सत्यमेव जयते

Government of Maharashtra

Bridge Course

ENGLISH

Class:- X^th

Academic Year: 2020-21

Academic Year: 2021-22

ज्ञानसेवा तु साफल्यम्

State Council of Educational Research and Training,

Maharashtra. Pune

Bridge Course (सेतू अभ्यासक्रम)

विषय : इंग्रजी इयत्ता : दहावी

- प्रवर्तक: **शालेय शिक्षण विभाग, महाराष्ट्र शासन**
- प्रकाशक: **राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, महाराष्ट्र, पुणे.**
- प्रेरणा: **मा. श्रीम. वंदना कृष्णा,** (भा.प्र.से.)
  अपर मुख्य सचिव, शालेय शिक्षण व क्रीडा विभाग, मंत्रालय, मुंबई.
- मार्गदर्शक: **मा. श्री विशाल सोळंकी,** (भा.प्र.से.)
  आयुक्त (शिक्षण), महाराष्ट्र राज्य, पुणे.
- मार्गदर्शक: **मा. श्री राहुल द्विवेदी,** (भा.प्र.से.)
  राज्य प्रकल्प संचालक, महाराष्ट्र प्राथमिक शिक्षण परिषद, मुंबई.
- संपादक: **मा. श्री दिनकर टेमकर**
  संचालक, राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, महाराष्ट्र, पुणे.
- सहसंपादक : **डॉ. विलास पाटील**
  सहसंचालक, राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, महाराष्ट्र, पुणे.
- कार्यकारी संपादक: **डॉ. कमलादेवी आवटे,**
  उप संचालक, राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, महाराष्ट्र, पुणे.
- संपादन सहाय्य: **श्री अजयकुमार फुंदे.**
  अधिव्याख्याता, इंग्रजी भाषा विभाग,
  राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, महाराष्ट्र, पुणे.
- संपादन सहाय्य: **श्री अभिनव भोसले.**
  विषय सहाय्यक, आय.टी. विभाग,
  राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, महाराष्ट्र, पुणे.
- **निर्मिती समिती सदस्य:**
  १. रंजीत देशमुख, विषय सहाय्यक, प्रादेशिक विद्या प्राधिकरण, औरंगाबाद
  २. अमोल कांबळे, न्यू हायस्कूल, परळी वैजनाथ, बीड
  ३. अशोक गायकवाड, इंग्लिश स्कूल, पडेगाव, कोपरगाव, अहमदनगर
  ४. अश्फाक काझी, मंगळवेढा, सोलापूर
  ५. भुवनेश कुमार, सौ. शा. ना. लाहोटी विद्यालय, ठाणे
  ६. डॉ. संतोष गायकवाड, प्रादेशिक विद्या प्राधिकरण, औरंगाबाद
  ७. दीपिका गोडे, बाबा नानक सिंधी विद्यालय, नागपुर

८. संतोष खताळ, संभाजीराव पाटील प्रगती हायस्कूल, पुणे
९. मोहन बापट, कै. वामन गणेश नेने हायस्कूल, शिरगाव, रत्नागिरी
१०.मोहसीन शेख, औरंगाबाद पब्लिक हायस्कूल, औरंगाबाद
११.ज्ञानेश्वर नारायणकर, बालाजी जुनियर कॉलेज, इचलकरंजी, कोल्हापूर
१२.निळकंठेश्वर पाटील, ग्रामीण विद्या विकास विद्यालय, चप्पळगाव
१३.राकेश जाधव, राजेंद्र हायस्कूल, नागपूर
१४. रेहान अहमद, उर्दू बॉईज हायस्कूल, औरंगाबाद
१५.डॉ. गजेंद्र मुगळे, ज्ञानेश्वर विद्यालय, तुरोरी, उमरगा, उस्मानाबाद
१६.मनोज नायकवाडी, कै. शंकरराव बाजीराव डावखरे विद्यालय, पिंपळे हिवरे, पुणे
१७.डॉ. शिवाजी देशमुख, जि. प., हायस्कूल साखळी, बुलढाणा
१८. विजय चौधरी, रुईया हायस्कूल, काटोल, नागपूर
१९. श्रीधर नागरगोजे, जि. शि. प्र. सं., बीड
२०.नूरजहान नाईक, टोपीवाला हायस्कूल, मालवण, सिंधुदुर्ग
२१.सतीश जाधव, जनता विद्यालय व जुनिअर कॉलेज घोटी, नाशिक
२२.ज्योतीमणी रोकब, दीनानाथ हायस्कूल तथा ज्युनियर कॉलेज, धंतोली, नागपूर

Instructions for Teachers, Parents and Facilitators

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

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

Part One - Learning Outcomes/Competency Statements.

Part Two - Instructions for teachers / parents and facilitators

Part Three - Instructions for Students

Part Four - Learning Activity

Part Five - Solved Activity/ Demo

Part Six - Practice

Part Seven - Extension Activity/Parallel Activity/Reinforcement

Part Eight - Evaluation

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

Part Ten - My Take Away/ Today I Learnt

6. This bridge course will be very important from the point of view to revise and reinforce the learning of the students from the previous class and pave the way to make their learning happen in the next class.

7. Teachers/parents and facilitators should help their children to complete this bridge course as per day wise plan.

8. Teachers/parents and facilitators should pay attention to the fact that the student will solve each worksheet on his/her own, help them where necessary.

9. The teacher should conduct the tests from the students after the stipulated time period, assess the test papers and keep a record of the same.

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

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

Instructions for Students

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

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

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

Competency / LO statement 1 : Predict the next part of the narration, conversation, description.

Activity No. 1

Std. :- 10th Subject : English

Learning Outcomes/ Competency Statements:

* Predict the next part of the narration, conversation, description.
* By the end of the lesson students will have practised the guessing skill.

Instructions for teachers and parents /facilitators:

- Encourage learners to guess the appropriate word or phrase for blank space in the given sentence.
- Give learners clear instruction as how to do the activity.
- Provide clue to lead students to appropriate missing word in the sentence.
- Provide useful sentences for the guessing activity.
- Write ten sentences on the board before the class starts.

Instructions for Students:-

- Read the given sentences carefully.
- Keep trying even if you fail to guess correct word or phrase.
- Read and reread the sentence in order to predict correct word.
- Take help of your teacher whenever you are in doubt.

Learning Activity :

Step 1

Teacher : Can you guess what are you going to learn today?
Student : (.....)
Teacher : Glance through the sentences written on board quickly and try again.
Student : (We are going to learn as how to guess missing word in sentence.)

Step 2

Students read the sentences silently and copy them in their notebooks.

Board →

Don't tell, Let me _____

1) I see doctor visiting my neighbour's house. Somebody must be _____

2) The clouds are gathering in the sky. It might _____ in the evening.

3) Road is wet road and slippery. Walk carefully or you may _____ down.

4) The sun rises in _____

5) Lockdown in my district is lifted up. When will school _____?

6) Vegetables are excellent source _____ vitamins.

7) Microscopes make small things appear larger than _____.

8) An apple a day keeps _____ away.

9) The pineapple, a fruit _____ in tropical climates throughout theworld, is native to parts of South America.

10) What's wrong with you? You look _____.

(Ans : Title : guess 1) ill, 2) rain, 3) fall, 4) the East, 5) reopen / start, 6) of, 7) they are, 8) doctor, 9) grows, 10) worried / sad.)

- 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 students to the correct answer.

Solved Activity / Demo :

Game Time :

Let me guess

- Teacher gives demonstration as how to play the game of guessing.
- Teacher calls two students in front of the class.
- Student A writes a sentence with a key word missing in it.

Board → Don't count your chicken before they are _____.

- Student B reads the sentence and guesses the next word. He fills the blank.

Board → Don't count your chicken before they are <u>hatched.</u>

- Now swapping the roles.

Student B writes the sentence.

Board → Action speaks louder than _____.

- Student A reads the sentence and guesses the next word. He fills the blank.

Board → Action speaks louder than <u>words.</u>

Practice :

Teacher asks students to work in pair and play this game.
Teacher suggests students to use proverbs and collocation for the purpose.
Students work in pair and play the game.
Teacher helps students when students are in doubt.

Extension Activity/ Parallel Activity / Reinforcement :

- Choose any short story of your choice.
- Rewrite the story removing key words from it.
- Present the story to your class.
- Let your classmates guess/ predict the missing key words.

Evaluation:

Students solve worksheet in which narration /description / conversation is given with some key word in missing in it.

