .

Able to imbibe values given in the stories .

Std 9th **Subject: English**

Learning Outcomes/ Competency Statements: 6

Understand and appreciate use of literary device figures of speech and other poetic devices.

Activity 1

OBJECTIVES:

- To teach students to identify and understand different figures of speech.
- To enable the students to express their own emotions and feelings through poems.
- To develop in the students the confidence to speak fluently.
- To enable the students to understand the theme of the poem.

Instructions for teachers and parents/facilitators:

- Teacher will read the poem aloud and explain theme of the poem.
- Explain figures of speech.
- Explain the poetic devices given in the poem.
- Teacher will revise the concepts of rhyming words, rhyme scheme and free verse.

Instructions for students:

- Read the poem carefully and follow the instruction of the teacher.
- Try to identify and explain figures of speech
- Try to write appreciation of the poem.

Learning Activity:

FIGURES OF SPEECH

Teacher will explain figures of speech in simple words with examples.

Students will listen carefully and understand.

1. Simile: Simile is a figure of speech wherein direct comparison is made between different things using the words 'like' or 'as.'
   Simile is used to describe one thing by comparing it to another thing.

   e.g. 1. She sings like a nightingale.
   The figure of speech used in the above line is Simile as there is a direct comparison between the singing of the girl to that of a nightingale.

   Other examples:
   1.The engine roared like a lion
   2. They fought like cats and dogs.

2. Metaphor: Metaphor is an implied Simile. This is a figure of speech wherein indirect comparison is made between two things with out of the use of the words like or as.
   e.g. Time is money.

The figure of speech used in the above line is Metaphor as there is an implied comparison between time and money.

Other examples:
1. Life is a game.
2. Reading is food for thought.

3. Personification: Personification is a figure of speech wherein inanimate objects or abstract ideas are attributed human qualities.
e.g. The sun played hide n seek behind the clouds.
The figure of speech used in the above line is Personification as inanimate objects, clouds are given human quality of playing.

Other examples:
1.The lightening danced while the earth shook in fear.
2. The sunflower nodded in the wind.

4. Apostrophe: Apostrophe is figure of speech wherein inanimate ideas, abstract concepts or absent people are addressed as if they were present to create a better poetic effect.

e.g. Oh Life! Weird is your sense of justice.
The figure of speech used in the above line is Apostrophe as life an abstract concept 'life' is addressed as if present for a better poetic effect.
Other examples:
1. Truth why do you always triumph my friend!
2. Oh sons of Mother India! Your sacrifice is unmatched.

5. Hyperbole: Hyperbole is a figure of speech wherein the sentence is highly exaggerated for a better poetic effect.
e.g. 1. He has the memory of an elephant.
The figure of speech used in the above line is Hyperbole as the sentence is highly exaggerated for a better poetic effect.

Other examples:
1. Making tons of money and jewels, he walked towards home.
2. It is raining cats and dogs.

Solved Activity/Demo:

Teacher will read and explain the poem and help the students to complete the activities given below based on poetic devices:

Daffodils – By William Wordsworth.

I wandered lonely as a cloud

That floats on high o’er vales and hills,

A host, of golden daffodils;

Beside the lake, beneath the trees,

Fluttering and dancing in the breeze.

Continuous as the stars that shine

And twinkle on the milky way,

They stretched in never-ending line

Along the margin of a bay:

Ten thousand saw I at a glance,

Tossing their heads in sprightly dance.

The waves beside them danced; but they

Out -did the sparkling waves in glee:

A poet could not but be gay,

In such a jocund company:

I gazed – and gazes – but little thought

What wealth the show to me had brought:

A1. Find from the poem examples of following figures of speech. Simile

Metaphor

Personification

Hyperbole

A2. Write the meanings of:

- glance
- sprightly
- vales
- hills
- host
- Fluttering

Practice:-

Felling of the Banyan Tree :

My father told the tenants to leave

Who lived on the houses surrounding our house on the hill

One by one the structures were demolished

Only our own house remained and the trees

Trees are sacred my grandmother used to say

Felling them is a crime but he massacred them all

The sheoga, the oudumber, the neem were all cut down

But the huge banyan tree stood like a problem

Whose roots lay deeper than all our lives

My father ordered it to be removed

The banyan tree was three times as tall as our house

Its trunk had a circumference of fifty feet

Its scraggy aerial roots fell to the ground

From thirty feet or more so first they cut the branches

Sawing them off for seven days and the heap was huge

Insects and birds began to leave the tree

By- Dilip Chitre

A1. Find from the poem examples of following figures of speech .

Simile

Metaphor

A2. Personification

A3. Why were the tenants asked to leave their houses?

A4. Name the rhyme used in the first four lines of the poem.

Extension Activity/Parallel Activity/ Reinforcement:

Students will give more examples of Simile, Metaphor and Personification

Evaluation:

Teacher will give few lines and ask students to identify figures of speech.

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

I learnt to identify and explain figures of speech.

I learnt how to use figurative language in writing.

I understood how figurative language is different from literal language.

Learning Outcomes/ Competency Statements:6

Understand and appreciate use of literary devices , figures of speech , etc…

Activity 2

Objectives :

- To enable the students to understand thoughts and views of the poems .
- To identify , understand , and enjoy the rhyme and rhythm of the poem .
- To enable the students to develop memorisation skills .

Instructions for teachers and parents/facilitators:

- Help to understand the implied meaning .
- Help to imbibe good values
- Explain how to write appreciation of the poem .
- Appreciate different aspects of literary text .

Instructions for students:

- Understand and appreciate poetry .
- Identify rhyming words and rhyming scheme .
- Broaden the vocabularies .
- Listen carefully to the recitation of the poem .

Learning Activity:

Read the extract carefully and complete the given activities.

ABOU BEN ADHEM

Abou Ben Adhem (may his tribe increase !)

Awoke one night from a deep dream of peace ,

And saw, within the moonlight in his room ,

Making it rich , and like a lily in bloom ,

An angel writing in a book of gold :-

Exceeding peace had made Ben Adhem bold ,

And to the presence in the room he said ,

“ What writest thou?”-The vision raised it’s head ,

And with alook made of all sweet accord ,

Answered , “The names of those who love the Lord .”

“And is mine one?” said Abou . “ Nay , not so ,”

Replied the Angel . Abou spoke more low ,

But cheerly still; and said , “ I pray thee, then,

Write me as one that loves his fellow men .”

The angel wrote , and vanished. The next night

It came again with a great awakening light ,

And showed the names whom love of God had blest ,

And lo! Ben Adhem’s name led all the rest.

Write the answers of the following questions based on the poem above

Who was in Abou’s room ?

Write two pairs of rhyming words.

What is the message given in the poem?

Solved Activity/Demo:

Read the extract carefully and complete the given activities.

I ran into a stranger as he passed by, “ Oh , excuse

Me please” was my reply .

He said, “ Please excuse me too ; Wasn’t even

Watching for you .”

We were very polite, this stranger and I .

We went on our way and we said good –bye .

But at home a different story is told,

How we treat our loved ones , young and old .

Later that day , cooking the evening meal ,

My daughter stood beside me very still.

When I turned , I nearly knocked her down .

“ Move out of the way,” I said with a frown.

She walked away , her little heart was broken.

I didn’t realize how harshly I’d spoken .

Solve the following questions:

To whom was the speaker polite ?

How did she speak to her daughter? Why?

Write meaning of :-

1. Knocked
2. Frown

Practice:

Taking the help of dictionary / internet guess and write the type of poem against its description .

1. A long story poem, often mythical -------
2. A short story poem with a message ---------
3. A poem of 14 lines ----------
4. A song like poem ---------
   - Find rhyming words from above given poem

Extension Activity/Parallel Activity/ Reinforcement:

Teacher will ask the students to identify the rhyming scheme of the poem.

Teacher will ask central idea of the above poems.

Evaluation:

- Teacher will ask students to recite the poem and check the pronunciation, voice modulation,……..
- Check use of appropriate vocabulary and tense while writing appreciation.

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

- Able to recite the poem fluently and confidently.
- Able to use wide variety of vocabulary.
- Able to appreciate and understand different objects of nature.

Std. :- 9th **Subject: English**

Learning Outcomes/ Competency Statements: 7

Uses Quotations, idioms and proverbs appropriately.

ACTIVITY NO. 1

Objectives:-

- To understand and identify the exact difference in quotations, idioms and proverbs.
- To enable the students to learn new quotations, idioms and proverbs.
- To enable them to use quotations, idioms and proverbs in speaking.

Instructions for teachers and parents/facilitators:

- Ask the students if they have previous ideas about quotations, idioms and proverbs.
- Elicit answers from some students.
- Let them guess the meanings of quotations, idioms and proverbs
- Tell them to understand the exact meanings of quotation, idiom and proverb.

Instructions for students:

- Read and understand the meanings of quotation, idiom and proverb.
- Differentiate/classify the given examples in tabular form.

Quotation: a phrase from a book, speech, play, etc., that somebody repeats because it is interesting or useful.

Ex. *Tum Mujhe Khoon Do,* Main Tumhe Azadi Doonga (Give me blood and I will give you freedom!) ·

Idiom : an expression whose meaning is different from the meanings of the individual words in it. Ex. *The ball is in your court.*

Proverb : a short well-known sentence or phrase that gives advice or says that something is generally true in life. Ex. *Practice makes man perfect.*

Learning Activity:

Differentiate/classify the given examples in the table given below :

Better late than never / "The only thing we have to fear is fear itself". / hold your horses / time flies when you have a fun / once in a blue moon / at the eleventh hour /"If opportunity doesn't knock, build a door." / don't count your chickens before they hatch, / don't put all your eggs in one basket.

Quotation	Idiom	Proverb
1	**1**	**1**
2	**2**	**2**
3	**3**	**3**

Solved Activity/Demo:

A phrase *'The pen is mightier than the sword'* indicating that the written word is a more effective tool for communication than violence. In some interpretations, written communication can refer to administrative power or an independent news media.

An idiom *' kill two birds with one stone'* indicates to achieve two things by doing a single action. Ex. We can *kill two birds with one stone* by dropping off the mail when we go to the grocery store.

Some famous **quotations** by famous personalities.

"Time is money." – Benjamin Franklin. ...

"I came, I saw, I conquered." – Julius Caesar. ...

"When life gives you lemons, make lemonade." – Elbert Hubbard. ...

"If you want to be happy, be." – Leo Tolstoy

Practice:

Go through your text book of std. 9th and find out and underline quotations, idioms and proverbs used in Unit no. 1 and 2 and show them to your teacher.

Extension Activity/Parallel Activity/ Reinforcement:

Find out the meanings of these idioms and proverbs and try to use these in your conversation. You can add your own in this list.

Idioms

- "Hit the hay."
- "Up in the air" ...
- "Stabbed in the back" ...
- "Kill two birds with one stone." ...
- "Piece of cake" ...
- "Costs an arm and a leg" ...
- "Break a leg"

Proverbs

- When the going gets tough, the tough get going. ...
- Better late than never. ...
- Two wrongs don't make a right. ...
- Birds of a feather flock together. ...

- A picture is worth a thousand words. ...
- There's no such thing as a free lunch. ...
- Beggars can't be choosers.

Evaluation:

The teacher will ask the students concept checking questions and clarify their doubts by giving some more examples.

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

Today I have learnt ….

- How to identify the exact difference in quotations, idioms and proverbs.
- Learnt some new quotations, idioms and proverbs.
- How to use quotations, idioms and proverbs appropriately in speaking

Std. :- 9th **Subject: English**

Learning Outcomes/ Competency Statements: 7

Uses Quotations, idioms and proverbs appropriately.

ACTIVITY NO. 2

Objectives:-

- To enable the students to learn new quotations, idioms and proverbs.
- To enable them to use quotations, idioms and proverbs in speaking.
- To increase their vocabulary.

Instructions for teachers and parents/facilitators:

- Revise the ideas about quotations, idioms and proverbs.
- Elicit answers from some students.
- Tell them to understand the exact meanings of quotation, idiom and proverb.
- The teacher will give some examples of idioms to understand better.

- **(to be) a fish out of water**

Meaning: to feel awkward or uncomfortable, usually in a new situation

Teaching tips: Start the lesson by talking to your students about feeling awkward. What makes them feel awkward? Give an example of what makes you feel awkward. Then, present the below dialogue.

Sample dialogue:

Sam: Gee, learning to rollerblade isn't easy. I keep falling down!

Sarah: I know, it's so hard! I feel like ***a fish out of water***.

- **to be broke**

Meaning: to be out of money, to have no money

Teaching tips: Provide the students with two images. One image should be of a broken item (*such as a broken pencil*) and one should be an image of a person with no money (*this is a great one*). Explain how both images mean "to be broke." Then, present the following dialogue and have the students match the correct image to the meaning of the idiom.

Sample dialogue:

Sam: I really want to buy that cool hat. But ***I'm completely broke***.

Sarah: Would you like to borrow some money?

Sam: That'd be great. I promise, I'll pay you back later.

Instructions for students:

- Here, the teacher will present some examples of idioms.
- Students must listen them carefully.
- Then solve the given activity.

Learning Activity:

To test your new-found knowledge, here are some sentences to practice with. Fill in the blank with suitable idioms given in the brackets.

(once in a blue moon, when pigs fly, speak of the devil, the best of the both worlds, see eye to eye)

a) Ha! John has been promising to paint the house for five years…. Maybe when _____.

b) Jane is just never on time to work, it's really annoying. O wow, _____ here she comes…
c) So we're going to London, then Munich, then we will fly out of Athens, right? Great. I'm so glad to be traveling with someone I _____ with.
d) Wow, she found her dream man and has now landed an amazing job. She really does have _____.

e) I don't really like going out of station anymore. I only go _____.

Solved Activity/Demo:

Here are the most common **English idioms** and phrases that will enrich your **English vocabulary** and make you sound like a good speaker.

1. 'The best of both worlds' – means you can enjoy two different opportunities at the same time. "By working part-time and looking after her kids two days a week she managed to get the best of both worlds."

2. **' Speak of the devil'** – this means that the person you're just talking about actually appears. "Hi Tom, speak of the devil, I was just telling Sara about your new car."

3.' See eye to eye' – this means agreeing with someone.

" They finally saw eye to eye on the business deal."

4.' Once in a blue moon' – an event that happens infrequently.

" I only go to the cinema once in a blue moon."

5.'When pigs fly' – something that will never happen.

" When pigs fly she'll tidy up her room."

6. 'Let someone off the hook' – To allow someone, who have been caught, to not be punished.

7. 'No pain no gain' – You have to work hard for something you want.

8. 'Bite the bullet' – Decide to do something unpleasant that you have avoiding doing.

9. 'Getting a taste of your own medicine' – Being treated the same unpleasant way you have treated others.

10. 'Giving someone the cold shoulder' – To ignore someone.

Practice:

Go through your text book of std. 9th and find out and underline quotations, idioms and proverbs used in Unit no. 1 and 2 and show them to your teacher.

Extension Activity/Parallel Activity/ Reinforcement:

Find out some more useful idioms and proverbs from your course book, grammar books and internet. And use them in your daily life while doing conversation with your teachers, friends and relatives.

Evaluation:

The teacher will ask the students concept checking questions and clarify their doubts by giving some more examples.

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

Today I have learnt ….

- Learnt some new quotations, idioms and proverbs.
- How to use quotations, idioms and proverbs appropriately in speaking

Std. :- 9th **Subject: English**

Learning Outcomes/ Competency Statements: 8

Learn new words, expressions and enrich his / her vocabulary through reading.

ACTIVITY NO. 1

Objectives:-

- To enable the students to learn new words and vocabulary.

- To enrich the vocabulary to develop their language skills.

- To make them confident and bold readers through reading skills.

- To enable them to find out the particular words from the dictionary.

Instructions for teachers and parents / facilitators: -

- Check whether the students are reading the passage properly.

- Observe their tone of voice and intonations while reading passage.

- Let them chance to guess the meaning of words.

- Observe the pronunciation of their reading words and expressions.

- Tell them to keep English dictionary while reading passage and doing activities.

Instructions for students: -

Read the passage carefully and find out new words.

- Listen the passage attentively to find out unknown words.

- Guess the meaning of new words and try to tell the class.

- Take down all important points in your notebook.

- Complete all activities as per given instructions.

- Keep any good English dictionary with you.

Learning Activity:-

-Teacher asks to read the passage carefully and tell to find some new words.

-Teacher supports all students to complete all activities.

-Students follow all instructions and try to complete activity tasks.

Thus, troy was a strong city, strongly protected by its walls and strongly defended by its brave soldiers. But all the kings and heroes of Greece had declared war against the Trojans, because Paris, a prince of Troy, had persuaded Helen, wife of a Greek king Menelaus, to elope with him he had brought her to troy.

The Greeks wanted to take revenge on troy for the wrong done to Menelaus. They sailed to Troy and laid siege to the city. The Trojans, too, fought hard and the siege continued for ten long years.

The fighting went on daily, but the siege did not end. On the one hand, the Greeks could not take city, and on the other hand the Trojans could not force them to sail away. Every day the Trojans came out of their gates and the Greeks came out of their tents and ships, and the fighting went on. Sometimes there were great battles between two armies. Sometimes there were single fights between two great heroes. Sometimes the Trojans had the better of it and sometimes the Greeks. But still the fighting went on.

Teacher conducts some activities to understand the new words.

Activity1: - Find the antonyms of the following from the passage:

1. cowardly 2. exposed

Activity2: - Find the synonyms of the following from other sources :

1. great (hero) 2. fight(verb) 3. strong(city) 4. brave

1) Which are the adjectives used in the passage?

2) Tell different verbs and their meanings from the passage?

Activity3: -Complete the word-chain of 'abstract noun'. Add four words, each beginning with the last letter of the previous word of your own.

revenge e…….. …….. …….. ……

Activity 4. Write two compound words of your own.

