सत्यमेव जयते

GOVERNMENT OF MAHARASHTRA



(H.L)

BRIDGE COURSE
CLASS X



ACADEMIC YEAR
2020-2021

ACADEMIC YEAR
2021-2022

ज्ञानसेवा तु साफल्यम्

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
MAHARASHTRA , PUNE

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Instructions for Teachers/Parents/Facilitators

Namaskar!

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

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

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

Part One - Learning Outcomes/Competency Statements.

Part Two - Instructions for teachers / parents and facilitators

Part Three - Instructions for Students

Part Four - Learning Activity

Part Five - Solved Activity/ Demo

Part Six - Practice

Part Seven - Extension Activity/Parallel Activity/Reinforcement

Part Eight - Evaluation

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

Part Ten - My Take Away/ Today I Learnt

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

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

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

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

Instructions for Students

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

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

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

Learning Outcomes/ Competency Statements: 1

Write a formal letter in the expected format.

Instructions for teachers and parents/facilitators:

- Give the correct format or layout of the formal letter.
- Provide templates for reference.
- Guide the students to use simple and formal language.
- Help the students to use block format.
- Discuss the format of the letter:
  - Sender's address
  - Date
  - Receiver's address
  - Subject
  - Salutation
  - Body of the letter - Introduction
    Main body
    Conclusion
  - Subscription
  - Signature of the writer
  - Enclosures (if any)

Instructions for students:

- Understand the format, templates of formal letter.
- Content must be precise and simple and formal language to be used.
- It should be divided into short, clear paragraphs.
- The subject matter should be addressed in passive voice.
- Make sure all your aspects are laid out very clearly.

Learning Activity:

1. Formal letter Format:

Sender's address,
Date.

To,
The Receiver's designation,
Name of the office,
Address,
City.
Date.

Subject:

Salutation (Sir/Madam)

1st Paragraph - Introduction
(I, XYZ would like to .....)

2nd Paragraph - Details
(Causes, effects, solutions)

3rd Paragraph - Conclusion

Thanking you,
SUBSCRIPTION
Yours Sincerely,
Name

Solved Activity/Demo:

Q. Imagine you are Manish Goyal, residing at A/6, Runwal Estate, Thane (W). Write a letter to the Police Commissioner (Railway Protection Force) to complain about the increase of mobile thefts in local trains.

Manish Goyal,

A/6, Runwal Estate,

Thane (W).

6th July, 2021.

To,
The Police Commissioner,
Railway Protection Force,
Thane (W).
Subject: Complaint against mobile thefts.
Sir,

I am a resident of Thane and a regular commuter in the local trains running on the Central line. I wish to bring to your notice the increasing menace of mobile thefts in the local trains.

Few days ago, my mobile was stolen from my handbag while I was travelling from Thane to Kurla. I very well remember having attended my last call near Bhandup and then keeping it back in my bag. When I got down at Kurla station and searched for my mobile to make call, I was shocked to see that it was not there. I frantically searched for it but it was not there. It was then that I realized that while getting down from the train some people pressed against me unnecessarily. I somehow got down.

When I recalled the incident, I felt that there is a gang which is actively involved in these types of mobile thefts. I was told by people around me that they have had similar experiences. It is my earnest request to you to look into the matter and take immediate action.

Thanking you,
Yours truly,
Manish Goyal

Practice:

Q. You are Sunil Vadhwa, residing at 30/ Sector 10, Yari Road, New Delhi. Write a letter to 'The Editor', The Times of India, New Delhi, complaining against the uncleared garbage pile in your locality.

Extension Activity/Parallel Activity/ Reinforcement:

Q. Read the following tourist leaflet and do as instructed:

TADOBA TIGER SANCTUARY



EXPLORE FLORA AND FAUNA

IN THEIR NATURAL HABITAT

You are Gaurav Marwal, residing at L.B.S. Marg, Dhantoli, Nagpur. Write a letter to the Divisional Forest Officer, Chandrapur, seeking permission to visit Tadoba Tiger Sanctuary and to make a booking for weekend visit - Add your own points.

Evaluation:

Write a letter to the principal requesting him/her to enhance the library as it would help the students with reference material for their projects.

My take away/Today I learnt:

- ✓ To write a formal letter in an expected format.
- ✓ To develop a personal way of expressing thoughts and opinions and of contacting people.

Learning Outcomes/ Competency Statements: 1

Write an informal letter in the expected format.

Objectives:

- To help the students to improve social skills, to convey congratulations, greetings, invitation best wishes, advice, sympathy, gratitude or any other Informal communication.
- To recognise and demonstrate use of appropriate vocabulary, style, layout and tone of the formal letters.
- Understand instructions and differentiate between informal and formal letters.
- The students will learn to give vein to their expressions and ideas and focus on their creative thinking.
- To learn correct content structure for writing an Informal letter.

Instructions for teachers and parents/facilitators:

- Give the correct format or layout of the formal letter.
- Provide templates for reference.
- Guide the students to use simple but enriched vocabulary and standard grammatical structures along with idioms, quotes and phrases.
- Help the students to use block format.
- Discuss the format of the letter:
  - Sender's address
  - Date
  - Salutation
  - Body of the letter - Introduction
Main body
Conclusion
  - Subscription
  - Signature of the writer

Instructions for students:

- Understand the format/templates of informal letter.
- Content need not be short; students can elaborate their ideas.
- Use enriched vocabulary, idioms, phrases, quotes and language.
- It should be divided into short, clear paragraphs.
- The subject matter should be written in friendly tone.
- The subject matter should be addressed in Active/Passive voice.
- Make sure all your aspects are laid out very clearly.

Learning Activity:

1. Informal letter Format:

Sender's address,
Date.

Salutation (Sir/Madam)

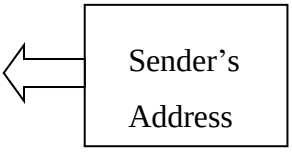
1st Paragraph - Introduction

2nd Paragraph - Details

3rd Paragraph - Conclusion & Regards

Yours Sincerely,
Name

2. You are Disha Gupta, residing at 53C, Sector 19A Mumbai. Write a letter to your mother sharing your experience of hostel life in Mumbai.



Dear Mother,

Your loving daughter,
Disha Gupta.

Solved Activity/Demo:

Q. Imagine you are Dilmeet Kaur, residing at 1505/6, Kingston, Four Bungalows, Andheri (West), Mumbai - 57. Write a letter to your younger sister/brother informing him/her how exercise has helped you tremendously.

1505/6 - Kingston,
Four Bungalows,
Andheri (West),
Mumbai 400057

7th July, 2021.
Dear Apreet,

It was a great news to know that you have topped your class once again. Congratulations! Let me share with you my experience of the new fitness and exercise regime that I have included in my routine. Indulging only in studies is not enough.

I was very lazy and was put off by the thought of getting up early and going for an hour of brisk walk, but Dad played a key role in motivating me. After initial phases of sulking and grumbling, I started enjoying it. I experienced severe body ache for the first few days due to lack of exercise but now my stamina is improving. My appetite has improved, too. Most importantly, my concentration in studies has enhanced due to a new save of energy and vigour felt throughout the day. I feel very active now and can have a heavy breakfast the most important meal of the day. Exercise helps us to feel very positive and drives away our depression and laziness.

You must force yourself to inculcate this habit of vigorous exercise at least for 30 minutes each day and experience the difference. Do write soon. Bye.

Your loving sister,

Dilmeet Kaur

Practice:

Q. You are Raj / Rohini Das resident of 210 B/ Shyam Buvan, Gazdar Street, Chira Bazaar, Mumbai - 04. Write a letter to your friend who is a spend thrift and loves splurging. Advise him/her about the significance of saving money and using it prudently.

Extension Activity/Parallel Activity/ Reinforcement:

Q. Read the following leaflet and solve the following activity: -

A wonderful memory of campus
"**Summer Camp"**

Features:

(1) Full of discoveries
(i) Wild life
(ii) Bird Watching
(iii) Identifying fresh water fish

(2) Provide new experiences
(3) Special lectures on importance of
(i) Values in life like-Peace, Self, respect, truth
(ii) Daily living
(4) Safety for the child at every level: Physical, Emotional, Spiritual, Mental.

Write a letter to your friend discussing about features of the Summer Camp and inviting her to join the same.

Evaluation:

Format	-	1
Content	-	2
Language	-	2
		5 Marks

Sender's Address and Date	½ Mark
Main Body	2 Mark
Subscription	½ Mark
Grammar	2 Mark
	5 Marks

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

- ✓ To learn to write a formal letter in an expected format.
- ✓ To develop good social skills.
- ✓ To develop a personal way of expressing thoughts and opinions and of contacting people.

Std: X **Subject: English** **Activity 1**

Learning Outcomes/ Competency Statements: 2

Predict the next part of a narration, conversation, description and story.

Objectives:

- To be able to guess the further part of the narration, conversation, description and story.
- To have a practice of guessing skill.
- To use creative imagination and reasoning ability.

Instructions for teachers and parents/facilitators:

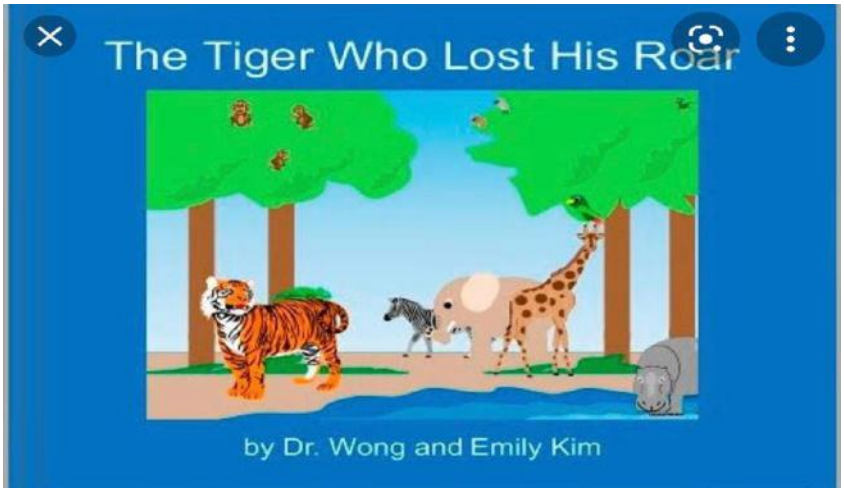
- Give clear and precise instructions to the students as how to do the activity.
- Encourage learners to guess the appropriate phrases, sentences or words likely to occur.
- Provide clue to lead the students to guess the correct content/words.
- Place the picture/sentences clearly before the class starts.
- Help the students to realize the importance of prediction.

Instructions for students:

- Read the instructions clearly.
- See the picture and use your critical thinking to guess the content.
- Take help of your teacher/parents whenever you are in doubt.
- Note down the important changes and correct predictions.

Learning Activity:

❖ **Teacher shows a picture of the cover page of a short story book.**



❖ **Teacher ask the students to take a page, divide it in two parts. On the left side write 'Predictions' on the right side 'Confirmed Thinking'.**

❖ **Teacher ask the students to Guess the content of the book with the help of cover page and write it down in the column of Prediction**

❖ **Students observe the displayed picture and guess the content.**

❖ **Students are given enough time to complete the task.**

- **Teacher elicits the responses given by the students.**
- **Teacher provides some clues to lead the students.**
- **Students share their predictions.**
- **Now teacher reads the short story and then ask the students to compare their Predictions and note the changes in the column of 'confirmed thinking'.**
- **Students check if their predictions are correct and note it down in the column of 'confirmed thinking'**

Solved Activity/Demo:

Game Time: -

- Teacher gives demonstration as how to play the game of guessing.
- Teacher choose two words related to common conversation.
- Teacher writes clues on the Black Board to help the students to guess the words.

Example: 1) (FREEDOM)

- I am a noun but I am very important.
- I begin with the letter 'f'
- People in prison have lost it and want it back.
- People demand it when it is taken away by dictators.
- It can be related to speech.

Example: 2) (HEAVEN)

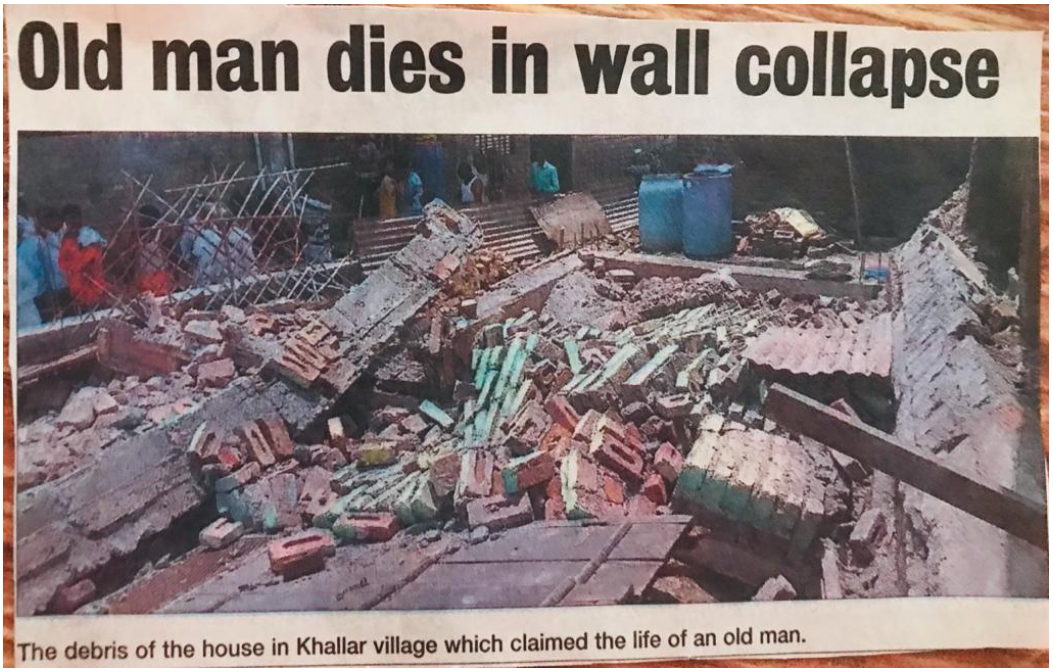
- I begin with the letter 'H'
- After death people want to experience me.
- I am closely associated with HELL.
- You will find Peace and Joy within me.

- The students guess the word; and win one game point.

Practice:

Teacher asks students to read the below heading of the article and predict the incident and write it down in their own words.

Teacher asks them to work in pairs and form the story.



Extension Activity/Parallel Activity/ Reinforcement:

- Choose a short conversation between two friends on the topic ‘sports.’
- Rewrite the conversation removing key words from it.
- Ask two students to enact the conversation.
- Let the fellow students guess/predict the missing key words.

Evaluation:

Students solve the work sheet in which narration/story/words/ is given with some key words missing in it.

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

- ✓ Predictions develop creative thinking skills along with understanding and application.
- ✓ How to guess/predict the missing story/conversation/words with the help of given clues.
- ✓ To link imagination to the context.

Std: X **Subject: English** **Activity 2**

Learning Outcomes/ Competency Statements: 2

Predict the next part of a narration, conversation, description and story. (L)

Objectives:

- To be able to guess the further part of a narration, conversation, description and story.
- To have a practice of guessing skill.
- To use their creative imagination and reasoning ability.

Instructions for teachers and parents/facilitators:

- Give clear and precise instructions to the students as how to do the activity.
- Encourage learners to guess the appropriate phrases, sentences or words likely to occur.
- Provide clue to lead the students to guess the correct content/words.
- Provide useful sentences clearly for the guessing activity.
- Write the required sentences on the class Black Board.
- Help the students to realize the importance of prediction.

Instructions for students:

- Read the given sentences clearly.
- Read and re read the sentences in order to predict correct word/phrases/idioms.
- Take help of your teacher/parents whenever you are in doubt.
- Keep working over the desired answer until you get the correct words or phrases or idioms.

Learning Activity:

- **Teacher writes few sentences on the Black Board.**
- **Students read the sentences and copy them in their note books.**
- **Following sentences are written on the Black Board: -**

a) Coconut _____ is said to be the purest _____ in nature.

b) It helps regulate body _____ and keeps one's body _____ especially in summers.

c) It has _____ properties, which are important to _____ infections in the body.

d) It is a _____ detoxifying _____.

e) It should be taken for _____ which show symptoms like _____ and vomiting.

(Ans: good, temperature, agent, nausea, diseases, anti-viral, liquid, cool, prevent, water)

- Teacher asks students to guess and fill the correct word in the blank.
- Students are given enough time to complete the task.
- Teacher elicits word for each sentence one by one.
- Teacher provides some clues to lead the class with correct answers.

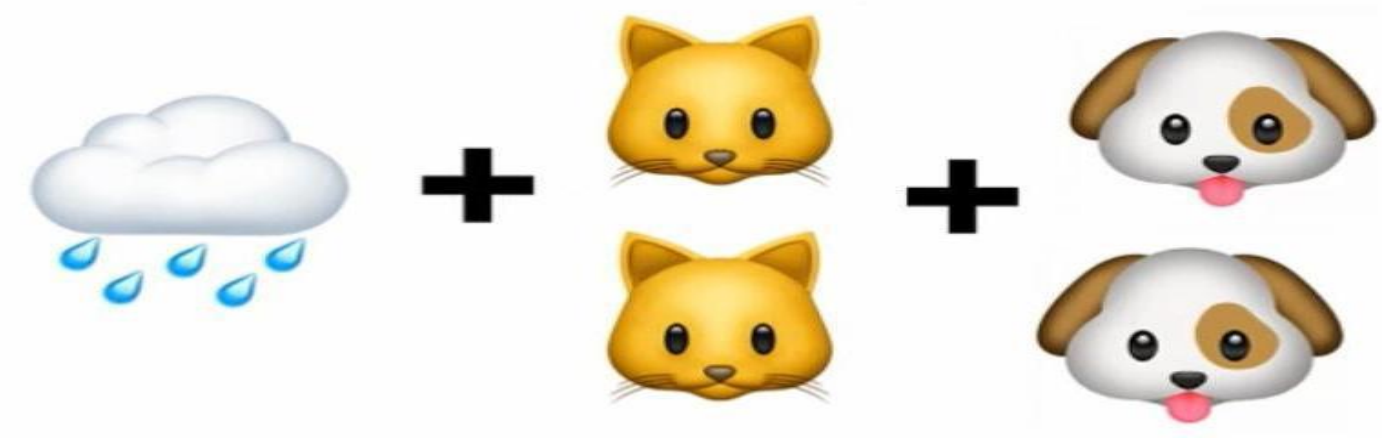
Solved Activity/Demo:

Game Time: -

Let me Guess:

- Teacher asks the students to guess the idioms with the help of given emojis.
- Teacher gives demonstration as how to play the game of guessing the idioms.
- Teacher draws the emojis on the Black Board.
- Students take turn to guess the idioms based on clues given through emojis.