My take away/ Today I learnt :

Students learn as how to guess the missing words with the help of the context of the sentence.

Activity No. 2

Instructions for Teacher:

- Keep newspaper/ magazine cutting ready.
- Keep pieces of paper containing some word/words ready.
- Encourage students to guess what is likely to occur next in the text.
- Help students realize the importance of prediction in order to improve their readingskill.

Instructions for Students:

- Read the text carefully.
- Before predicting, think about the text.
- Focus on what has already happened in the given extract.
- Find if author has left any clue.

Learning Activity:

1) Teacher shows newspaper cutting to the class and reads headline of the news item aloud.
2) Teacher asks students to guess and tell what information they are likely to get after reading the whole news item.
3) Teacher encourages students to make their prediction like : type of information, type of text, the use of tenses, vocabulary etc, for the news item.
4)Teacher asks students to write down their predictions for the news item in their notebook.
5) Teacher asks students to listen the news attentively and check if their predictions are correct.
6) Teacher calls one of the students and asks him/her to read the news aloud with proper pauses to the class.
7) Student reads the news slowly but loudly to the whole class.
8) While listening other students check if their predictions are correct.
9) After the listening activity students share their predictions.
10)Students also share how they guess correctlyto the class.

Solved Activity/ Demo:

Predicting language:

1) Form small groups of students.
2) Provide each group pieces of paper containing selected word/words.
3) Put the words face of pieces of paper down in a pile on their table.
4) One student in the group takes one of the pieces of paper and say something that would be spoken in the context given by the word.

For Example :

- *If a student picks the word - DOCTOR, he/she can say I will give you these, and you need to take them twice a day before meals*.

5) The other students from the group have to guess the word.
6) The fastest student to say it wins a point.
7) Continue with students taking turns to take a piece of paper and make sentence.

* Give students familiar words in pieces of paper.

Practice:

Give students news article which has been cut into sections. Ask them to work in pair and reassemble the article.

Extension Activity:

Gap Fill:

Remove clauses from the text. Students try to put the words in the correct places.

Evaluation:

Students read short paragraph and respond to the question like True or False, Choose the best option, a, b or c, Which line says… etc.

My Take Away/ Today I Learnt:

1) Prediction is a part of reading skill. It helps reader to link the text to his/her knowledge of world.

2) With the help of the clues given by the author we can predict what is likely to occur next.

Competency / LO statement 2: Summarize a story, conversation, play, informative speech or debate.

Activity No. 1

Instructions for teachers and parents/facilitators:

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

Instructions for Students:

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

Learning Activity:

-Read the given speech and summarize it.

Importance of Education in the Life of a Student

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

Education is one of the most important and mandatory elements in the life of a student. It helps the students to do analysis while making important decisions in life. Education is essential for a student because after being educated enough, a student will be able to select a good career option for them. So that they can succeed in life with the help of education. A good career provides the students financial freedom and support along with mental satisfaction. The Education of the students helps them in improving their communication skills. For instance, their speech, body language, and many other elements present in the communication system. Education helps the students in using the technology in a better way in this era of rapid technological development and transformation.

As we all know that education is the key element of everyone's life today. Education has the value that helps in making people valuable and full of knowledge. Education is necessary for the growth of life for everyone. It has the same value for everyone equally. Everyone is having the right to learn. Without education, life can become so difficult and hard to survive.Thus, education plays vital role in our life.

Thank you

Solved Activity:

Importance of sports

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

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

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

Thank you.

Summarizing-

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

Practice:

Write speech on given topics and summarize it.

1.My favorite sport person
2. Nature is best teacher
3.Save water save earth

Extension Activity/Parallel Activity/Reinforcement:

Collect various speeches from internet and summarize it.

Evaluation:

Write a speech on **"How to achieve Success in life"**and summarize it.

Diksha Video/ E-content QR code:
https://diksha.gov.in/play/content/do_3132092952749342721269?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content

My take away/ Today I learnt:
Student learnt to summarize the informative speech.

Activity No. 2

Learning outcome/ Competency Statements: Summarize a story, conversation, play, informative speech or debate**.**

Instructions for teachers and parents/facilitators:

1. Teacher asks the students to read the given passage carefully at least twice.
2. Get the rough central idea.
3. Avoid all the colloquial expressions, figures of speech, adjectives, and adverbs etc.
4. Reproduce only the main theme with conciseness.
5. A precise should be written in reported speech in past tense as a third person.
6. Use good grammatical and idiomatic English.
7. Teacher says summary should always be in your own words.
8. It should be complete and self- contained.
9. Summary should be in only one paragraph.
10. Give suitable title to summary.

Instructions for Students:

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

Learning Activity:

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

Formal Education: Formal education is basically a practice of learning where a human learns basic, academic or some trade skills for his living. Formal education or formal learning initiates at the basic level. Further, it continues till the college or university level where people study bachelor and master courses. It comes under a certain combination of rules and regulations, and it may provide a formal degree after the completion of the course. It is provided by the teachers that are highly qualified and educated and are under strict discipline as well.

Informal Education: Informal education is the type of education where people are not studying in a specific school or a college. They do not use any specific learning method or technique. When a father teaches his son how to ride a bicycle or a mother teaches her daughter how to cook food, then these learnings fall under the category of Informal Education. A person

can get informal education by reading some books from any library or any educational website on the internet. However, unlike the formal education, informal education has no particular syllabus or any specific time period for learning.

Solved Activity:

Education is not an end but a means to an end. In other words, we do not educate children only for the purpose of educating them; the purpose is to make them fit for life. As soon as we realize this fact, we will understand that it is important to choose a system of education which will really prepare children for life.

In many modern countries it has for some time been fashionable to think that by free education for all- whether rich or poor, clever or stupid – on can solve all the problems of society and build a perfect nation. But we can already see that free education for all is not enough. Because we can find in such countries a large number of people with university degrees than there are jobs for them to fill.

But we have only to think for a moment to understand that the work of completely uneducated farmer is far more important than that of a professor. We can live without education, but we die if we have no food. If no one cleaned our streets and took the rubbish away, we would get terrible diseases.

In fact, when we say that all of us must be educated, we mean that all of us must educated in such a way that, first, each of us can do whatever job is suited to his brain and ability and secondly, that we can realize that all jobs are necessary for society and it is very bad to be ashamed of one's work or to scorn someone else's. Only such type of education can be called valuable to society.

Purpose of Education

The purpose of education is to make children fit for life. Some modern countries think that free education will solve all the problems. Rather free education has created unemployment among the educated and false sense of dignity. They consider it below dignity to do a 'low' work. But manual work is necessary. If food is not produced and street are not cleaned, we cannot live. We can dispense with intellectual work but not with manual work. So, education should teach work according to their capacity and ability and it is not good to be ashamed of any work because all jobs are necessary for society.

Practice:

Here, teacher should provide such passages from newspaper, story books, etc.
Ask the child to read and prepare a summary.
Write a short paragraph on any poem or lesson.

Extension Activity/Parallel Activity/Reinforcement:

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

- Write any event or accident in short that you know.

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

-Write a short passage on the event celebrated in your school.

Evaluation:

1. Do you understand the meaning of summary?
2. What is meant by theme?
3. Is title necessary to summary?

Diksha Video/ E-content QR code:

https://diksha.gov.in/play/content/do_31320929527493427212 69?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content

My take away/ Today I learnt:

1) Student learnt the process of summary.
2) Student learnt to understand important points.
3) Student learnt to tell the things in short.

Activity No. 3

Learning outcome/ Competency Statements: Summarize a story, conversation, play, informative speech or debate

Instructions for teachers and parents/facilitators:

1. Provide enough exposures for listening.
2. Motivate learners that they can speak in English.
3. Make learners habitual for using phrases and chunking words.
4. Create an English-speaking Eco- system in the class.
5. Conduct role play activities in the class.
6. Arrange debate on any interesting topic.
7. Form learners' club.
8. Assign the learners to complete some conversation or dialogues.

Instructions for Students:

Form groups.
2. Form learners' club.
3. Use phrases n chunking words while conversing.
4. Enrich vocabulary.
5. Read and understand the conversation.
6. Guess the missing dialogues, words or phrases in the dialogue writing.
7. Prepare on the given topic of debates.
8. Use dictionary for certain words for meaning and pronunciation.
9. Take active participation in role playing.
10. Develop the conversation by using your imagination.

Learning Activity:

Read the conversation andwrite summary on it. Give a suitable title to it.