Solved Activity / Demo:

The teacher demonstrates some activities which will enrich vocabulary and supports learners to get expected answers (words) from the given passage.

Activity: -Fill in the blanks.

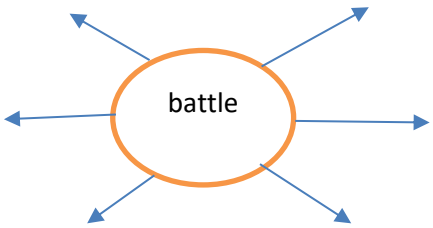
1) The enemy ……..Panhala fort.

2). He wanted to take……for wrong done to him.

The teacher helps learners to give hints of answers by giving stress while reading the passage.

Practice:

Teacher takes one word from the passage and tells students to add related words for it.



Extension Activity / Parallel Activity / Reinforcement:

Teacher instructs students to read the following passage and do the activity.

Robbing children of their childhood is a criminal act, and our society must weed this malaise out from the root. But where does the root lie? Before you attempt to answer, let me give you an anecdote from the other end of the social spectrum.

A colleague of mine has a child studying in Std. IX in a reputed school in Bangalore. This child wakes up at a.m. and studies for an hour before going to school. She returns from school at 4 p.m. and rushes for her IIT entrance exam. coaching class. At 6 p.m. she has tuitions for two hours. After dinner, she spends an hour or more on homework. I asked her when she gets time to play she gets half an hour of free time each day, which she spends watching her favourite serial on television. She also added that board exams and entrance exams are very important, and that get only one chance.

Activity: - Match the pairs of synonyms in column 'A' with their meanings in column 'B':

Column A	Column B
1. weed out	A. all the possible varieties of something
2. anecdote	B. trouble
3. malaise	C. remove
4. spectrum	D. short account of an incident

Evaluation:

Teacher will boost confidence by checking fluency of new words as well as their vocabulary, confidence of finding out unfamiliar words and vocabulary from the dictionary, word power and vocabulary of students, and how it effects in the class.

DIKSHA Video / E-content QR code:

My take away / Today I learnt:

Today I have learnt ….

1) How to deal with new words and meanings

2) How to use dictionary while reading any topic.

3) About the word-chain activity.

4) How to improve word power.

Std. :- 9th **Subject: English**

Learning Outcomes/ Competency Statements: 8

Learn new words, expressions and enrich his / her vocabulary through reading.

ACTIVITY NO. 2

Objectives:-

- To enable the students to learn new words and vocabulary.

- To enrich the vocabulary to develop their language skills.

- To make them confident to find new words.

Instructions for teachers and parents / facilitators: -

- Check whether the students are reading the given examples properly.

- The teacher can also write these words on separate chits and distribute among the groups.

- Let them chance to guess the meaning of words and try them to make meaningful sentence.

- Tell them to keep English dictionary while doing activities.

Instructions for students: -

Read the given jumbled words carefully and rearrange them properly.

- Complete all activities as per given instructions.

- Keep any good English dictionary with you for your reference.

Learning Activity:-

-Teacher asks learners to read the jumbled words carefully and rearrange them properly.

-Teacher supports all students to complete all activities.

-Students follow all instructions and try to complete activity tasks.

Teacher writes on the board or gives the students jumbled words on a printed chits and asks them to rearrange properly. The teacher asks the meanings of new words and give learners proper meanings of new words.

Rearrange the words to make complete sentences.

1. applied / school / law / admission / for / she's / to

2. marketing / got / she's / a / in / diploma

3. homework / essay / pollution / write / want / I / you / to / on / an / for

4. we / CAE / we / studying / because / hard / want / are / pass / to

5. end / at / chapter / of / the / book / exercises / the / has / every

6. fail / work / if / she'll / she / all / exams / her / doesn't

7. FCE / Carla / in / a / grade A / got

8. be / down / for / spelling / poor / punctuation / and / you'll / marked

9. exercise / match / country / city / capital / in / to / you / have / the / first / each / to / its

10. must / candidates / two / answer / questions / paper / each / from

The teacher will check their answers.

Answers (for the teacher only to check their responses) :

1. She's applied for admission to law school.

2. She's got a diploma in marketing

3. For homework I want you to write an essay on pollution.

4. We are studying hard because we want to pass CAE.

5. The book has exercises at the end of every chapter.

6. If she doesn't work, she'll fail all her exams.

7. Carla got a grade A in FCE

8. You'll be marked down for poor spelling and punctuation.

9. In the first exercise you have to match each capital city to its country.

10. Candidates must answer two questions from each paper

Solved Activity / Demo:

1. very / year / of / end / was / the / difficult / examination

2. college / special / in / had / do / our / third / at / year / everyone / to / project / a

3. 1992 / medicine / in / in / qualified / he

4. results / the / posted / your / exam / be / home / will / to / address

5. school / geography / history / at / favourite / my / were / subjects / and

6. pronunciation / I / course / in / took / a / English

7. you've / tested / studied / you'll / on / term / this / be / everything

8. thesis / took / time / doctoral / write / to / it / a / long / my

Answers:

1. The end of year examination was very difficult.

2. In our third year at college everyone had to do a special project.

3. He qualified in medicine in 1992.

4. The exam results will be posted to your home address.

5. My favourite subjects at school were history and geography.

6. I took a course in English pronunciation.

7. You'll be tested on everything you've studied this term.

8. It took a long time to write my doctoral thesis

Practice:

Teacher asks the students to do such types of different activities given on internet for enriching vocabulary.

Ex. Crosswords, word search, mixed letters, card games etc.

Extension Activity / Parallel Activity / Reinforcement:

Word search:

l	q	a	h	b	t	a	k	e	u	i	t	s	g	x
g	z	b	o	b	g	d	m	l	w	h	u	t	q	o
e	x	e	r	c	i	s	e	u	e	c	c	j	u	o
t	f	x	c	r	s	i	s	d	v	e	z	t	j	t
o	o	a	n	q	b	f	a	e	j	i	x	e	s	e
t	m	m	o	p	h	r	r	o	s	l	x	e	f	f
h	b	i	t	c	g	k	r	e	a	s	t	l	a	p
e	w	n	t	k	m	p	t	m	s	r	a	j	i	a
s	p	a	c	c	q	u	o	p	s	u	a	y	l	s
i	m	t	o	y	o	l	a	a	u	j	l	w	j	s
s	p	i	m	v	p	m	y	p	b	q	v	t	k	y
w	c	o	k	i	s	v	w	e	j	b	n	r	k	z
a	q	n	d	t	d	h	c	r	e	r	a	p	p	p
a	d	m	i	s	s	i	o	n	c	m	r	k	n	r

Answers : essay, subject, examination, diploma, result, grade, exercise, take, project, fail, test, pass, paper, match, admission, mark, qualify, thesis

Evaluation:

Teacher will check new words as well as their vocabulary, their confidence of finding out unfamiliar words and activity of rearranging sentences.

DIKSHA Video / E-content QR code:

My take away / Today I learnt:

Today I have learnt ….

1) to deal with new words and meanings.

2) to solve the word puzzle activity and finding out new words.

3) to improve word power.

Std. :- 9th **Subject: English**

Learning Outcomes/ Competency Statements: 9

Understands the organization of graphic presentations and uses them appropriately.

ACTIVITY NO. 1

Objectives:-

- To enable the students to understand the graphical presentation. (bar graph, line graph etc.)

- To enrich learners to observe and understand the graphical presentation.

- To make them confident to study and understand graphical information.

- To enable them to know types of graphical structure.

Instructions for teachers and parents / facilitators: -

- Check whether the students are observing given examples properly.

- The teacher can draw these graphs on black board or provide learners separate chits of diagrams and distribute among the groups.

- Let them chance to guess the information given in graphs.

- The teacher will explain the learners what bar graph is.

Bar graphs usually present categorical and numeric variables grouped in class intervals. They consist of an axis and a series or labelled horizontal or vertical **bars**. The **bars** depict frequencies of different values of a variable or simply the different values themselves.

- The teacher will tell the learners advantages and disadvantages of Bar chart.

Advantages and Disadvantages of Bar Chart

Advantages:

- Bar graph summarizes the large set of data in simple visual form.
- It displays each category of data in the frequency distribution.
- It clarifies the trend of data better than the table.
- It helps in estimating the key values at a glance.

Disadvantages:

- Sometimes, the bar graph fails to reveal the patterns, cause, effects, etc.
- It can be easily manipulated to yield fake information.

Instructions for students: -

Study the given/shown bar diagram carefully and explain it to the class.

- Complete all activities as per given instructions.

Learning Activity: -

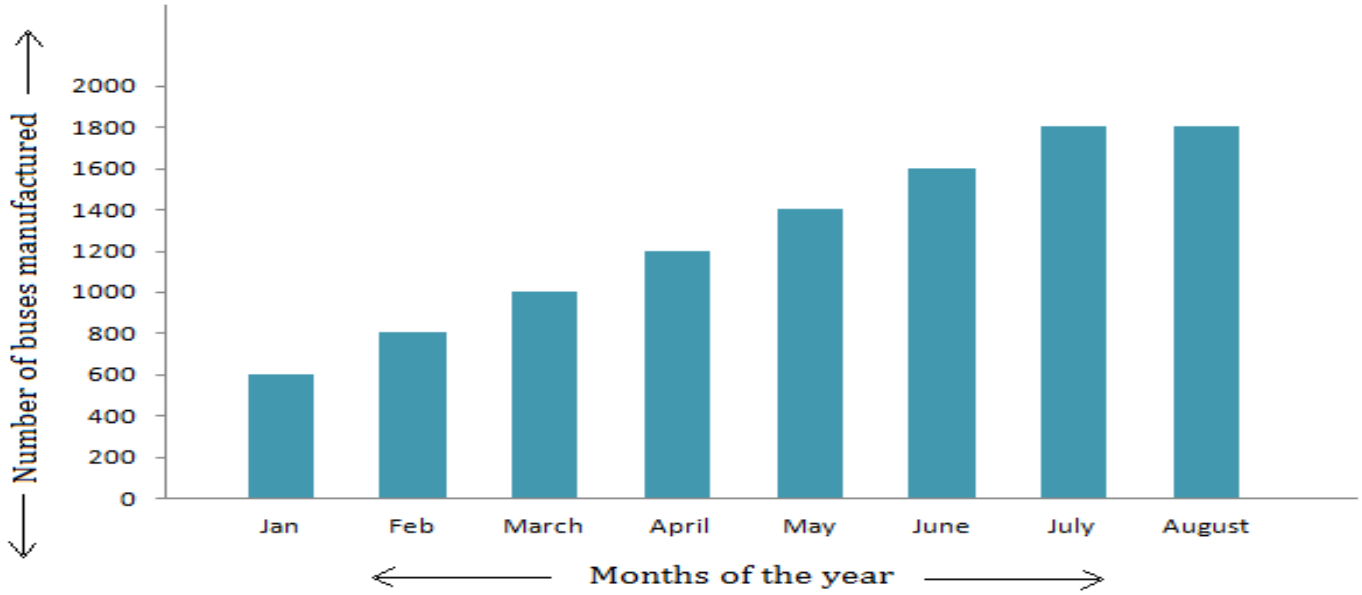
-Teacher asks the learners to observe the bar diagram carefully.

-Teacher supports all students to complete activity.

-Students follow all instructions and try to complete activity tasks.

Teacher draw the bar diagram on the black board or on a printed papers and asks them to observe it. The teacher elicits some answers from the learners and check their understanding.

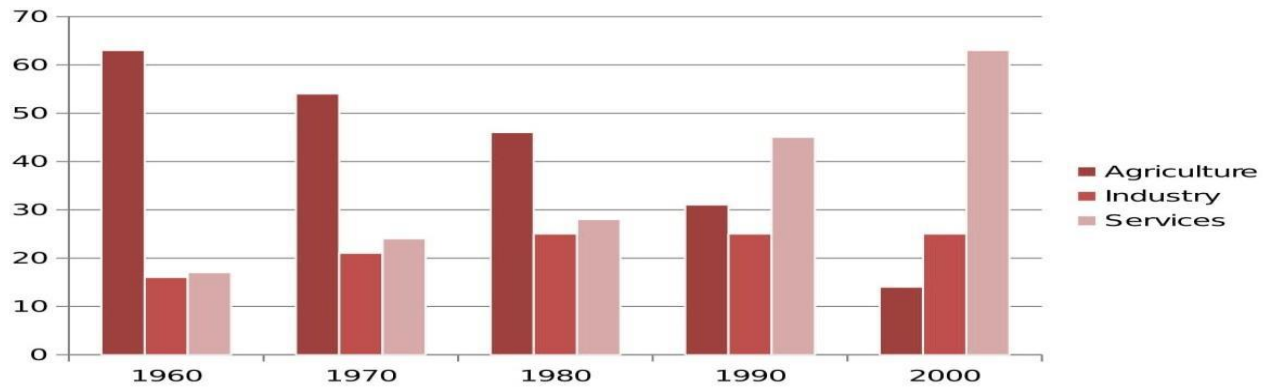
Observe the given bar diagram and tell/write the information given in it.



The teacher will ask concept checking questions to get the expected answers from the learners. The teacher will felicitate the students to give proper responses. He will help the learners to make a paragraph based on given bar diagram even help them to suggest a proper heading to this paragraph.

Solved Activity / Demo:

Let's begin with the analysis of this bar chart, and pick out the information that is relevant to the structure. See the **sample answer of a bar chart** below:



Contribution as % of India's GDP

The bar graph illustrates the relative percentage contributions made by the agricultural, industrial and service sectors to the Indian economy between 1960 and 2000.

Over the whole time period, the significance of agriculture declined steadily while services grew in importance decade by decade. A different patterned emerged for industry, which initially showed a slowly increasing percentage but then plateaued from 1980 onwards.

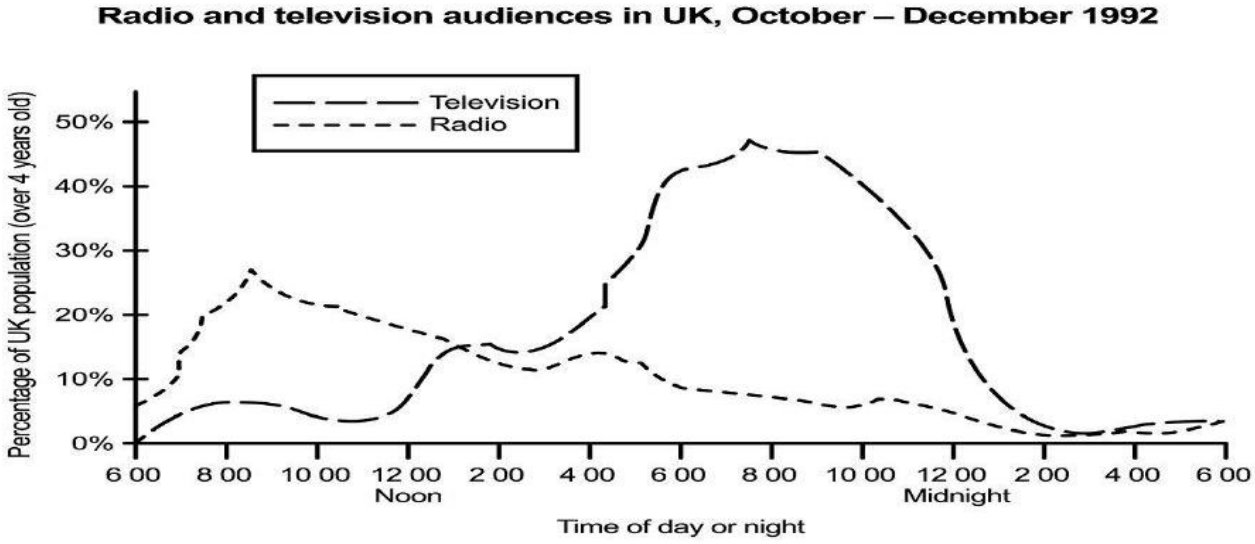
In 1960, agriculture contributed by far the highest percentage of GDP, peaking at 62%, but it then dropped in steady increments to well below a quarter by 2000. The service sector, on the other hand, had a relatively minor impact on the economy in 1960. This situation changed gradually at first, then its percentage contribution jumping from 28% to 43% between 1980 and 1990. By 2000 it matched the high point reached by agriculture in 1960, showing a reversal in the overall trends.

Industry remained a steady contributor to India's wealth throughout the period. As a sector, it grew marginally from 16% in 1960 to exactly a quarter in 1980 then remained static for the next two decades, maintaining a constant share of the overall GDP.

(188 words)

Example:- Line graph

See the **sample answer of a Line chart** below:



Radio and telivision audiences in UK, October- December 1992

The line graph illustrates the proportion of people in the UK over the age of 4 who watched TV and listened to the radio over 24 hours from October to December 1992.

Overall, a significantly greater percentage of the TV audience watched in the evening while radio had the most listeners in the morning. Over the course of each day and night, more people watched TV than listened to the radio.