Example 1:



Answer:



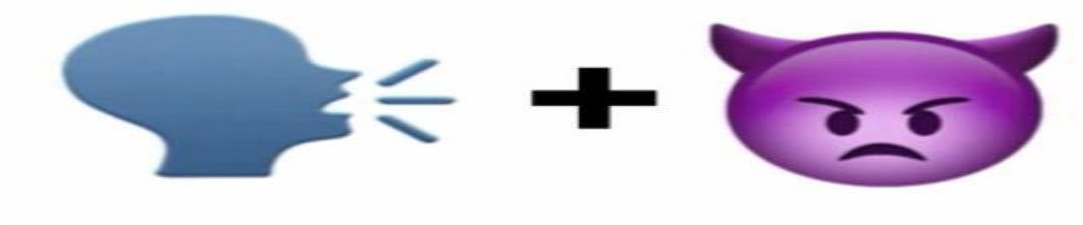
Example 2:



Answer:



Example 3:



Answer:



Practice:

Teacher asks student to work in pairs.

- Teacher asks students to make five proverbs using emojis and make the other partner to guess the proverbs.
- Teacher helps students when they are in doubt.

Extension Activity/Parallel Activity/ Reinforcement:

- Teacher gives an ending line to the students.
  ..... and thus, he realized 'Every dark cloud has a silver lining'.
- Teacher asks the students to guess the story according to their imagination.
- Present the story to the class.

Evaluation:

Students solve the activities of guessing the idioms, words, proverbs and story.

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

- ✓ How to guess idioms and proverbs using the pictures.
- ✓ To predict the narration/story using creative and critical thinking.
- ✓ To link imagination to the content.

Std: X **Subject: English** **Activity 1**

Learning Outcomes/ Competency Statements: 3

To Identify verbosity/ambiguity, lack of organization, inconsistency, disparity and other defects in written communication (R).

Objectives:

- To learn to identify ambiguity and disparity in Written Communication.
- To overcome confusing interpretations.
- To impede clarity of idea and opinions.
- To help the student to tackle verbosity and ambiguous concepts in English language.
- To provide better understanding of task and activities.

Instructions for teachers and parents/facilitators:

- Prepare the table of homophones on the Black board.
- Clear out the concept of homophones.
- Give clear instructions as how to do the activity.
- Provide clues to lead students to fill in the correct word.
- Support and encourage the students to give answers.
- Check if their concepts ambiguity and doubts regarding the language are clear.

Instructions for students:

- Observe the given table carefully.
- Clear the concepts of homophones from your teacher.
- Link the clue words with your previous knowledge.
- Focus on the clue words and try to guess the meaning.
- Read the given instruction carefully before solving the activity.

Learning Activity:

- **Teacher will draw the table of homophones on the Black Board.**
- **Teacher will ask the students to fill in the blanks using correct homophones from the circle.**
- **Teacher encourages the students to connect their previous knowledge about Homophones to solve the activity.**

START She _____ her Shoelace.	The water rose at high _____.	It is high _____ at 4 O'clock.	I ate _____ white bread.
Was the dog _____ up?	tied tide tide plain tied plain Plane plane tied		There were no seats left on the _____.
Did their _____ land on time?			The dress was very _____.
			She _____ her hair with a ribbon.

- Teacher asks few students to come forward and fill the blanks with correct word.
- Students share their experiences as how they linked the homophones.
- Teacher through the activity clear the ambiguity n language.

Solved Activity/Demo:

- Form small groups of students in the class.
- Provide few pictures on the Black Board.
- Ask one student from the group to choose and fill in the correct homophone.
- Ask other student from the group to use the same displayed words to make a different sentence of his/her own to show the difference.

Example 1



Answer: **Student 1 : Did you <u>steal</u> this money?**

Student 2: i) Steel - Tata industry is the biggest <u>steel</u> industry in India.

ii) Steal - The thief was planning to <u>steal</u> the jewellery.

Example 2



Answer: **Student 1: John, <u>meet</u> my friend Kaya.**

Student 2: i) meet: We decided to <u>meet</u> at my home.

ii) meat: The early man used to eat raw <u>meat.</u>

Practice:

- Homonym is the word that is spelt and pronounced like another word but that has a different meaning. e.g. Bank
- Now read the following passage and pick out two homonyms and use the same to make sentences of your own.

Passage :

Neem is a medium - sized or a large evergreen tree with a straight or slightly bent trunk. It is normally found in South East Asian countries like India, Burma and Sri Lanka. Dried leaves are used to keep moths and cockroaches away. The bank and gum produce miraculous medicines. External application of oil from the seed is used to cure rheumatism. In fact, every part of this tree is or great value.

- Students work in pair and pick out the Homonyms.
- Teacher helps students when they are in doubt.

Extension Activity/Parallel Activity/ Reinforcement:

- Collect various examples of Homophones and Homonyms from your course book and make sentences of each to show the difference.

Evaluation:

Students solve the worksheets based on Homophones and Homonyms and learn to differentiate between the meanings of the words.

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

- ✓ To find out difference between the meanings of two same words and their pronunciation.
- ✓ To frame grammatically correct sentences.
- ✓ To use homophones and homonyms correctly in the sentences.

Learning Outcomes/ Competency Statements: 3

To Identify verbosity/ambiguity, lack of organization, inconsistency, disparity and other defects in written communication (R)

Objectives :

- To Learn to identify ambiguity and disparity in Written Communication.
- To overcome confusing interpretations.
- To enhance interpersonal skills.
- To strive for a growth mindset rather than a fixed mindset, so as to see ambiguity as an opportunity for learning.
- To develop more creativity and innovation in students, that would challenge their minds to see things differently.

Instructions for teachers and parents/facilitators:

- Give proper instructions about the activities.
- Clear the concept of prefix, suffix.
- Read the passage to the students loudly.
- Write down the passage clearly.
- Provide clues to lead students to solve these activities.
- Support and motivate the students to come to the desired results.
- Help the students to identify the verbosity and ambiguity in language and teach them methods to avoid the mistakes created due to same.

Instructions for students:

- Read the passage twice carefully.
- Read the instructions and solve the given activities accordingly.
- Get the concept clear about prefix and suffix.
- Focus on the hints given by the teachers to get the expected answer.
- Take help of your teachers to get your doubts clear so as to avoid errors.

Learning Activity:

- **Teacher asks the students to read the passage carefully.**
- **Teacher clears the concepts of prefix and suffix.**
- **A prefix is a word part added to the beginning of a word and suffix is a word part added to the end of a word that changes words meaning.**
- **Teacher instructs the students to solve the given activities as instructed.**

Good manners are based upon the concept of consideration for others. They sweeten the stream of our life. They give endless joy to both, the receiver as well as the giver. If he want others to help us, we must say 'please do me a favour'. When a person has done something for us, we should never forget to show our gratitude to him by saying 'Thank You'. These good manners add grace and charm to our routine life.

These manners are not inherited; nor do the flow naturally to intelligent people. They must be learnt and practiced. They are easy to acquire and normally become effective tools of behaviour.

Manners, courtesy and etiquettes are tools that one should always carry with oneself wherever one goes. There is no particular place or time when a person should display or begin his elementary courtesy. The first step to success lies in treating people courteously just as we wish to be treated.

Good manners are necessary components in every walk of life, and especially in business. Organizations where the representatives are competent and well manner enjoy a good reputation and prestige. The morale, inter-personal communication and work culture of such an organization will be high. And this, in turn, will attract more business.

Task 1 :

Pick out four root words from the passage and rewrite adding prefix or suffix to the same.

Task 2 :

Find the words from the passage which mean the same as the following :

(a) devices (b) fame.

Task 3 :

Write in your own simple words what the following sentences convey in the context.

1. Please do me a favour. 2. This will attract more business.

Solved Activity/Demo:

- The teacher asks the students to prepare 5 words using 'rupt' as prefix or suffix.
- The teacher gives another word 'port' to make 5 words adding the same as prefix or suffix.

Ans :

rupt	**port**
erupt	transport
disrupt	portable
corrupt	deport
rupture	teleport
interrupt	import

The teacher helps the learners by giving hints to get the desired words.

Practice :

- Teacher asks the students to solve the following

  Roll out the following prefixes and suffixes and make atleast two words using the same.

Prefix	Suffix
re	ing
dis	less
un	s or es
mis	ful

- The Teacher demonstrates one of the above prefixes/suffixes and support learners to get the expected answers.

  eg. 1) dis : disrespect 2) ful : beautiful
  distrust scornful

Extension Activity/Parallel Activity/ Reinforcement:

- Match the column A (root word) with column B (suffixes) :

	A (Root word)	Answer	B (suffixes)
1	agree		a) able
2	favour		b) less
3	brother		c) ment
4	law		d) ly

Evaluation:

Students solve the worksheet and use proper prefixes and suffixes.

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

- ✓ To make new words using prefixes and suffixes.
- ✓ To identify ambiguity in the language.
- ✓ To make correct use of words and to avoid any confusion in usage of the same.
- ✓ To avoid inconsistency or disparity while using vocabulary in language.

Learning Outcomes/ Competency Statement: 4

Talk about one's opinion, point of view, presents an argument.

Instructions for teachers and parents/facilitators:

- Encourage the learners to speak and write without any difficulty.
- Help learners to procure proper and right words/phrases to express his/her thoughts.
- Ask students to read the Dialogues regarding their pet animals of two friends and to give his/her opinion.
- Support students to express their opinion about the two pet animals.

Instructions for students:

- Listen the instructions of teacher and act accordingly.
- Read the given instructions very carefully.
- Be able to give their opinion about the two pet animals of the two friends.

Learning Activity:

Teacher asks the students to read the Dialogues of two friends about their pet animals and asks them to give opinion about whose pet animal was naughtier, cuter etc. Teacher motivates learners to read and understand the Dialogues of the two friends.

Solved Activity/Demo:

Dialogue of Raj:

Raj: Hello everyone!

All: Hello!

Raj: Today I'm going to speak on MY PET ANIMAL

All: Oh wow!

Raj: I have a puppy as a pet. Its name is Tuffy. He is extremely cute, active and energetic. He loves to play with me. His favourite food is milk and bread. Also, he loves munching on all my shoes and slippers. He is very naughty and he doesn't leave me even for a second. I love Tuffy and so does he. Thank you!

All: How cute!

Dialogue of Radha:

Radha: Hello everyone!

All: Hello!

Radha: Today I'm going to speak on MY PET ANIMAL

All: ok!

Radha: I have a pussy cat as my pet. Her name is kitty. She is very beautiful with white and brown hair. She has beautiful blue eyes and she goes running about the whole house the whole day. She loves to chase rats and they make her favourite food. She wants me to be around her and loves to play with me. I love my kitty and my kitty loves me too!

All: ok!

Practice:

Teacher motivates the learners to practice on the given activity/ task.
- Students listen to the teacher's instructions and try to answer to the questions asked.

Extension Activity/Parallel Activity/ Reinforcement:

Write an essay on the topic of "My experience of "On-line Learning"
- Students pen down the activity in their notebooks.
- They try to reflect on their experiences.

Evaluation:

Teacher asks some questions based on the written or spoken opinions of the students.
- E.g. Did you like the Dialogues of Raj and Radha, why?
- How do you celebrate the festival of Rakhi?

(Teacher checks the answers written by the students and helps them to reflect accordingly).

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

- Tick the points which you learnt from this activity.
1) To give your opinion about previous experiences.
2) To narrate past events.

Learning Outcomes/ Competency Statements: 4

Talk about one's opinion, point of view, present an argument.

Instructions for teachers and parents/facilitators:

-Encourage learners to speak and write without burden.
- Help learners to get proper words/phrases to express his/her thought.
- Ask student to read the opinions expressed in debate competition.
- Support students to give their opinion about the points of the debate.

Instructions for students:

Listen the instructions of teacher and act accordingly.
- Read the given instruction very carefully.
- Give your opinion about debate competition.

Learning Activity:

Teacher asks the students to read the points of the debate competition.
Teachers motivate learners to read and understand the points of debate Competition.
Debate points of Ayushi:

Hello friends, I am Ayushi from Wardha:
Friends I have been given the topic: "Online Learning is beneficial or not?"
So, here I go with the benefits of Online Learning.

-Online classes can make our dreams come true

-We can pursue our goals of learning

-We can choose our own learning environment

-Brings more self-discipline

-Helps us achieve more out of the course

-Its more affordable

-Saves student's energy and time spent in commuting

-Can earn and learn, both

Debate Points of Yash:

Friends as my friends told us many pertinent points for Online learning, I, Yash, from Wani, am going to tell you the disadvantages of online learning:

-It widens the social divide.
-Home isn't necessarily the same for everyone.
-It lacks the socializing component.
-Education is not mere data collection.
-It seriously affects the nature of teaching and learning.

-It makes teachers irrelevant.

-Does not encourage activity, social life, and is distracting.

-A mature adult is capable of choosing a great online school.

Solved Activity/Demo:

Teacher helps the learners to comprehend the debate points of both the participants and gives demo of debate competition.

He gives them an activity task and helps them to participate in it.

E.g. Amul loves watching cartoon serials a lot and he is of the contention that it makes him happy. Whereas Aditee is against watching cartoon serials, her contention is that it is a sheer waste of time.

- Teacher gives above demo by using role play.
-He/she asks all students to give their opinions about it.
-Students try to complete all tasks by observing demo/ role play.

Practice:

Teacher motivates the learners to practice on the given activity task.
- Students listen to the teacher's instruction and try to answer the questions.
Teacher supports them by giving some useful phrases to use while debating:
E.g. In my opinion, I agree, I think, etc.
Students listen to all the points carefully and try to give their opinions, about "Online Learning"

Extension Activity/Parallel Activity/ Reinforcement:

Teacher gives the students an extension activity.
Teacher tells them to write their opinion about following subject:
What do you think about **"Spending too much time on the Internet?"**
Students write their opinions and share with their friends.

Evaluation:

- Teacher asks some questions based on the written or spoken opinions of the students.
- Hrushikesh likes to use the Internet for constructive reasons. He gives benefits of using the Internet.
- Unnati does not like to use the Internet. She considers it a sheer waste of time.

Teachers help the students to comprehend all points and give them one activity/ task.
- Activity/ task: -
- Write your opinion about "Why should we use the Internet?"

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

Tick the points which you learnt from this activity.
-I learnt to express my opinion about any expressed points of debate.
- I am able to express my feeling, emotion and thoughts about any topic of discussion and information.

Learning Outcomes/ Competency Statements: 5

LEARN ABOUT OTHER CULTURES AND DEVELOP A HUMANISTIC, LIBERAL MINDSET

Instructions for teachers and parents/facilitators:

- Help students to learn about our culture and other cultures
- Help students to develop a humanistic mindset
- Help students to develop a liberal mindset
- Learn about your students' culture.
- Understand your students' linguistic traits.
- Use multicultural books and materials to foster cross-cultural understanding.
- Know about your students' home and school relationships.
- Maintain an “inclusive” curriculum that remains respectful of differences.
- Maintain a strict level of sensitivity to language concerns.
- Express interest in the ethnic background of your students.

Instructions for students:

- Practice Cultural Sensitivity

- students should try to become more Empathetic

- students should gain a better understanding of lessons and people

- students should become more Open-Minded

- students must feel more confident and safer

- students must be prepared for a more diverse workplace.

Learning Activity:

Teacher asks students to take INTERVIEWS (can be a telephonic interview due to the ongoing pandemic) and reads two Interviews before the class. The teacher asks the students to pay attention to the Interview for the questions to be asked later.

Solved Activity/Demo:

Interview taken by Tanisha:

(Interview between Tanisha and her classmate Shiva)

1.Tanisha: What is your definition of “culture?”
Shiva: culture is our way of life

2.Tanisha: who all are there in your family?

Shiva: I have my father, my mother one brother and two sisters in my family

3.Tanisha: Do you actively participate in an organized religion?
Shiva: yes.

4.Tanisha: How important is religion in your family? Why?
Shiva: Religion is a very important thing in our family because our life revolves around it

5.Tanisha: Are the roles of men and women specifically defined in your family? If so, what are they?
Shiva: yes, roles are very much defined. My daddy goes to work and my mummy is a home maker

6.Tanisha: Define and describe the most important (or most celebrated) holiday of your culture.
Shiva: we all look forward to Gudi Padwa, it is our new year and most celebrated festival

INTERVIEW TAKEN BY BISWAJIT:

1.BISWAJIT: What do you mean by Culture?

Zafar: Culture is the framework around which we build our identity

2.BISWAJIT: 1. What are typical foods served in the culture?

Zafar: sheer khurma and biryani

3.BISWAJIT: 2. Are there any typical styles of dress?

Zafar: sharara, salwaar suit, pathani suit

4.BISWAJIT: 3. What do people do for recreation?

Zafar: we listen to kawaali

5.BISWAJIT: 1. How do people greet one another?

Zafar: we hug each other

6.BISWAJIT: 2. How are gender roles perceived?

Zafar: mostly women are to take care of home

Practice:

Teacher motivates the learners to practice on the given activity/ task.
- Students listen to the teacher's instructions and try to answer to the questions asked.

Extension Activity/Parallel Activity/ Reinforcement:

Write an essay on the topic of "My country, my culture"
- Students pen down the activity in their notebooks.
- They try to reflect on their experiences.

Evaluation:

Teacher asks some questions based on the various cultures of the students.
- E.g. Did you like the Interviews taken by Tanisha and Shiva? why?
- How do you celebrate the festival of Diwali?

(Teacher checks the answers written by the students and helps them to reflect accordingly).

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

- Tick the points which you learnt from this activity.

1) To understand various cultures
2) To have a liberal mindset
3) To develop a humanistic approach

Learning Outcomes/ Competency Statement: 5

LEARN ABOUT OTHER CULTURES AND DEVELOP A HUMANISTIC, LIBERAL MINDSET

Instructions for teachers and parents/facilitators:

Motivate the learners to understand about various cultures and help the students develop a broad and liberal mindset by supporting them to solve the following activity.

Instructions for students:

Read the following ways of saying Hello carefully.

Match the various ways of saying 'Hello' in various Languages.

Learning Activity:

Match the ways of saying HELLO in various Languages:

Sr.No.	HELLO	Ans	Sr.No	Languages
1	Bonjour	F	A	Turkish
2	Hola	E	B	Persian
3	Hallo	D	C	Hindi
4	Namaste	C	D	German
5	Salaam	B	E	Spanish
6	Merhaba	A	F	French

Solved Activity/Demo:

Sr. No.	Thank you	Ans	Sr. No.	Language
1	Shukran	D	A	Spanish
2	Merci	C	B	Italian
3	Dhanyavaad	E	C	French
4	Grazie	B	D	Arabic
5	Gracias	A	E	Hindi

Practice:

Learn the above ways of saying "Hello" and "Thank You".

Extension Activity/Parallel Activity/ Reinforcement:

Read about the peculiarities of various cultures and try to write the same in your note books.

Evaluation:

Teacher discusses the various ways of saying Hello and Thankyou in the form of a skit.