Mike: Good Morning, John. I am Mike.

John: Good Morning.

Mike: How are you doing?

John: I am doing fine. Thank you.

Mike: How was the traffic coming over here?

John: I am so glad that the traffic was light this morning. No traffic jam and no accidents.

Mike: That is good. John, let's start the interview. Are you ready?

John: Yes, I am.

Mike: First of all, let me properly introduce myself. I am the Finance Department Manager. As you know there is an open position in my department, and I need to fill this position as soon as possible.

John: Please, tell me a little bit about the position.

Mike: It is an entry-level position. The new employee will have to work closely with the Accounting department. He will also have to deal with the bank on a daily basis.

John: What type of qualifications do you require?

Mike: I require a four-year college degree in Finance. Some working experience would be helpful.

John: What kind of experience are you looking for?

Mike: Doing office work is good. However, since this is an entry-level position, I do not require a lot of experience. I am willing to train the new person.

John: That is great!

Solved Activity:

Laurie: So, what are your plans for this weekend?

Christie: I don't know. Do you want to get together or something?

Sarah: How about going to see a movie?

Laurie: That sounds like a good idea. Maybe we should go out to eat.

Sarah: It is fine with me. Where do you want to meet?

Christie: Let's meet at Summer Pizza House. I have not gone there for a long time.

Laurie: Good idea again. I heard they just came up with a new pizza. It should be good because Summer Pizza House always has the best pizza in town.

Sarah: When should we meet?

Christie: Well, the movie is shown at 2:00PM, 4:00PM, 6:00PM and 8:00PM.

Laurie: Why don't we go to the 2:00PM show? We can meet at Summer Pizza House at noon. That will give us plenty of time to enjoy our pizza.

Sarah: My cousin Karen is in town. Can I bring her along? I hate to leave her home alone.

Christie: Karen is in town? Yes, bring her along.

Sarah: She will be happy to meet both of you again.
OK Bye! See you all.

Summary on above conversation.

WEEKEND PLANS

Here three friends Laurie, Christie, and Sarah are making plans for the coming weekend.Laurie is asking about what to do in the weekend.
Sarah is suggesting watching and enjoying a movie. All three friends agree with her and decided to watch a movie. They decided to meet at
Summer Pizza House and also enjoy delicious Pizza too. Thus, three friends planned their weekend.

Practice:

-Complete the dialogues by using phrases n dialogues given in the bracket. And write summary on it.

(How are you? ,What about you? , through online , studies going on)

Minu:- Hello Nilu.___?
Nilu:- I'm fine dear,____ ?
Minu:- Me too fine. How are your ____ ?
Nilu :- My studies are going well. Due to pandemic, classes are being conducted online.
Minu:- Yes Nilu. I'm also studying _____
Nilu:- We are facing the same situation.

Extension Activity/Parallel Activity/Reinforcement:

Find more dialogues on internet and summarize it. Give it suitable title to it.

Evaluation:

Do you understand how to write a summary? Select any lesson from your textbook and summarize it.

Diksha Video/ E-content QR code:

https://diksha.gov.in/play/content/do_31320929527493427212 69?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content

My take away/ Today I learnt:

Student learnt to summarize the conversation.

Competency / LO statement 3 :Reflect on what is heard / presented

Activity 1

Learning Outcomes/ Competency Statement	Reflect on what is heard / presented
Instructions for teachers / parents / facilitators	**Teachers/Parents/ facilitators …..** 1.Make the learners to read the story and present it. 2.Encourage learners to participate in storytelling. 3 Help learners in different activities. 4. Make the learners to reflect on their presentation and write their experience in notebooks.
Instructions for students	1.Listen carefully all the instructions 2. Read the story silently and present it with proper intonation. 3. Reflect over storytelling and write your experience in your notebooks.
Learning Activities	**<u>Activity</u>:** **Read the story given below and 'retell' it in your mother tongue. When you 'retell' a story, you tell it using your style and not translate it word by word.** **Honesty** Honesty is always telling the truth. It is about being trustworthy and loyal. There are many ways to show honesty. Manav was the classroom's money collector for special events. Whenever the classroom did a collection and gathered money, the class trusted Manav to do it. If he found a penny on the ground, he tried to find the owner. He wouldn't take a cent that wasn't his! Manav was very honest. Meena always told the truth, no matter what. She wouldn't even lie when an oppressor wanted her to lie about what she'd seen her do! All of Meena's friends wouldn't let anything happen to her, either. They all loved Meena being so honest. Story by **Andrew Frinkle**

<table>
<tr><td></td><td>Think and write about storytelling experience.
<table><tr><th>What happened?</th><th>What can I do next time?</th></tr><tr><td>1.</td><td>1.</td></tr><tr><td>2.</td><td>2.</td></tr><tr><td>3.</td><td>3.</td></tr><tr><td>4.</td><td>4.</td></tr><tr><td>5.</td><td>5.</td></tr></table></td></tr>
<tr><td>Solved Activities</td><td>e.g.
<table><tr><th>What happened?</th><th>What can I do next time?</th></tr><tr><td>1. I had lack of confidence.</td><td>1. I will prepare well and present with confidence.</td></tr><tr><td>2.</td><td>2.</td></tr><tr><td>3.</td><td>3.</td></tr><tr><td>4.</td><td>4.</td></tr><tr><td>5.</td><td>5.</td></tr></table></td></tr>
<tr><td>Practice</td><td>Read the story from My English Coursebook standard Nine, page no. 83 and retell the story in mother tongue. Later think over, how you narrated it.</td></tr>
<tr><td>Extension Activities</td><td>1. Imagine you meet Manav. Ask him to tell his experiences about collecting money.
2. Collect and write such type of short stories in your notebook.</td></tr>
<tr><td>Evaluation</td><td>Based on the active participation, responses.</td></tr>
<tr><td>Diksha Video/ E- content QR Code</td><td>https://diksha.gov.in/play/collection/do_31252660003235430424129 2?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31260463145141862421904 2</td></tr>
<tr><td>Textbook Reference</td><td>My English Coursebook Standard Nine
Page No. 23, 70, 80.</td></tr>
<tr><td>Difficulty level</td><td>Challenging</td></tr>
</table>

Activity No 2

- **Learning Outcomes/ Competency Statement :Reflect on what is heard / presented**

Standard	10th (Bridging 9-10)
Subject	English
Learning Outcomes/ Competency Statement	Reflect on what is heard / presented
Instructions for teachers / a / facilitators	**Teachers/Parents/ facilitators …..** 1) Reads the story loudly with proper tone and intonation. 2) Makes the learners to listen to it withproper attention. 3) Makes the learners understand the role changing of characters in the story. 4) Makes the learners to close their eyes and think for three minutesover the story they listened. 5) Makes the learners to reflect over the story with the help of given points.
Instructions for students	1) Listen to the story carefully. 2)Understand the role changing of characters in the story. 3) Close your eyes for three minutes and think over the story. 4)Reflect over the listened story with the help of the given points

Learning Activities	**Activity: Listen, think and reflect.** **You are genius!** There is a story about how Albert Einstein was traveling to universities, giving lectures on his famous theory of relativity. One day while on their way to a university, The driver said:" Dr. Einstein, I've heard that lecture more than 30 times. I have learned it by heart and bet I could give it myself." "Well, I'll give you the chance," said Einstein, "They don't know me at the next school, so when we get there, I'll put on your cap and you introduce yourself as me and give the lecture." Einstein continued. At the hall, the driver gave Einstein's lecture so wonderfully that he didn't make any mistakes. When he finished, he started to leave, but one of the professors stopped him and asked him a question which was very difficult. The aim of the question was not gaining knowledge but embarrassing Einstein. The driver thought fast. "The answer to that problem is so simple," he said, "I'm surprised you have to ask me. In fact, to show you just how simple it is, I'm going to ask my driver to come up here and answer your question."! Then Einstein stood up and gave an incredible answer to the question of that professor. While traveling back home Dr. Einstein said to his driver, "You are genius". **Write your story listening experience with the help of the following points:** 1)Type of story is…….. (Realistic / Imaginary / fable) 2) The Qualities of Einstein I like. …… 3) Qualities of the driver in the I like…….