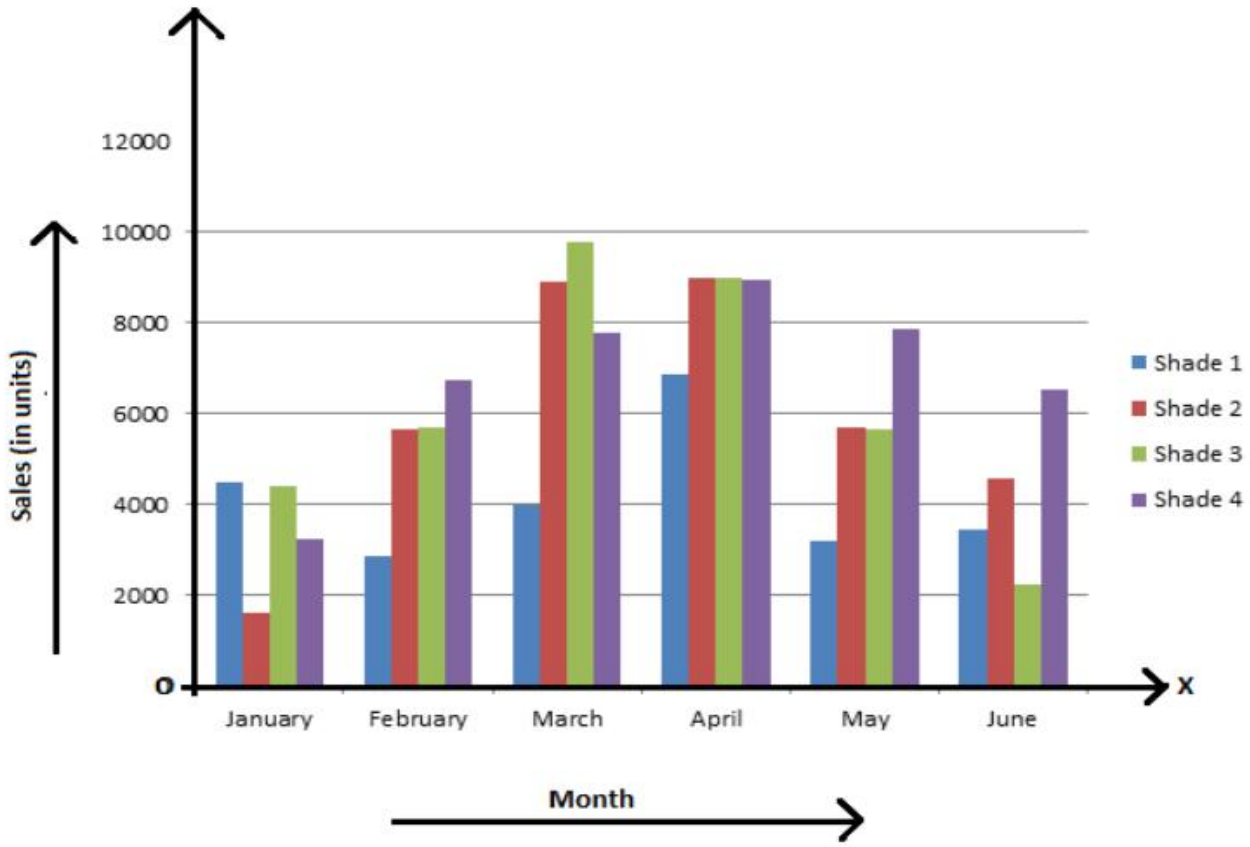
Less than 10% of people watched TV between 1 am and 12 noon but at 4 pm this figure increased rapidly, reaching a peak of almost half the population at 8 pm. After this, the graph records a sharp decline in viewers, reaching a low of only a tiny percentage by 3 am.

Radio, on the other hand, shows a very different trend. The most popular time for listeners to be tuned in was just after 8 am when around 27% of the population was listening. After a brief peak, the numbers dropped steadily to barely 2%, apart from fluctuations at around 4 pm and 10.30 pm. The percentage of listeners remained low overnight before beginning a rapid ascent from 6 am to the 8 am high.

(198 words)

Practice:

Example : A cosmetic company manufactures 4 different shades of lipstick. The sale for 6 months is shown in the bar chart. Write a passage based on it. Give a proper heading.

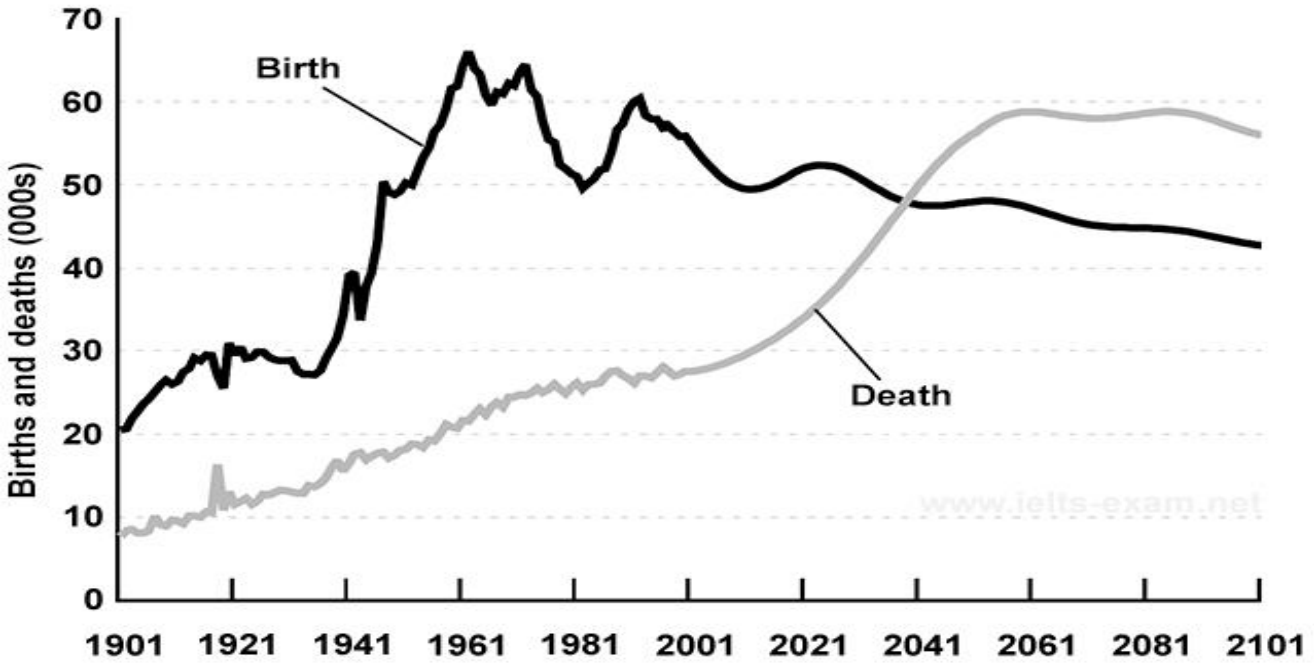


Teacher asks the students to write passage based on this bar/line graph.

Extension Activity / Parallel Activity / Reinforcement:

The graph gives information about changes in the birth and death rates in New Zealand between 1901 and 2101.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



Evaluation:

Teacher will check whether the students cleared their concepts about understanding of bar/line diagram. Teacher also help them to create proper sentences and paragraph.

DIKSHA Video / E-content QR code:

My take away / Today I learnt:

Today I have learnt ….

- What the graphical presentation is. (bar graph, line graph etc.)

- Understood the graphical presentation.

- Become confident to grasp graphical information.

- understands types of graphical structure.

Std. :- 9th **Subject: English**

Learning Outcomes/ Competency Statements:

Understands the organization of graphic presentations and uses them appropriately.

ACTIVITY NO. 2

Objectives: -

- To enable the students to understand the graphical presentation. (pie chart)

- To enrich learners to observe and understand the graphical presentation.

- To make them confident to study and understand graphical information.

- To enable them to know types of graphical structure.

Instructions for teachers and parents / facilitators: -

- Check whether the students are observing given examples properly.

- The teacher can draw these graphs on black board or provide learners separate chits of diagrams and distribute among the groups.

- Let them chance to guess the information given in graphs.

- The teacher will explain the learners what Pie chart is.

A **pie chart** (or a circle **chart**) is a circular statistical graphic, which is divided into slices to illustrate numerical proportion.

Instructions for students: -

Study the given Pie chart carefully and explain it to the class.

- Complete all activities as per given instructions.

Learning Activity:-

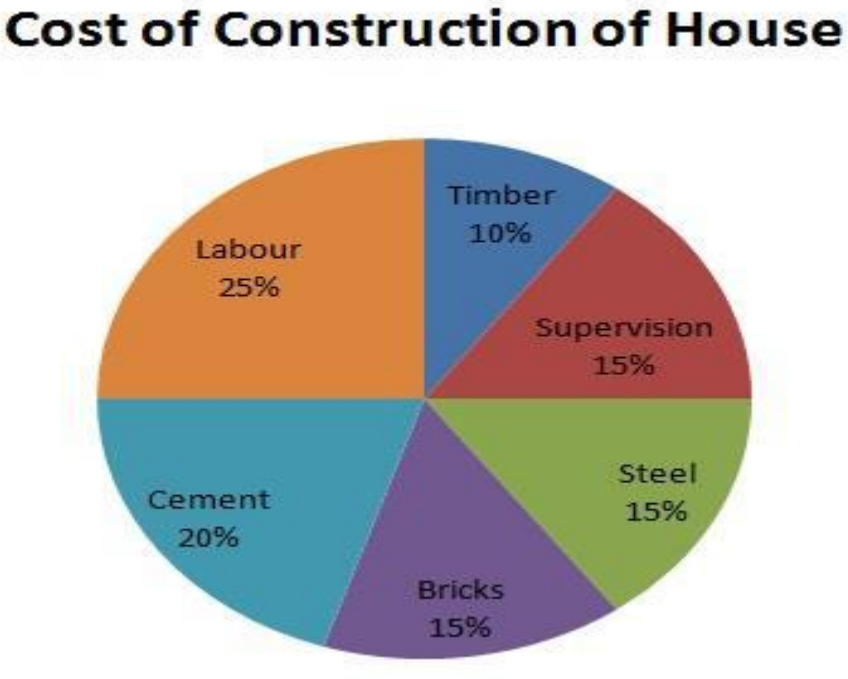
-Teacher asks the learners observe the Pie chart carefully.

-Teacher supports all students to complete activity.

-Students follow all instructions and try to complete activity tasks.

Teacher draw the Pie chart on the black board or on a papers and asks them to observe it. The teacher elicits some answers from the learners and check their understanding.

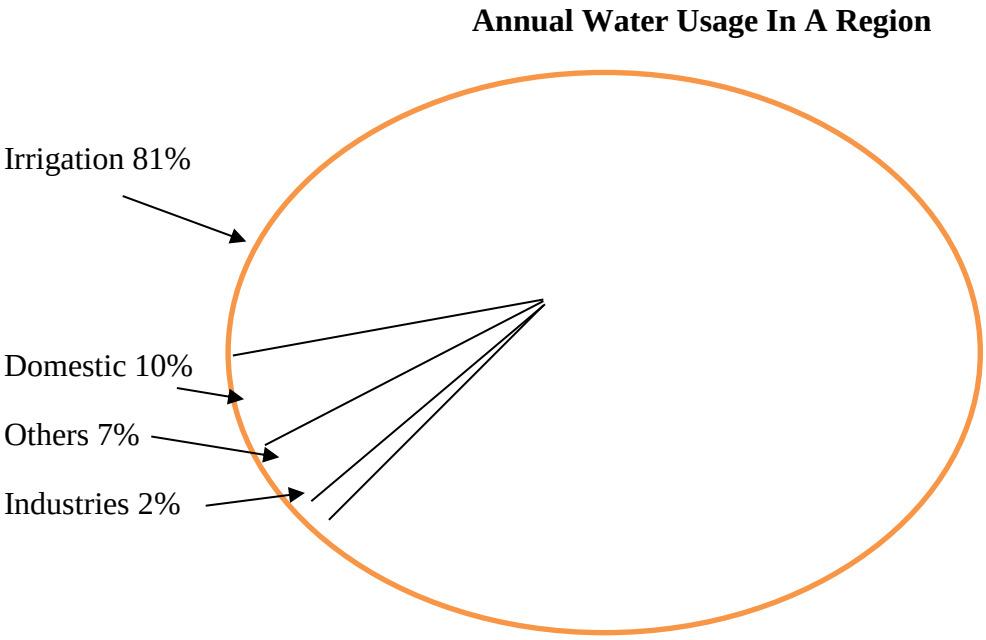
Observe the given Pie chart and tell/write the information given in it.



The teacher will facilitate the learners to construct the sentences and paragraph.

Solved Activity / Demo:

Let's begin with the analysis of this pie chart. See the **sample answer of a Pie chart** below:



Annual Water Usage In A Region

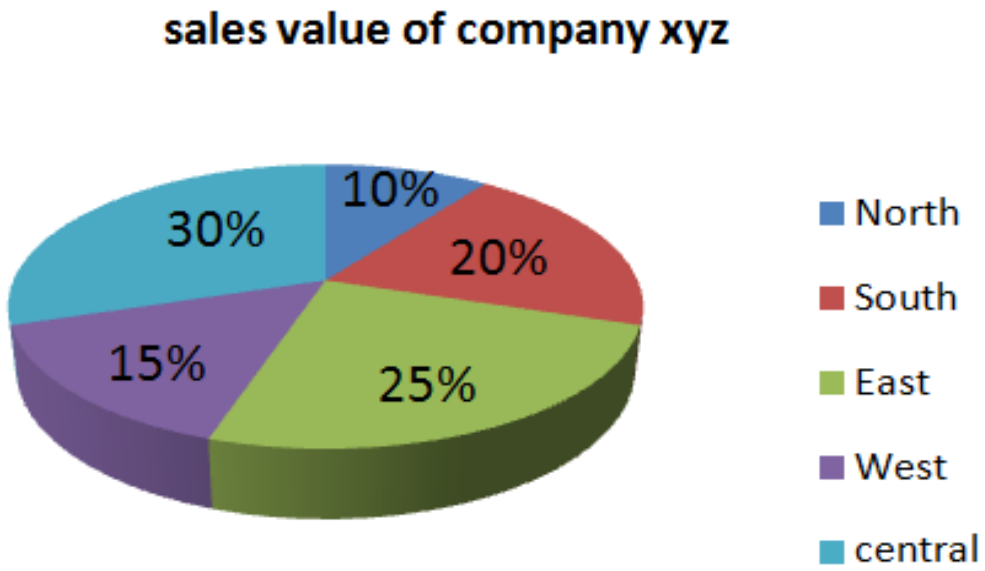
Water is the most important to all living beings. We need maximum water than any other things in our life. The above diagram illustrates the annual usage of water in a region. In this region, in the field of agriculture, the maximum water is utilised for irrigation, that is 81%. 10% of water in the region is utilised by domestic sector which includes water for drinking, washing, cooking, etc.

The other sector, which is not shown clearly in the diagram is using 7% of water. The industrial sector which is growing day by day is utilising 2% of water. It shows that a very less percentage of water is utilised by industrial sector. We know energy sector plays a vital role in the development of a nation. In this sector, we see that the diagram shows the use of water is almost nil. If we try to observe its place in the chart we do realise that 0% usage is seen.

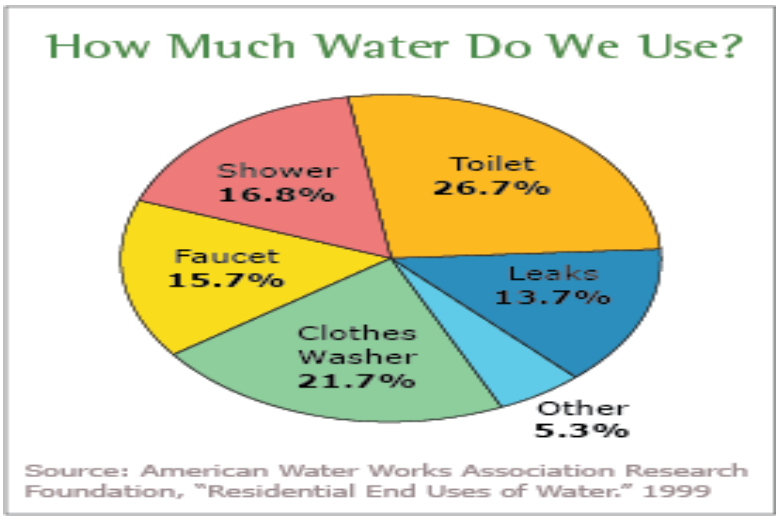
Practice:

Study the following pie-diagram and write a paragraph or explain the details based on the information given in it :

Activity No. -1

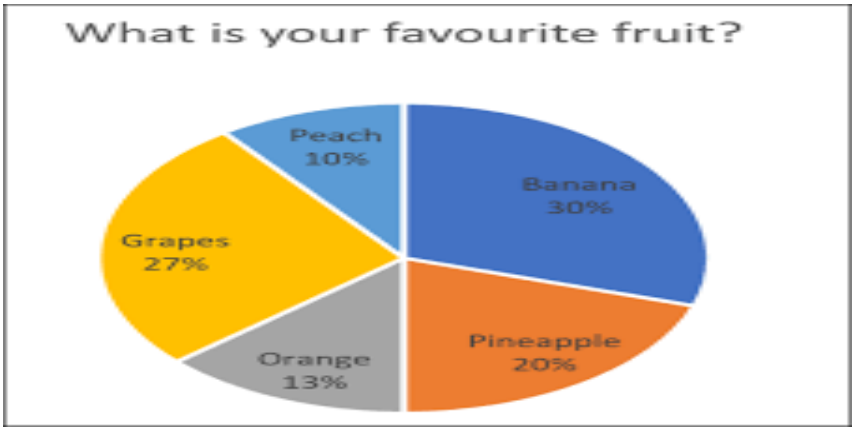


Activity No.-2



Extension Activity / Parallel Activity / Reinforcement:

The following pie diagram gives the information of 100 students about their favourite fruits . Study the following pie-diagram and write a paragraph based on the information given in it :



Evaluation:

Teacher will check whether the students cleared their concepts about understanding of Pie diagram. Teacher also help learners to create proper sentences and paragraph.

DIKSHA Video / E-content QR code:

My take away / Today I learnt:

Today I have learnt ….

- What the graphical presentation is. (Pie diagram.)

- Understood the graphical presentation.

- to be confident to grasp graphical information.

Std – 9th **Subject: English**

Learning Outcomes/ Competency Statements :10

- Predicts the next part in a conversation / story / narration.
- By the end of the lesson students will be able to generate new ideas.