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

1) The cultures of various people
2) The ways of saying Hello
3) The ways of saying Thank you
4) To have a liberal and humanistic mindset

Learning Outcomes/ Competency Statements: 6

USE QUOTATIONS, IDIOMATIC EXPRESSIONS ETC. APPROPRIATELY IN WRITING

- Understand the difference between quotation and idiomatic expression.
- Use quotations, idiomatic expressions etc. appropriately in order to make the language more empathetic and effective.

Instructions for teachers and parents/facilitators:

Motivate the learners to understand and use the idiomatic expressions effectively by supporting them to solve the following activity.

Instructions for students:

1 Read the following idiomatic expressions carefully.
2. Try to guess the meaning.
3. Match the idioms with their meanings.

Learning Activity:

Match Idioms with their meanings:

Sr. No	Idiom	Ans	Sr.No.	Meaning
1	It's a piece of cake	**B**	**A**	It's raining hard
2	It's raining cats and dogs	**A**	**B**	It's easy
3	Kill two birds with one stone	**D**	**C**	Let out a secret
4	Let the cat out of the bag	**C**	**D**	Get two things done with a single action

Solved Activity/Demo:

(Fill in the blank by choosing the correct idioms and phrases)

(Once in a blue moon, a piece of cake, let the cat out of the bag, to feel under the weather)

1) I watch movies _____.

2) The Math test was _____.

3) I _____ about his actual percentage.

4) I'm really feeling _____; I have a terrible cold.

Practice:

Use the above idioms in your own sentences.

Extension Activity/Parallel Activity/ Reinforcement:

Read the stories from your course book or newspaper or magazines and list at least 10 idioms and try to list the in your note books.

Evaluation:

Teacher discusses by using flashcards of the idioms and its meaning.

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

1) To use quotations in my speech and writing
2) To use idiomatic expressions in my speech and writing
3) How to make my speech and writing more effective

Learning Outcomes/ Competency Statement: 6

USE QUOTATIONS, IDIOMATIC EXPRESSIONS ETC. APPROPRIATELY IN WRITING

-Understand the difference between quotation and idiomatic expression.
- Use quotations, idiomatic expressions etc. appropriately in order to make the language more empathetic and effective.

Instructions for teachers and parents/facilitators:

Encourage and motivate the learners to understand and use the idiomatic expressions effectively by supporting them to solve the following activity.

Instructions for students:

Some examples of quotations, idiomatic expressions are given below. Read them carefully and classify accordingly.

Learning Activity:

Meaning of a QUOTATION: "Quotation" is generally a group **of** text or speech which was originally said by someone but used in a repetitive manner by someone else.

Meaning of an Idiom: "**Idiom" is** an expression or a phrase whose meaning cannot be predicted from the usual meanings of its constituted elements.

Solved Activity/Demo:

Write in your words.
- Quotation means: _____
- Idiom means: _____

Practice:

(Place the Quotations and Idioms given below in the correct box)

Quotations	Idioms

-She was tickled pink by the good news. ...

-feel sick as a dog. ...

-My grandma has been under the weather. ...

-Rise and shine! ...

-"I came, I saw, I conquered." - *Julius Caesar*

-"Give me six hours to chop down a tree and I will spend the first four sharpening the axe." - *Abraham Lincoln*

- “Spread love everywhere you go. Let no one ever come to you without leaving happier”. -*Mother Teresa*

- “The future belongs to those who believe in the beauty of their dreams”. -*Eleanor Roosevelt*

-Use the above idioms in sentences of your own.
- Use the above quotations in your writing.

Extension Activity/Parallel Activity/ Reinforcement:

Find the idioms from your course book and use them in your sentences.

Evaluation:

Teacher discusses by using flashcards of the idioms and its meaning.

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

-To use quotations in my speech and writing
-To use idiomatic expressions in my speech and writing
-How to make my speech and writing more effective

Learning Outcomes / Competency Statements: 7

Describe things, people, situations, emotions etc in minute details

Objectives: -

- To enable students to learn new words for describing.
- To enrich vocabulary to develop their speaking and writing skills.
- To use emojis for enhancing the expression power of the student.
- To enable them to find out exact describing words to use while speaking and writing.

Instructions for teachers and parents / facilitators:

- Make the students familiar with words used for describing.
- Allow them to add describing words of their choice in the given activity
- Ask the students to guess the meaning of those describing words.
- Ask the students to frame sentences on their own for the describing words
- Guide them while they speak or write on the given situation.

Instructions for students:

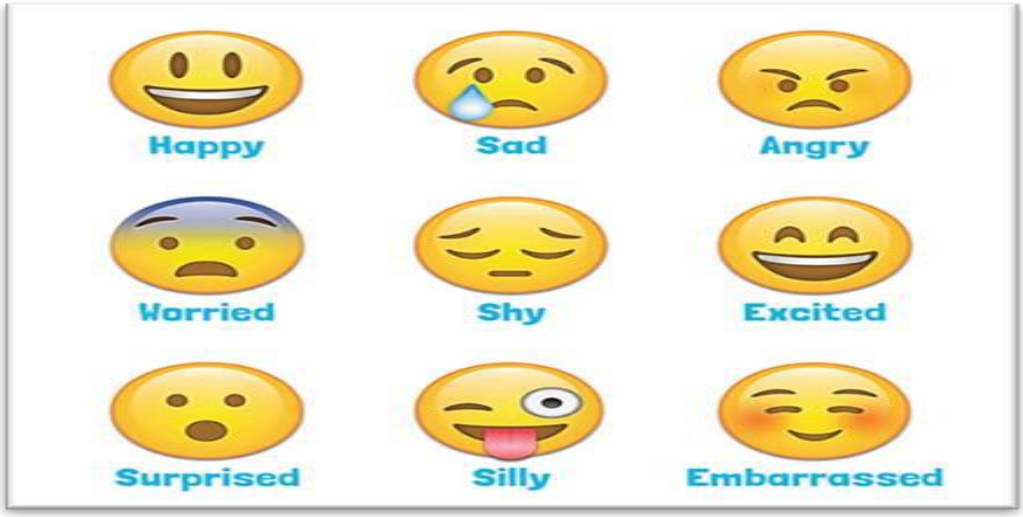
- Observe the emojis and describe the expression.
- Make use of the describing words in context while speaking or writing
- Guess the meaning of new words and try to tell the class.
- Develop a standard vocabulary for describing things, people, situations etc.
- Observe the pictures and describe in brief about your observation.
- Complete all activities as per given instructions.

Learning Activity:

- Teacher asks to observe the emojis for new expressions
- Teacher supports all students to complete all activities.
- Students follow all instructions and try to complete activity tasks
- Teacher takes some activities to describe various places, things, people, emotions and experiences.

Solved Activity / Demo:

- The teacher demonstrates one of the activities and supports learners to get expected answers from the students.



- ✓ **Read the given expressions in the picture and use them to describe in brief your best friend.**

The teacher helps learners to give clues to describe a friend.

Practice:

- Teacher gives an illustration and asks the students to use the describing words from the illustration to describe the given situation in 50 words.



Situation: You were confined to your homes due to lockdown. Write about the difficult situation you had to go through.

Extension Activity / Parallel Activity / Reinforcement:

- Teacher instructs students to complete the telephonic conversation.
- Teacher gives clues to use describing words in conversation.
-
-

Mother: Hello, Radha.

Radha: Hello, Mom….so nice to hear you after a long time.

Mother: I hope you have adjusted in the hostel. How is the food there?

Radha: It is _____.

Mother: You told me about your roommate…How do you find her?

Radha: Yes, her name is Ayesha. She is ___----------

Mother: What are the facilities available in the campus?

Radha: All the facilities are ----------

Mother: Is there any place of recreation nearby?

Radha: Yes, there is a ----------

Mother: I hope you are happy with your decision to be out of the town all by yourself.

Radha: Certainly, Mom…. I am ----------.

Mother: All right take good care of yourself.

Radha: Yes, I will. Good bye.

Evaluation:

Teacher will ask the students to speak in front of the class or write a paragraph describing about the wonderful weekend experience after the examination got over. Give it a suitable title.

DIKSHA Video / E-content QR code:

My take away / Today I learnt:

- Today I have learnt ….
  1) How to deal with describing words.
  2) How to describe emotions through pictures and illustrations.
  3) About describing experiences in a speech and creative writing.

Learning Outcomes / Competency Statements :7

Describe things, people, situations, emotions, etc in minute details.

Objectives:-

- To enable students to learn idioms and proverbs.
- To enable them to use idioms and proverbs while describing different situations.
- To enable students to gain fluency through words and expressions.
- To develop their speaking and writing skills by using idioms and proverbs.

Instructions for teachers and parents / facilitators:

- Check whether the students understand the difference between idioms and proverbs
- Advise them to refer to a dictionary to understand the meaning of idioms
- Tell them to note down important information regarding the use of idioms and proverbs.
- Observe their confidence to take a part in given activities in the group.
- Let them try to guess the meaning of different types of idioms on their own.
- Encourage the students to make sentences using idiomatic expressions.

Instructions for students:

- Observe the pictures and try to identify the idiomatic expressions
- Listen to the idioms attentively to understand the meanings.
- Guess the meaning of idiomatic expressions and write them down.
- Take help of a good English dictionary to find the literal meaning of the idioms.
- Complete all activities as per given instructions.
- Take down all important points in your notebook.

Learning Activity:

- Teacher asks to read the table of idiomatic expressions carefully and try to understand it.
- Then teacher reads out the idioms with meanings from the table.
- Teacher also explains the meaning of the idioms.
- Teacher conducts an activity and also facilitates all students to complete it.
- Students follow all instructions and try to complete assigned tasks.

Solved Activity / Demo:

- The teacher demonstrates one of the activities to describe a person using idiomatic expressions from the given table:
- The teacher helps the learners with meanings to complete the given paragraph.

Idioms	Meaning
hard nut to crack	difficult to deal with
on cloud nine	to feel proud
begin to dawn	slowly begin to realize
feeling low	sad or depressed
come off with flying colours	to be highly successful.
piece of cake	easy to do \follow
leave no stone unturned	to make every possible effort

- ✓ **Given below is a short description of a struggling artist. Use the proper idioms from the table and fill in the blanks to complete the paragraph.**

Raman Kumar is a character artist in television shows. His shows flopped one after the other. He started_____. It began _____that getting a good break was a _____. He toiled hard and found his work to be _____. He _____to achieve his goal and finally he _____. He felt as if he was on _____.

Practice:

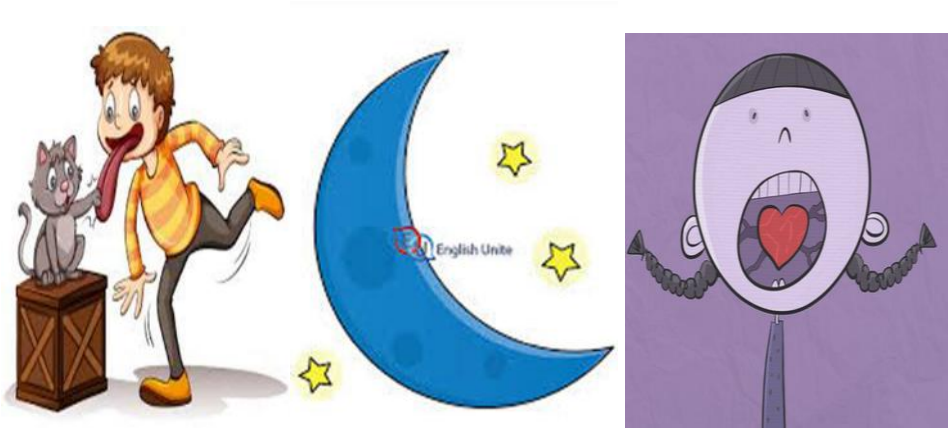
- Teacher selects a few idioms from the table and tells students to make the meaningful sentences on their own.
  1) begin to dawn…….
  2) come off with flying colours…….
  3) on cloud nine…….
  4) feeling low…….

Extension Activity / Parallel Activity / Reinforcement:

- Teacher instructs students to read the following text message conversation. Find the idioms and explain what they mean.



Evaluation:

- Teacher will boost confidence by checking fluency in use of in describing a person, place, or emotion.
- Teacher will ask the students to identify the idioms from the given pictures.
- Teacher will ask the students to describe a given situation using the idiomatic expressions given in the picture.
- 

DIKSHA Video / E-content QR code:

My take away / Today I learnt:

- Today I have learnt ….
  1) About the idioms and its uses to describe a person, situation.
  2) How to deal with idioms and their literal meanings
  3) How to use different idioms in different context.
  4) How to develop a paragraph using idiomatic expression while speaking and writing.

Learning Outcomes / Competency Statements : 8

Choose appropriate vocabulary \expressions in various formal \informal situations.

Objectives :-

- To enrich vocabulary to develop their language skills.
- To enable them to find out the particular words used in formal \informal situation .
- To enable students to learn new words and their appropriate usage
- To make them confident to use new words in given situations [formal\informal].

Instructions for teachers and parents / facilitators :

- Make them understand the difference between formal and informal situations.
- Make them aware of vocabulary used in formal\ informal situation through conversation.
- Check whether the students are familiar with the vocabulary to be used in different situations
- Tell them to note down the different words used in different situations.
- Give them an opportunity to use new words appropriately.
- Observe their choice of vocabulary while they speak

Instructions for students :

- Try to understand the difference between formal and informal situations.
- Refer to a good dictionary for developing vocabulary.
- Read the given table carefully and get familiarized to the vocabulary used in different situations.
- Note down the new words you come across.
- Try to use the new words and expressions to be used in formal \informal situation.
- Complete all activities as per given instructions.

Learning Activity :

- Teacher asks the students to identify the formal and the informal situations.
- Teacher guides the students to choose appropriate vocabulary .
- Teacher supports all students to complete all activities.
- Students follow all instructions and try to complete activity tasks.

Solved Activity / Demo :

- The teacher demonstrates one of the activities by giving a few situation and asks the students to identify whether they are formal or informal.

Situations	Formal \ informal
Cheering a friend	
An interview in a newspaper	
Writing a short story about a talking parrot	
Writing for presentation	

Practice :

Teacher asks the students to read the given situations and circle formal\informal appropriately.

Teacher instructs the student to write the sentences written in informal language in a formal way.

1. Great!that's so cool, you got the prize
   - formal
   - informal
2. Hello, it's my pleasure to meet you,
   - formal
   - informal
3. Would you like a cup of tea, madam?
   - formal
   - informal
4. Hey , dude, what's up?
   - formal
   - informal
5. Please maintain silence in the library
   - formal
   - informal

- Teacher instructs students to observe the given pictures and write two paragraphs on two different situations using appropriate vocabulary.





Evaluation :

Teacher will boost confidence by checking fluency of new words as well as knowledge about appropriate use of vocabulary in a formal and informal situation. Teacher will give a task to the students to make a list of words used in different ways in formal and informal language.

DIKSHA Video / E-content QR code :

My take away / Today I learnt :

- Today I have learnt ….
  1) How to choose appropriate vocabulary for formal\informal situations.
  2) To Try out new words.
  3) To Make a list of words to be used in different ways.
  4) To Guess the situation from given pictures to write a paragraph using proper vocabulary.

Learning Outcomes / Competency Statements: 8

Choose appropriate vocabulary \expressions in various formal \informal situations.

Objectives :-

- To enrich vocabulary to develop their language skills.
- To enable them to find out the particular words used in formal \informal writing .
- To enable students to use correct expressions in formal\informal letter.
- To make them confident to use new words in writing skills. [formal\informal].

Instructions for teachers and parents / facilitators :

- Make them familiar with formal \ informal vocabulary.
- Make them understand the difference between formal and informal writing .
- Tell them to note down the different words\ expresions used in formal \ informal letters \reports.
- Give them an opportunity to use new words appropriately while writing
- Observe their choice of vocabulary while they write.

Instructions for students:

- Get familiarized with the formal\in formal vocabulary.
- Try to understand the difference between formal and informal writing .
- Refer to a good dictionary for developing vocabulary.
- Read the given table carefully and get familiarized to the vocabulary used in formal \informal writing
- Note down the new words and its usage in writing.
- Try to use the new words and expressions in formal \informal situation.
- Complete all activities as per given instructions.

Learning Activity :

- Teacher asks the students to go through the vocabulary chart.
- Teacher guides the students to choose appropriate vocabulary for writing formal \informal letters\emails\ reports.
- Teacher supports all students to complete all activities.
- Students follow all instructions and try to complete activity tasks.

FORMAL	INFORMAL
Provide	Give
Inform	tell
Apologize	Say sorry
Assist	Help
Enquire	Need
Receive	Get
Verify	Check

Solved Activity / Demo :

- The teacher asks the students to think of formal words of saying the given words\phrases.

Informal	Formal
Tough	
In the end	
Deal with	
lucky	

Practice :

Teacher asks the students to the match the formal with their equivalent informal words correctly

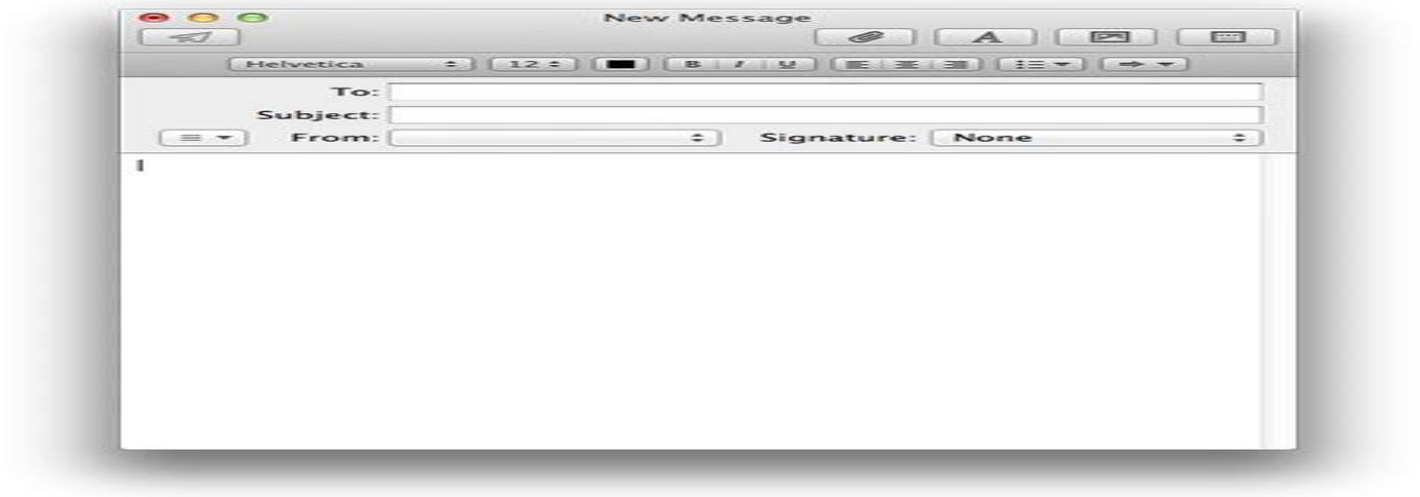
Teacher asks students to frame sentences using the formal vocabulary.