	4) If I were in place of Einstein What I would do…. 5) Write the moral of the story.
Solved Activities	eg. **Moral of the story**: No matter how genius you pretend to be, there is always someone who is more genius than you despite his position. **Qualities of Einstein I like:** Humble, Calm, down to earth, respect for others etc.
Practice	Read the story from **My English Coursebook standard Nine, page no.** 6 to 9 and think and answer the questions given below…. 1) Do you think the school in the 'book' will exist in future? 2) Do you agree with the concept of the story?
Extension Activities	With the help of internet, find an audio story book, listen a story from it. Think over it and write a **review** of the story.
Evaluation	Based on the active participation, responses.
Diksha Video/ E- content QR Code	https://diksha.gov.in/play/collection/do_31252660003235430424129 2?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_co ntent&contentId=do_31300648257767014413 0
My take away / Today I learnt	
Textbook Reference	**My English Coursebook Standard Nine** Page No. 6 to 9.
Difficulty level	**Challenging**

Competency / LO statement4 : Initiative a conversation in English

Activity No. 1

Learning Outcomes: To enable students to communicate in better way.

Instructions for teachers and parents/facilitator:-

- check hidden emotions of students.

- observe facial expressions changed according to instructions and joy at the end of the activity.

-observe the way of talking and confidence through tone of voice.

Instructions for students:-

- students will try their best to express their emotions according to the situations.

-Students will enjoy liberty of joy and entertainment.

Learning Activity:- Match the pairs.

(1) Wow! What a beautiful location it is.	A.
(2) Great! Nice work you have done.	B..
(3) OMG! He is Covid Positive .	C.
(4) Sorry! I'm late.	D.

Solved Activity/Demo:-

- The teacher will instruct the students to match the proper emoji with given statements.

Practice:

- why do you select emoji 'C' for statement 4.

- which kind of emotion you conclude by the statement 2. and. Why?

-State; Agree or Disagree

We need different kinds of tone, expression and words to express different emotions?

- what is the most important segment for for proper conversation?

Extension Activity:-

Teacher will instruct students to make a list of sentences with various emotions and present them into class room.

Parallel Activity:-

Form groups and present conversation between two groups to present different Circumstances.

Evaluation:-

Teacher will check the facial expressions and body language , vocabulary, and proper selection of expression for particular situations.

Competency / LO statement 5 : Talk about one's opinion, point of view, present an argument.

Activity No. 1

Learning outcome/Competency statement No -5:-
Talk about one's opinion, point of view, present an argument.

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

A) Encourage learners to speak and write without burden.
B) Help learners to get proper words/phrases to express his/her thought.
D) Ask student to read transcript of weekend of two friends to give his opinion.
E) Support students to give his opinion about two weekends.

- **Instruction for the students:-**

A) Listen the instructions of teacher and act accordingly.
B) Read the given instruction very carefully.
C) Give your opinion about weekends of two friends.

- **Learning activity :-**

Teacher asks students to read the transcript of two weekends of two friends and asks them to give opinion about whose weekend is more joyful? Why?
Teachers motivate learners to read and understand the transcripts of two friends.

Transcript of Advika .

Hello guys, I am Advika I live in a small village Adgaon . Friends, I am very excited to tell you about my weekend. We celebrated birthday of my grandmother. My grandmother is my very close friend. We went to forest to watch different flowers, lakes, birds and animals. It was really amazing. My grandmother gave me a book which is based on the beauty of and importance of forest.

Transcript of Utkarsh

Hello friends, I am Utkarsh , I live in a metropolitan city . It was nice. I played chess with my sister. we watched a movie .it was lockdown time. it was so strict so we could not go outside to mall to buy clothes, books and food items.
I phoned to my friends to send me copies of good books for reading. They sent me books in PDF form. I read one book.

- Teacher asks learners to listen/read two short transcripts and asks students to give his/her opinion about it.
- Teachers asks open ended question.
- Teacher inspires student to express themselves without hesitation.
- Student listens /read two short transcripts very carefully.

- **Demo/solved activity :-**

Teacher supports learners to comprehend transcripts by giving one demo of activity.

- Teacher gives demo.
  He asks question based on their past experience.
  Eg. Tell me why do you celebrate your birthday?

- **Practice:-**
  -Teacher motivates learners to practice on given activity task.
  - Students listen teacher's instruction and try to answer to the asked question.

- **Extension activity :-**
  Write an essay on the topic of "My experience in boring time of COVID-19"
  - Students pen down question 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.
  - Eg. Did you like the weekend experiencesof Advika or Utkarsh?
  - How do you celebrate you last Independence Day?
    (Teacher checks students written answers and supports to reflect correctly)

- **My take away points:-**
  - Tick the points which you learnt from this activity.
    1) To opine about previous experiences.
    2) To narrate past event.

ACTIVITY NO-2

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

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

A) Encourage learners to speak and write without burden.
B) Help learners to get proper words/phrases to express his/her thought.
D) Ask student to read transcript of weekend of two friends to give his opinion.
E) Support students to give his opinion about profile of pen friend.

- **Instruction for the students:-**

D) Listen the instructions of teacher and act accordingly.
E) Read the given instruction very carefully.
F) Give your opinion about profile of pen friend.

- **Learning activity :-**
  Teacher asks students to read the profile of pen friend.
  Teachers motivate learners to read and understand the profile of pen friend.
  Profile of Kunal

  Hello friends , here I am showing you a profile of Kunal who is my the best friend.
  - His name is Kunal
  - Address : He lives in a small town Loni. It is near a beautiful hill station.
  - Date of Birth: - 14 September is his date of birth.
  - His hobby: - his hobby is visiting forest and to take the photos of

birds and animals. He also likes to sing songs in his free time. He does not like to spend more time in watching movies and cartoons. He always spends his time in the company of birds and domestic animals. He likes to wander in the forest to take photos of rare birds and animals.

- He does not have many friends because he rarely gives time to others.
- His favourite subject is English literature, I like only Indian literature.
  His favourite movie is 'Tare Zameen Par'.
  - Teacher asks learners to read given information of Kunal and asks them to give their opinion about the profile.
- Teacher asks open ended question.
- Teacher inspires student to explore themselves without hesitation
- **Questions :-**

A) Do you like the profile of Kunal? Why?
B) Kunal does not have many friends. Is it good or bad? Why?
C) His favourite movie is 'Tare Zameen Par' what might be the reason?

Students readagain the whole profile of Kunal and express their opinion about it.

- **Demo/solved activity :-**

Teacher supports learners to comprehend profile Information of Kunal by giving one demo of activity.

Teacher tells information about one imaginative profile and asks some open-ended questions based on the profile.
Eg. In this profile Mr./Ms……likes to read only nature poems.
Could you guess what might be the reasons?
What is opinion about his/ her hobby and interest?
-Students listen the whole information very carefully.
- They try to give answers to asked questions.

- **Practice:-**

-Teacher motivates learners to practice given activity task.
- Students listen teacher's instruction and try to answer to asked questions.
Teacher supports them by giving some useful phrases.
Eg. In my opinion….
I agree…
I think….

- **Extension activity :-**

Write your profile and share with friends.
- Comment on the profile of your friend.

- **Evaluation :-**
  - Teacher asks some questions based on the written or spoken opinions of the students.
    1. 'Kunal likes to take photos of rare animal and birds.' Write your opinion about Kunal's hobby.

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

- **My take away points:-**
  - Tick the points which you learnt from this activity.
    1) I learnt to express my opinion about any information.
    2) I am able to express my feeling, emotion and thoughts about any situation and information.

Activity No. 3

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

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

A) Encourage learners to speak and write without burden.
B) Help learners to get proper words/phrases to express his/her thought.
D) Ask student to read transcript of opinions expressed in debate competition.
E) Support students to give his opinion about expressed points in debate.

- **Instruction for the students:-**

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

- **Learning activity :-**

Teacher asks students to read the transcript of debate competition.

Teachers motivate learners to read and understand the points of debate competition.

Debate points of Pratiksha.

Hello friends , I am Pratiksha from Akot .
Friends I am given the topic of should we use social media or not".
here I am telling you the benefits of Social media.
benefits of social media :

- It has been one of the fundamental needs of all.
- It is an excellent platform to make relation.
- We can get required educational information from it.
- We can connect with friends, different groups with same interest.
- It helps to complete our study.
- Useful platform to publish our books, channels etc.

Friends above points are enough to tell you the benefits of Social media.

Debate Points of Sidhant.

Friends as my friends told us many essentional points social media. I am Sidhant, from Vaijapur to tell you the disadvantages of Social

Media .

- It reduces face to face communication.
- Possibility of emotional depression when it is used excessively.
- Possibility of negative thoughts of worse messages.
- There is great possibility of social isolation.
- Affects social and emotional feeling.
- Use of social media reduces your family quality time.