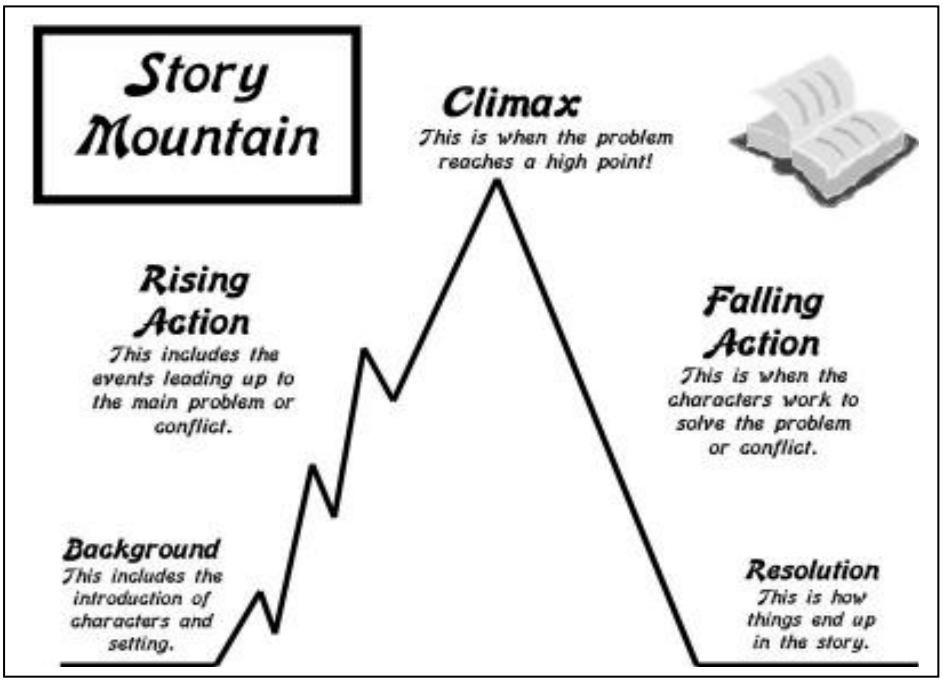
Activity 1

Instructions for teachers and parents/facilitators:

- Encourage learners to think of an idea of predicting the next part of the story with help of given clue
- Give learners clear idea how to create a character and a setting
- Ask the learners to expand on their original story idea and the opening scene
- Explain the learners the concept of conflict in the story by revisiting some of their favourite book
- Ask the learners to create the turning point which the readers would least expect
- Motivate the learners to link the conflict with the turning point to create a meaningful resolution.
- Explain the learners how to end the story

Instructions for students:

- Observe the given story mountain carefully



- Read and understand the given clue line
- Plan the story, predict the setting ,
- Brainstorm for the story's middle and end
- Think of the Title

Learning Activity:

Step 1

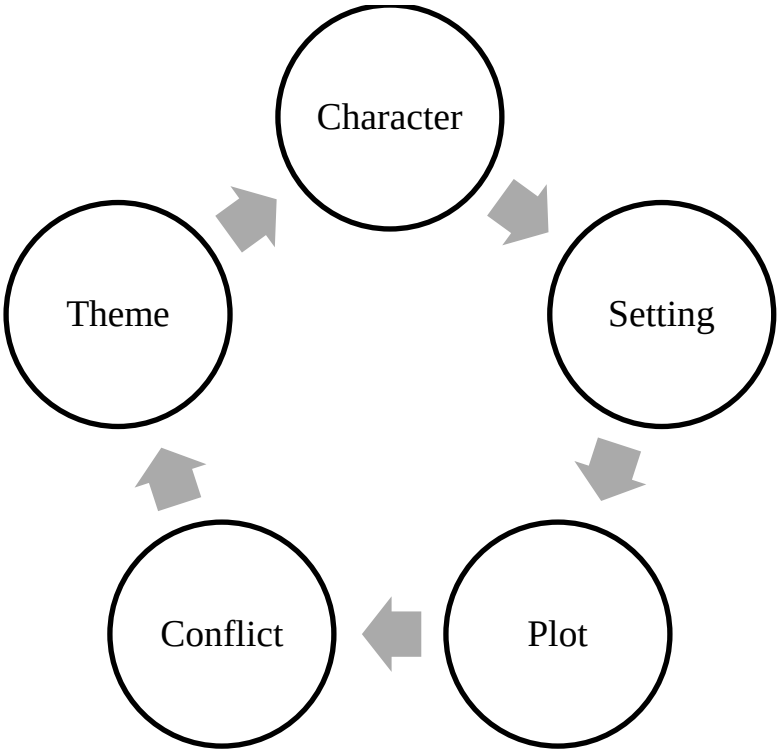
Write a question on board

Seema decided to write a story for her school magazine, but after some time, she could not complete the story as she had to go out for some urgent work. Complete the story on the basis of the beginning given below using 200–250 words.

"An old man had two daughters. He loved both of them. Once he asked them…"

Step 2

Students read the question silently and think of the following points to predict the next part of the story.



- Teacher asks students to think and generate the idea
- Students are asked to make use of story mountain to predict the elements of the story
- Students are given enough time to complete the task.
- Students are asked to share their story in front of the class.

Solved Activity/Demo:

Game Time :

‘Story Retelling’

1. Prepare a stack of short story cards.
2. Invite the class to listen to a story read by the teacher.
3. Guide students in discussion the important parts of the story.
4. Put up questions like How does the story begin? What happens in the middle? What is the problem? How does the story end? What are the descriptions of the characters in the story? Is the main character a hero, a villain or a victim? Who sorts out the problem?

Clue Cards:

Change the setting of the story

Introduce new characters

Give a different ending to your story

Change the age of the characters

Change the problem faced by the main character

Tell the story in first person

Practice:

1. Read the Story
2. Provide a story card to each group of 4-5 students each.
3. Ask the students to pick up the clue cards with specific suggestions for innovating a particular part of the story.
4. Working in groups, students discuss how to reconstruct the story as per the prompts in the clue cards.
5. A representative from each group will retell the story incorporating the innovations / changes done in the story.

Extension Activity/Parallel Activity/ Reinforcement:

1. Another story with a different clue card will be provided to the same group in the next period.

2. After discussion and innovation done in the story, another representative from the group will retell the story.

The Milkmaid and her Pail

One day, Molly the milkmaid had filled her pails with milk. Her job was to milk the cows, and then bring the milk to the market to sell. Molly loved to think about what to spend her money on.
As she filled the pails with milk and went to market, she again thought of all the things she wanted to buy. As she walked along the road, she thought of buying a cake and a basket full of fresh strawberries.
A little further down the road, she spotted a chicken. She thought, "With the money I get from today, I'm going to buy a chicken of my own. That chicken will lay eggs, then I will be able to sell milk and eggs and get more money!"
She continued, "With more money, I will be able to buy a fancy dress and make all the other milkmaids jealous." Out of excitement, Molly started skipping, forgetting about the milk in her pails. Soon, the milk started spilling over the edges, covering Molly.
Drenched, Molly said to herself, "Oh no! I will never have enough money to buy a chicken now." She went home with her empty pails.
"Oh, my goodness! What happened to you?" Molly's mother asked.
"I was too busy dreaming about all the things I wanted to buy that I forgot about the pails," she answered.
"Oh, Molly, my dear. How many times do I need to say, 'Don't count your chickens until they hatch?'"

The Moral: ***Don't count your chickens before they hatch.***

Evaluation:

Develop a story using new clue card.

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

Students learn how to make use of five elements to develop a story

Std – 9th **Subject: English**

Learning Outcomes/ Competency Statements :10

- Predicts the next part in a conversation / story / narration.
- By the end of the lesson students will be able to generate new ideas.

Activity 2:

'Circle Story Completion'

'Circle Story Completion'

Instructions for Teacher:

1. Gather students together. Tell them they are going to work together to develop a story, with each child adding a sentence one at a time.
2. Review story elements with students by referring to and recalling any favourite books which have been recently read aloud. Have students discuss interesting characters, different settings, conflict/resolution examples, and story endings of several different stories.
3. Revisit the story structure, story-mountain and story planning framework. Ask the children what they remember about each of the different phases of the story mountain?
4. Discuss the story planning framework they've done and the decisions they made regarding characters, setting, and plot structure.
5. Give directions for creating / developing the collaborative story..

Instructions for Students:

1. Listen the instructions carefully
2. Before predicting, think about the text.
3. Focus on the sentences given by the other student

Learning Activity:

1) Teacher asks the students to form a circle.
2) Teacher gives a story starter
3) The first student supplies the sentence to the starter
4) Rest of the students listen to the sentence supplied by the previous one before adding their sentence to the story so that the story will make sense.
5) Students keep the story developing by generating their ideas and by predicting the next part of the story.
6) If teacher feels the story is not "complete," keep going, with students making a second addition.

Solved Activity/ Demo:

Predicting the next part:

1) Form a circle of students.

2) Provide a story starter

3) Let the students imagine what will be the next event in the story

4) Keep the ball rolling, make sure that each student in the circle adds his/her sentence

5) Motivate the students to make use of five elements of story writing

6. Once the proper story get developed As the story develops lend any guidance as appropriate and ask students to write down the story with suitable title and moral

For Example :

- *Teacher gives the following story starter and students predict what happened next*

  Your favourite singer agrees to perform an exclusive show in your basement……..

Practice:

Give students the beginning or the ending of the story and ask them to work in pair to develop a story and make use of proper punctuation marks while writing the story

Extension Activity:

Speaking Activity

Narrate the story in the class with proper expressions and tone

Evaluation:

Write a story in your notebook using proper punctuation marks.

My Take Away/ Today I Learnt:

Students will be able to practice making predictions and support their thinking with evidence from the text.

Std – 9th **Subject: English**

Activity 1

Learning Outcomes/ Competency Statements :11

To enable the students to describe things, people, situations, emotions, etc

Activity 1

Instructions for teachers and parents/facilitators:

- Provide worksheets to the students wherein they will have use descriptive words or sentences describing things or situations.
- Encourage them to write using descriptive words.
- Ask the students to underline key statements, supporting details.

Instructions for students:

- Break the description into paragraphs
- Each paragraph should have a topic sentence.
- Topic sentence should be followed by supporting details.
- Use CODER – (Collect, Organize, Draft, Edit, Rewrite)
- Ensure the continuity in paragraphs

Learning Activity:

Step 1

- Provide descriptive paragraph to the student and ask the students to underline Key statements, Supporting details

Step 2

Instruct the students take care of the following points while describing people.

- Height
- Built
- Hair
- Eyes

- Other feature
- Appearance
- Qualities
- Complexion

Step 3

Provide the list of adjectives to describe the people:

- **Height**- tall, short, medium height
- **Hair** – long, short, curly, black, brown, grey
- **Eyes** – dark, brown, big, small
- **Complexion** – dark, fair, glowing, pale
- **Other features** – beard, moustache, thick eyebrows, broken teeth, broad chin, thick lips, long

- **Appearance**- good looking, charming, ugly, smart, handsome, beautiful
- **Qualities** – sincere, intelligent, diligent, warm, patient, soft spoken, selfish, kind, honest, innovative, confident, punctual

Step 3

Provide sample to the students

Question 1:
Recently a new principal joined your school. Your friends ask you to describe him

Answer:

Mr Rakesh Chopra , our new principal is a tall, fair young man. He has a moustache and is very handsome. He has a whitish complexion.

He is highly qualified, kind and polite. Yet, he is a strict disciplinarian. He is punctual and diligent and inspires us to be fit and smart. He has a good control over the students and punishes habitual latecomers and undisciplined students.

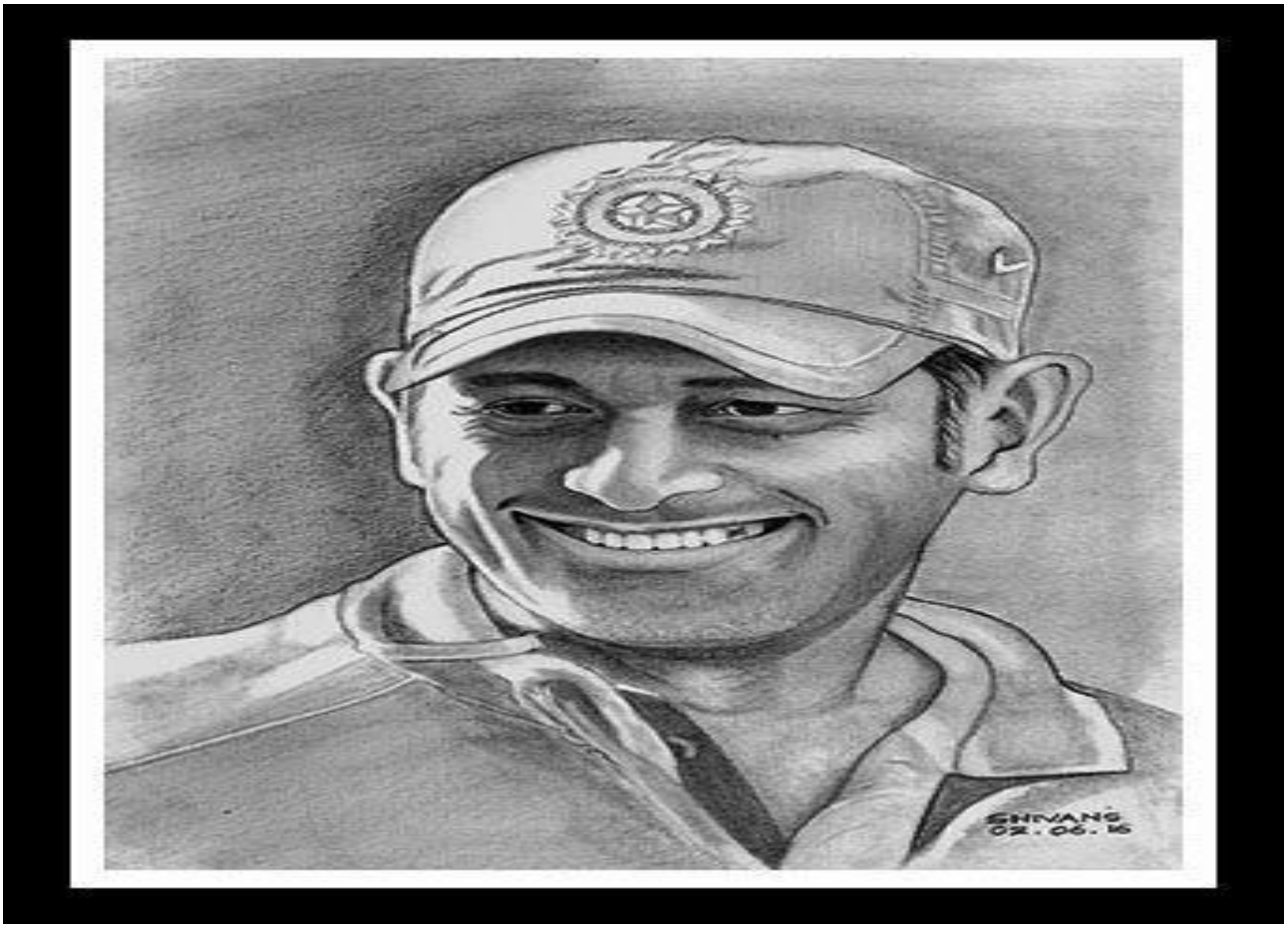
He is very kind as he helps the poor, needy children by distributing books, notebooks and other stationery material, free of cost. He is liked and respected by all.

Solved Activity/Demo:

Game time

Minute to Win

5. Keep the folded pictures of a famous personality in the bowl.
6. Call the student one by one on the dais to pick up the paper folding
7. Look at the following visual and write a paragraph on the famous personality.



8. Give one minute to observe the picture and one minute to speak

Practice:

6. You visited the historical city of Agra in your vacations, where you saw the famous monument the Taj Mahal. Describe this monument using the clues given below.

. Situated in the city of Agra
- Built by Shah Jahan
- Fine Mughal architecture
- Completed in 16 years
- Jewel of Muslim art
- Made of white marble
- UNESCO World Heritage Site
- Seventh wonder of the world

Extension Activity/Parallel Activity/ Reinforcement:

Ask the students to describe a place using following points

- Name of the event
- When did it happen?
- What happened (Give details)
- Who were the people involved
- Why was the event important

Question 1: A Book Fair was organized in your city in the month of August. Describe the fair using the following hints.

- When was it organized?
- Where was it organized?
- Purpose of the fair
- Arrangements
- Who all participated?
- How many people attended the fair
- What was special about it **?**

Evaluation:

Describe a person who is very close to you and describe a place where you want to spend maximum time.

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

Students are able to describe people, place, etc

Learning Outcomes/ Competency Statements :11

To enable the students to describes things, people, situations, emotions, etc

Activity 2:

Instructions for teachers and parents/ facilitators:

- Provide the list of situation

- Explain the parameters on which students' performance will be judged

Instructions for students:

- Express your feelings and emotion related to the situation.

- Make use of proper expressions.

- Express your emotions fluently with lucid constructions.

Learning Activity:

- Divide the class into groups of four to six

- Each group selected for it, one of the situations listed below.

1) How do you feel right now?
2) How do you usually feel when you have an exam?
3) Describe the time when you were surprised.
4) What kinds of situation make you feel nervous?

5) Is money more important than happiness? Why? Why not

6) Describe the situation when you felt embarrassed

Solved Activity /Demo:

The teacher will instruct the students to communicate and express their feeling and emotions individually or in groups with confidence.

Practice:

- Is it better to show your anger or hide your anger? Why?
- How did you feel yesterday? Why did you feel that way?
- Describe about a time you felt really confused.
- What are some things you can do to make yourself feel relaxed?
- How do these questions make you feel?

Extension Activity /Parallel activity / Reinforcement:

Teacher will instruct students to make a list of at least 10 sentences of related to above mentioned situations and then share them in front of the class

Parallel Activity :-

Complete the following dialogues

Tom: Dad? Are you _____ of anything?