Column A Informal words	Column B Formal words
Book	Request
Go up	Commence
Ask for	Insane
Start	Reserve
Mad	Increase

Extension Activity / Parallel Activity / Reinforcement :

- Teacher instructs students to study carefully the given differences between formal and informal expressions while drafting an email .
- Teacher asks to draft an email in the given format for a faulty product delivered to you by an online store.

WRITING A LETTER OR AN EMAIL		
	FORMAL	**INFORMAL**
OPENING	Dear Sir\ Madam	Dear----- Hi…there…
BEGINNING	I am writing this letter to inform you about……. I am writing with reference to …… I would like to congratulate you on ….	Thanks for your mail \lettter.. It was great to hear from you again… I am writing to tell you about ;;;; I am sorry for I haven't written for a while
CONCLUDING	I look forward to hear from you,,,,,,, Looking forward to meet you….	Hope to hear from you soon. I can't wait to see you…. Reply soon .
CLOSING	Yours Sincerely\Yours faithfully Regards\ Best regards	Best wishes Love Yours lovingly



Evaluation :

Teacher will encourage the students by checking usage of new words as well as knowledge about appropriate use of vocabulary while writing formal \ informal letter or email. Teacher will give a task to the students to make a list of expressions used in different ways in formal and informal writing.

- Teacher asks the students to write a letter to his \her friend telling him about how he \she celebrated his \her birthday during lockdown**.**

DIKSHA Video / E-content QR code :

My take away / Today I learnt :

- Today I have learnt ….
    1. How to choose appropriate vocabulary for formal\informal writing.
    2. To Try out new words while speaking formally \informally.
    3. To use formal\ informal expressions wisely.
    4. To be able to draft an email and write an inform letter using different sets of vocabulary.

Learning Outcomes / Competency Statements : 9

Compare and Contrast one's own experience with those of others.

Objectives :-

- To enable students to identify the similarities and differences.
- To develop the skills of organizing the information.
- To develop higher order thinking skills.
- To express their ideas more effectively while writing.

Instructions for teachers and parents / facilitators :

- Make the students understand the concept of compare and contrast .
- Explain the generation and organization of thoughts.
- Encourage the students to focus closely on details.
- Ask the students to use appropriate vocabulary \idioms\ phrases
- Guide them while they compare and contrast their own experience with that of others.

Instructions for students :

- Observe the ways how you can compare and contrast people, objects, places, experiences.
- Make use of the two columns \diagrams to write the similarities and differences.
- Try to organize your thoughts before you write.
- Develop a standard vocabulary for comparing and contrasting things, people, situations etc.
- Observe the diagram and describe try to explain the points of similarities and differences
- Complete all activities as per given instructions.

Learning Activity :

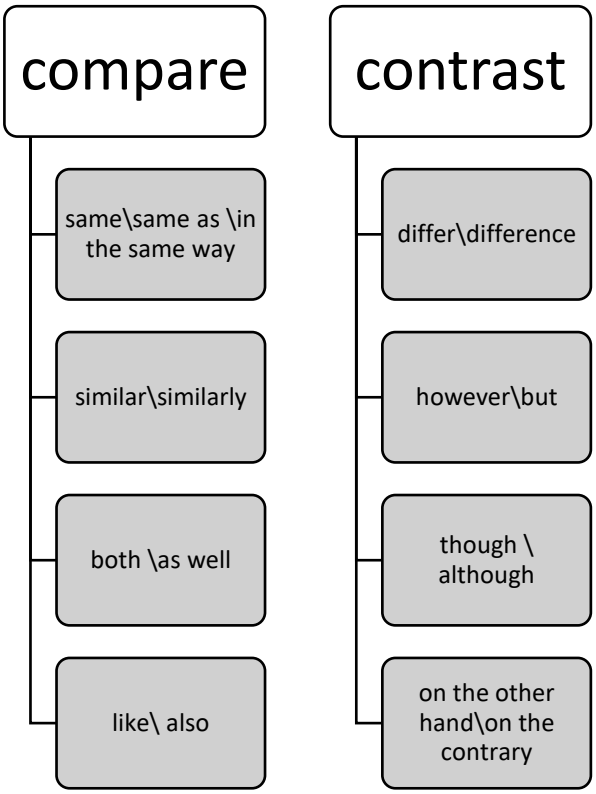
- Teacher asks to observe the Venn Diagram\ Table on Compare and contrast.
- Teacher explains the students about the method to go ahead with the activity.
- Students follow all instructions and try to complete activity tasks..
- Teacher takes some activities to compare and contrast various places, things, people, and experiences.

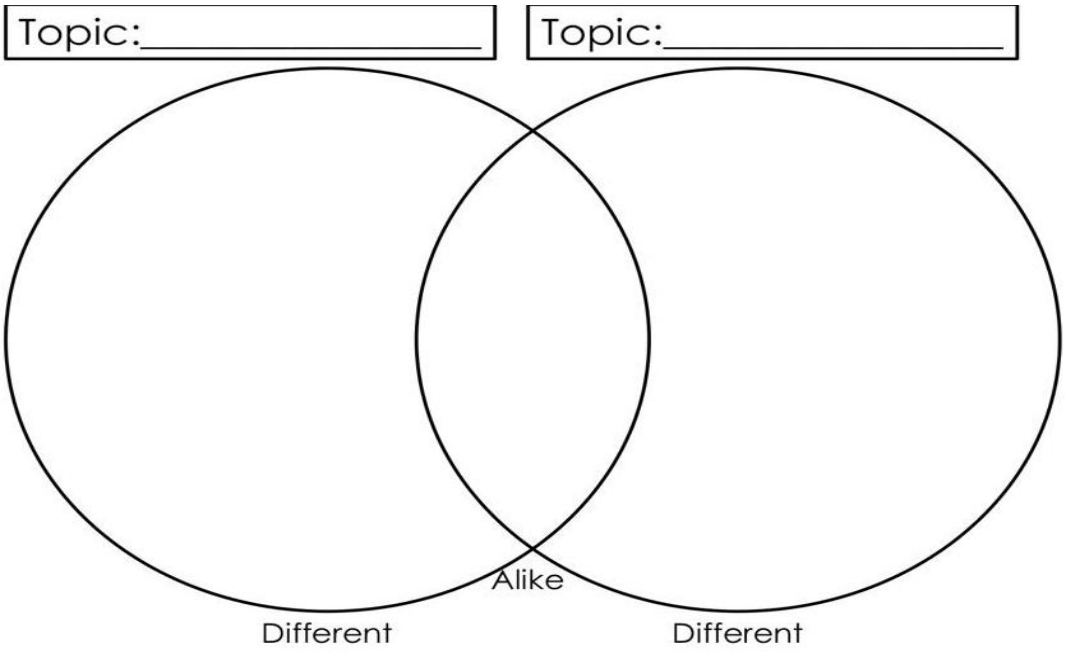
Solved Activity / Demo :

- The teacher will ask the students to read carefully the given chart for vocabulary usage to compare and contrast

- Teacher will assign a writing task using the given vocabulary.

  Compare and Contrast between Print media and Electronic media and express it through graphical representation. [Venn Diagram.]





Practice :

- Teacher asks the students to use the information in the Venn Diagram and write two paragraphs on similarities and differences of Print media and Electronic media.

Extension Activity / Parallel Activity / Reinforcement :

- Teacher asks the students to read two stories given below and write the similarities and differences of the characters of the story in brief.

Learning Outcomes / Competency Statements: 9

Compare and contrast one's own experience with those of others.

Objectives: -

- To enable students to determine the purpose of compare and contrast
- To understand how to analyze and express similarities and differences
- To develop higher order thinking skills.
- To compare and contrast experiences effectively while writing.

Instructions for teachers and parents / facilitators:

- Make the students understand the concept of compare and contrast.
- Explain the students the importance of using effective language.
- Encourage the students express similarities and differences in the form of graphical representation as well as paragraph writing.
- Ask the students to use appropriate vocabulary \idioms\ phrases
- Guide them while they compare and contrast their own experience with that of others.

Instructions for students:

- Understand the concept and purpose of compare and contrast.
- Make use of the two columns \diagrams to write the similarities and differences.
- Try to organize your thoughts before you write.
- Develop a standard vocabulary for comparing and contrasting people, situations etc.
- Read the model paragraphs and try to explain the points of similarities and differences
- Complete all activities as per given instructions.

Learning Activity:

- Teacher asks to read carefully the given passage and analyze it for compare and contrast.
- Teacher explains the students about the method to go ahead with the activity.
- Students follow all instructions and try to complete activity tasks.
- Teacher encourages students to write all his\her experiences.

Solved Activity / Demo:

- The teacher will ask the students to read the given passage carefully.
- Teacher will ask the students to find difference and similarity from the passage and transfer it in the given table.

Sports and games give men recreation and merriment. The spectators enjoy both cricket and football and each game has its own characteristics and taste. There are some similarities and differences between cricket and football. Cricket is time-consuming; whereas football has a shorter duration. Cricket is still confined to a few countries, whereas football is prevailing in almost all the countries. The number of players in the team in both the games is 11. Cricket is played with a ball and bats. On the contrary, football is played with a football. Usually, the cricket players wear trousers and shirts. Conversely, football players wear shorts and jersey. In a football match, there is a goalkeeper. On the other hand, in a cricket match, there is a wicket-keeper. The victory in a football match is determined by goals, but in a cricket match, runs and wickets are brought into consideration. Though both the games provide entertainment, they are different from each other.

Compare and Contrast two important sports: Cricket and Football.	
Similarities	**Differences**

Practice:

- Teacher asks the students to compare and contrast the experience of going to school in a school bus with friends and going to school with parents.

Extension Activity / Parallel Activity / Reinforcement:

- Teacher asks the students to compare and contrast his \her experience of living in a city with that of his\her cousin living in a village.
- Teacher asks the students to analyze the similarities and differences in their experiences of living in a city \ living in a village and write the experience in two paragraphs. Give it a suitable title.
- Make use of a relevant proverb for the title.




Evaluation:

- Teacher will ask the students to compare and contrast his\her experience of his preparation for examination with that of his\her classmate.
- Teacher will give hint in the form of using certain expressions.
  [similarly, likewise, on the contrary, however, although, both, instead of, as well as]

DIKSHA Video / E-content QR code:

My take away / Today I learnt:

- Today I have learnt …
  1. How to focus on the given text and analyze.
  2. How to illuminate the similarities and differences.
  3. About the usage of different key words\phrases for comparison and contrast.

Learning Outcomes/ Competency Statements: 10

Discuss / talk about the characters, situations, plots, themes etc. of literary piece.

To enable the learners to know the theme of the literary piece.

Instructions for teachers and parents/facilitators:

- Encourage learners to speak and write without burden.
- Help learners to get proper words/phrases to express his/her thought.
- Ask student to read a literary piece to give opinion.
- Support students to give his or her opinion.

Instructions for students:

- Listen the instructions of teacher and act accordingly.
- Read the given literary piece very carefully.
- Give your opinion about whatever you read.

Learning Activity:

Teacher asks students to read the following literary piece. Teachers motivate learners to read and understand the extract.

King Bruce was a good king. Once he had to leave the battlefield because the enemy was too strong. He hid himself in a cave. He felt very sad. He saw a spider on the wall. It was trying to climb up to the ceiling. The spider fell down six times, but tried again and again. Finally, it reached the ceiling. The king learnt a lesson from the spider. He gathered his soldiers once again and defeated his enemies.

- Teacher asks learners to give their opinion about the literary piece.
- Teacher asks open ended question.
- Teacher inspires student to explore themselves without hesitation.
- Questions: -

A) Where did the event happen in the extract?

B) Why did the king hide himself in a cave?

C) What did the king learn from the spider?

D) What do you learn from the extract?

E) What is the theme of the extract?

Students read again the whole extract and tell the theme.

Solved Activity/Demo:

Teacher supports learners to comprehend the Information by giving one demo of activity. Teacher tells information about one literary piece and explains how to write theme.

A milkmaid had been to the meadow to milk her cows. Now she was returning home with a pail of milk on her head. She thought, "I will make cream and butter out of this milk. Then, selling them, I will buy eggs. I shall have a good poultry farm." She then thought, "I shall sell some of my hens and buy a fine dress. Everybody will admire me. But I will just toss my head at them. Like this!" Lost in these day dreams, she forgot about the pail on her head. She tossed her head with a jerk and the pail of milk came tumbling down. All the milk was spilt.

Questions:

A) How was milkmaid?

Milkmaid was greedy.

B) Where would she go to milk her cow?

She would go to the meadow to milk her cow.

C) The milkmaid dreamt to buy hens and fine dress. Was her dream fulfilled?

Milkmaid used to milk the cow and selling it she earned enough money. She decided to buy eggs and from eggs she will have hens. Selling hens she will purchase a fine dress. Everybody will admire her but she will toss her head proudly. This day dream became false and her pail tumbled down. All in vain.

Practice:

-Teacher motivates learners to practice textual passages.

- Students listen teacher's instruction and try to write theme of the literary piece.

- Read some passages from your textbook and write their themes.

Extension Activity/Parallel Activity/ Reinforcement:

Read the following extract and write its theme.

Once upon a time, there lived a number of mice in a large castle. The mice had plenty to eat; however, they had one big problem. There was a large and fierce cat that prowled round the castle, waiting to pounce on them and eat them. One day Grandpa mouse called a meeting of all the mice. "This cat is giving us a very difficult time. We must try to think of an answer to this problem." He said. One smart young mouse piped up, "I know the answer! I know the answer!" he shrieked. "Let us tie a bell round the cat's neck. Then we will know when she is approaching." "A wonderful solution," said Grandpa mouse. "But who will tie the bell round the cat's neck? Will you, smart mouse?" The smart mouse was silent and ran away quietly into its hole.

Activities:

1) Underline the important points and think over them.

2) Using your own language write the theme of the passage which you read.

Evaluation:

Teacher asks the questions regarding theme.

While reading important points should be underlined.

Cover the main ideas of the extract.

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

1) I learnt to express my opinion about any information.

2) I am able to write the theme of an extract.

Learning Outcomes/ Competency Statements: 10

Discuss / talk about the characters, situations, plots, themes etc. of literary piece.

Identifies the characters. Identify the situations. Identify the sequence of ideas & events.

Instructions for teachers and parents/facilitators:

Encourage the learners to identify the characters to understand the text.

Encourage the learners identify the situation & help the learners if it is necessary.

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

Instructions for students:

Read the text carefully to understand the characters to understand the text.

Read the text carefully and do the activities. If necessary, take help of teacher.

Discuss about the characters, situations, events and ideas with friends.

Learning Activity:

Read the given text and try to find the main characters, situations and identify the sequence of ideas and events in the given text.

William, Elizabeth and their children had been travelling in a ship when the ship was caught in a great storm. The other passengers evacuated without them. William, and his family including the young children Fritz, Ernest, Jack and Franz, were left to survive alone. They weathered the great storm waiting in the ship's hold. The ship survived the night and the family found themselves within sight of a tropical desert island. The next morning, they decided to get to the island they could see beyond the reef. With much effort, they constructed a vessel out of tubs. After they filled the tubs with food and ammunition and all other articles of value they could safely carry, they rowed toward the island. Two dogs from the ship named Turk and Juno swam beside them. The ship's cargo of livestock, guns and powder, carpentry tools, books, a disassembled pinnace, and provisions had also survived.

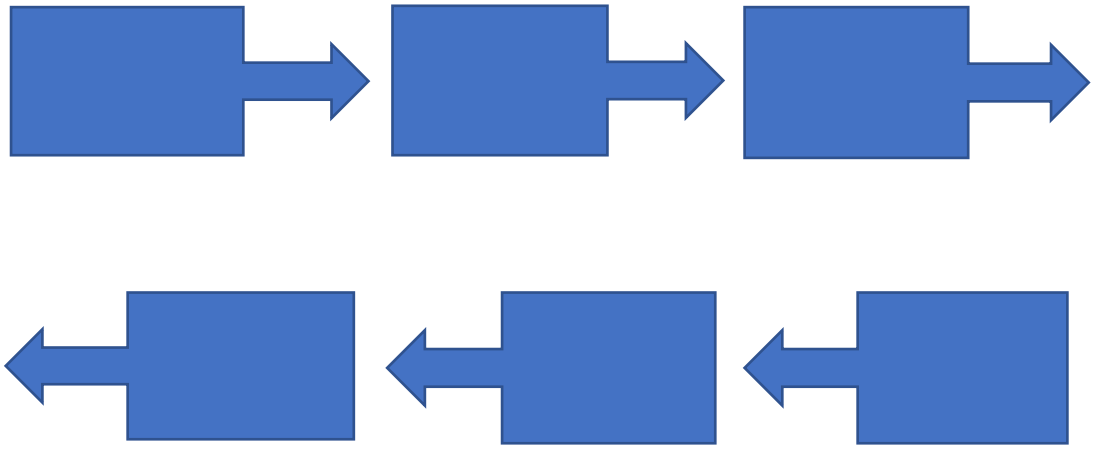
Do the following activity:

1) Fill the diagram writing names of the characters in the extract.



2) Arrange the following ideas in the flow chart as they happened in the extract.

(The family rowed toward the island, the ship caught in great storm, built a vessel of tubs, other passengers evacuated, they could see the island beyond the reef, two dogs swam beside them)

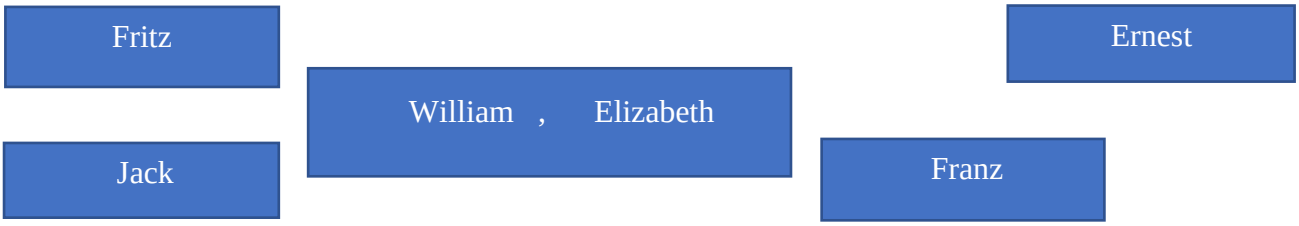


3) Describe the situation of the family in the extract.