- **Demo/solved activity :-**

  Teacher supports learners to comprehend debate points of both participants. He gives demo of debate competition. He gives them activity task and supports them to solve it.

  Eg. Pratima sees cartoons serial a lot and she argues that it makes her happy and she likes it a lot.

  -whereas Pranitee is against to give more time to see cartoon serial, she tells that it is waste of time .
- Teacher gives above demo by using role play.
- He asks all students to give their opinions about it.
- Students try to complete all tasks by observing demo/ roleplay.

- **Practice:-**

  -Teacher motivates learners to practice on given activity task.

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

  Teacher supports them by giving some useful phrases.

  Eg. In my opinion….

  I agree…

  I think….

  Students listen all points carefully and try to give their opinions, about Social Media".

- **Extension activity :-**
- **Teacher gives them an extension activity.**
- **Teacher tells them to write their opinion about following subject.**
- **What do you think about "giving too much time to playing video games?"**

  Students write their opinions and share with their friends.

- **Evaluation :-**
  - Teacher asks some questions based on the written or spoken opinions of the students.
  - Pratiksha likes to use social media platform for better reasons. She gives

benefits of using social media.

- Sidhant does not like to social media. he considers it is waste of time. teachers supports all students to comprehend all points.
- He gives them one activity task.
- Activity task :-
- Write your opinion about why should we use Social media platform?

2.

- **DIKSHA Video/E-content QR Coad**
- **My take away points :-**
  - Tick the points which you learnt from this activity.
    3) I learnt to express my opinion about any expressed points of debate.
    4) I am able to express my feeling, emotion and thoughts about any topic of discussion and information.

Competency / LO statement 6 : Explain a concept and problem.

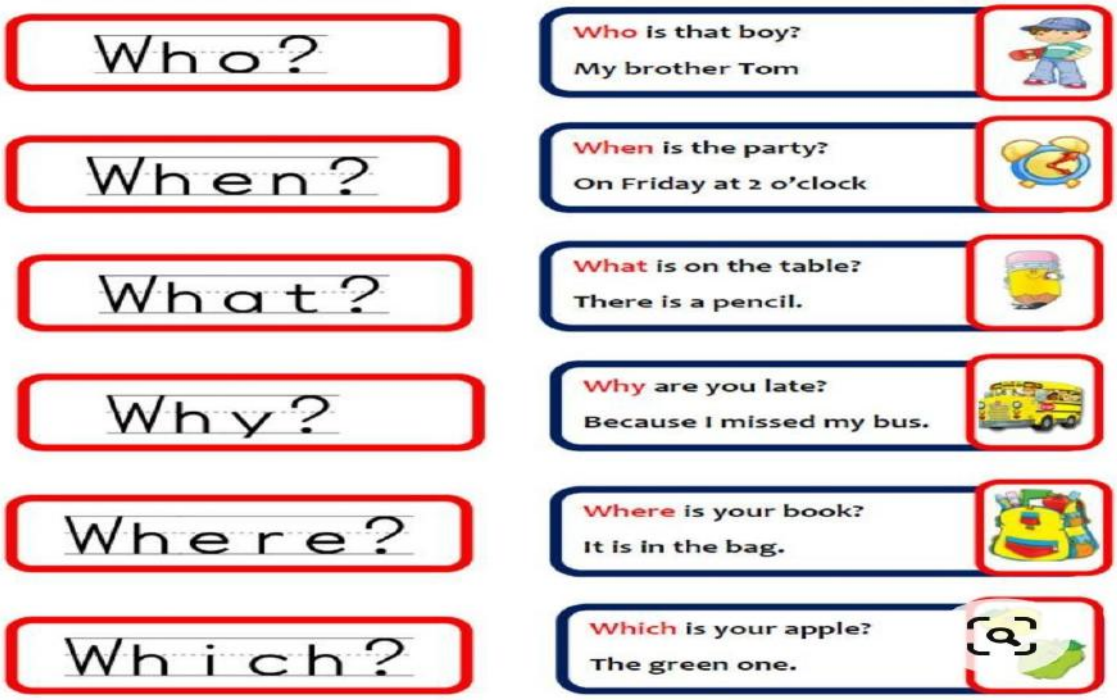
Activity No. 1

Make the students aware of the structure of the questions.

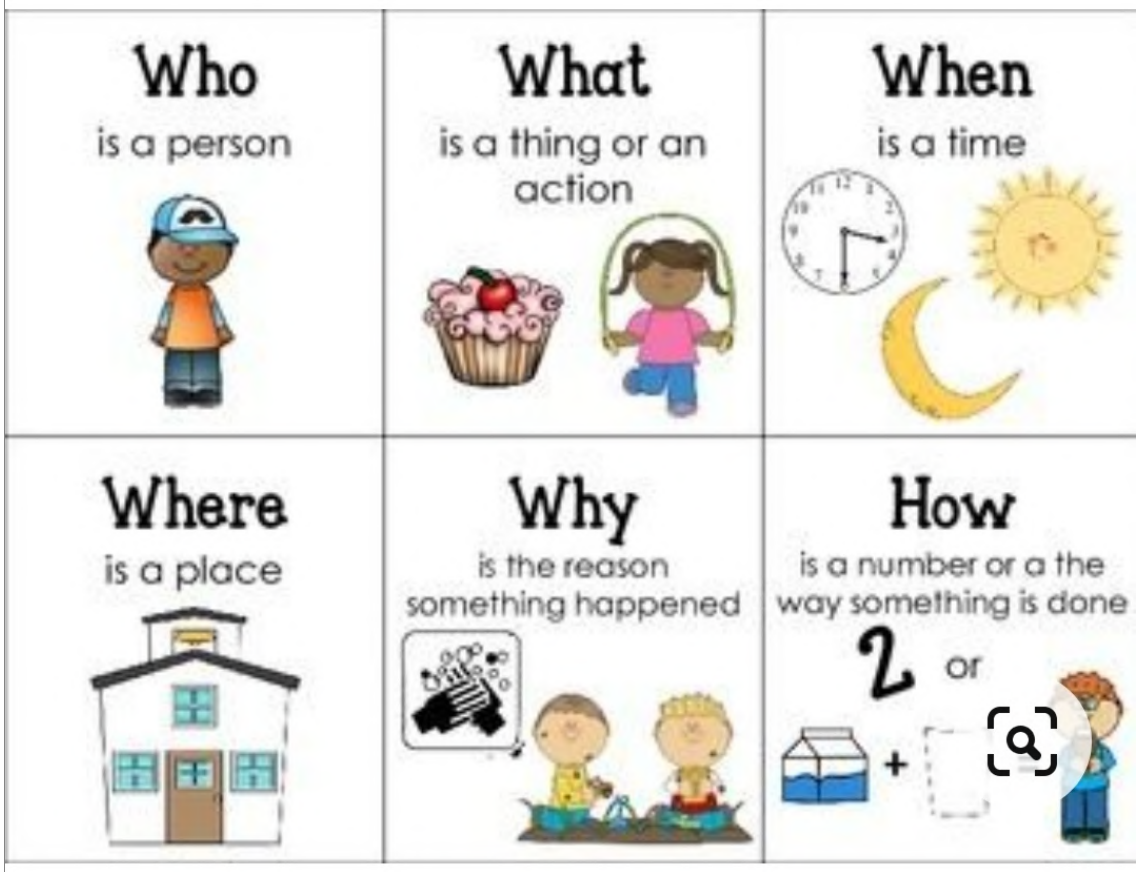
Instructions for teachers and parents /facilitators:
Check whether the students are familiar with wh- type words
Ask the meaning and use of wh-words.
Elicit some sentences beginning with wh-words.
Encourage them to revise the structure of wh-type questions.

Try to remember the wh words.
Make a list of whwords .
Write the meaning of wh word.
Try to relate their function. Write down the structure.

Learning Activity:
STRUCTURE; wh word + hp verb + m + M verb + S + Rp ?
Activity 1



Activity 2



Activity 3

Ask Me Two Questions!

Guess what? I just got a puppy!
1. _____
2. _____

I am so tired after everything I did today.
1. _____
2. _____

Marcus is in the hospital.
1. _____
2. _____

My dad is in California this week.
1. _____
2. _____

My sister didn't go to school today.
1. _____
2. _____

I didn't get what I wanted for Christmas.
1. _____
2. _____

My birthday is next week!
1. _____
2. _____

Solved Activity/ Demo:

The teacher will ask the students to come out with questionswithwh words by giving them hints.