Dad : Well…nothing really.

Tom: That's not true! You're scared of _____!

Dad: Afraid? Scared? No, I'm _____ of them

Evaluation:

Make a dialogue with your partner discussing your experiences in this pandemic situation and present it before class with proper emotions, body language and voice modulation.

Std – 9th **Subject: English**

Learning Outcomes/ Competency Statements :12

Notes specific details, facts, information from a speech, story, conversation

Activity 1

Instructions for teachers and parents/facilitators:

- Explain the students about summarizing.
- Discuss what strong summaries do and do not include, times and situations in which we write summaries, and why summarizing is a necessary skill.
- Give them useful ideas of summarizing.
- Explain them how to highlight the main points.
- Motivate the learners to summarize the speech.

Instructions for students:

- Read through the original text to understand its overall meaning
- Capture the main points of the text by highlighting it.
- Note down important details.
- Without the original text rewrite your notes in your words by linking together the points.
- Use headings or sub-headings properly.
- Re-read your summary to make sure that you have not lost the overall points of the original information.

Learning Activity:

Step 1

- Have students partner and share a recent experience. Instruct them to tell the story two times: one using only relevant facts and the next with all the details.
- Discuss which story was more entertaining and which easier to understand. Which makes a good summary? Discuss relevant and irrelevant facts when summarizing.

Step 2

- Pass out copies of short stories and articles. Consider allowing students to choose.

Step 3

- Discuss the following points in detail

- Don't include anything that is not the original passage.
- Using either the 'Third Person' or 'we' at the time of answering.
- A maximum half of the original passage can be the length of the summary.
- Credit is given if it's more briefed.
- The style should look lucid and clear.

Question 1: Make summary of the following passage using the given graphic organizer

Jawaharlal Nehru was the most faithful follower of Mahatma Gandhi. He was Mahatmaji's, right-hand man. But Jawaharlal Nehru did not support him blindly. Until and unless he was fully convinced that Mahatmaji was right, Jawaharlal Nehru never followed.

Jawaharlal Nehru began to preach the message of Mahatma among his countryman. He asked them to stand united and to be ready to sacrifice their all for the complete freedom of the hand. He advised them not to use British goods and to have anything to do with foreign rulers.

He also advised them to break the bad laws fearlessly without caring for the consequences. His struggle for the freedom of India was part of a higher struggle. He encouraged the countries of Asia to shake off the yoke of European nations.

Answer:

Summary Graphic Organizer

Main Idea

Circle the 3 most important words in the main idea, and then write them here

1._____ 2. _____3._____

_____

Three Important Details

1) _____

2) _____

3) _____

_____

Summary of the passage

_____

Solved Activity/Demo:

Solved Activity:

Importance of Sports

Honorable chief guest, headmaster of our school, and my dear friends; today I am going to speak on importance of sports.

If you observe some people, then you will notice that human life is a series of tension and problems. Also, they have a variety of concerns relating to their life. Sport is something that makes us free from these troubles, concerns, and tensions. Moreover, they are an essential part of life who believe in life are able to face the problems. They help in the proper operation of various organs of the body. Furthermore, they refresh our mind, and the body feels re-energized.

It also makes muscle strong and keep them in good shape. In schools and colleges, they consider sports as an important part of education. Also, they organize sports competitions of different kinds. In schools, they organize annual sports events. And on a daily basis, they have a specific period for sports and games. In this period teachers teach them the ways to play different sports and games. These sports and games teach students new things, and they have a bond with them. In addition, sports help them develop self-confidence and courage. Also, they become active and swift. And success fills them with motivation and eagerness. In this way games are very importance on our life.

Thank you.

Summarizing-

Sports are very important in our life. It makes us healthy and fit. It keeps away any diseases and ailments. We can also choose sports as our career. It makes us tension free. It helps to develop our confidence. It makes our muscles strong. Sports make our life happy.

Practice:

Write speech on given topics and summarize it.

1) **If I had a superpower… 2) Corona Warriors… 3) Pros and Cons of Online Learning…**

Extension Activity/Parallel Activity/ Reinforcement:

Listen the speeches of the famous personalities and summarize them.

Evaluation:

Write a Speech on Social Impact of Covid 19 and summarize it.

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

Students are able to write the summary of passage and Speech

Std – 9th **Subject: English**

Learning Outcomes/ Competency Statements :12

Notes specific details, facts, information from a speech, story, conversation

Activity 2:

Instructions for teachers and parents/ facilitators:

1. Provide enough exposures for listening.
2. Motivate learners that they can speak in English.
3. Make learners habitual for using phrases and chunking words.
4. Create an English-speaking Eco- system in the class.
5. Allow the learners to listen the audio clip until they get all the words and sentences.

Instructions for students:

1. Listen to the audio clip carefully
2. Jot down the words and sentences while listening
3. Make use of transcript in case of difficulty in understanding the audio clip
4. Summarize the audio clip.

Learning Activity:

Step 1

Instruct the student:

You will hear a short lecture. Write a summary for a fellow student who was not present at the lecture. You should write 50-70 words. You have 20 minutes to finish this task. Your response will be judged on the Quality of Your writing and on how well your response presents the key points presented in the lecture.

Step 2:

Allow the learners to listen the following audio clip as many times as they want.

Step 3:

Provide the following transcript if needed

Robert: Despite impressive GDP growth and oil money why the Middle East has a lower ranking in Human Development Index. Why has growth failed to translate into a better-living standard for the poor in the Middle East? David: Thanks Robert for inviting me to speak on the paradox of high growth and poverty in the Middle East. Middle East countries have failed to translate their impressive GDP growth into a better-

living standard for the poor. A lower ranking in Human Development Index growth has punctured their claim of welfare states. Their comparatively low public expenditure on health and education has reflected on the quality of health outcome and education outcome. Human Development Index has exposed their weakness in governance, institutional structure and legal provisions. They are lacking implementation capacity to produce a desirable outcome. On the contrary countries (Bangladesh and Sri Lanka) with mild economic growth and limited resources have done extremely well in the health and primary education sector. Empowerment of women and gender equity in political and economic sphere lead these countries to achieve spectacular performance in social sectors. On the other hand, Middle East countries need to adopt functional democracy and empower their women apart from spending a much higher percentage of GDP on health and primary education to realise desirable outcome.

Step:4

Write the summary of the above transcript

Solved Activity /Demo:

Listen to the following audio clip and write the summary:

Transcript: (If needed)

Honeybees do a waggle dance to direct other bees to sources of nectar, but dancing bees like this one can be halted by a head-butt from another bee. Now, researchers have found that this head-butt is actually a warning signal. A feeding station was set up in the lab to mimic a source of nectar. Then foraging bees were introduced to dangers at the station, such as competition from rival colonies. When foragers returned to the hive, they stopped bees dancing. Scientists think the behavior warns dancers of a dangerous source of nectar.

Summary

Researchers have found that honey bees do a waggle dance to direct other bees to sources of nectar; when dancing bees are halted by a head butt then it is a warning signal from some potential danger.

Practice:

Complete the dialogue between you and your dentist.

Myself: Good morning Doctor.

Doctor: Good morning. What can I do for you?

Myself: I have .....

Complete the above dialogue and summarize it

Extension Activity /Parallel activity / Reinforcement:

Listen audio clips/ watch the interview of cricketer and summarize it

Evaluation:

Write the summary of any one of your favourite lessons and present it in front of your class

DIKSHA Video/ E-content QR code:

https://ptetutorials.com/sample-questions/listening-summarize-spoken-text

(Step 2 audio clip Link)

https://ptetutorials.com/sample-questions/listening-summarize-spoken-text

(Solved activity link)

My take away/ Today I learnt:

I am able to summarize.

STD…9th **Subject: English (H.L)**

Learning Outcomes/ Competency Statements: 13

*Introduce the guest on the stage in English

*By the end of the session, students learn how to introduce guest while

Hosting any programme

Activity 1

Instructions for teachers and parents/facilitators:

*Encourage the learners to learn how to deliver a speech with emphasis on Introductory speeches.

*Give learners clear instructions as how to deliver a good introductory speech.

*Provide clear instructions how to begin the introduction.

* Conduct mock programmes and involve the students in the same.

*Instruct the learners to maintain file of good quotation or quotes of introducing dignitaries.

*Instruct the learners to use audio-visual medium and listen to good speeches.

Instructions for students:

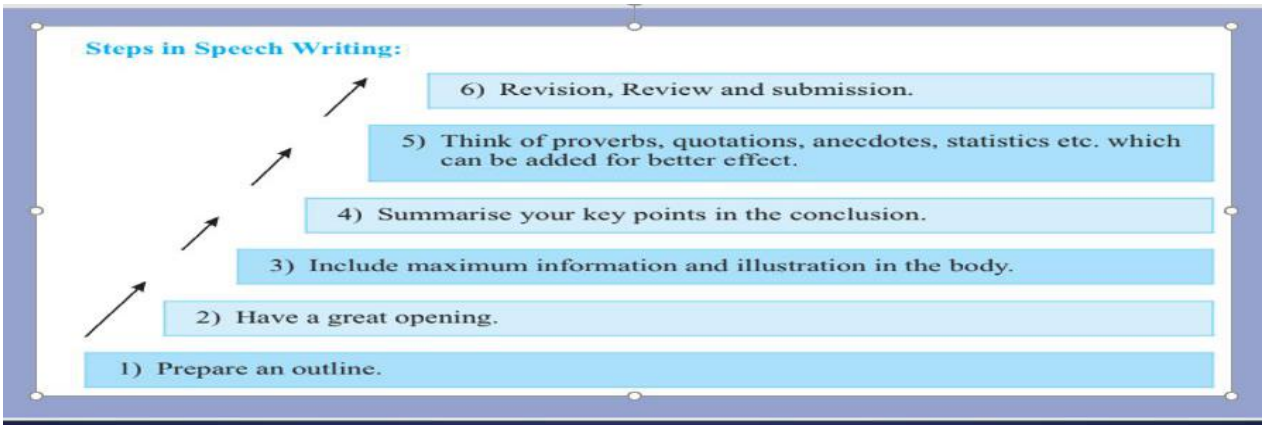
*Listen to the instructions given by the teacher regarding the essentials of a good speech.
*Try to give proper introduction by welcoming him/her
*Clear the doubts.
Points to remember:
*Preparation involves learning about the speaker, the topical nature of the subject and the audience's interests and concerns.

*Don't make the introduction too long.

*Talk about her qualification and experience.

- Deliver the speech with appropriate voice modulation.
- Begin with greetings and end with expression of gratitude.
- Speech of introduction must be complete.

Teacher explains the steps given and students comprehend:



Solved Activity/Demo:

A model: Introduction of the Chief Guest

"A total commitment is a paramount to reach the ultimate in performance, excellence and perfection," A person who has exemplified the above words with her life and her work is our Honourable Chief Guest

Respected Chief Guest Dr. Madhulika Kumar, Principal, teachers and my dear friends.

It's my proud privilege to introduce to you our Chief Guest Dr. Madhulika Kumar, an educationist par excellence and a scholar, Madam has a doctorate in Vedic Studies.

A firm believer in the concept of life- long learning, Dr Kumar has acquired a post- graduate diploma in Comparative Mythology.

A recognized Ph. D Guide, many of her students have successfully acquired their Doctorate in Sanskrit.

Ma'am we are indeed privileged to have your presence in our midst today.

I am sure your address in a short while will ignite the imagination of all present today.

Thank you

Teacher asks them to read the format carefully.

*Teacher involves few students to demonstrate the programme (Annual Day Celebration)

*Student A decides to host the programme.

*She /He plans out and writes the introduction of the chief Guest taking into consideration the points given by the teacher

Student A: - A very warm greetings to one and all present here. It gives me immense pleasure to welcome --
---

Practice:

Teacher forms groups

Teacher assigns certain function to be hosted for each group (children's Day , environment Day,)

Teacher allots time limit.

Students work in group to plan out the introduction of any known personality invited as chief guest.

Extension Activity/Parallel Activity/ Reinforcement:

Prepare introductory speech for Mr. Virat Kohli the Captain of Indian Cricket Team, who has been invited for Sports Day celebrated in your School

Evaluation:

Students prepare speech on the topic provided. Teacher assesses the same and provides feedback. Positive reinforcement is given by the teacher and mistakes if any are pointed out which are rectified by the students

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

A formal way to introduce the Chief Guest.

The essentials of a good speech.

Qualities essential for a good orator.

STD…9th…. **Subject: English (HL)**

Learning Outcomes/ Competency Statements:13

***Interview renowned personalities by asking Questions related to their fields**

***By the end of these activities, students learnt how to frame Question to interview great personalities.**

Activity 2

Learning Outcomes/ Competency Statements:

*Interview renowned personalities by asking Questions related to their fields

*By the end of these activities, students learnt how to frame Question to interview great personalities.

Instructions for teachers and parents/facilitators:

*Encourage the learners to learn the formal conversation where the host introduces the guest

*Give learners clear instructions as how to do the present activity.

*Conduct mock interviews.

*Motivate the students to maintain the file of good newspaper interviews

Instructions for students:

*Frame 8 to 10 questions.

*Questions should be logical and arrange in proper order.

*Avoid ambiguous questions.

* Frame Wh-type Question.

*If well-known known personality is being interviewed, the last question asked may be:

"Do you have any message for those who look up to you as a role model?"

Learning Activity:

*Students learn to interview well known personality.

*Students learn to frame Wh-Type Questions by assuming the answer and accordingly framing the next question.

Solved Activity/Demo:

Points to remember:

An interview is a conversation between two people wherein one person asks questions (the interviewer) and the other person who answers the questions (the interviewee).

1) The interviewer should do a thorough research of the achievements and accomplishments, life and work of the person to be interviewed.

2) Based on this research, questions should be framed in a logical manner.

3) Avoid controversial or personal questions.

4) There should be clarity in the questions asked.

5) Sometimes questions may have to asked based on the answer to the previous question.

6) At the end of the interview there should not be any aspect of the topic on which the interviewee is being interviewed which is left unanswered.

Model: Interview Questions

Frame 5 questions you would ask to the Prime Minister of India.

It is an honour to have our Prime Minister in our midst today. Here are 10 questions we humbly request him to answer.

1. How has your journey been as the Prime Minister of our country?

2. Which are the steps taken by the government during the pandemic which has been the most effective?

3. How have the reforms that you have introduced to improve the condition of the poor people of our country yielded positive results?

4. Which are the steps taken by the government to ensure international peace and understanding?

5. What message would you like to convey to the citizens of India?

Activity 1

Teacher forms few groups among the students

Teacher assigns one interview to one group

Students frame questions of Wh- type related to the field of that known personality.

Group A (interview a journalist)

Students prepare the interview question with good introduction.

Good morning! We are privileged to ----------?

How was the professional ----------?

What are the qualifications ----------?

Who is your----------?

Which qualities are ----------?

----------?

What message would----------?

Thank u for ----------

Activity 2

Students work in group

They prepare few important Questions of interview related to the respective field of the interviewee.

Group leader participate in mock interview and reads out the questions with proper intonation.

Teacher assigns activity for homework.

Extension Activity/Parallel Activity/ Reinforcement:

Teacher assigns parallel Activity

Prepare a list of 10 questions to interview

a) Yoga Instructor
b) A singer
c) A sports personality

Evaluation:

Teachers give students topics to prepare interview questions which are assessed by the teacher.

Positive reinforcement is provided.

Mistakes if any are pointed out.

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

How to frame effective interview questions.

How to arrange questions in a logical manner.

How to ask all questions pertaining to the topic on which the interviewee is being interviewed**.**

Std…9th…. **Subject: English (H.L)**

Learning Outcomes/ Competency statements: 14

Students understand the concept of grammar (Degrees of Comparison) through pictographs

Students solve the activity based on degree of Comparison

Activity 1

Learning Outcomes/ Competency Statements :

Students prepare the graphics i.e Flow chart on the basis of the data given.

Students are able to interpret the verbal information and transform it into non-verbal .

Instructions for teachers and parents/facilitators:

Teachers should give the instruction clearly.

Teachers should give proper guidance in forming the flow -diagram.

Information paragraph should be easy to interpret.

Instructions for students:

The flow chart can be drawn vertically or horizontally or in cyclic form.

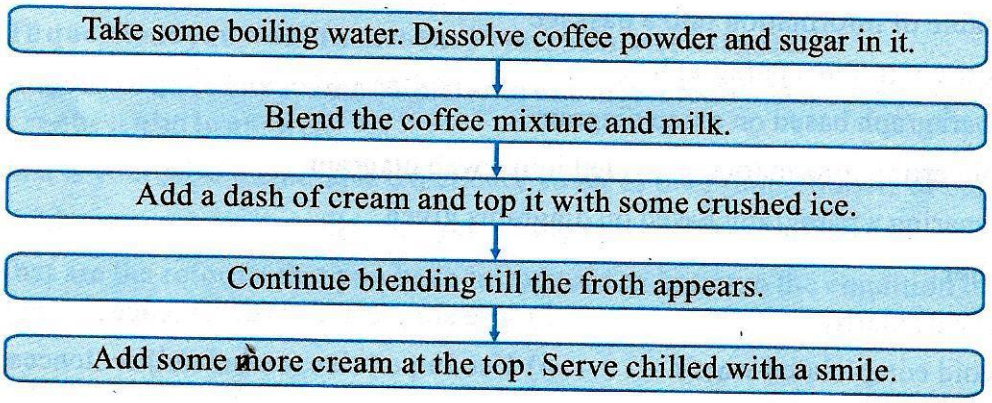
Students must draw specific boxes/circles

The sequences must be pointed with an arrow mark in the proper direction.

Learning Activity:

Given below are the steps to make delicious cold coffee. The first step to make good cold coffee ids to dissolve coffee powder and sugar boiling water. This has to be followed up with blending together the coffee mixture and milk. Once the blend is ready, we should add a dash of cream and some crushed ice. Blending has to be continued till the mixture becomes frothy. once the frothy mixture is ready, it is time to serve it with some cream on top. It tastes good if served chilled and with a smile.