Solved Activity/Demo:

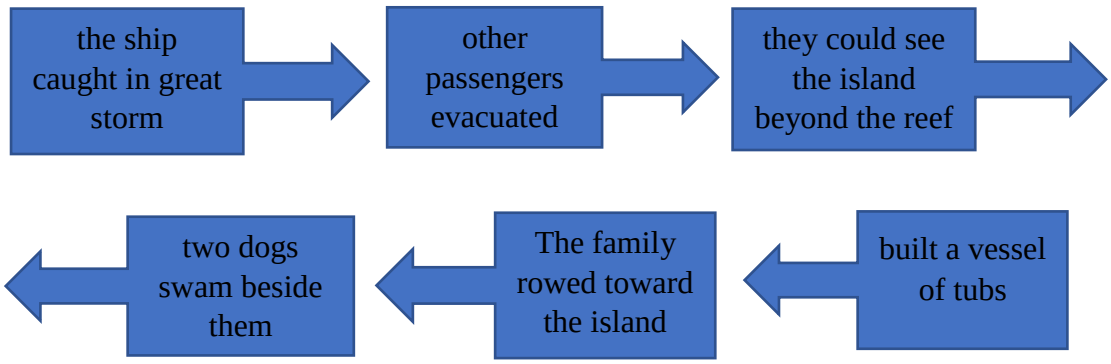
Do the following activity:

1) Fill the diagram writing names of the characters in the extract.



2) Arrange the following ideas in the flow chart as they happened in the extract.

(The family rowed toward the island, the ship caught in great storm, built a vessel of tubs, other passengers evacuated, they could see the island beyond the reef, two dogs swam beside them)



3) Describe the situation of the family in the extract.

William and Elizabeth's family was in great trouble when the ship caught in the heavy storm. They could not guess where they are in the mid sea. The ship was destroyed and the family members were survived any how. Early in the morning they saw a desert island and they felt very happy. This was the first family on the new island.

Practice:

Read the lessons from your textbook and try to arrange the ideas, situations, characters, and events in a chronological order.

Extension Activity/Parallel Activity/ Reinforcement:

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

(Trojans make a hole in the wall and drag the horse in, Helen faced her former husband, Paris had persuaded Helen, Achilles killed Hector, Homer wandered singing his poems, a great horse of wood was made)

1)

2)

3)

4)

5)

6)

Evaluation:

Write the name of the characters, events, situations in a chronological order that you find in the given text.

Know the sequence of events.

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

I learnt to find the characters, situation, to write the theme, arrange in a chronological order.

Learning Outcomes/ Competency Statements: 11

Relate and evaluate the information of one's previous knowledge and develop further insight.

To enable learners to develop further insight.

Instructions for teachers and parents/facilitators:

- Check the previous knowledge of the learners asking stories like hare and tortoise.
- Support to continue the story.
- Give hints and boost to increase interest.
- Relate and evaluate the information.

Instructions for students:

- Tell the story in a simple language.
- Arouse previous knowledge.
- Use short sentences with known words.

Learning Activity:

See the following picture and tell a story.

Help, if learners speak abruptly.

Prompting if necessary.



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Solved Activity/Demo:

Arousing previous knowledge everyone starts to tell the story which is very simple in real sense. Learners collect ideas and build story and give suitable title. The thirsty crow is taught in nursery classes so it is reminded soon. The moral of the story is given.

Once there was a thirsty crow, wandering in search of water, reached at an earthenware-------

Practice:

Collect some short stories and present in front of class.

1. Hare and tortoise
2. Lion and fox.
3. Akbar and Birbal

Extension Activity/Parallel Activity/ Reinforcement:

Observe the picture and build a story, give a suitable title.



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Evaluation:

Teacher will evaluate

1) To express boldly and use correct pronunciation, intonation.

2) To communicate fluently and to develop further insight.

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

Today, I learnt to develop self-confidence. To read the picture and explain it with previous knowledge.

Learning Outcomes/ Competency Statements: 11

Relate and evaluate the information of one's previous knowledge and develop further insight.

To enable learners to develop further insight knowing their previous knowledge.

Instructions for teachers and parents/facilitators:

- Check the previous knowledge of the learners asking grammatical activities.
- Support to continue if they face difficulty.
- Give hints and boost to increase interest.
- Relate and evaluate the grammatical terms.
- Help, if learners speak abruptly.

Instructions for students:

- Tell the parts of speech, finite and infinitives, voice, difference between clause and phrase in a simple language.
- Arouse previous knowledge about various grammatical portion.
- Use short sentences with known words.

Learning Activity:

Activity A1

Identify the parts of speech in the following sentence and put in the suitable box in the table.

Anshul and Naman cried loudly, "Hurrah! we have cherry on big cake."

Noun	Pronoun	Adjective	Verb	Adverb	Proposition	Conjunction	Interjection

Activity A2

Write the degrees of comparison and complete the table.

Positive degree	Comparative degree	Superlative degree
well	--------	---------
---------	Worse	---------
---------	--------	most beautiful

Solved Activity/Demo:

Arousing previous knowledge everyone tries to answer. Learners collect ideas about related part of the grammar and use.

Eg. Noun is used in a meaningful sentence.

Activity A1

Identify the parts of speech in the following sentence and put in the suitable box in the table.

Anshul and Naman cried loudly, “Hurrah! we have cherry on big cake.”

Noun	Pronoun	Adjective	Verb	Adverb	Proposition	Conjunction	Interjection
Anshul,Naman, cherry,cake	we	big	cried, have	loudly	on	and	Hurrah

Activity A2

Write the degrees of comparison and complete the table.

Positive degree	Comparative degree	Superlative degree
well	better	best
bad	worse	worst
beautiful	more beautiful	most beautiful

Practice:

Take five sentences and find parts of speech from them.

Use the degrees of comparison in the sentences taken from your textbook.

Extension Activity/Parallel Activity/ Reinforcement:

Activity B1

Identify the parts of speech in the following sentence and put in the suitable box in the table.

I met Gaurav and tell surprisingly, “Wow! you are first in strong students.”

Noun	Pronoun	Adjective	Verb	Adverb	Proposition	Conjunction	Interjection

Activity B2

Write the degrees of comparison and complete the table.

Positive degree	Comparative degree	Superlative degree
---------	more industries	---------
tall	--------	---------
---------	--------	richest

Evaluation:

to develop further insight, teacher will evaluate

1) asking parts of speech, degrees,

2) communicating how to use parts of speech, degrees

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

Today, I learnt how to use parts of speech and degrees while speaking with people using previous knowledge.

Learning Outcomes/ Competency Statements: 12

Express one's own thoughts, feelings, emotions and ideas coherently and effectively using appropriate language.

To enable learners to communicate feelings of 'fear, happiness, wonder etc.'

Instructions for teachers and parents/facilitators:

- Try to know the emotions of the learners and give them exposure.
- Observe the facial expressions and emotions.
- Observe the body language with gestures.
- Supervise their tone of voice.

Instructions for students:

- Try to express feelings and emotion related to fear, happiness, wonder etc.

- Try to reveal feelings of fear with different situations.

- Express emotions fluently with lucid constructions.

Learning Activity:

Teacher tells the following sentences which creates fear, happiness, wonder.

- Oh! The earth is trembling.

- It was dark midnight, you are alone at home, at once you heard loud knocking.

- What a large snake!

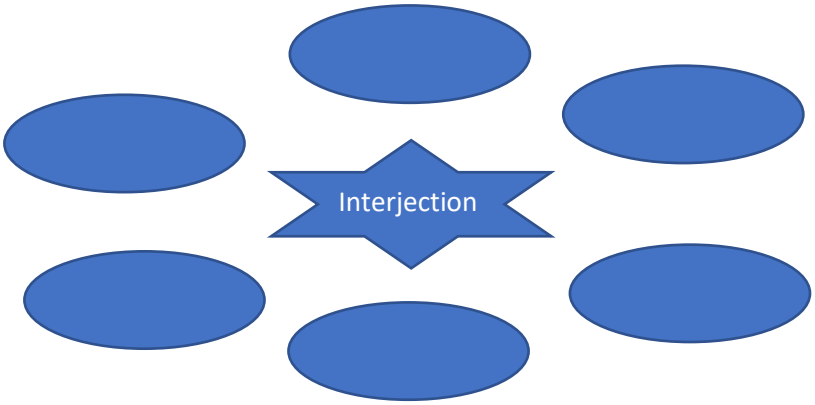
Teacher

- explains the fearful expressions regarding above sentences.
- teaches interjection one of the parts of speech.
- teaches how to form exclamatory sentence.
- gives following activities to do.

Activity A-1 Fill in the blanks using What, How:



Activity A-2 Complete the web diagram with suitable interjections:



Solved Activity/Demo:

The teacher instructs the students to communicate and expresses their feelings and emotions of fear individually with confidence. He tells how to build courage to overcome it.

Teacher tells the following sentences which creates fear, happiness, wonder.

- Oh! The earth is trembling.

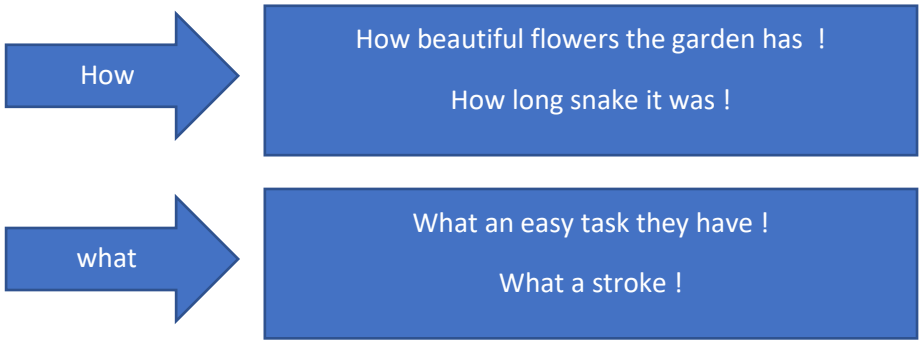
- It was dark midnight, you are alone at home, at once you heard loud knocking.

- What a large snake!

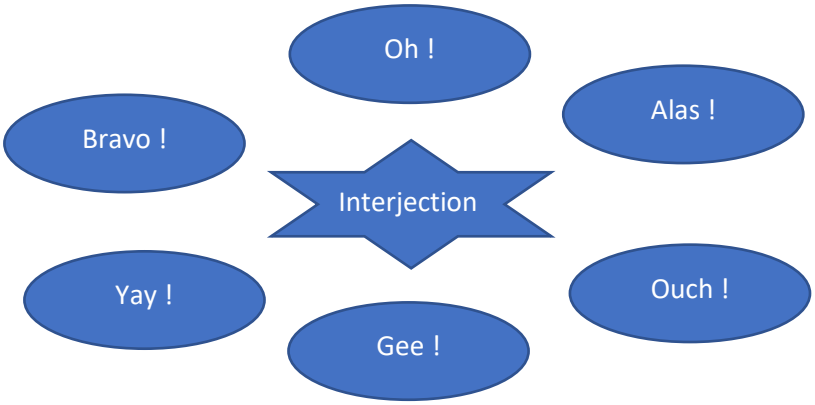
Teacher

- explains the fearful expressions regarding above sentences.
- teaches interjection one of the parts of speech.
- teaches how to form exclamatory sentence.
- gives following activities to do.

Activity A-1 Fill in the blanks using What, how:



Activity A-2 Complete the web diagram filling the words which interject :



Practice:

- What different feelings and emotions did you hear?

- What were the words of expressing fear, happiness, wonder?

- When do you really become emotional?

- What is the reason?

- What lesson do you learn from such emotions?

Extension Activity/Parallel Activity/ Reinforcement:

Teacher instructs students to make a list of at least 5 words related various expressions and try to construct the sentences and then to communicate and speak in front of the class.

Evaluation:

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

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

Today, I have learnt that all emotions tell something about ourselves and our situation. But sometimes we find it hard to accept what we feel as well as we might describe ourselves as feeling lonely, heartbroken, gloomy and cheerless. When heartbeat increases, silly mistakes are done.

Learning Outcomes/ Competency Statements: 12

Express one's own thoughts, feelings, emotions and ideas coherently and effectively using appropriate language.

To enable the learners to express one's own thoughts.

Instructions for teachers and parents/facilitators:

Ask the learners to observe the pictures and then think over them. Ask them to use their ideas and express their feelings regarding the picture.

Instructions for students:

Carefully observe the picture. Think over it. Use your own ideas to express the various feelings in the picture.

Learning Activity:

"Picture Observation".

In this activity, you are going to observe a picture and write down the various feelings and emotions of different faces. Also, use your ideas to express your feelings.



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Teacher asks questions related above picture:

1) What does the above picture describe?
2) Describe each picture?
3) When do you laugh?
4) When do we fear?
5) Which face do you like in the picture?

Solved Activity/Demo:

In this picture, I can see six faces having different facial expressions. It is clear that the above picture shows sad, wonder, happy, ugly, angry and fearful faces. They are used to show the man's nature. We people time to time change our facial expressions. (Every learner's feeling will vary)

Practice:

Now here is an emotional chain. Draw the emojis below the box and write their emotions



Extension Activity/Parallel Activity/ Reinforcement:

- Collect the various pictures of feelings and emotions.
- Identify the mood of the various feelings and emotions.
- Write or speak a single line on every feeling /emotion.

Evaluation:

Play the various games to give them the chances to express their feelings confidently and effectively.

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

At the end of this activity the learners will learn various feelings and emotions and able to express themselves.

Learning Outcomes/ Competency Statements: 13

Learn how to use complete sentences in speech.

Objectives:

- To understand the concept of a complete sentence.

- To learn how to express and present one's thoughts, opinions and ideas in a complete, grammatically correct manner.

- To aid the students to engage in conversation confidently and fluently.

- To develop the ability to predict the next part in a sentence, conversation, narration etc.

- To understand how literary devices like figures of speech are effective because they are complete.

Instructions for teachers and parents/facilitators:

-Ensure that the students know the definition of a sentence.

-Explain the concept of subject and predicate.

-Introduce the different kind/types of sentences.

-Encourage the students to form sentences of their own.

-Encourage them to speak in complete sentences.

- Provide opportunities to speak in pairs or group.

Instructions for students:

- Understand the basic parts of a sentence: The subject, the Verb, the object.

- Learn to identify different kinds of sentences: Assertive or Declarative sentence (Affirmative/Negative) , Imperative Sentence (Command/ Request), Interrogative sentences and Exclamatory sentences.

- Use the above sentences while expressing your ideas, views, thoughts etc.

- Practice speaking in complete sentences.

Learning Activity:

-Teacher explains to the students the concept of a sentence.

-Teacher emphasises on the essential parts of a sentence with emphasis on subject, verb and object.

-Teacher explains the difference between the different kinds of sentences i.e., Assertive or Declarative sentence (Affirmative/Negative) sentences, Imperative Sentences (Command/ Request), Interrogative sentences and Exclamatory sentences.

- Teacher encourages the students to form and speak complete sentences.

- Teacher encourages conversation between students in complete sentences.

-Teacher rectifies the mistakes in sentence formation if any.

-Students practice regularly to speak complete sentences fluently.

Solved Activity/Demo:

A sentence is a group of words that is complete, which includes a subject and predicate. It may convey a statement, question, exclamation, or command.

Here are a few **Assertive or Declarative sentences**:

A sentence that makes a statement is called an Assertive or Declarative sentence. Assertive sentence ends with a full stop.

1. Raj is a very good artist.
2. Simon did not accept help.
3. Sachin never failed to do his best.
4. He was a great leader.
5. I like to play badminton.

Imperative Sentence:

The sentence that is used to convey a command or make a request is called an Imperative Sentence.

Examples:

1. Kindly offer me help.
2. Don’t block my way.
3. Please extend a helping hand.
4. Open the door.
5. Be quiet.

Exclamatory Sentence:

An Exclamatory Sentence is a sentence which is used to make a statement that conveys a strong emotion or something exciting.

Examples:

1. What a beautiful sight it was!

2. How beautiful is the rain!

3. What a pitiable state he was in!

4. What a magnificent piece of art it is!

5. How cruel he was!

Interrogative Sentences:

Interrogative sentences are sentences used to ask questions.

Examples:

1. Will you show me the way?

2. Shall we help you out of the situation?

3. Will the situation ever become normal again?

4. Who will take the responsibility?

5. Can you ever change your ways?

Practice:

Activity 1

State the kind of sentence:

1. Do not speak rudely.

2. Doesn’t determination always pay off?

3. What a miserable condition we faced!

4. India is a beautiful country.

5. Mumbai is a beautiful city.

6. Raj did not lose hope.

7. How beautiful the green canopy appeared!

8. When will nature regains its lost glory?

9. Please contact the concerned officer.

10. Stop cutting trees.

Extension Activity/Parallel Activity/ Reinforcement:

Activity 1:

Complete the following sentences by providing appropriate predicate:

1. Raj _____.

2. We in India _____.

3. My father and mother_____.

4.The longest mountain in the world_____.

5. The best students _____.

Activity 2

Fill in the blanks with appropriate subjects to make complete sentences:

1. _____is largest island in the world.

2. _____never compromises on their principles.

3. _____always pays in the long run.

4. _____are those who are content with what they have.

5. _____is an interesting subject.

Evaluation:

Teacher will continuously assess the student's ability to speak in complete sentences by providing situations wherein they can orally express their views in complete sentences.

Positive reinforcement will be given by the students for the efforts to speak in complete sentences.

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

1) What a sentence is.

2) How to identify different kinds of sentences.

3) How to speak in complete sentences.

4) How to speak correctly and confidently.

Learning Outcomes/ Competency Statements: 13
Learn how to use complete sentences in speech.
Objectives:

- To understand the concept of a complete sentence and different elements of a sentence i.e.,

Phrase, clause, coordinator and subordinator.
- To learn how to express and present one's thoughts, arguments and ideas in a complete and grammatically correct manner.
- To aid the students to engage in conversation confidently and fluently.

- To develop the ability to predict the next part in a sentence, conversation, narration etc.

Instructions for teachers and parents/facilitators:

-Ensure that the students know the definition of a sentence.

-Explain the concept of a phrase and a clause highlighting the differences.

-Introduce the different types of sentences: Simple, Compound and Complex.

-Encourage the students to analyse the sentences.

-Encourage them to speak in complete sentences.

- Provide opportunities to speak in pairs or group.

Instructions for students:

Learn to distinguish between a phrase and a clause.

Understand the function of coordinating and subordinating conjunction.

Learn to identify principal/main clause and subordinate clause in a sentence.

Identify the different types of sentences: Simple, compound and complex based on the elements present in the sentence.

Learning Activity:

-Teacher explains to the students the concept of a sentence.

-Teacher emphasises on the essential parts of a sentence with emphasis on a phrase and a clause

-Teacher explains the difference between the different types of sentences: Simple Sentence, Compound Sentence and Complex Sentence.

- Teacher guides the students to differentiate between a phrase and a clause.

- Teacher provides exercises to analyse the sentences and state their type.

- Students practise analysing the sentences.

Solved Activity/Demo:

What is a sentence?

A sentence is a meaningful group of words with a subject and a predicate.

e.g., I have a tiara made of gold.

What is a Phrase?

A Phrase is a group of words which does not convey complete meaning. It does not contain a subject and a predicate.

e.g., made of gold

What is a clause?