Practice:

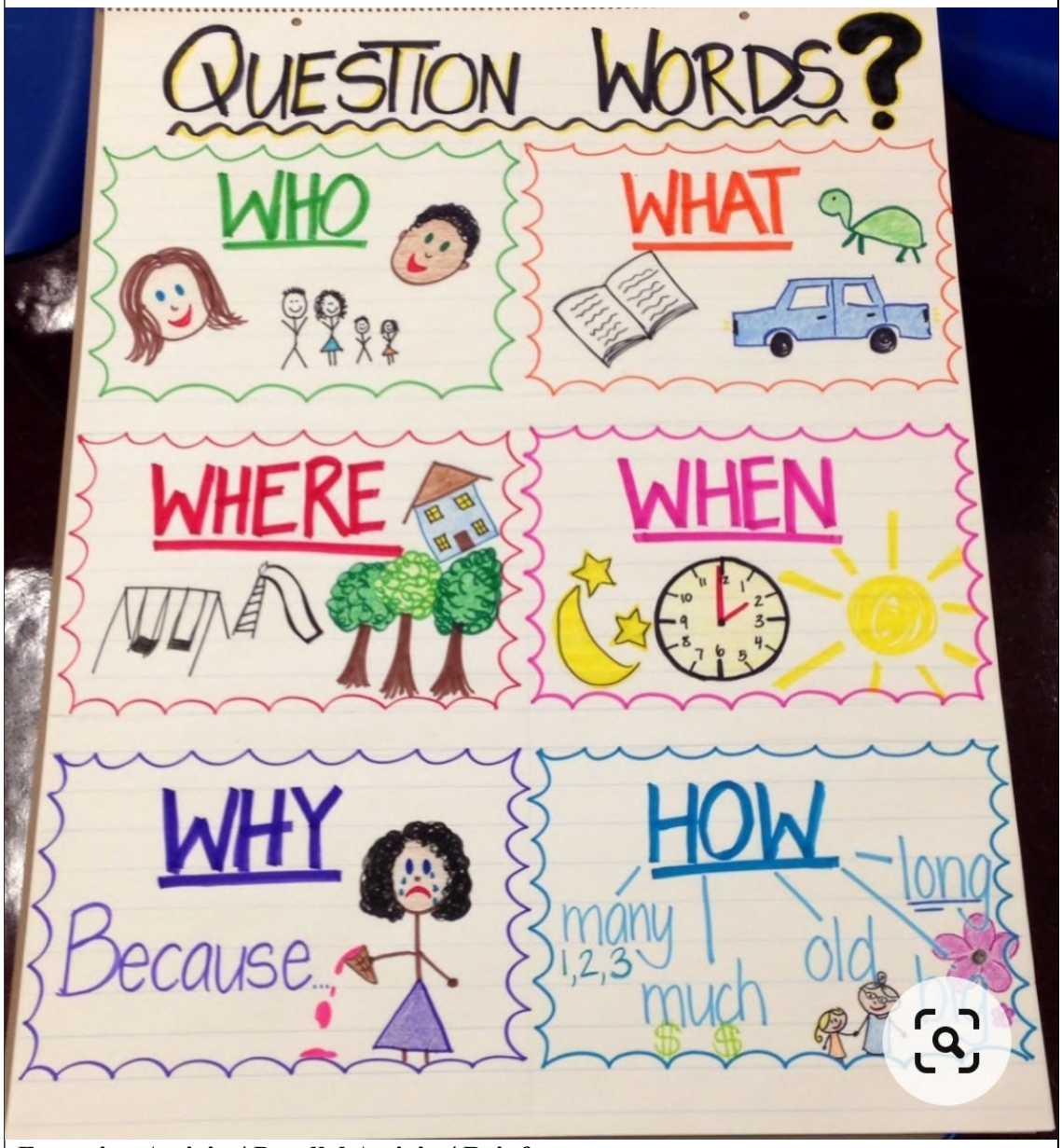
Similar activities will be given.

1, Match the following.

2. Fill in the blanks,

3. Framing the questions.

Example:



Extension Activity/ Parallel Activity/ Reinforcement:

Teacher will ask the students to make a list of wh words and construct questions with it.

Evaluation:

The teachers will give some sentences with underlined portions as answers and ask the students to frame wh type questions for them.

My take away/Today I learnt:

The student will be able to relate the wh words with their functions.

The student will be able to frame wh type questions.

Activity 2

Learning Outcomes/ Competency Statements:
To enable students to frame wh questions after looking at a picture or reading a text

Instructions for teachers and parents /facilitators:
Check whether the students can say the questions related to a topic with different wh words.
Ask the structure of the questions.
See if they can relate the wh word with their function.

Instructions for students:
Try to relate the wh words to the given advertisement.
Make a list of wh questions.

Learning Activity:

ACTIVIY 1:
Complete the following questions
1, Who…….?
2, Where……..?
3. What…….?
4. Why……?
5. When…….?

ACTIVITY 2:
Frame 5 questions related to the advertisement given below.



Activity 3:
Write 5 questions to be asked on the passage give below.

Once upon a time, in a desert far away, there was a rose who was so proud of her beautiful looks. Her only complaint was growing next to an ugly cactus.

Every day, the beautiful rose would insult and mock the cactus on his looks, all while the cactus remained quiet. All the other plants nearby tried to make the rose see sense, but she was too swayed by her own looks.

One scorching summer, the desert became dry, and there was no water left for the plants. The rose quickly began to wilt. Her beautiful petals dried up, losing their lush color.

Solved Activity/ Demo:
The teacher will give a short paragraph and ask the students to frame wh questions on the content.

Practice:

1. **Two more advertisements will be given.**





2. One passage will be given.

One Sunday morning I received an invitation from a friend of mine Mr. Sudhir, as I had come from the U.K. back to my native land. I got up early in the morning and started preparing myself. My sister gave me a cup of tea early in the morning. Then I took my bath, and got ready. My sister then again asked me to take some snacks and tea but I refused to take as I was very anxious in getting to my friend's house. She kept insisting me to take a heavy breakfast but I did not care for it. I walked out to the Bus Stop. Soon a bus came and I got into it and asked the conductor for a ticket for Babar Lane. The conductor frowned at me saying "This bus is not going to Babar Lane. It s going in the reverse direction, you can get down at the next stop and catch another bus." I was baffled for some time at this sudden bit of information. Then I alighted from the bus and again waited for the next bus for Babar Lane.

3. Some sentences will be given with underlined answers.

Extension Activity/ Parallel Activity/ Reinforcement:
Teacher will ask the students to make a list of questions related to their life.
Example:

1. **Where do you live?**
2. **…….?**

Evaluation:

1. **A short story will be given on which the students will have to frame questions.**
2. **Teacher will give some sentences with a blank in the place of wh word the students will fill them.**
3. **Teacher will give sentences with underlined portions for which the students will frame questions.**

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

The student will be able to frame wh questions as well as ask them.

Activity 3

Learning Outcomes/ Competency Statements:
To enable students to understand the different context in which wh word can occur.

Instructions for teachers and parents /facilitators:

1. Check whether the students know that wh word can occur in different contexts.
2. Ask them the different contexts.
3. Elicit different sentences for different contexts.
4. Explain the context with diagram.

Instructions for students:

1. Make sentences with the punctuations ?and !
2. Write sentences with wh words that are neither questions nor exclamations.
3. Recognize sentences which are
   a. questions
   b. exclamations
   c. declarations

Learning Activity:
ACTIVITY 1:
Recognize and write whether the sentence is exclamative, declarative or narrative.

1. Where do you keep your books?
2. How kind the old woman is!
3. When he was young, he lived in LONDON.

ACTIVITY 2:
Frame interrogative, exclamatory and declarative sentences (2 each)

Solved Activity/ Demo:
The teacher will ask the students examples of each three types of whsentences .
The teachers will give examples and hints.

Practice:
Similar activities will be carried out for practice

Extension Activity/ Parallel Activity/ Reinforcement:

1. **Group work – students will make groups and make a list of declarative,narrative and exclamative sentences.**
2. **Pair activity---- students will give each other a situation and ask sentences with wh word on it.**
3. **Teacher will give them some more examples.**

Evaluation:
Students are able to evaluate all three types of sentences taught to them.
Students are able to construct wh questions
Students are able to convers using the wh sentences.

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

--Students construct wh questions on given situations.

---Students the different context in which wh word can occur.

Competency / LO statement 7: Communicate pleasure, appreciation and support politely.