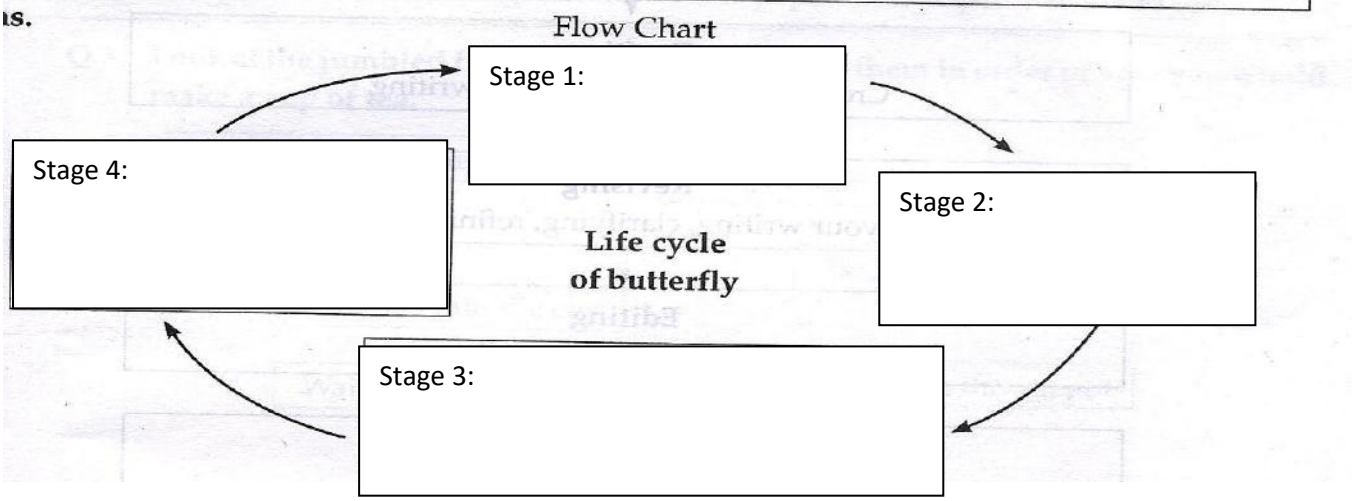
Transfer the information given in the flow-chart into a paragraph.



Solved Activity/Demo:

Read the following passage and prepare a flow chart:

Butterflies belong to group Insecta and lay eggs. They pass through four stages in their life cycle. The female butterfly lays the eggs on the leaves of the plants, these eggs are tiny and have a variety of shapes. After 6-7 days a worm like creature known as baby caterpillar hatches out of the egg which is light green or yellow in colour. The larva eats leaves and grows fully. This fully grown larva is called a caterpillar. It is the young one of the butterfly and does not resemble its parents. Now the caterpillar grows into the pupa. It spins a cocoon around its body and fastens itself to a plant with a silk thread. Finally the baby butterfly emerges from the pupa and soon is transformed into an adult butterfly.



Practice:

Students learn to prepare the flow chart.

Extension Activity/Parallel Activity/ Reinforcement:

Q.2. Transfer the given information into a flow chart diagram.

Manufacturing of Paper

In order to manufacture paper, it requires five basic steps. Raw material such as wood, grass, bamboo, rags etc. must be collected and cut into small pieces. Then immerse these pieces in water to convert it into pulp. The pulp has to be mixed with lime for whitening purpose, then it is boiled and passed through wire meshes. After this step we will get wet paper which is passed over heated rollers and we get thin sheets of paper. This paper is ready to use.

Evaluation:

Students get the confidence to interpret the information and transform it into the flow-chart

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

Today I have learnt an important aspect of transforming the information into graphics (Flow chart)

I enjoyed this experience.

Std…9th…. **Subject: English (H.L)**

Learning Outcomes/ Competency Statements: 14

*Prepare the graphics(Tree - diagram) in response to the information given in the form of paragraph.

By the end of this bridge course, the learners learn to prepare Tree - diagram .

They learn to interpret verbal to non- verbal information.

Activity 2

Learning Outcomes/ Competency Statements:

Prepare the graphics (Tree-diagram) in response to the information given in the form of paragraph.

By the end of this bridge course, the learners learn to prepare Tree-diagram and tabulate information.

They learn to interpret verbal and= non-verbal information.

Objectives:

1.To explain the importance of verbal and non-verbal modes of communication.

2.To develop writing skills with reference to the topic Information Transfer.

3. To explain the important elements of a paragraph.

4. To explain how to express ideas in a paragraph format.

5. To explain the concept of tree diagram and table

Instructions for teachers and parents/facilitators:

*Help the students to understand the concept of information transfer.

*Emphasise on how information can be transferred from verbal to non-verbal and vice-versa.

*Show slides of Tree diagram and other ways in which information can be transferred like web diagram, tabular form etc.

*Make use of tabular form to learn degrees of comparison

*Give them useful tips to prepare the graphics.

Instructions for students:

Read the paragraphs carefully

Observe, read the matter thoroughly

Use pencil for drawing and pen for writing the content while preparing tree diagrams, tables etc.

Do not add any additional information. Stick to the information provided in the passage.

Learning Activity:

*Teacher assigns the students the activity to prepare tree diagram and instructs the students to read the passage carefully.

*Students observe the format of tree- diagram drawn on the Board or computer by the teacher/facilitator.

*Students draw the tree diagram.

Solved Activity/Demo:

What is a tree diagram?

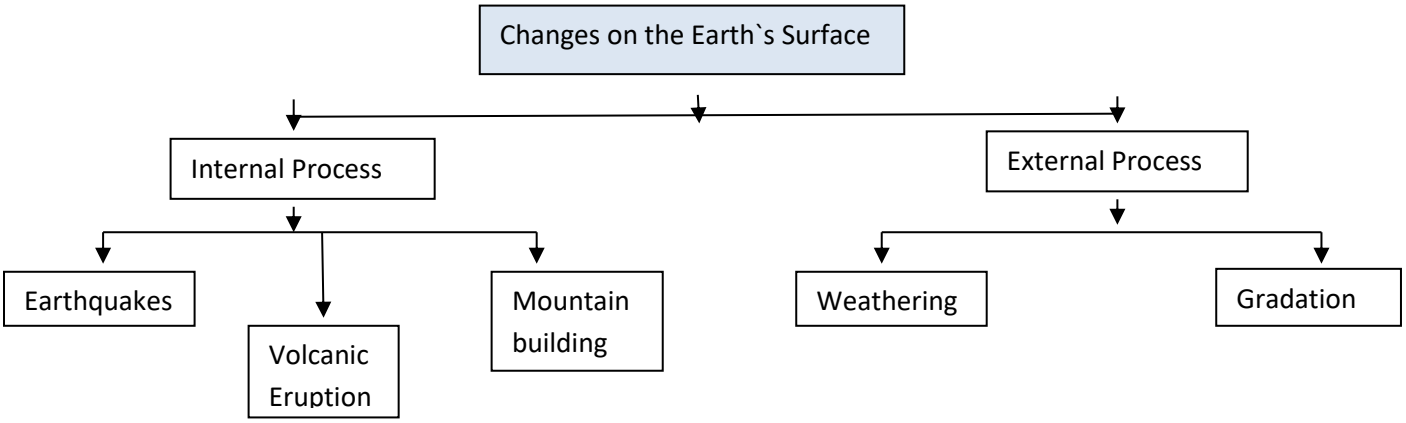
A tree diagram is a diagram that usually branches from a single stem. With branches or connecting lines it gives us further details about the topic.

Let us see how to prepare the tree-diagram:

Landforms are created out of materials from the earth's crust through certain natural processes. These natural processes that change the earth's physical appearance are of two types. They are internal processes and external processes.

The internal processes include movements of tectonic plates which lead to earthquakes, volcanic eruptions, and mountain building. The slow movements build continents and mountains whereas sudden movements lead to volcanic eruptions.

The external processes which take place on the earth surface can be classified as weathering and gradation. The wearing away or breakdown of rocks by agents present in the atmosphere like moisture, temperature changes and frost is called weathering. The processes of erosion, transportation, deposition by rivers, glaciers, winds etc. is known as gradation.



Practice:

Activity 1

Read the following paragraph and write in the form of Tree Diagram:

There are different kinds of fuels. Broadly they can be divided as solid, liquid, and gaseous fuels. Solid fuels include substances such as wood, coal, and coke. Most liquid fuels are obtained from petroleum which is obtained from oil wells, sunk deep into the earth. Petrol, kerosene, and diesel are all separated from

petroleum. The most important gaseous fuels are natural gas, coal, and water gas. Natural gas is a fuel that is widely used for cooking and heating.

Activity 2

Students prepare the tree diagram on the following topics:

1. Types of forests

2. Different types of poems

3. The family tree of Pandit Jawaharlal Nehru.

Extension Activity/Parallel Activity/ Reinforcement:

To tabulate information is to organize the content provided into a table.

Tabulating is a way of organising and presenting information.

Tabulating information from paragraph:

Read the following information and complete the following table below it:

The Aswan Dam, is the world's largest embankment dam built across the Nile in Aswan, Egypt. The construction of the dam started in 1960 and was completed in 1970. It is playing a key role to control flooding, providing increased water storage for agricultural purposes apart from aiding in generating hydroelectricity. It is also speeding up Industrialization in Egypt. The construction of this dam has also resulted in protection from floods and droughts, created employment opportunities and has improved navigation which in turn has given a boost to tourism industry.

Table	Information
1. Name of the dam	
2. Location	
3. Year of completion of construction	
4. Benefits	1. 2.
5. Other details	1.
	2.

Evaluation:

Students prepare the tree- diagrams for the topics provided. Teacher provides positive reinforcement. Corrections if any are incorporated by the students.

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

That information can be depicted in verbal and non-verbal form.
The meaning of non-verbal forms of communication.
How to depict information using tree diagrams and tables.

Std…9th **Subject: English (HL)**

Learning Outcomes/ Competency Statements: 15

Students frame sentence correctly to form a paragraph by using proper forms of verbs, infinitives and participles.

Activity 1

Instructions for teachers and parents/facilitators:

Teacher instructs the student with proper guidelines to form a paragraph by using participles, proper form of verbs.

Teacher instructs the students to avoid their inputs into the existing data.

Motivate the learners to learn how to form a paragraph in a logical manner.

Instructions for students:

Students should correctly interpret the diagram given .

Students should decipher the message given in the web- chart and form a paragraph.

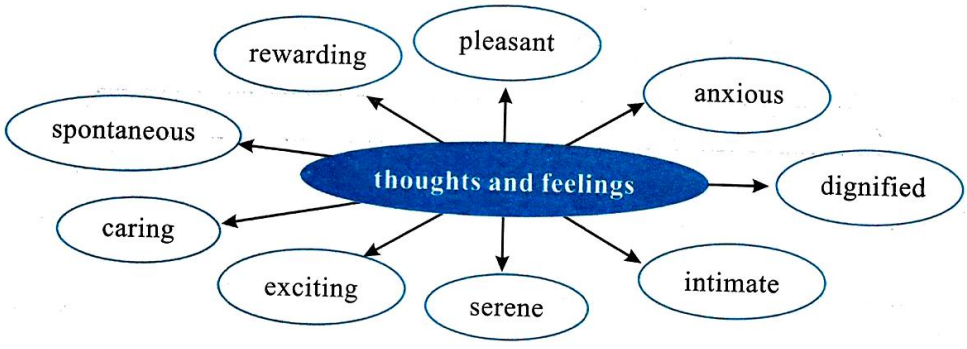
Give appropriate title

Write down a proper Conclusion

Learning Activity:

Teacher draws the web - chart on the Board .

Board → Write down the common thoughts and feelings you experience while narrating wonderful incident of a life .Make use of participles and correct forms of verb.



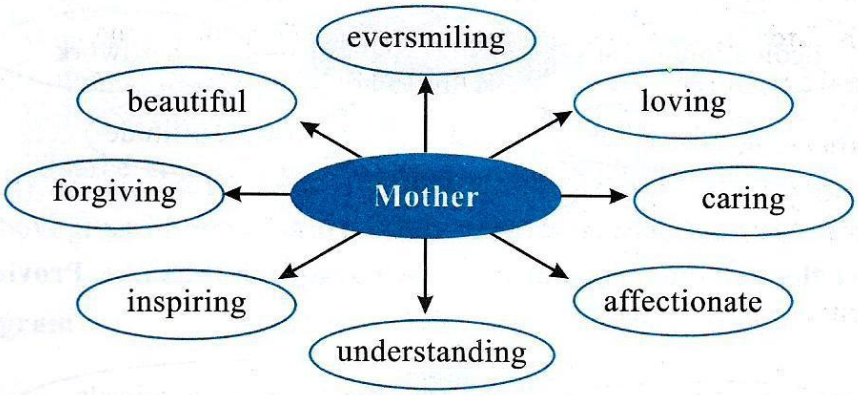
Thoughts and feelings are a part of our being. We go through a gamut of thoughts and feelings which are pleasant and exciting. Some feelings are serene and dignified. There are other thoughts and feelings which are spontaneous and rewarding… Some anxious feelings too are experienced by us.

Some feelings can be intimate while others can stem from the concern and care we have for others. It all depends on the state of mind we are … After all aren't our lives enriched due to these very thoughts and feelings.

Solved Activity/Demo:

Second activity solved by the students during the session.

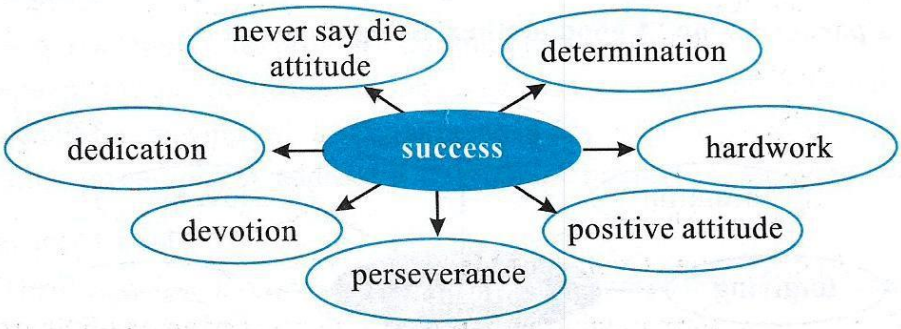
A) Given below is a web diagram showing the characteristics of a good mother. Write a paragraph on 'A good mother' using the points.



Practice:

Teacher assign an activity for home assignment:-

C) Convert the given information into a paragraph on the topic: 'The factors which contributes towards success'.



Extension Activity/Parallel Activity/ Reinforcement:

Refer similar activity of web chart in text and form a paragraph.

Evaluation:

Students understand the concept of framing the paragraph

Students actively involve themselves to interpret the diagram and frame sentences using proper grammar constructions of participles and proper forms of the verb.

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

Forming a paragraph on the basis of diagrams improves our interpretation power and definitely the observational skills.

Std…9th **Subject: English (H.L)**

Learning Outcomes/ Competency Statements : 15

Students frame sentence correctly to form a coherent paragraphs

Students learn to add information, connect the points and make use of conceding points

Activity 2

Instructions for teachers and parents/facilitators:

Teacher instructs the student with proper guidelines to form paragraphs

Motivate the learners to learn how to form a paragraph in a logical manner.

guide the students to create a smooth flow from one sentence to another.

Instructions for students:

Students should write coherent paragraphs by using transitional words at the beginning of related sentences.

Students should create smooth flow from one sentence to another or bridge from one detail information to the next.

Use parallel structures or pronouns.

Learning Activity:

Example:-

I completed a number of tasks to become a writer. **First**, I learned the rules of grammar and punctuation and style. **Next**, I read many of the classic fiction books, such as The Sun Also Rises and 1984. **As well**, I took courses in creative writing, especially poetry, fiction, and creative nonfiction. **Then** I found myself a job that allowed me to have time to write. **Finally**, I sat down each night after work and wrote for an hour. These decisions made all the difference.

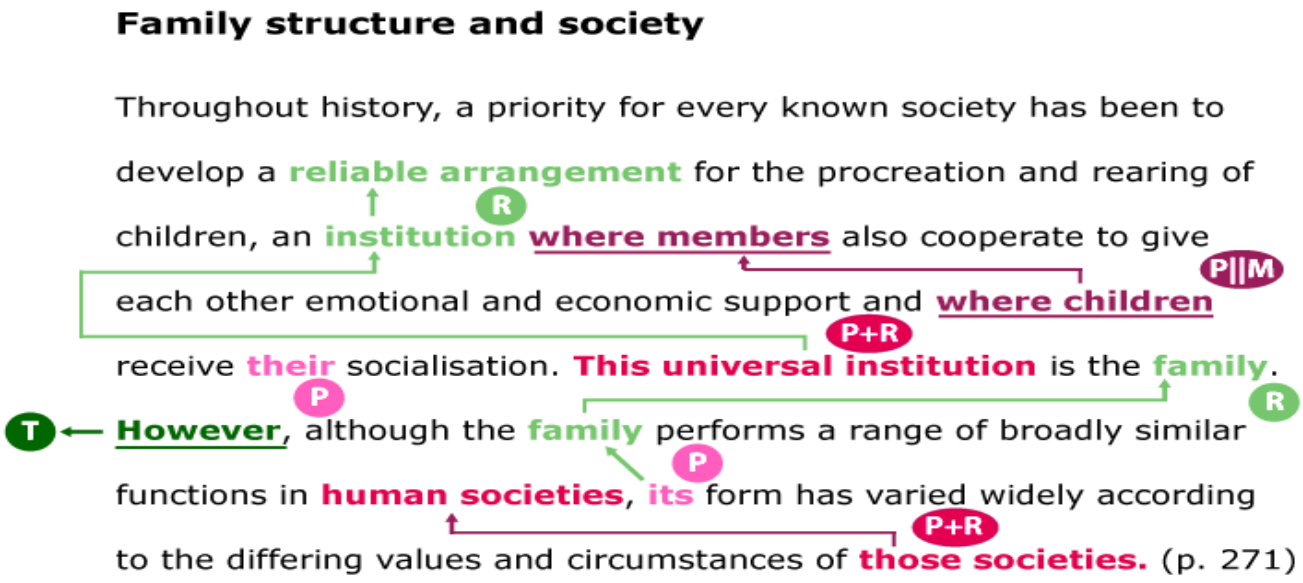
The important points to remember are that you can create a coherent paragraph, one that has flow or bridge between ideas by using parallel structures, pronouns that refer back to preceding nouns, repetition of important words, and transitional words to begin related sentences.