A clause is a group of words which contains a subject and predicate and is a part of a sentence.

e.g. I have a tiara which is made of gold

Clauses can be classified into:

1.Principal or Main Clause

2. Dependent Clause

Principal/ Main Clause: A principal clause is a group of words which is a complete sentence, and which can stand by itself.

e.g., I have a tiara which is made of gold

Principal/ Main Clause: I have a tiara.

Dependent Clause: A dependent clause is a group of words which depend on the main clause for its complete meaning.

Dependent Clause: which is made of gold

Based on their functions in a complex sentence, clauses are further classified into:

Adjective Clause

Noun Clause

Adverb Clause

Having understood different elements of a sentence now let us learn about the types of sentences.

Simple Sentence

Read the following sentences:

1. Having completed the task, he moved on.

2. We must do our best to succeed.

3. I lost all my enthusiasm.

4. Noticing her involvement, she was made the team leader.

In the above examples we find the following elements in the sentences:

a. A subject

b. A predicate

c. A finite Verb

A Simple sentence is a sentence with one independent clause that is one Subject and one Predicate and one Finite Verb.

Compound Sentence

Read the following for sentences:

1. You must study, or you will fail.

2. He not only thanked them but also acknowledged their role in the mission.

3. Arjun neither completed the project assigned to him nor submitted the report.

4. The economy is improving and is showing signs of progress.

In the above examples we find the following elements in the sentences:

Two Principal/ Main Clauses

Coordinating conjunctions

A Compound sentence is a sentence which is made up of two or more Principal or Main clauses joined together by Coordinating Conjunctions.

Complex Sentence

Read the following sentences:

1. Everyone agreed that the situation could have been handled in a better way.

2. This is the place where the great leader was born.

3. If you want to succeed, you must persist.

4. This is the book which inspired me to pursue excellence.

In the above examples we find the following elements in the sentences:

One Principal or Main Clause

Subordinate Clause

A Subordinating Conjunction.

A Complex sentence is a sentence which consists of one Principal or Main clause and one or more Subordinate Clauses joined together by a Subordinating Conjunction.

Practice:

Activity 1

Pick out the Subject, Predicate, and the Finite Verb in the following sentences:

1. India is walking on the path of progress and prosperity.

2. The announcement of the winner was made.

3. I admire his persistence and hard work.

4. Observing the demonstration, he completed the task.

5. You will surely realise all your goals.

Activity 2.

Pick out the Coordinating Conjunctions in the following Compound sentences:

1. Work hard or face the consequence.

2. He tried to convince him, but he failed.

3. Either you play fair, or you may quit the game

4. The team did the best, yet they failed.

5. The boy was late, and he missed the train.

Activity 3

Pick out the Dependent clause in the following Complex sentences:

1. He agreed that he was in the wrong.

2. We won although our victory was unexpected.

3. Raj visited a monument which was a heritage site.

4. If you do not have the documents, you will not be admitted.

5. It was owing to your encouragement that I did my best.

Extension Activity/Parallel Activity/ Reinforcement:

Activity 1

State the type of sentence:

1.The people in colourful clothes created a pretty picture.

2. Being honest, he admitted his mistakes.

3.The police arrested the criminals as they were trying to escape.

4.The Sun rises with the morning flowers in all its glory.

5. I was excited as I had been selected for the international tournament.

6. Despite our best efforts we failed to convince him.

7. He agreed that he had acted in a hurry.

8. Not only did he win laurels for his country but also made the nation proud with his achievements.

Evaluation:

Teacher will provide exercises to check if the concepts are clear.

Teacher will continuously assess the student's ability to identify the types of sentences. They will be encouraged to speak by providing situations wherein they can orally express their views using different types of sentences.

Positive reinforcement will be given by the students for the efforts to speak in complete sentences using the different types of sentences.

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

1) What a sentence is.

2) How to identify different types of sentences: Simple sentence, Compound sentence and Complex sentence.

3) How to speak in complete sentences using different types of sentences.

4) How to speak correctly and confidently.

Learning Outcomes/ Competency Statements: 14

Learn how to expand proverbs and slogans creatively.

Objectives:

- To use persuasive language to convince others while expanding a theme.

- To use quotations, idioms, proverbs appropriately while expanding a proverb or a slogan.

- To acquaint the student with different styles and techniques of writing and literary devices to make his / her writing more effective.

- To develop the ability to write a coherent and meaningful paragraph/paragraphs through the process of drafting, revising, editing and finalizing.

- To write short paragraphs coherently in English by expanding proverbs and slogans.

Instructions for teachers and parents/facilitators:

-Ensure that the students know what proverbs and slogans are.

-Check whether the students are familiar with the rules of expansion of theme.

-Help them to understand the topic provided.

-Check their work for mistakes in grammar, vocabulary, and sentence formation.

-Encourage them to read model expansion of ideas.

-Tell them to refer to a dictionary to understand the meaning of difficult words while practising.

Instructions for students:

- Understand the symbolic meaning conveyed by the proverb or slogan.

- Elaborate on the meaning of the topic.

- Provide examples to further explain the topic.

- Include similar proverbs, quotations, anecdotes and illustrations to expand the idea further.

- Take your ideas to a logical conclusion.

Learning Activity:

-Teacher explains to the students the difference between a proverb and a slogan.

-Teacher emphasises on the rules of expansion of theme.

-Teacher and student discuss on the key points which can be included in the expansion.

-Teacher guides the students to organise the ideas in a logical manner in about 100 words.

-Students expand the theme keeping the rules and points discussed in mind and the instruction given by the teachers.

-The work is assessed, and corrections are suggested by the teacher.

Solved Activity/Demo:

Expansion of the proverb/Slogan

Nature is the best teacher/ Look, listen, learn from nature

Emerson has rightly said: “The sky, the mountain, the tree, the animal, give us a delight in and for themselves.” There is so much to learn from the delight we experience in nature. Its peaceful demeanor after natural calamities tells us to stay calm. Things happen. But we should be in control, it demonstrates. The gurgling streams teach us perseverance as its twists and turns through obstacles to reach their goal, the sea. The mango tree which always gives unconditionally, teaches us to return with gladness good for the evil done. How? Doesn’t it offer you a beautiful, colorful, luscious fruit each time you throw a stone at it?

There are lessons on the beauty and significance of silence, in nature. Everything green and colorful around us, the trees, the flowers, and the grass in different hues come alive, add value to the existence in silence. The stars twinkle in quietness. The sun and the moon move in quietude. Like each one of us long for love so do the elements of nature. A little love and care help a flower to blossom in all its loveliness silently imparting the power of love. Nature never competes, is always content, is never aspirational but it does not stop doing and giving its best. It is simple yet beautiful, strong yet vulnerable. So, wait take a deep breath, relax and adapt to the pace of nature…. slow and steady. Look listen and take in the beauty around you as you enjoy the freedom from the mundane, the ordinary. Inevitable events occur and nature whispers: ‘This too shall pass.’ Let us look, listen and learn from nature. Nature is indeed the best teacher.

Practice:

Activity 1

Expand the following theme:

A. Expand the proverb:

‘Where there is will there is a way.’

You may use the following points:

-What is will power?

-Importance of hard work, persistence and determination.

-Examples of great people who displayed the above qualities.

-Gist of a story or anecdote.

-A proverb or quote which conveys the same message.

B. Expand the following slogan

Plant or Perish

You may include the following points:

-Significance of the message conveyed in present times.

-Importance of trees.

-Environmental problem of deforestation

-Impact of deforestation.

-Solutions to the problems and ways in which we can plant and preserve our environment.

Extension Activity/Parallel Activity/ Reinforcement:

Activity 1

1. Complete the list of proverbs and write their meaning in short:

1. Proverb: Action speaks louder than words.

   Meaning: Our actions, that is what we do is more important than what we say.

2. Proverb: Don't judge a book by its cover.

   Meaning: _____.

3. Proverb: Laughter is the best medicine.

   Meaning: _____.

4. Proverb: United we stand divided we fall.

   Meaning: _____.

Activity 2

Make a list of 3 popular slogans on environment conservation.

Evaluation:

Teacher will assess the work of the students and provide positive reinforcement to the students thereby providing confidence and motivation to the students. Teacher will also provide feedback on the spellings, grammar, punctuation and vocabulary used by the students.

DIKSHA Video/ E-content QR code:

My takeaway/Today I learnt:

1) How to expand a proverb and a slogan.

2) How to organise my ideas.

3) How to add a variety of ideas in the paragraph.

4) How to take my ideas to a logical conclusion.

Learning Outcomes/ Competency Statements: 14

Learn how to expand quotations creatively.

Objectives:

- To use creative language while expanding a quotation.

- To use idioms, proverbs and Imagery appropriately while expanding quotations.

- To familiarise the student with different styles and techniques of writing and literary devices like figures of speech to make his / her writing more effective.

- To develop the ability to write a meaningful paragraph/paragraphs with a logical flow through the process of writing, revising, editing and preparing the final composition.

- To write short paragraphs coherently by expanding quotations.

Instructions for teachers and parents/facilitators:

-Ensure that the students know what quotations are.

-Familiarise the students with some famous quotations.

-Check whether the students are familiar with the rules of expansion of theme by revising the rules.

-Help them to understand the inherent meaning of the quotation provided.

-Check their work for errors in grammar, vocabulary, and sentence formation.

-Encourage them to read model expansion of quotations.

-Tell them to refer to a dictionary to understand the meaning of difficult words while practising.

Instructions for students:

- Understand the meaning conveyed by the quotation.

- Elaborate on the message conveyed in the quotation.

- Provide examples to further emphasize on the message conveyed by the quote.

- Include similar proverbs, anecdotes and illustrations to expand the quotations further.

- Emphasize on the context in which the words were spoken.

- Take your ideas to a logical conclusion.

Learning Activity:

-Teacher explains to the students what a quotation is.

-Teacher discusses the quotation which must be expanded.

-Teacher emphasises on the rules of expansion of quotations.

-Teacher and student discuss on the key points which can be included in the expansion of the quotation.

-Teacher guides the students to zero down on relevant points and to organise the ideas in a logical manner in about 100 words.

-Students expands the quotation keeping the rules and points discussed in mind and the instruction given by the teachers.

-The work is assessed by the teacher and corrections instructed are incorporated by the students.

Solved Activity/Demo:

Expansion of a quotation:

"Ask not what your country can do for you – ask what you can do for your country,"

John F. Kennedy

Patriotism is an important virtue each of us must possess. What is patriotism? Simply put patriotism is love for one's country. Do we have unconditional love and attachment and gratitude towards our motherland? Do we experience a sense of national pride? Above all are we willing to make the highest sacrifice for our motherland, our country? If answers to all the above questions are in affirmative, then we are indeed a patriot. Patriotism is not only about displaying the above traits but also about putting national interest above all else. To abide by the Constitution and respect its ideals and institutions is patriotism.

Respecting the National Flag and the National Anthem, to cherish and follow the noble ideals which inspired our national struggle for freedom too are acts of patriotism. To uphold and protect the sovereignty, unity and integrity of India and following other fundamental duties enshrined in our Constitution are all ways in which one can put the value of patriotism into practice. Swami Vivekananda has rightly said: "Practical patriotism means not a mere sentiment or even emotion of love of the motherland but a passion to serve our fellow-countrymen." He further added: "Feeling alone will not do; feeling has to be followed by thinking and doing."

Practice:

Activity 1

1.Expand the following quotation:

“Mid pleasures and palaces though we may roam,
Be it ever so humble there is no place like home!”

You may use the following points:

-What home means to you.

- A sense of security a home provides.

- The love and warmth we experience.

- The people who make a house a home.

-A proverb or quote which conveys the same message.

Extension Activity/Parallel Activity/ Reinforcement:

Activity 1

Find popular quotations on the following topic: (one has been done for you)

1. Environment:

"The world has enough for everyone's needs, but not everyone's greed," Mahatma Gandhi

2. Service:

3. Nature:

3. Success:

Evaluation:

Teacher will assess the topic given for practice to the students and provide positive reinforcement to the students thereby providing confidence and motivation to the students. They will provide feedback on the spellings, grammar, punctuation and vocabulary used by the students. They will suggest ways in which the work can be further improved.

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

1) How to expand a quotation.

2) How to organise my ideas in a systematic manner.

3) How to add a variety of ideas like proverbs, examples and illustrations in the paragraph thereby enriching theme given for expansion.

4) How to take my ideas to a logical conclusion.

Learning Outcomes/ Competency Statements: 15

Learn how to use literary devices like figures of speech and idioms in writing.

Objectives:

- To understand the use of different literary devices in writing.

- To identify and compile list of useful literary devices, expressions and idioms.

- To understand and appreciate use of literary devices like Personification, Hyperbole and Apostrophe in creative writing.

- To attempt different styles of writing incorporating different literary devices.

- To understand how literary devices like figures of speech can be stylistically used in speaking and writing.

Instructions for teachers and parents/facilitators:

-Ensure that the students understand the use of figurative language.

-Explain the concept of literary devices like figures of speech with emphasis on Personification, Hyperbole and Apostrophe. Revise all the other figures of speech taught so far.

-Introduce the concept of idioms.

-Encourage the students to recognise and explain the figures of speech used.

-Provide activities to make sentences from idioms.

- Guide them to arrive at the suggested or implied meaning of lines they read.

Instructions for students:

- Understand the importance of figurative language in writing and how it can make your writing effective.

- Learn to identify different kinds of figures of speech: Personification, Hyperbole and Apostrophe.

- Understand what idioms are and how they can be used to make our writing effective.

- Learn to read and conclude what the intention of the writer is, what he wishes to convey.

-Use knowledge of figures of speech and idioms to understand texts.

Learning Activity:

-Teacher explains to the students the concept of figures of speech with emphasis on Personification, Hyperbole and Apostrophe.

-Teacher discusses the impact of figures of speech in seen and unseen texts.

- Teacher encourages the students to use name and explain the figures of speech used.

- Teacher encourages students to use idioms in sentences of their own.

-Teacher rectifies the mistakes in sentence formation if any.

-Students practice regularly and use figures of speech and idioms to write creatively.

Solved Activity/Demo:

Definition:

Figures of speech:

Figures of speech are sentences that convey meaning beyond the literal meaning of the words used. The figurative use of language is seen here. Adding a touch of creativity and freshness to the ideas conveyed figures of speech create a better poetic effect.

Let us revise three figures of speech:

Personification

Personification is a figure of speech in which inanimate objects and abstract ideas are spoken as though having the qualities of a human being in other words Personification speaks of ideas or things as if they are humans.

e.g., Pride rides on horseback only to tumble and fall.

The figure of Speech used in the above lines is Personification, as pride an abstract notion is given human qualities for a better poetic effect.

Other examples:

1. The earth in all its bounty smiled gloriously.

2. Dancing across the sky the lightening created a pretty picture.

3. Howling into the night, the wind announced its presence.

4. Smiling at the twinkling stars the moon moved on.

Hyperbole

Hyperbole is a greatly exaggerated statement used to make impactful statements. We are not expected to take the literal meaning of these sentences frame to create a better effect.

e.g., Alice wept filling a dry river to its brim with her tears.

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. Losing tons of money, he lost his all.
2. Continuous as the stars that shine
   And twinkle on the milky way,
   They stretched in a never-ending line
   Along the margin of a bay:
   Ten thousand I saw at a glance,
   Tossing their heads in sprightly dance.

4) Apostrophe:

Apostrophe is a figure of speech in which sentences address some inanimate thing or some abstract idea assuming it to be a living person. It is also used to address some absent person assuming as if he were present.

e.g., Blue Moon! How you add beauty to this dark night.

The figure of Speech used in the above lines is Apostrophe, as 'Blue Moon', an inanimate object is addressed as if it were a living person for a better poetic effect.

Other examples:

1.Oh Rose! How you spread fragrance despite the thorns.

2. Time dear friend why don't you wait a while?

3. O Fortune! Yes, you only favour the brave.

4.O Gandhiji! Don't we cherish the values and ideals you armed us with as we move onward and upward.

Idioms and Phrases:

An idiom is a group of words which conveys meaning which is totally different from its literal meaning.

In other words, reading the composite word present in the idiom will not help us to zero down on its meaning.

E.g.: Stop beating around the bush and tell me exactly what happened.

The literal meaning of the words underlined above should not be taken as it is an idiom.

To beat around the bush means not coming straight to the point.

Some idioms and their meaning:

1. to let the cat out of the bag: to reveal a secret

2. to call it a day: to stop working

3. to be under the weather: to be sick

4. to be fit as a fiddle: to be healthy

Practice:

Activity 1

Name and explain whether the figures of speech used in the following sentences are Personification, Hyperbole or Apostrophe:

1. Where hunger stretches it arms towards a morsel.

2. O Father! Lead us to light from the darkness of ignorance,

3. I waited for a hundred years but to no avail.

4. Peace entered spreading joy and bliss.

6. From dawn and dusk she did wait without blinking an eye.

Activity 2

Make sentences using the following idioms:

to let off the hook

to pull oneself together

to make the most of

to be all ears

Extension Activity/Parallel Activity/ Reinforcement:

Activity 1: Read the following poem and complete the activities:

Truth alone triumphs in the end!

O great Masters! We remember your lessons on honesty and truth,

‘Words not true travels a thousand miles’ you said ‘and comes back to reveal the truth one day,’

Shedding oceans of tears with regret will not help you find a way,

Truth always guides us to the path right,

Truth always helps us to stand with our head held high and stand upright.

Activity 1

Pick out an example of the following figures of speech from the poem:

1. Personification

2. Hyperbole

3. Apostrophe

Activity 2.

Match the idioms with their meanings.

1. to lend an ear	a. to be back to the start.
2.to ring a bell	b. to listen
3. to be back to square one	c. to sound familiar
4. to develop a cold feet	d. to begin
	e. to become scared

Evaluation:

Teacher will continuously assess the student's ability to name and explain the figures of speech. Positive reinforcement will be given when they use figures of speech and idioms while attempting writing skills topics provided by the teacher.

Teacher will check the use of idioms by the students in sentence formation and provide feedback. The use of idioms in creative writing will be encouraged and corrections if any will be communicated to the students.

DIKSHA Video/ E-content QR code:

https://diksha.gov.in/play/content/do_31298882481320755215

My takeaway/Today I learnt:

1) The concept of figures of speech.

2) How to name and explain different figures of speech.

3) The concept of idioms.

4) How to use idioms while attempting creative writing.

Learning Outcomes/ Competency Statements: 15

Learn how to use literary devices like figures of speech and idioms in writing.

Objectives:

- To understand the significance of literary devices in enhancing the effectiveness in writing.

- To identify and compile list of useful literary devices and expressions.

- To understand and appreciate use of literary devices Euphemism, Antithesis, Irony and Pun in creative writing.

- To attempt different styles of writing incorporating different literary devices.

- To understand how literary devices like figures of speech can be stylistically used in speaking and writing.

Instructions for teachers and parents/facilitators:

-Ensure that the students understand the use of figurative language in writing.