Activity No. 1

Instructions for teachers, parents and facilitators - Explain the nature of activity. -Ask students to read the dialogue properly. -Encourage the learners. -Parents give the additional information.
Instructions for students - Read the following dialogue carefully. -Take the help of parents,friends,and teachers if necessary. -Take active participation.
Learning activity **Read the following dialogue carefully and do the activities**
Teacher: Hello dear, why are you so serious? Student: Teacher, because of this pandemic situation. Teacher : What happened? Student : I am worried about my 10^{th} std. Teacher : Don't worry , I will clear everything through online education . Student : Ok teacher. But if I have a doubt then? Teacher : Then you may call me anytime . Student : (Happily) It will be the best solution teacher . Teacher : Ok. Take care. Student: Thanks teacher.
Questions :- 1) What type of text is this? 2) Why the student is worried? 3) Who is supporting the home?
Solved activity / Demo **Facilitator shows a demo of the activity.** He asks to read the following dialogue carefully and ask to find out the support.
Teacher : Do you study regularly?
Students : Yes Teacher. I do my homework in time.
Teacher : Only homework, what about your actual study?
Student : I don't get sufficient time.
Teacher : Then, you have to prepare your own study time table. It is also called as study planner.

Student : Sir, will you help me to plan this?
Teacher : Sure, I will help you.
Student : Thank you.

Questions 1) What do you find in this conversation?
Answer :- I find that teacher is helping to the students about study.

3) Who is not getting sufficient time to study?
4) Answer :- The student is not getting sufficient time to study.
5) 3) What does the teacher ask to prepare?
6) Answer:- The teacher asks to prepare study planner.

Practice :
Facilitator gives following dialogue and asks to understand the communicating support politely.
Ram: What's wrong with you?
Sham : I have got less marks.
Ram : Hey! Nothing to worry. Only getting marks is not important.
Sham : Then, what is important?
Ram : You are very good in sports. You see your strength there.
Questions 1.What do you find in this dialogue? 2. Is it possible communicate lonely? 3. Why is Sham worried?
Extension Activity/Parallel Activity/Reinforcement: -Complete the following dialogue to find out support and encouragement.
Mahesh : Do your parents scold you?
Satish : _____
Mahesh : How do they encourage when you are in dismay?
Satish : _____
DIKSHA Video/E-content QR code :

Evaluation :-
Find out such type of communication from course book and try to communicate.
Take away tips/What I learn.

Activity 2

Competency Statements Communicate Pleasure, appreciationand support politely.
Instructions for teachers, parents and facilitators - Explain the nature of activity. - Ask students to read the dialogue properly. - Encourage the learners. - Parents give the additional information.
Instructions for students - Read the following dialogue carefully. - Take the help of parents, friends, and teachers if necessary. - Take active participation.
Learning activity **Read the following dialogue carefully to find out appreciation.**
Mother : Hello dear, what are you writing everyday?
Son: Mother, please see my notes.
Mother : Ok, Show me. Hey, these are the notes.
Son : Yes, I have prepared as my own.
Mother : Oh, really. Bravo!
Son : Thanks Mom, see my key points on each topic. Mother: Wow!, Very nice. Keep it up!
Questions : 1. What do you see in this dialogue?
2. Is it an appreciation or threatening?
Solved activity / Demo **Facilitator shows a demo of the activity.** He asks to read the following dialogue and ask to find theappreciation.
Grandfather :Sonu, what are you doing?
Sonu: Nothing Grandpa. Feeding the birds and putting water in water feeder.

Grandfather : Very nice beta.

Sonu : Grandpa, look here. See these birds. They are coming here everyday.
Grandfather: Oh, really. Nice to see them!

Sonu : Even, I have encouraged to my friends to take care of birds and animals.

Grandfather : Feeling proud Sonu. You are being friendly with the eco-system or environment.
Sonu : Thank you grandpa.

Questions.
1. Who is appreciating to whom?

Answer : Grandfather is appreciating to his grandson Sonu.
2. Which thing did you like the most in this dialogue?

Answer : Being friendly with the eco-system or environment.

Practice :

Following dialogue is a very good piece of appreciation in different way, read it carefully and complete the dialogue.

Mahesh : Why are you too late?

Rakesh : Sorry brother. I was in hospital.
Mahesh: Why? What happened?

Rakesh ; Nothing to worry now. When I was coming, I found one beggar lying on the road … … …

Activity 3

Instructions for teachers, parents and facilitators - Explain the nature of activity. - Ask students to read the dialogue properly. - Encourage the learners. - Parents give the additional information.
Instructions for students - Read the following dialogue carefully. - Take the help of parents, friends, and teachers if necessary. - Take active participation.
Learning activity **Read the following dialogue carefully. Initially you will find displeasure but in that also you will find pleasure and support at the end.**
Vicky: Hey dear, What happened? Rohan: Nothing yaar. I am attending online classes, but I don't understand Maths.
Vicky : Don't worry, we will help you.
Rohan : Its ok, but what about my doubts? Vicky: nothing to worry, we will take help of our Maths teacher Gawade sir.
Rohan : But will he give the time. Vicky: Yes of course. He was saying in the morning online class. Rohan: Thanks yaar, it will be better for me. Questions. 1. What type of dialogue is this? Is it an appreciation or supporting?
2. What is the theme of the dialogue?
Solved activity / Demo **Facilitator shows a demo of the activity.** He asks to read the following dialogue and ask to find thepleasure in communication.
Sister :Why are you looking upset, brother?
Brother : I am getting totally bored.
Sister : What is the reason?
Brother : I want to go to school, meet my friends and enjoy with them.
Sister : I can understand, but the situation is too worst.
Brother : I know, but at least ……..

Sister : No, we should not go out. Our lives are important. Government is also taking extra care. Brother : I do agree. But when this situation will change.
Sister : My dear, We have to wait for some days.
Brother : I agree with you. I hope that this situation will change and everything will be normal.
Questions :
1. Do you find any displeasure, what is that?
Answer ; The brother is getting annoyed continuously being at home.
2.Who is supporting to whom?
Answer: Sister is supporting to her brother.

3.Does it have hopeful ending?
Answer : Yes. It has hopeful ending and everything will be normal.

Practice :
Facilitator gives following dialogue and asks to understand the pleasure and support in it.
Uncle :Sanju, how are you?
Sanju : Fine Uncle.
Uncle : What about your school, when is it going to re-open?
Sanju : Can't say anything uncle. Because of that I am in too much tension.
Uncle : Nothing to worry beta. Just relax.
Sanju : Uncle ; Papa is always asking about study and expecting more than 95%.
Uncle : Oh, that's why you are in tension.
Sanju : Yes. Tell, what should I do?
Uncle : You are good in studies. You know your potential…. Be confident and study regularly. Sanju : Ok. Thanks, Uncle, for the support.
Question :
1. What type of dialogue is this?
Answer : This dialogue is about supporting in displeasure situation. 2. Why is Sanju in tension?
Answer :Sanju is in tension because of his study and getting more than 95%.

Extension Activity/Parallel Activity/Reinforcement:- Read the following dialogue and find out how two friends helping each other.
Sham : I am not getting my mobile. Ram : Then it's very good ! Don't be to much in mobile.Sham : I am serious , yaar. I have my English online class. Ram :Ohh! Ok wait. I will help to search your mobile. Sham : But I have very less time . Ram : Ok. You may use my mobile phone. Sham : Thanks Ram. It will be very easy now.
DIKSHA Video/E-content QR code :
Evaluation :-
Find out such type of dialogue from the coursebook and find out the pleasure and support in it.
Take away tips/What I learn.

Competency / LO statement 8:
Read carefully to understand a new concept / idea.

Activity No 1

Instructions for teachers and parents /facilitators:

- Ask the students to read the passage carefully to get its central idea.

Instructions for students:

- Read the given passage carefully and write its central idea in a sentence.

Learning Activity:
Read the given passage carefully and write its central idea in a sentence.

Forgiveness is a choice one makes over and over again. It can be a fresh perspective or a healthy distance; like a quiet room with a view onto the world of complexity and conflict. Forgiveness can be a gift to yourself or to others, it may be something you receive, but it can also be a quality that describes a relationship where one must be capable of self-forgiveness in order to forgive others.

Practice Activity:

Read any passage from the textbook / book/ newspaper and write the central idea in one sentence.

Solved Activity / Demo:
Read the given passage carefully and write its central idea in a sentence.