Solved Activity/Demo:

Students clear their doubts regarding how to form coherent paragraphs.
They learn to make use of

- transitional expressions
- pronouns
- repetition of key words and phrases
- echo words
- implicit logical connections between ideas

Practice:



Extension Activity/Parallel Activity/ Reinforcement:

A parallel activity was assigned for better understanding.

Evaluation:

Students learn this concept.

They learn how to make use of pronouns , transitional expression etc

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

Today, I have learnt to make a paragraph coherently

I enjoyed this new experience.

Std:- 9th **Subject:- English**

1. Learning Outcomes / Competency Statements :16

Voices his\doubts, problems, etc clearly but politely in writing.

ACTIVITY 1.

Objectives:-

- To enable students to express his or her opinion freely and confidently in writing .
- To enrich vocabulary to develop their speaking and writing skills.
- To use appropriate expressions in different situations while voicing their opinion.
- To enable them to find out exact words to use while speaking and writing .

Instructions for teachers and parents / facilitators:

- Make the students familiar with phrases and expressions to voice their opinion.
- Introduce the students to writing activities which would encourage them to express their opinions clearly.
- Ask the students to frame sentences of their own using the given expressions.
- Encourage the students to voice their opinion in writing using polite words.
- Guide them to express their opinions assertively yet politely on the given situation.

Instructions for students:

- Comprehend the given topic.
- Make use of the phrases and expressions from the table while voicing opinions
- Try to express yourself freely using polite words .
- Develop a standard vocabulary on how to disagree or disagree
- Attempt the activities to voice their opinion in writing skills,
- Complete all activities as per given instructions.

Learning Activity :

- Teacher asks to study the given topic carefully.
- Teacher asks the students to use the given phrases in conversation.
- Teacher gives situation for conversation and asks the student to express his \her opinion
- Teacher discusses points for voicing opinions convincingly through mails and counterviews
- Students follow all instructions and try to complete activity tasks.

Solved Activity / Demo:

- The teacher asks the students to read the given opinions and do the given activity.
- The teacher helps the students with clues to get the answers.

Expressing Opinions

Personal Point of View

- In my experience……
- As far as I'm concerned….
- In my opinion
- Personally, I think….
- I'd say that…….
- I'd like to point out that…
- I believe that……

General Point of View

* It is thought that……
* Some people say that…….
* It is considered…
* Generally, I accepted that……

Agreeing with the opinion

- Of course….
- You are absolutely right….
- Yes , I agree
- I think so too.
- That' a good point…
- Exactly.
- That's true.
- I couldn't agree more.
- Neither do I .

Disagreeing with opinion

* Yes but….
* I'm afraid I must disagree.
* I'm sorry to disagree with you, but

* That's not entirely true.
* On the contrary….
* I'm not so sure about this.

Giving Opinions.

Read the following phrases and decide if they are:

- Giving opinion
- Asking for someone's opinion
- Agreeing
- Disagreeing

1. What do you think?
2. Yeah, I think you're right.
3. Are you sure?
4. In my opinion.
5. I think so too.
6. Yes, that sounds good.
7. I don't agree with you.
8. That's a good point.
9. Personally, I think….
10. Don't you agree?
11. Exactly!
12. If you ask me.

Practice :

- Teacher ask the students to express their disagreement using the given beginning phrases.

- I see your point, but…
- That's a valid point, but…
- But what/how about…
- No offense, but…
- With all due respect…
- Let us agree to disagree, shall we?
- I understand, but I personally think/feel…

Extension Activity / Parallel Activity / Reinforcement:

- Teacher instructs students to complete the conversation.
- Teacher gives clues to use expressions to voice their opinion in conversation.

Leena: I think learning a new language has made a huge difference in my life.
Deep: Yes, ----------. In my opinion, studying a bit every day has helped me stay on track.
Leena: That is good, but I do not think that approach will work for me.
Deep: ----------
Leena: Because I work two jobs and by the time I get home, I am too tired to do anything else. I do most of my studying on the weekends when I am free. But when I have time, I try to watch a film to have fun and practice my listening skills.
Deep: I understand. But I _____
Leena: ----------We have different learning styles, and we lead quite different lives.
Deep: We must make the best of the time that we have.
Leena: Yes, absolutely!

Evaluation :

- Teacher will ask the students to write a counterview on the given topic.
- Teacher will ask students for convincing arguments while writing the counterview.

WHEN WRITING A VIEW, YOU MAY BEGIN YOUR RESPONSE USING ANY 1 OF THE GIVEN STATEMENTS….	WHEN WRITING A CONUTERVIEW, YOU MAY BEGIN YOUR RESPONSE USING ANY 1 OF THE GIVEN STATEMENTS…….
• There is no doubt that…. • I agree with the statement... • I agree…. • I undoubtedly believe that…	• Some may say that… • First, I think that…. • While it is believed that… • I feel the need to point out that…

- Prepare a paragraph with an appropriate title to be used for the counterview section on the following topic.

  A study says homework does not help students score better grades.

View:	**Counterview:**
Homework is still a key part of the educational system.	Homework should be banned.

DIKSHA Video / E-content QR code:

My take away / Today I learnt:

- Today I have learnt ….
  1) How to voice my opinion strongly yet politely through writing.
  2) How to express agreement or disagreement on the given topic assertively yet politely.
  3) About formal and polite phrases that can be used for voicing opinions.

Std. 9th **Subject : English (H.L.)**

Activity - 1

Diary writing

- **Learning out comes / competency statements : 17**
  Writes emails, messages, notice, formal letters, descriptions / narratives, personal diary, report, biographical experiences etc.

- **Instructions for teachers & parents / facilitators :**
  1. Provide layout of diary writing to learners.
  2. Help learners through clues for brain storming ideas to be entered in the diary.

- **Instructions for students :**
  1. Observe the layout of diary writing.
  2. Get started and develop confidence.
  3. Try to write every day.

- **Learning Activity :**
  Write a diary entry on the day when you were relaxed from the work you did that day.

Solved Activity / Demo

19th Jan, 2021
Monday
9 PM
Dear Diary,

Today while I was cleaning my cupboard, I came across some old pictures of me and my sisters. We all were laughing a lot in this picture. I believe that it would have been some really funny moment. Another moment was captured, when I was hiding and eating chocolates from my father's pocket so that I didn't have to share with anyone.
A picture of us where we are wearing colourful clothes was also there. It was to attend a party at a friend's place . Some pictures made me laugh and some made me cry. How nostalgic I felt!
Madhu

- **Practice :**
  Make pairs and ask each student to maintain a personal diary and share their interesting entries with his partner.

- **Extension Activity / Parallel activity / Reinforcement :**
  Narrate your memorable events in your life in the form of a diary entry.

- **Evaluation :**
  Write a personal diary with the help of the following points.
  1. Receiving your friend from a railway station close to your house .
  2. Express your feelings & plans for the future.

- **DIKSHA video / E – content Q R code :**

- **My take away / Today I learnt :**
  Today I learnt to write a personal diary.
  I learnt to arrange ideas in logical sequence.

Std. 9th **Subject : English (H.L.)**

Activity - 2

Preparing Reports
Learning Outcomes / Competency Statement :17 Writes emails, messages, notice, formal letters, descriptions / narratives, personal diary, report, biographical experiences.
Instruction for teachers and parents / facilitators : 1) Facilitator/parent/Teacher explain the nature of activity to the students. 2) Facilitator/parent/Teacher understands the meaning of a report. 3) Help students to understand the format of a report. 4) Help them to understand the rules of writing a report.
Instruction for students : 1. Students listen to the model report read. 2. Students understand the formal language used. 3. Students seek help of facilitators to understand the rules of report writing.
Learning Activity : 1) Facilitator/parent/Teacher explains the newspaper language to the students. 2) Facilitator/parent/Teacher reads out few short newspaper reports. 3) Students learn how to write reports in paragraphs. 4) Facilitator/parent/Teacher instructs students to prepare reports on specific topics.

Solved Activity / Demo :

Steps to prepare a newspaper report:

1.Discovering all important facts and information related to an incident which has occurred

2. Selecting the important details which are important to provide complete knowledge.

3. Presenting a comprehensive report.

Important sections of a newspaper report:

- Headline tells what the report is about in brief.
- Byline shows who prepared the report.
- Lead tells the most important information and details about the topic being reported.
- Body includes more information.
- Ending is the logical conclusion.

A model newspaper report

Heavy rains lash Mumbai bringing city to a halt.

-by a staff reporter

Mumbai, 22nd September: Waterlogging has been witnessed in several places and local train services came to a halt as the city experienced heavy rains on Tuesday and Wednesday. It has been reported by the Meteorological department as the second-highest September rainfall in the last 26 years, with the city receiving 273.6 mm rain from Tuesday afternoon. The residents of the city have been advised by The Brihanmumbai Municipal Corporation (BMC) to stay indoors, given the gravity of the situation.

Suspension of all services have been announced by Central Railways and Western Railways. Between Andheri and Virar a few trains were operational. Heavy rains in the next few days have been forecast by The Indian Meteorological Department (IMD). Warning that there is dense cloud formation over Konkan region that includes Mumbai, Navi Mumbai, Thane and Palghar districts, has been issued by IMD Mumbai's Deputy Director General K S Hosalika.

The National Disaster Response Force has been instructed by the State Government to be ready for all kinds of emergencies. A Mumbai resident commented, "Normal life has come to a halt with the suspension of trains and traffic jams. Hats off to the civic body and all others who are striving hard to restore normalcy."

Practice :

1) Prepare a newspaper report on Environment Day celebrated in tour school
2) Prepare a newspaper report on a road accident which you witnessed.

Extension Activity/Parallel activity / Reinforcement :

Facilitator/parent/Teacher ask students to maintain a file of good newspaper reports.

Evaluation :

1. Teacher assesses the reports prepared by the students.
2. Teacher provides feedback with emphasis on the style of report writing.

DIKSHA Video / E-content QR code :

My take away / Today I learnt :

1. The difference between normal and newspaper language.
2. Developed the skill of writing a report.
3. Understood the rules of writing a report especially about writing in passive voice and using past tense.

Std. 9th **Subject : English (H.L.)**

Activity – 1

Critical Appreciation of Poems

Learning Outcomes / Competency Statements :18

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

Competency Statements :

- Read patiently till the end of any literary piece and write your opinion on the same.
- Read carefully to understand the figurative language used in poems and other write-ups.
- Connect the new knowledge acquired to the previous knowledge.
- Learn new words, expressions and enrich his / her vocabulary through reading different forms of writing like excerpts, dialogues, poems, commentaries of sports and games, news, debates on TV, radio and write your opinion on the same.

Instructions for teachers and parent.

1. Encourage him / her to read the poem loudly as well as silently with patience.
2. Give the opportunity of loud reading of the students.
3. Encourage him / her to guess the meanings of new words and lines in a poem.
4. Appreciate him / her for his / her performance.

Instructions for students :

1. Read the poem with confidence and proper voice modulation.
2. Guess the meanings of new words.
3. Share your doubts with the class.
4. Arrive at the theme of the poem.

Leisure

What is this life if, full of care,
We have no time to stand and stare ?

No time to stand beneath the boughs
And stare as long as sheep or cows ?

No time to see, when woods we pass
Where squirrels hide their nuts in grass ?

No time to see, in broad daylight,
Streams full of stars, like skies at night ?

No time to turn at Beauty's glance,
And watch her feet, how they can dance ?

No time to wait till her mouth can
Enrich that smile her eyes began ?

A poor life this if, full of care,
We have no time to stand and stare.

- William Henry Davis

Learning Activity :

1. Read the poem loudly.
2. Guess what the poet want us to stare at and gain from it ?
3. Enlist the beautiful things in nature that we overlook.
4. Now critically analyse the poem using the points given below.

Solved Activity / Demo :

How to Write Appreciation of a poem

To write an appreciation of the poem the following points need to be borne in mind:

1) The substance: The first thing to do is to read the poem carefully a few times, if necessary, until one gets a clear idea of what the poet is trying to convey.

2) The Language: Comment on the kind of language and literary devices used by the poet.

3) The Music, Rhythm and Rhyme used: Here a mention should be made about the various figures of speech used and the rhyme scheme seen in the verses.

4) Vision: Comment on the poet's vision or insight; the truth that he attempts to reveal. Emphasise on the message the poet is stressing on.

5) Figures of Speech: Explain the use and significance of the figures of speech used in the lines and how the choice is justified.

6) Emotion: Comment on the emotions aroused by the poet through the various lines.

7) Title of the poem: You may give your opinion about the suitability of the title of the poem.

Organise your ideas under the following headings:

A. Title and Poet
B. Rhyme Scheme used
C. Figures of Speech
D. Central idea/Theme

Critical Appreciation of the poem Leisure

Leisure is a beautiful poem written by W.H. Davies. The poem conveys the message that we are leading a mechanical existence with no time to enjoy the beauty and bounty of nature. The title leisure means finding time to be free from the routine work we do and relax is apt. Emphasizing on the need to be close to nature the poet puts to use beautiful Imagery to draw us close to the beauty and bounty nature.

The beautiful lines: 'What is this life with full of care, We have no time to stand and stare' sums up the message the poet wishes to convey.

The rhyme scheme used in the poem is aa bb. There is an effective use of figures of speech used in the

poem. Excellent use Alliteration, Simile Metaphor Synecdoche Personification and others is seen throughout the poem making it a masterpiece. Beautiful use of Simile in the line: 'Streams full of stars, like skies at night ? ' creates a beautiful Imagery adding to the beauty of the poem. I like this poem as it motivates me to go back to nature and take in everything beautiful it so selflessly offers.

Practice :

1. Ask him / her to read the poems from the textbook silently for two to three times to understand the theme of the poem and express the central idea in his own words.
2. Encourage students to summarise any two textual poems.
3. Introduce the concept of critical appreciation.

Extension Activity / Parallel activity / Reinforcement :

- Make a paraphrase of any poem of your choice in your own simple words.
- Write the critical analysis of any poem of your choice.

Evaluation:

Teacher will assess the work of the students and provide positive reinforcement and feedback. Mistakes if any will be rectified by the students

DIKSHA Video / E-content QR code :

My take away / Today I learnt :

1. Critical analysis of poem with emphasis on figurative language used.
2. How to understand the hidden messages in poems and express my opinion and views on the same.

Std. 9th **Subject : English (H.L.)**

Activity No. 2

Learning Outcomes / Competency Statements :18

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

Competency Statements :

.

- Understand the concept of debate.
- Have a clear idea about the dos and don'ts in debate.
- Watch/listen to debates on TV, radio etc. and give opinion.
- Learn to express views and opinions confidently.
- Understand how debates are formally conducted.

- **Instructions for the teacher and parents / facilitator :-**

- Encourage learners to watch programmes objectively.
- Help learners to get proper words / phrases to express him / her thought clearly and logically.
- Ask students to read transcript of opinions expressed in debate competition.
- Support students to give his opinion about expressed points in debate.

- **Instruction for the students :-**

- Listen the instructions of teacher and understand how to express opinion.
- Always listen attentively.
- Give your opinion clearly and objectively about what you hear or read .

- **Learning activity :-**

Teacher asks students to read the transcript of debate competition.
Teachers motivate learners to read and understand the points of debate competition.

Debate points of Riya.

Hello friends and Good Morning. I am Riya from Miray. Friends, today, I have been given the topic: 'Science and spirituality can go hand in hand.'
Here, I will explain the benefits of it.

* It studies the aspects of our world.
* Both requires mental discipline.
* Both requires belief in certain truth.
* Two sides of the same coin.

Debate Points of Rajdeep.

Friends, my opinion on Riya is totally against. Hello. I am Rajdeep from Raigad and I will explain it how.

- Science requires factual knowledge.
- Spirituality is a discipline which is still being explored.
- Science is concrete.
- Science seeks explanation and logical reasoning.

- **Demo / solved activity :-**

  Teacher supports learners to comprehend debate points of both participants.

  He gives demonstration of debate competition. He gives them activity task and encourages them to write down their opinion on the debate witnessed.

- **Practice :-**

  -Teacher motivates learners to write down their opinion on excerpts, dialogues, poems, commentaries of sports and games, news, debates on TV, radio etc.

  -Students listen teacher's instruction and try to answer to asked questions.

  Teacher supports them by giving some useful phrases.

  g. In my opinion……

  I agree …….

  I think …….

- Students listen all points carefully and try to give their opinions.

- **Extension activity: -**
  - Teacher gives them an extension activity.
  - Teacher tells them to write their opinion about following subject after reading about the following topic:

    Video Games: Merits and Demerits
- Students write their opinions and share with their friends.

- **Evaluation:-**

  - Teacher asks some questions based on the written or spoken opinions of the students.
  - Teacher provides positive reinforcement to the students and rectifies mistakes if any.

- **DIKSHA Video / E-content QR Coad**

- **My take away points:-**

  - Tick the points which you learnt from this activity.

  1) I learnt to express my opinion about excerpts, dialogues, poems, commentaries of sports and games, news, debates on TV, radio.

  2) I can express my feelings, emotions, and thoughts confidently and clearly about any topic of discussion and information.