-Explain the concept of literary devices like figures of speech with emphasis on Euphemism, Antithesis, Irony and Pun. Revise all the other figures of speech taught so far.

-Encourage the students to recognise and explain the figures of speech used.

- Guide them to arrive at the suggested or implied meaning of lines they read.

Instructions for students:

- Understand the importance of figurative language in writing and how to understand the meaning it wishes to convey.

-Revise the figures of speech learnt so far.

- Learn to identify different kinds of figures of speech: Euphemism, Antithesis, Irony and Pun

-Use knowledge of figures of speech, a literary device to understand texts.

- Attempt using different techniques to make your writing effective.

Learning Activity:

-Teacher explains to the students the concept of figures of speech with emphasis on Euphemism, Antithesis, Irony and Pun.

-Teacher discusses effectiveness of figures of speech in seen and unseen texts.

- Teacher encourages the students to name and explain the figures of speech used.

-Students practise regularly.

- Students use figures of speech both by analysing figures of speech used in seen and unseen text to write creatively.

Solved Activity/Demo:

Definition:

Figures of speech:

Figures of speech are used in writing to convey meaning beyond the literal meaning of the words used. The figurative use of language is seen here.

Adding a touch of creativity and freshness to the ideas conveyed figures of speech create a better poetic effect. It is a departure from the ordinary style of writing.

Let us revise some figures of speech:

Euphemism, Antithesis, Irony and Pun

Euphemism

Euphemism is a figure of speech wherein we speak in pleasing or favourable terms of an unpleasant or bad thing. We use agreeable or inoffensive expressions for the same.

e.g., The great leader passed away leaving behind a rich legacy.

The figure of speech used in the above line is Euphemism, because death an unpleasant idea is expressed in pleasant or favourable manner for a better effect.

Other examples:

1. Despite being a visually challenged student, he excelled in academics.

2. Never the one to tell the truth, I warned him to stop telling me fairy tales.

3. He was differently abled and so he took time to complete the task.

4. Many took part in his final journey.

Antithesis

Antithesis is a figure of speech wherein opposite ideas are used in the same sentences for a better poetic effect.

A striking opposition of contrast words or feelings is made in the same sentence usually to emphasise on the point made.

e.g., A good man is kinder even to his enemy than bad men are towards their friends.

The figure of speech used in the above line is Antithesis as two opposite ideas are used in the same sentence for better poetic effect.

Other examples:

1.United we stand, divided we fall.

2. To err is human, to forgive divine.

3. That is one small step for man, one giant leap for mankind.

4. You rose each time you fell.

Irony:

Irony is the use of words, the literal meaning conveyed in the sentence is just the opposite of what is intended to be expressed. In this figure of speech, we may say one thing, but mean just the opposite.

e.g., An exceptionally fine friend you are to forsake me in my trouble.

The figure of speech used in the above line is Irony because the literal meaning of the statement conveys the opposite of what is intended to the expressed, for a better impact.

Other examples:

1. A gentleman you are to deceive those who trust you.

2. You displayed your brilliance each time you failed.

3. It was so nice of you to hurt me when all I needed was a little help.

4. Thank you for the disrespect and the lessons imparted.

Pun

A Pun is a play upon words.

e.g., The quality of one’s life depends on the liver.

The figure of speech used in the above line is Pun, as there is a play upon the word 'liver'. It could stand for the person who is leading the life or the internal organ of our body for a better poetic effect.

Other examples:

1. He **lies** in a foreign land helping his own.

2**. Bumpy ride** ahead for motor car manufacturers.

3. Scared **of being beaten** he ran fast.

4. Don’t write with a broken pencil as its **pointless.**

Practice:

Activity 1:

Name and explain whether the figures of speech used in the following sentences are Euphemism, Antithesis, Irony and Pun:

1. To get out of the situation, he did weave an interesting tale.

2. Medicine it may be for you, but poison it is for me.

3. With a heavy heart they bid adieu to the dear departed.

4. In the maze created by the author I lost my way.

5. I love you not less but my nation more.

6. Isn’t it unfair of you to ask wages for your honest toil?

7. Speech is silver, silence is golden.

8. How kind of you to ignore the earnest calls of distress.

9.After all it is unjust to raise one’s voice against injustice.

10. Many did hear the plea, just a few did respond.

Extension Activity/Parallel Activity/ Reinforcement:

Activity 1: Read the following poem and complete the activities:

Meet our end we all will one day,

We can choose to happy or sulk along the way.

The wobbly ride in the roads not straight may fill you with despair and fear,

But have faith in self as you find your way with optimism, with cheer.

Nice and easy it will be to buckle under pressure,

But the strong will rise above them all with their will, which holds a hidden treasure.

A1. Pick out an example of the following figures of speech from the poem:

Euphemism: _____

Antithesis: _____

Irony: _____

Pun: _____

Evaluation:

Teacher will continuously assess the student's ability to name and explain the figures of speech. Figures of speech used in the textual poem will be discussed

Positive reinforcement will be given when they use figures of speech while attempting writing skills topics like expansion of ideas provided by the teacher.

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https://diksha.gov.in/play/content/do_31298882481320755215

My takeaway/Today I learnt:

1) The concept of figures of speech with emphasis on Euphemism, Antithesis, Irony and Pun.

2) How to name and explain figures of speech.

3) The concept of idioms.

4) How to use idioms while attempting creative writing.

Competency / LO statement 16:

Summarize a story, conversation, play, informative speech, passage or debate

Instruction for the teachers and parents/ facilitators:

- To explain the students about summarizing.
- To facilitate them.
- Give the students useful ideas of summarizing
- Explain them how to highlight main points.
- Use mother tongue if needed.
- Motivate the learners to summarize the story.

Instruction for the students:

- Read thoroughly the original story to understand its overall meaning.
- Capture the main points of the story by highlighting it.
- Note down important details.
- Without the original story 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:

Read the given story and summarize it.

- A man found a cocoon. One day a small opening appeared; he sat and watched the butterfly for several hours as it struggled to force its body through the little hole. Then it seemed to stop making any progress. It appeared as if it had gotten as far as it could and could not go on farther, so the man decided to help the butterfly.
- He took a pair of scissors and stripped the remaining bit of the cocoon. The butterfly could now emerge from the cocoon easily. But something was odd. The butterfly had a swollen body and shrivelled wings. He continued to watch the butterfly because he expected that at any moment the wings would contract in time. neither happened. In fact, the butterfly spent the rest of the life crawling around with a swollen body and deformed wings. It was never able to fly.

Solved activity:

Read the given story and summarize it.

Today I am going to share with some of my life lessons. I learned these lessons in the context of my early career struggles, a life lived under the influence of sometimes unplanned events which were the crucibles that tempered my character and reshaped my future.

This first event occurred when I was graduate student in control theory at the Indian institute of technology IIT Kanpur. At breakfast, on a bright Sunday morning in 1968, I met a famous computer scientist who was on sabbatical from a well-known US university. He was discussing exciting new developments in the field of computer science with a large number of students, explaining how such developments would alter our future. He was articulate, passionate and quite convincing I was hooked. I went straight from breakfast to the library, read four or five papers he had suggested and left the library determined to study computer science.

When I look back at that pivotal meeting, I marvel at how one role model can alter the future of a young student for the better. This experience taught me that valuable advice can sometimes open new doors.

N. R. Narayan Murthy, 'From A better India A better world'

Summarizing:

'Unexpected influence in one's life'

The narrator N. R. Aryan Murthy shares a lesson he has learnt in his life. He narrates an event that took place when he was a graduate student in control theory at IIT Kanpur. He met a famous computer scientist from well-known university. The man was passionately discussing exciting new developments in computer science and how such developments could alter our future. Murthy was hooked, read the papers he suggested and decided to study computer science. He marvels at how one role model and valuable advice from unexpected quarters can alter the future of a young student favourably.

Practice:

Write story on the given topic and summarize it.

1. All is well that ends well.
2. Hardwork
3. School, blackboard, ground, garden using the four words write a story and summarize it.

Extension Activity/ Parallel Activity/ Reinforcement:

Collect various stories from internet and summarize it.

Evaluation:

Write a story on, "How to achieve success in life" and summarize it.

Diksha Video/ E-content QR code:

My take away/ Today I learnt:

Students learnt to summarise the story.

Competency statements / LO statement 16:

Summarize a story, conversation, play, informative speech or debate

Instruction for the teachers and parents/ facilitators:

- Teacher asks the students to read the given passage carefully at least twice.
- To get the rough central idea.
- While summarizing avoid the colloquial expressions, figures of speech, adjectives, and adverbs etc.
- Reproduce only the main theme with conciseness.
- A precise should be written in reported speech in past tense as a third person.
- Use good grammatical and idiomatic English.
- Teacher says summary should always be in your own words.
- It should be complete and self-contained.
- Summary should be in only one paragraph.
- Give suitable title to summary.

Instruction for the students:

- While reading the given passage underline the important points.
- Collect and put the underlined points together.
- Use proper words, phrases, idioms to join those sentences together.
- Avoid unnecessary part or points.
- Put all the points in logical order.
- Think about suitable title.

Learning Activity:

Read the given informative passage and summarize it. Give suitable title to it.

When you think of the most dangerous pests, the housefly probably isn't one of the first that comes to mind. Instead, you probably think of a pest that stings, like a wasp or bee. It is true that flies rarely bite or sting, but their danger lies in the fact that they often land on dead animals, rotten food, manure and trash. Because they frequent those places, they pick up and spread diseases that are harmful to humans.

You get typhoid fever when you eat and drink salmonella typhi bacteria in contaminated food. Cholera is an intestinal infection, and you get it when you ingest bacteria called vibrio cholera. Dysentery is a one of the more common diseases you might catch from the bacteria spread by housefly. It gets worse- houseflies can also carry and spread leprosy and anthrax. They even transmit the eggs of parasitic worms.

Fortunately, there are several methods you can use to keep houseflies away. So, you and your loved ones can avoid catching any of the diseases transmitted by the tiny pests. A yard full of animal waste, grass clippings and other debris will keep you from getting rid of your housefly problem. So, take the time to keep your yards clean. You should cut the lawns. Files have to hang out around rotting food, so make sure all trash cans are sealed tightly. Make sure all of your food is covered, and if you have fresh produce, keep it in a bag or sealed container. Also, avoid leaving dirty dishes in your sink. The scent of food leftovers could easily attract houseflies.

Solved activity:

Read the given informative passage and summarize it. Give suitable title to it.

Rich people of the 19th century- as shown in cinema – spent their evenings in lounges and salons, dancing leisurely, blowing smoke rings, discussing arcane philosophical topics, or romancing well-dressed demure ladies. To be rich was to have leisure time. Others did their running around. Today, the rich man is

the one with no time at all. Always hard-pressed and pre-occupied. Not only do they have their hands full, they make quite a show of it. Why? How did 'busyness' become the ultimate status-symbol of our times?

Unlike our agricultural and industrial ancestors who prided themselves on the luxury goods they owned and how little they worked, today the ultimate apparitional objects are the workers themselves, who, by bragging at, the rich man has no time about how busy they are, can signal just how much the labour market values them and their skills.

How much value people place on 'busyness' also varies with culture? Americans, who do not even have the right to take paid holidays, place a premium on workaholism, while countries like Spain, Italy, Greece and France, which are laid back despite being developed, value leisure more.

Summarizing:

'The concept of being 'Rich'

In the 19th century, to be rich was to have leisure time, while others did the running around. Today, the rich man has no time at all. And this 'busyness' has become a status symbol. In the past, people were proud of their luxury goods, and of how little they worked. Today, the rich boast about how busy they are, and how much the labour market values them and their skills. Of course, how much a person values his leisure also varies from culture to culture.

Practice:

Here, the teacher should provide such passages from newspaper, storybooks, etc.

Ask the child to read and prepare the summary from anyone.

Write a short paragraph on any poem or a lesson from textbook.

Extension Activity/ Parallel Activity/ Reinforcement:

Here, teacher asks the child to make your own small paragraphs on any subject.

Write a short passage on the program/event you celebrated in your school/ family.

Write any event or accident in short that you know.

Write about a movie/film/book in short that you have seen/read.

Evaluation:

- Do you understand the meaning of summary?
- Is the title necessary to summary?
- What is meant by theme?
- What is meant by central idea?

Diksha Video/ E-content QR code:

- **http://diksha.gov.in/play/content/do31320929**52749342721269?referrer=utmsource%3Dmobile%26utmcampaign%3Dsharecontent

My take away/ Today I learnt:

- Students learnt the process of summary.
- Students learnt to underline the main points
- Students learnt to understand important points.
- Students learnt to tell the things in short.

Competency / LO statement 17:

Write coherently and precisely while responding to questions

Instruction for the teachers and parents/ facilitators:

- Explain the students about writing coherently and precisely while responding to questions.
- To facilitate them and help them to do so.
- Give the students useful ideas and tips to write coherently and precisely while responding to questions.
- Make students to write coherently and precisely while responding to questions.
- Make the students understand the importance of writing coherently and precisely while responding to questions.
- Make the students to reflect over the responses whether they are written coherently and precisely while responding to questions.
- Explain them how to understand and highlight precise answers.
- Motivate the learners to write coherently and precisely while responding to questions.
- Encourage learners to always write coherently and precisely while responding to questions.
- To supervise when the students write coherently and precisely while responding to questions.

Instruction for the students:

- Read thoroughly the question to write coherently and precisely while responding to questions.
- Read and write answers coherently and precisely while responding to questions.
- Keep trying even if you fail to write coherently and precisely while responding to questions.
- Take help of your teacher/ parents whenever you are in doubt.

Learning Activity:

Read the given passage and answer the questions given below.

The frightened soldiers fled. Their king was left by himself in his tent. Hurriedly he wrote a letter bagging for peace and apologizing for attacking the country. He left this letter in the tent. Then he jumped on his horse and followed his soldiers. When the Potter's black horse reached the deserted camp, it stopped. With shaking hands, the potter untied his feet and fell to the ground. When he looked around, he was surprised to find the camp empty.

Questions:

1. Why were the soldiers frightened?
2. Where did the galloping horse stop?
3. Why was the Potter puzzled?
4. What happened to the potter's family?

Solved activity:

- Teacher demonstrates one of the activities and supports learners to get expected answers that are coherent and precise while responding to questions.
- Teacher will encourage and ask students to answer coherently and precisely while responding to questions.

Read the given story and answer the questions given below.

During Emperor Akbar's reign, there was a poor man in Agra who was thought to bring bad luck. People believed that if anyone looked at his face in morning, they would have a bad day. "Get lost, you ugly fellow!" he would be cursed by one and all. "Hide your face before you kill someone with your evil eye!" The emperor soon heard of this man's reputation and wanted to see him. The poor fellow who had not harmed a single person in his life was brought to Akbar. Akbar took a look at him and asked his to be brought back in the evening. That particular day was emperor especially full and tiring day for the Emperor and his courtiers. So many matters had to be attended to, that Akbar even forgot to eat. By the end of the day, Emperor was exhausted. To make matters worse, Akbar was informed that his favourite child, little prince Salim, had fallen ill.

Then the Emperor suddenly remembered that he had seen the face of the 'unlucky' man that morning. That was it. It was that man's entire fault. Akbar decided, he called his courtiers and told them that he was going to have that 'unlucky' man executed. All of them agreed except Birbal. Instead, Birbal let out a short laugh, "What's the matter Birbal?" asked the emperor, "You seem to find something funny!" "Nothing, your Majesty", replied Birbal. "You say this man brings bad luck because you had to go without food ever since you saw him this morning. Look at his luck, yours was the first face he saw today and he has to die because of it." Akbar immediately realized his folly and rewarded Birbal for his wisdom.

Questions:

1. Why had King Akbar not eaten his food?
2. What was Akbar informed about his favourite child?
3. Why did Akbar decide to execute the poor man?
4. What was Birbal's initial reaction when he heard that the poor man would be executed?
5. What was the courtiers' reaction when they heard that the poor man would be executed?
6. What made Akbar realize his mistake?
7. Why was Birbal rewarded?

Answers which are coherent and precise:

1. King Akbar had not eaten his food **because he had many matters to attend to**.
2. Akbar was informed that his favourite child prince Salim, **had fallen ill.**
3. Akbar decided to execute the poor man **because he thought that it was because of him, he had a bad day.**
4. **Birbal let out a short laugh**.
5. **All of them agreed for the execution.**
6. Akbar realized his mistake **when Birbal explained him about his folly**.
7. Birbal was rewarded for his wisdom.

Practice:

Do the following

- Teacher asks the students to work in pair and write coherent and precise answers.
- Teacher suggests students to use and collect passages to practice to write coherent and precise answers.
- Students work in pair and understand to write coherent and precise answers.
- Teacher helps the students when students are in doubt.

Extension Activity/ Parallel Activity/ Reinforcement:

- Complete the exercise on page no 13, write it coherently and precisely while responding to questions.
- Present the answers to your class, which are coherently and precisely written while responding to questions.
- Teacher instructs to read the passage on page no 11 of My English coursebook and answer the questions coherently and precisely
- Let your classmates guess answers to the questions you put forward.
- Let your classmates give feedback.

Evaluation:

- Students/teachers check each other worksheet in which students write coherently and precisely while responding to questions.

Diksha Video/ E-content QR code:

My take away/ Today I learnt:

- Students learnt to write coherently and precisely while responding to questions, with the help of the questions given.
- How to write coherently and precisely.
- Guess the answers coherently and precisely

Competency / LO statement 17: Write coherently and precisely while responding to questions

Instruction for the teachers and parents/ facilitators:

- Explain the students about writing coherently and precisely while responding to questions.
- To facilitate them and help them to do so.
- Give the students useful ideas and tips to write coherently and precisely while responding to questions.
- Make students to write coherently and precisely while responding to questions.
- Make the students understand the importance of writing coherently and precisely while responding to questions.
- Make the students to reflect over the responses whether they are written coherently and precisely while responding to questions.
- Explain them how to understand and highlight precise answers.
- Motivate the learners to write coherently and precisely while responding to questions.
- Encourage learners to always write coherently and precisely while responding to questions.
- To supervise when the students write coherently and precisely while responding to questions.

Instruction for the students:

- Read thoroughly the question to write coherently and precisely while responding to questions.
- Read and write answers coherently and precisely while responding to questions.
- Keep trying even if you fail to write coherently and precisely while responding to questions.
- Take help of your teacher/ parents whenever you are in doubt.

Learning Activity:

Read the given story and summarize it.

People have been coming to the wise man, complaining about the same problems every time. One day he told them a joke and everyone roared in laughter. After a couple of minutes, he told them the same joke and only a few of them smiled. When he told the same joke for the third time no one laughed anymore. The wise man smiled and said: “You can’t laugh at the same joke over and over. So why are you always crying about the same problem?” Worrying won’t solve your problems, it’ll just waste your time and energy.

Solved activity:

Teacher demonstrates one of the activities and supports learners to get expected answers that are coherent and precise while responding to questions.

Teacher will encourage and ask students to answer coherently and precisely while responding to questions.

Summarizing:

Practice:

Do the following

- Teacher asks the students to work in pair and understand the wit and humour.

- Teacher suggests students to use and collect passages of wit and humour.
- Students work in pair and understand wit and humour.
- Teacher helps the students when students are in doubt.

Extension Activity/ Parallel Activity/ Reinforcement:

- Complete the exercise on page no, write it coherently and precisely while responding to questions.
- Present the answers to your class, that are coherently and precisely written while responding to questions.
- Teacher instructs to read the passage on page no …. of My English coursebook and answer the questions coherently and precisely
- Let your classmates guess answers to the questions.
- Let your classmates give feedback.

Evaluation:

- Students/teachers check each other worksheet in which students write coherently and precisely while responding to questions.

Diksha Video/ E-content QR code:

My take away/ Today I learnt:

- Students learnt to write coherently and precisely while responding to questions, with the help of the questions given.
- How to write coherently and precisely.
- Guess the answers coherently and precisely

Competency / LO statement 18:

Understand and appreciate wit and humour and Writing

Instruction for the teachers and parents/ facilitators:

- Explain the students about understanding writings.
- To facilitate them to do so.
- Give the students useful ideas of understanding writings.
- Explain them how to understand and highlight main points.
- Make the students to read the writing while appreciating it.
- Motivate the learners to understand writings.
- Encourage learners to guess the writings.
- Help learners in different activities.

Instruction for the students:

- Read thoroughly to understand writings.
- Read and re-read it to guess the meaning of the writings.
- Keep trying even if you fail to guess the meaning of the writings.
- Take help of your teacher whenever you are in doubt.

Learning Activity:

- **Read the conversation between two friends, enjoy the wit and humour and give the meanings if possible, while conversing with each other.**
- **Use the given wit and humour phrases in conversation.**

Raju: I know the voices in my head are not real….. but sometimes the ideas are just absolutely awesome.

Saju: Dear Raju I couldn't help but notice that 'Aweso**me'** ends with me, and 'Ugl**y**' ends with '**Y'**

Raju: Excuse me, I am not a mirror'

Saju: I'm multi-talented, I can talk, annoy and irritate you all at the same time.

Raju: And I'm WEIRD: Wonderful, exciting, interesting, real, different.

Saju: The hardest part of my friendship is…. Being nice to stupid people.

Raju: Challenge: Only a genius can say these four words, four times really fast without getting tongue twisted... EYE YAM STEW PEED

Saju: Remember Our phones fall, we panic. Our friends fall, we laugh.

Raju: Oh! We are best friends: always remember that if you fall, I will pick you up….. after I finish laughing.

Saju: True friends don't' judge each other. They judge other people….. together!

Saju: People say everything happens for a reason

Raju: So when I punch you in the face, remember I have a reason

Solved activity:

Complete the sentences with correct sentences of wit and humour from the bracket

(They **passed school without google**, even the smoke alarm cheers me on, **I make it 5 or 6 times just to be sure**, I'd just laugh and search with them, **I have my own font,** all I need now is money, **"No I want the floor.",** I'm confused, I **threw a coconut on his face,** they appear suddenly.**)**

1) I don't have a bad handwriting, …….
2) My cooking is so fabulous……..
3) I never make the same mistake twice, ……
4) Square box, round pizza, triangle slices…. I'm confused……
5) Can't find your children? Try turning off the Wi-Fi……..
6) I hate when I go to a restaurant and they ask, would you like a table ……
7) I'm one step away from being rich, ……..
8) My friend thinks he's smart. He said onions are the only food that makes you cry……..
9) If robbers ever broke into my house and search for money……..
10) Respect your parents, ……...

Answers:

1. I don't have a bad handwriting; **I have my own font**.
2. My cooking is so fabulous **even the smoke alarm cheers me on.**
3. I never make the same mistake twice, **I make it 5 or 6 times, just to be sure.**
4. Square box, round pizza, triangle slice**…. I'm confused.**
5. Can't find your children? Try turning off the Wi-Fi... They appear suddenly.
6. I hate when I go to a restaurant and they ask, would you like a table **"No I want the floor."**
7. I'm one step away from being rich, **all I need now is money**.
8. My friend thinks he's smart. He said onions are the only food that makes you cry; **I threw a coconut on his face.**
9. If robbers ever broke into my house and search for money, **I'd just laugh and search with them.**
10. Respect your parents, they passed school without google

Practice:

Do the following

- Read the passage from My English coursebook std 9th page 3 and understand the poem
- Teacher asks the students to work in pair and understand the writings.
- Teacher suggests students to use and collect passages/writings.
- Students work in pair and understand writings.
- Teacher helps the students when students are in doubt.

Extention Activity/ Parallel Activity/ Reinforcement:

- Choose any writing of wit and humour, ask your friend to read and try to understand and appreciate it.
- Write a short paragraph about affectionate relation that takes place in your family and let your friends understand and appreciate it.
- Present the meaning to your class, with understanding and appreciation.
- Let your classmates guess/ understand the writings of wit and humour that you read.

Evaluation:

Students understand writings of wit and humour in the worksheet given and enjoy while explaining it.

Diksha Video/ E-content QR code:

My take away/ Today I learnt:

- Students learnt to understand writings, with the help of the context of the passage.
- Speak sentence having wit and humour.
- Use irony and pun in sentences.

Competency / LO statement 18:

Understand and appreciate wit and humour and Writing

Instruction for the teachers and parents/ facilitators:

- Explain the students about the nature of the activity
- Explain the students about understanding wit and humour.
- To facilitate them to do so.
- Give the students useful ideas of understanding wit and humour
- Explain them how to understand and highlight main points.
- Motivate the learners to understand wit and humour.
- Encourage learners to guess the wit and humour.

Instruction for the students:

- Read thoroughly to understand wit and humour to appreciate it.
- Read and re-read it to guess the wit and humour to appreciate it.
- Keep trying even if you fail to guess wit and humour.
- Take help of your teacher whenever you are in doubt.
- Take active participation

Learning Activity:

- **Read the given sentences carefully and pick out the phrases/sentences of wit and humour.**
- **If possible explain the meaning too/ irony/ pun**
- **Students follow the instruction and complete the exercise.**

1. You love flowers but you cut them, you love animals but you eat them, you tell me you love me so now I'm scared.
2. My daughter wanted Cindrella themed party, so I invited all her friends over and made them clean the house.
3. I hate it when people text me: 'Call me" I'm goona start calling people and when they answer, im goona say "text me" and hang up.
4. I'm gonna order a pizza 5 minutes before new year and when they arrive I'll say I ordered this a year ago.
5. Teacher: Why are you talking during my lesson? Students: "Why are you teaching during my conversation?"
6. The police want to interview me. Strange….. I didn't even apply for a job there.
7. When you're stressed you eat ice-cream, chocolates and sweets. Why because stressed spelled backwards is desserts.
8. Lies I tell myself: just I more episode, just 1 more page, just 1 more piece, just 5 more minutes……
9. HOMEWORK: Half of my energy wasted on random knowledge….
10. Rabbits jump and they live for 8 years. Dogs run and live for 15 years. Turtles do nothing and live for 150 years. Lesson learned

Solved activity:

Match the correct pair of sentences so as to have wit and humour

A	B
1. My mom said to follow dreams	when I need it, I don't find it
2. My boss told me to have a good day…	so I went back to sleep.
3. Nothing is really lost until	for free walk.
4. If lenses are round	your MOM can't find it…
5. I just stepped on a cornflake	Now I'm officially a cereal killer
6. I'm so good at sleeping,	so I went home.
7. Follow me	why are the pictures square
8. When I find it I don't need it,	I can do it with my eyes closed

Answers :

A	B
1. My mom said to follow dreams	so I went back to sleep.
2. My boss told me to have a good day…	so I went home.
3. Nothing is really lost until	your MOM can't find it…
4. If lenses are round	why are the pictures square
5. I just stepped on a cornflake	Now I'm officially a cereal killer
6. I'm so good at sleeping,	I can do it with my eyes closed.
7. Follow me	for free walk.
8. When I find it I don't need it,	when I need it, I don't find it.

Practice:

Do the following

- Teacher asks the students to work in pair and understand the wit and humour.
- Teacher suggests students to use and collect passages of wit and humour.
- Students work in pair and understand wit and humour.
- Teacher helps the students when students are in doubt.

Extension Activity/ Parallel Activity/ Reinforcement:

- Collect a humorous story from any storybook and analyse how the writer created humour in it.
- Frame jokes on daily life.
- Choose any short story of your choice, and rewrite it using wit and humour.
- Present the story to your class, with wit and humour.
- Let your classmates guess/ understand the wit and humour.

Evaluation:

- Students solve the worksheet in which wit and humor is given and enjoy while explaining it.
- Frame sentences that have wit and humour/ irony/ pun.

Diksha Video/ E-content QR code:

My take away/ Today I learnt:

- Students learnt to understand wit and humour, with the help of the context of the given exercise.
- Speak sentence having wit and humour.
- Use irony and pun in sentences.

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

Class: 10th **Marks: 20**

(Learning Outcomes/ Competency Statements 1,2,3,4,5,6)

QI. Fill in the blanks by choosing the correct idioms and phrases: (4)

[**connect the dots, turned out, drop in, stumbled on**]

1. If you happen to be passing from here, do _____.

2. I'm sure you'll be able to _____ and find a solution.

3. The police officer _____ a couple of thieves trying to break into the building.

4. The house they had offered us _____ to be a tiny apartment.

QII. Make sentences to bring out the difference between homophones / homonyms - (6)

(1) (a) wear- ----------

(b) ware- ----------

(2) (a) break- ----------

(b) brake - ----------

(3) address- (a) ----------

(b) ----------

Q. III Read the following passage and attempt the given activities: (5)

1.Read the passage and complete the sentences with suitable answers: [2]

a) You can recognize the flowers by ---------
b) You can recognize the birds by ----------
c) The world is like the greatest ----------
d) Children are unaware about the ----------

I hope you will be more sensible and open your eyes and ears to this beauty and life that surrounds you. Can you recognize the flowers by their names and the birds by their singing? How easy it is to make friends with them and everything in nature, if you go to them affectionately and with friendship. You must have read many fairy tales and stories of long

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ago. But the world itself is the greatest fairy tale and the story of adventure that was ever written. Only we must have eyes to see and ears to hear and a mind that opens out to the life and beauty of the world.

Grown-ups have a strange way of putting themselves in compartments and groups. They build barriers …… of religion, caste, colour, party, nation, province, language, customs and of rich and poor. Thus, they live in prisons of their own making. Fortunately, children do not know much about these barriers, which separate. They play and work with each other and it is only when they grow up that they begin to learn about these barriers from their elders. I hope you will take a long time in growing up ….

2. Pick out four words from the passage and rewrite adding prefix or suffix to the same. **(2)**

3.Find the words from the passage which mean the same as the following: **(1)**

(a) an experience or event that is very unusual, exciting or dangerous

(b) the quality or state of being friendly

QIV. Attempt any one of the following activities: (5)

You are Sahil / Snehal Gupta residing at Plot No 21, Dhantoli, Nagpur. Read the following advertisement and write a letter to your friend telling him/ her about the details of the course and your desire to join it.

OR

You are Sahil / Snehal Gupta residing at Plot No 21, Dhantoli, Nagpur. Read the following advertisement and write a letter to the Director of the course enquiring about the details like fees, venue, time, holidays and certificate.

COMPU CLUB
Computer courses for school students

Courses Offered- MH-CIT/ MS-Office/ Tally /Photoshop/Internet Search/ Typing /Tutor

Features - Adjustable fees, Adjustable timing, Concession for groups, Interactive learning, Lot of practicals

Contact
The Director
COMPU CLUB
2ND Floor, A1, Dharampeth, Nagpur.

Maharashtra

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

Class: 10th **Marks: 20**

(Learning Outcomes/ Competency Statements 7,8,9,10,11,12)

Q I Do as directed:

1.Choose the appropriate Adverb or Adjective form to fill in the gaps. (2)

(1) She spoke in an ---------- tone. (excited / excitedly)

(2) Smita accepted the suggestion ----------. (grateful / gratefully)

2. Fill in the gaps with appropriate Prepositions- (2)

(a). We are leaving for Canada _____ Sunday.

(b) He was diagnosed ------ cancer while studying ------- the University -------Cambridge.

3. Insert the appropriate Degrees of Comparison (Positive / Comparative / Superlative), choosing from those given after each sentences- (2)

(1) Olympic victory is regarded as the ---------- honour. (most high/ highest/as high as)

(2) The newspaper has a ---------- circulation than any other morning paper. (as big as/ bigger / more bigger)

4. Fill in the blanks using - What/ how- (2)

(a) ---------- an abundance of lush coconut groves the island has!

(b) ---------- bright they've grown in the sunlight!

5. Insert the parts of speech given in the box in the correct columns below and complete the table: [2]

they, town, enrich, Hurrah, admit, Alas, music, you

Noun	Pronoun	Verb	Interjection

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QII. Analyse the similarities and differences of e-books and textbooks and write your views in two paragraphs. Give it a suitable title. (5)

QIII. Develop a story in about 90-100 words with the following ending. Give a suitable title: (5)

……. and Rahul rightly said, 'In Unity lies Strength'.

OR

……. and thus, Ananya was felicitated in the school at the hands of the Principal of School.

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.....

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

Class: 10th **Marks: 20**

(Learning Outcomes/ Competency Statements 13,14,15,16,17,18)

Q I. Do as directed:

1.State the kind of sentence: (2)

a. Look to your left and right before crossing the road.
b. What does science not do for us?
c. I'll serve you all my life.
d. You're quite a humourist!

2. Match the figures of speech in column A with lines of the poem given in column B. (2)

Sl No	A	B
a.	Antithesis	Death be not proud
b.	Personification	No one is respectable or unhappy over the whole earth.
c.	Hyperbole	Too black for heaven, and yet too white for hell.
d.	Apostrophe	Rays of sunshine danced through the trees.

Q II Read the following passage and do the activities: (6)

1. Write the consequences if: (2)

a. The farmer shares the corn.
b. The farmer doesn't share the corn.

There once was a farmer who grew award-winning corn. Each year he entered his corn in the state fair where it won a blue ribbon. Once year a newspaper reporter interviewed him and learned something interesting about how he grew it. The reporter discovered that the farmer shared his sweet corn with his

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neighbours. "How can you afford to share your best seed corn with your neighbours when they are entering corn in competition with each year?" the reporter asked.
"Why sir," said the farmer, "didn't you know? The wind picks up pollen from the ripening corn and swirls it from field to field. If my neighbours grow inferior corn, cross-pollination will steadily degrade the quality of my corn. If I am to grow good corn, I must help my neighbours grow good corn." He is very much aware of the connectedness of life. His corn cannot improve unless his neighbour's corn also improves. So, it is with our lives. Those who choose to live in peace must help their neighbours to live in peace. Those who choose to live well must help others to live well, for the value of a life is measured by the lives it touches.
The lesson for each of us is this: if we are to grow good corn, we must help our neighbours grow good corn.

2. The wind picks up pollen from the ripening corn and swirls it from field to field. **(State the type of sentence: Simple/ Compound/ Complex)** **(1)**

3. The reporter discovered that the farmer shared his sweet corn with his neighbours. **(Pick out the Dependent clause and state the type of clause.)** **(1)**

4. What do you learn from the story? Suggest a suitable title. **(2)**

Q III. Write the summary of the given passage in about 100 words. Suggest a suitable title. (5)

Most of us have a sweet tooth and a favourite form of confectionery is chocolate, whether this comes in the form of sweets, chocolate bars or cakes. The huge range of chocolate products on display in sweet shops and supermarkets shows us how popular chocolate is. Indeed, some of us are so fond of it that we become chocoholics. Eating chocolate often makes us feel good. Even some health experts do not deny this, because it is thought to have a biochemical effect on the part of the brain that is concerned with pleasure. If you are feeling depressed, some chocolate can be a real tonic which cheers you up instantly. Unfortunately, this effect is transitory and you soon feel down again.

Nutritionists have tended to concentrate on the negative side effects of chocolate, pointing out that the combination of a high fat content and a high sugar content can be a cause of obesity in people who overindulge in it. They also remind us that foods which are high in fat can lead to heart disease. Chocolate is also said to cause headaches in some people, and is considered to be one of the main triggers of migraine. After such bad news from dieticians, people who love to binge on chocolate will be relieved to hear that some doctors have now discovered some benefits in chocolate. Recent research suggests that chocolate, like aspirin, can delay blood clotting, making it potentially useful in preventing thrombosis. It has also been found that chocolate, like fruit and vegetables, is rich in flavonoids, which help to prevent heart attacks and strokes.

Q IV. Expand any one of the following idea into a paragraph of 100 words: (5)

Laughter is the Best Medicine

OR

Eye Donation: The Best Donation

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

Class: 10th **Marks: 20**

(Learning Outcomes/ Competency Statements 7,8,9,10,11,12)

Q I Do as directed:

1.Choose the appropriate Adverb or Adjective form to fill in the gaps. (2)

(1) She spoke in an ---------- tone. (excited / excitedly)

(2) Smita accepted the suggestion ----------. (grateful / gratefully)

2. Fill in the gaps with appropriate Prepositions- (2)

(a). We are leaving for Canada _____ Sunday.

(b) He was diagnosed ------ cancer while studying ------- the University -------Cambridge.

3. Insert the appropriate Degrees of Comparison (Positive / Comparative / Superlative), choosing from those given after each sentences- (2)

(1) Olympic victory is regarded as the ---------- honour. (most high/ highest/as high as)

(2) The newspaper has a ---------- circulation than any other morning paper. (as big as/ bigger / more bigger)

4. Fill in the blanks using - What/ how- (2)

(a) ---------- an abundance of lush coconut groves the island has!

(b) ---------- bright they've grown in the sunlight!

5. Insert the parts of speech given in the box in the correct columns below and complete the table: [2]

they, town, enrich, Hurrah, admit, Alas, music, you

Noun	Pronoun	Verb	Interjection

SCERT, MAHARASHTRA

QII. Analyse the similarities and differences of e-books and textbooks and write your views in two paragraphs. Give it a suitable title. (5)

QIII. Develop a story in about 90-100 words with the following ending. Give a suitable title: (5)

……. and Rahul rightly said, 'In Unity lies Strength'.

OR

……. and thus, Ananya was felicitated in the school at the hands of the Principal of School.

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

Class: 10th **Marks: 20**

(Learning Outcomes/ Competency Statements 13,14,15,16,17,18)

Q I. Do as directed:

1.State the kind of sentence: (2)

a. Look to your left and right before crossing the road.
b. What does science not do for us?
c. I'll serve you all my life.
d. You're quite a humourist!

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SCERT, MAHARASHTRA

neighbours. "How can you afford to share your best seed corn with your neighbours when they are entering corn in competition with each year?" the reporter asked.
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SCERT MAHARASHTRA