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

Class: 9th **Marks: 20**

Q.1 Read the passage carefully and do the following activities: [10]

A1 Read the passage and find two false statements from the following. [2]

i. Frogs and toads are completely different.
ii. Frogs and toads show behavioural differences.
iii. Frogs spend more time on land.
iv. You are more likely to see toads in your yard.

Many frogs and toads look similar, though there are some differences. For example, frogs typically have long, strong hind legs that aid them in leaping, while toads have shorter hind legs more suitable for walking than hopping. The difference in their legs also leads to a behavioural difference when approached by humans. Frogs will usually use their long, strong legs to leap into the water when approached, while toads are more likely to sit still and wait it out. If toads do jump away, their jumps are shorter than frogs'.

Another difference in their appearance is their eyes. Frogs usually have big, bulging eyes, while toads' eyes are more subtle in appearance.

One of the biggest physical differences between frogs and toads is their skin. While frogs have smooth or slimy skin that is moist, toads have thicker, bumpy skin that is usually dry. The differences in their skin are because of their typical environments. Frogs spend more time in the water or are usually very close to water while on land, so their skin stays moist. Toads, on the other hand, spend more time on land and travel further from water, Wildlife Preservation Canada reports. Unless you live very near water, you're more likely to see toads in your yard because they travel farther from water.

A2: Complete the table with the similarities and differences between the given creatures from the passage: [2]

Similarities	Differences

A3 : Find and write two pairs of collocations from the passage: [2]

A4: Rewrite as instructed: [2]

1. [Rewrite the given sentence using a coordinator.]
Many frogs and toads look similar, though there are some differences.

2. [Identify the prepositions from the given sentence and underline.]

Frogs spend more time in the water or are usually very close to water while on land, so their skin stays moist.

A5 'Life is like a game': Compare and contrast life with any game. [2]

Q.2 Read the given extract and do the following activities: [5]

We can't all be captains, we've got to be crew,
There's something for all of us here
There's big work to do and there's lesser to do,
And the task we must do is the near.
If you can't be a highway then just be a trait
If you can't be the sun, be a star,
It isn't by size that you win or you fail
Be the best of whatever you are!

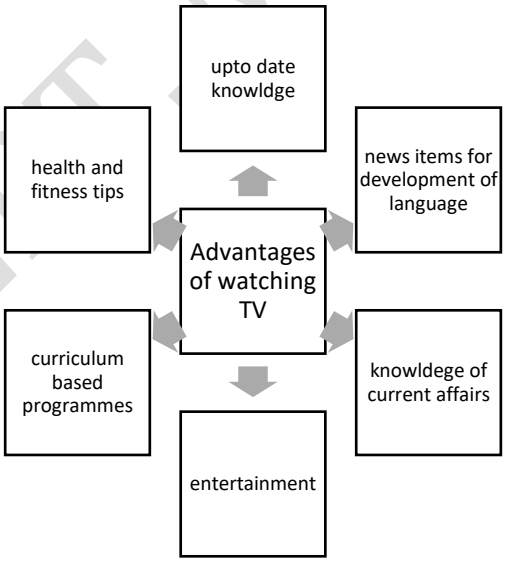
A1 The poet wants all of us to be at least the following: [2]

i. If not captains,_____
ii. If not a highway,_____
iii. If not the sun,_____
iv. If not by the size ,_____

A2 Find words from the extract that mean: a piece of work is difficult. [1]

A3 Find two examples of Repetition from the extract . [2]

Q.3 Transfer the given information into a paragraph: Give it a suitable title: [5]



SCERT Maharashtra

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

Class: 9th **Marks: 20**

Q1. Do as directed: 5M

1) You never know how he will behave. He is a **_____ (Choose the correct idiomatic expression)** **1M**

a) Queer dog
b) Queer fish
c) Queer cat
d) Queer wolf

2) I can't afford these shoes. They cost **____. (Choose the correct idiomatic expression)** **1M**

a) An arm and leg
b) A piece of cake
c) The best of both worlds
d) An apple pie order

3) I stand and look at them long and long. **(Name and explain the figure of speech)** **1M**

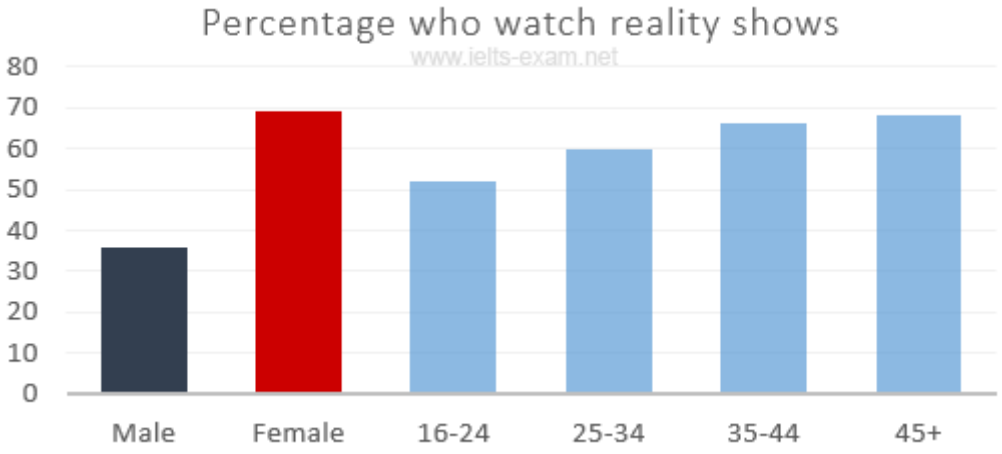
4) Join each of the following pairs of sentences using the conjunction given in bracket. **2M**

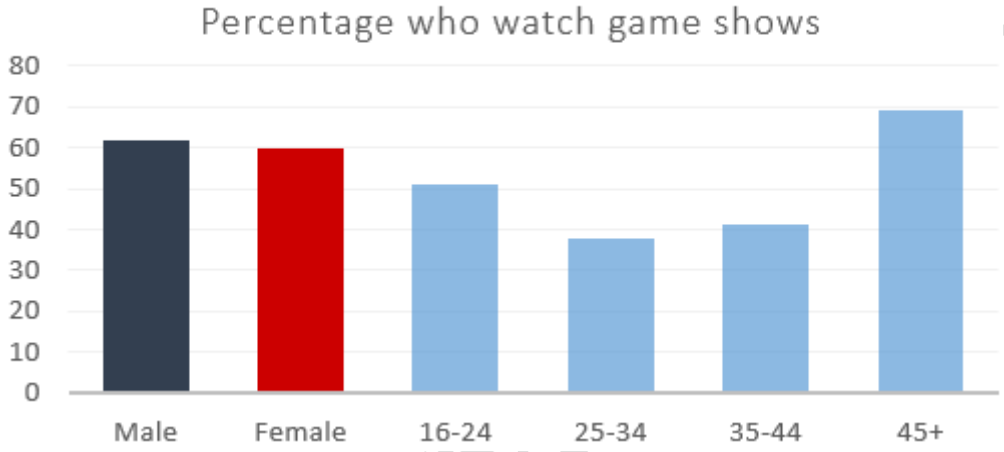
a) Give full attention to your studies. You will succeed**. (Unless)**
b) Ruth ran very fast. She could not catch up with Mark. **(Though)**

Q2. Write a conversation between father and son on career. 5M

Q3. **The charts give information about two genres of TV programmes watched by men and women and four different age groups in India. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.** **5M**

SCERT, Maharashtra





Q4. Write a story with the following beginning: 5M

"One day I was waiting at the bus stop.....

(Give Title and moral to the story)

****

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

Class: 9th **Marks: 20**

Q1. Do as directed: 5M

1) Use the given idiom in your own sentence 1M
   a) To shed crocodile tears

2) Rearrange Jumbled Sentences 2M

a) man/was/uncivilised/quite/olden days,/in/the
b) became/he/and/cultured/civilised/as time/advanced/but

3) Guess the proverbs from the pictures 2M

a)



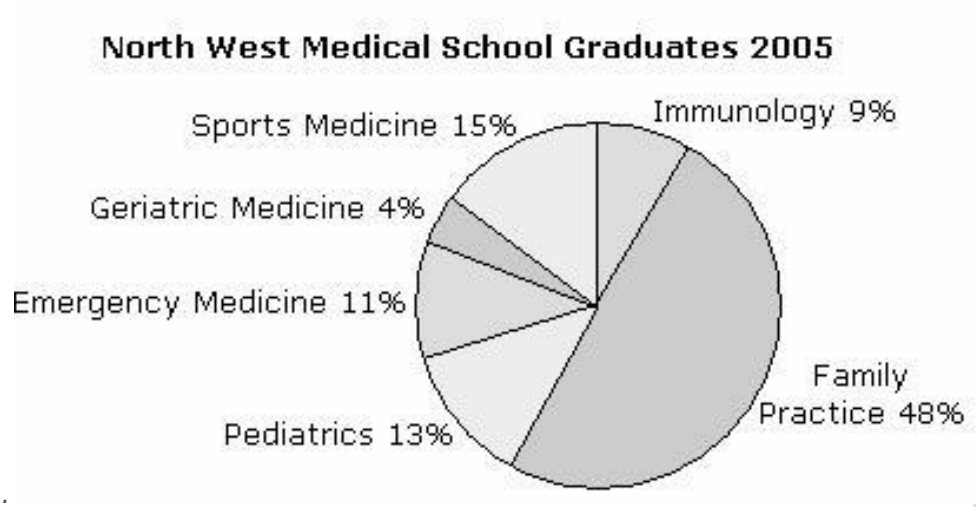
b)



Q2. Describe a Place I want to visit 5M

Q3. The pie-chart below shows the specializations of North West Medical School graduates in 2005. Percentages have been rounded to the nearest whole number. One hundred and nineteen students graduated that year.

Write a paragraph summarizing the information by selecting and reporting the main features. 5M



Q4. Write the summary of the following passage: 5M

The Delhi Metro is a metro system serving Delhi and its satellite cities of Bahadurgarh, Ballabhgarh, Faridabad, Ghaziabad, Gurgaon and Noida in the National Capital Region of India. Delhi Metro Rail Corporation Limited (DMRC), a State-owned company with equal equity participation from the Government of India and the Government of Delhi, built and operates the Delhi Metro. It is the second oldest metro in India after the Kolkata Metro. The Delhi Metro is the largest and busiest metro in India, and the world's 9th longest metro system in length and 16th largest in ridership. A member of CoMET, the network consists of eight colour-coded regular lines, with a total length of 317 kilometres, serving 231 stations including 6 on Airport Express line and interchange stations. The system has a mix of underground, at-grade, and elevated stations using both broad-gauge and standard-gauge. DMRC operates over 2,700 trips daily. In the financial year 2016–17, the Delhi Metro had an average daily ridership of 2.76 million passengers and served 100 crore (1.0 billion) riders The Delhi Metro Rail Corporation was certified by the United Nations in 2011 as the first metro rail and rail-based system in the world to get "carbon credits for reducing greenhouse gas emissions" and helping in reducing pollution levels in the city by 630,000 tonnes every year. Planning for the metro started in 1984 when the Delhi Development Authority and the Urban Arts Commission came up with a proposal for developing a multi-modal transport system for the city. Delhi Metro Rail Corporation (DMRC) was incorporated in May 1995, construction started in 1998, and the first section, on the Red Line, opened in 2002. The development of the network was divided into phases, Phase I containing 3 lines was completed by 2006, and Phase II in 2011. Phase III is scheduled to be mostly complete by 2018.

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

Class: 9th **Marks: 20**

Q1. Do as directed: 5M

1) You never know how he will behave. He is a **_____ (Choose the correct idiomatic expression)** **1M**

a) Queer dog
b) Queer fish
c) Queer cat
d) Queer wolf

2) I can't afford these shoes. They cost **____. (Choose the correct idiomatic expression)** **1M**

a) An arm and leg
b) A piece of cake
c) The best of both worlds
d) An apple pie order

3) I stand and look at them long and long. **(Name and explain the figure of speech)** **1M**

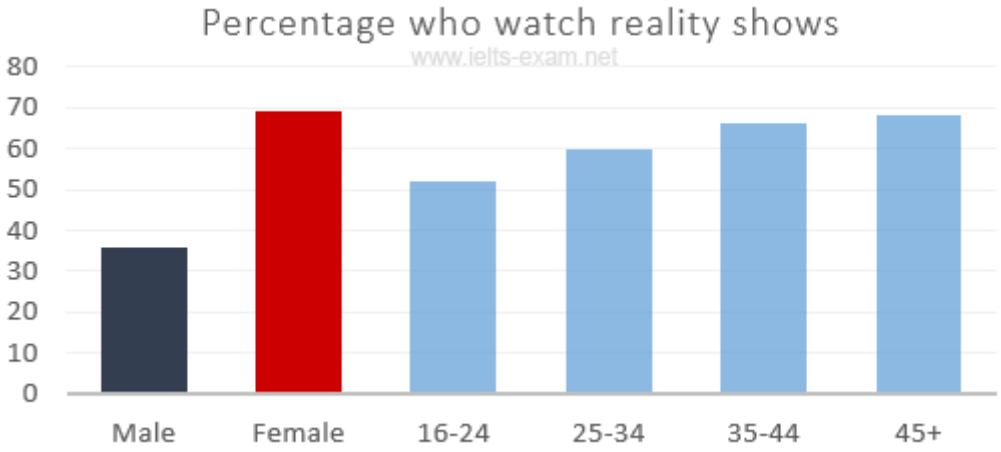
4) Join each of the following pairs of sentences using the conjunction given in bracket. **2M**

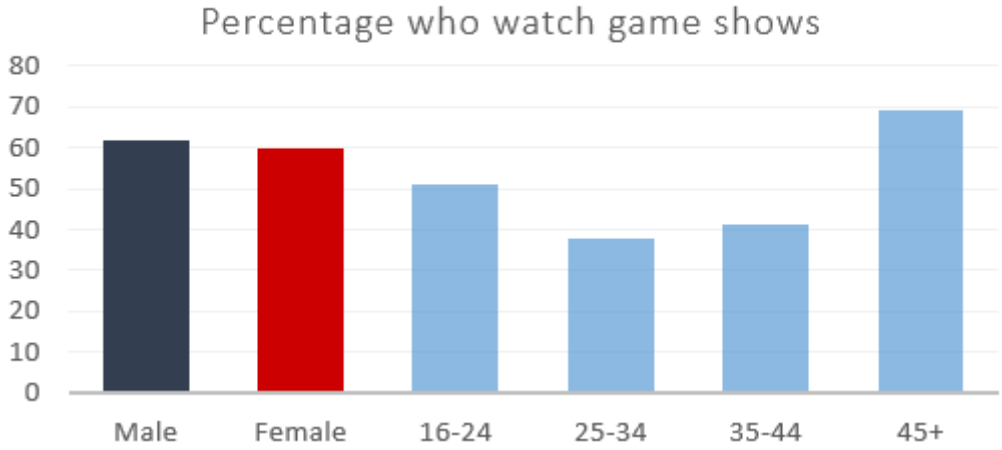
a) Give full attention to your studies. You will succeed**. (Unless)**
b) Ruth ran very fast. She could not catch up with Mark. **(Though)**

Q2. Write a conversation between father and son on career. 5M

Q3. **The charts give information about two genres of TV programmes watched by men and women and four different age groups in India. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.** **5M**

SCERT, MAHARASHTRA





Q4. Write a story with the following beginning: 5M

"One day I was waiting at the bus stop.....

(Give Title and moral to the story)

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

Class: 9th **Marks: 20**

Q1. Do as directed: 5M

1) Use the given idiom in your own sentence 1M
   a) To shed crocodile tears

2) Rearrange Jumbled Sentences 2M

a) man/was/uncivilised/quite/olden days,/in/the
b) became/he/and/cultured/civilised/as time/advanced/but

3) Guess the proverbs from the pictures 2M

a)



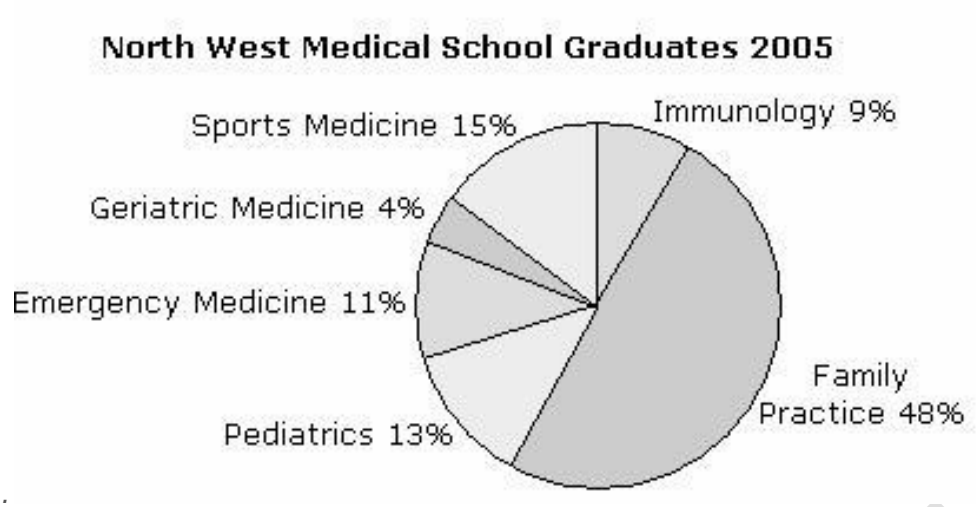
b)



Q2. Describe a Place I want to visit 5M

Q3. The pie-chart below shows the specializations of North West Medical School graduates in 2005. Percentages have been rounded to the nearest whole number. One hundred and nineteen students graduated that year.

Write a paragraph summarizing the information by selecting and reporting the main features. 5M



Q4. Write the summary of the following passage: 5M

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