Form filling is a skill. It is a functional skill and a life skill. Today, a big amount of data is collected offline and online through forms. From a tedious task to an interesting task, the online tools have made form filling a unique experience. We will see how offline and online forms are filled and what steps are followed and what care is taken while filling the forms.

Central idea- The passage informs about importance of form filling.

Extension Activity/ Parallel Activity/ Reinforcement:
Read the given passage carefully and write its central idea in a sentence.

Motivation is the process that initiates, guides, and maintains goal-oriented behaviors. ... Motivation involves the biological, emotional, social, and cognitive forces that activate behavior. In everyday usage, the term "motivation" is frequently used to describe why a person does something.

Evaluation:

Ask the students to read the given passage to find out it's central idea.

DIKSHA Video/ E-content QR code / Link:

My take away/Today I learnt:
To find out the central idea of the given passage through reading it.

Activity No 2

Instructions for teachers and parents /facilitators:

- Ask the students to read the passage carefully.
- Ask them to solve the given task by referring the given text.

Instructions for students:

- Read the given passage carefully.
- In Task- 1, match the contents of Group A with Group B.
- In Task- 2, state whether the given statements are true or false.

Learning Activity:

Read the following passage and complete the tasks given below.

Hi Lucia

How are you? It was so nice to meet you last week in Sydney at the sales meeting. How was the rest of your trip? Did you see any kangaroos? I hope you got home to Mexico City OK.

Anyway, I have the documents about the new Berlin offices. We're going to be open in three months. I moved here from London just last week. They are very nice offices, and the location is perfect. There are lots of restaurants, cafés and banks in the area. There's also public transport; we are next to a U-Bahn (that is the name for the metro here). Maybe you can come and see them one day? I would love to show you Berlin, especially in the winter. You said you have never seen snow – you will see lots here!

Here's a photo of you and me at the restaurant in Sydney. That was a very fun night! Remember the singing Englishman? Crazy! Please send me any other photos you have of that night. Good memories.

Please give me your email address and I will send you the documents.

Bye for now

Mikel

Task 1 - Match the following

Group A- Places	Group B- Sentences
1. Berlin	a. Mikel and Lucia met here.
2. London	b. Mikel's new offices are here.
3. Mexico City	c. Mikel used to live here.
4. Sydney	d. Lucia lives here.

Task 2- State whether the sentences are true or false

1. Mikel and Lucia were friends from school.
2. They work for a company that sells things.
3. The new offices are in a very good location.
4. There is a metro next to the offices.

Practice Activity:

Read any message from social media and prepare similar tasks on the read message.

Solved Activity / Demo:

Read the following passage and complete the tasks given below.

The young seagull was alone on his **ledge**. His two brothers and his sister had already flown away the day before. He had been afraid to fly with them. Somehow when he had taken a little run forward to the **brink** of the ledge and attempted to flap his wings he became afraid. The great expanse of sea stretched down beneath, and it was such a long way down – miles down. He felt certain that his wings would never support him; so he bent his head and ran away back to the little hole under the ledge where he slept at night. Even when each of his brothers and his little sister, whose wings were far shorter than his own, ran to the brink, flapped their wings, and flew away, he failed **to muster up courage** to take that plunge which appeared to him so desperate. His father and mother had come around calling to him **shrilly**, **upbraiding** him, threatening to let him starve on his ledge unless he flew away. But for the life of him he could not move.

Task 1- Match the following

A group	**B group**
1. shrilly	i) scolding
2. upbraiding	ii) loudly

Ans.- 1. shrilly- loudly 2. upbraiding- scolding

Task 2- State whether the sentences are true or false

1. The young seagull was not confident about the ability of his wings- True
2. The siblings of the seagull had longer winged than the seagull. - False

Extension Activity/ Parallel Activity/ Reinforcement:

Read the following passage and complete the tasks given below.

Hi Samia,

Quick email to say that sounds like a great idea. Saturday is better for me because I'm meeting my parents on Sunday. So, if that's still good for you, why don't you come here? Then you can see the new flat and all the work we've done on the kitchen since we moved in. We can eat at home and then go for a walk in the afternoon. It's going to be so good to catch up finally. I want to hear all about your new job!

Our address is 52 Charles Road, but it's a bit difficult to find because the house numbers are really strange here. If you turn left at the post office and keep going past the big white house on Charles Road, there's a small side street behind it with the houses 50–56 in. Don't ask me why the side street doesn't have a different name! But call me if you get lost and I'll come and get you.

Let me know if there's anything you do/don't like to eat. Really looking forward to seeing you!

See you soon!

1. That **sounds like**a.to eat
2. there's anything you do/don't b. a good idea
3. **Keep going** past the c. get lost
4. House numbers are reallyd. seeing you
5. **Call me if you** e. strange
6. **Looking forward** tof. big white house

Task 2- State whether the sentences are true or false.

1. Samia and Gregor are going to meet on Saturday.
2. Gregor is going to make lunch.
3. They haven't seen each other for a long time.
4. Samia's life hasn't changed since they last met.

Evaluation:

- Read aloud the passages from your text book.
- Try to guess the meanings of difficult words.

DIKSHA Video/ E-content QR code / Link:

My take away/Today I learnt:

How to understand a new concept through reading.

Activity No 3

Instructions for teachers and parents /facilitators:

- Ask the students to read the passage to find out the answers of the questions given at the beginning.

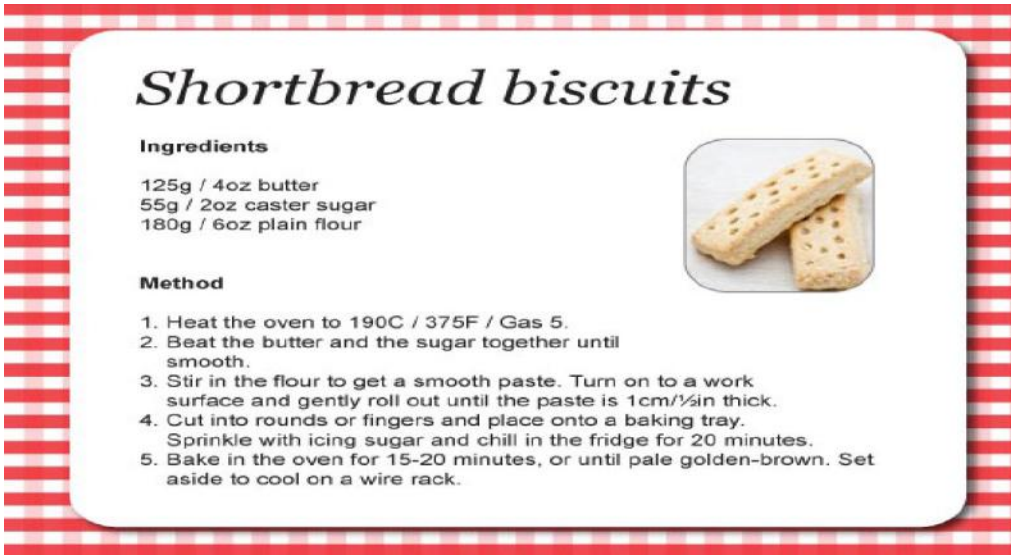
Instructions for students:

- Read the given passage to find out the answers of the given questions.

Learning Activity:

Read the given passage to find out the answers of the given questions.

Q.1 What is the temperature needed to bake the biscuits?
Q.2 For how much time should the biscuits chilled in the fridge?
Q.3 What are the essential ingredients to bake shortbread biscuits?



Practice Activity:

Read any passage from your textbook to find out the answers of the questions given below the passage.

Solved Activity / Demo:

Read the given passage to find out the answers of the given questions.

Q. 1 When was Ruskin Bond awarded with Padmashri?

Q.2 For which book did he get Sahitya Academy Award?

Q.3 Where did Ruskin Bond live?

Ruskin Bond (1934) is an Indian author of British descent. He lives with his adopted family in Landour, in Mussoorie, India, The Indian Council for child Education has recognised his role in the growth of children's literature in India. He got the Sahitya Academi Award in 1992 for 'Our trees still grow in Dehra!' He was awarded Padmashri and Padma Bhushan respectively in 1999, 2014.

Ans. 1- in 1999
Ans.2 - 'Our trees still grow in Dehra'
Ans. 3- in Landour, Mussoorie, India.

Extension Activity/ Parallel Activity/ Reinforcement:
Read the given news to find out the answers of the given questions.

Q.1 What did IMD say?
Q.2 When will Delhi start receiving the monsoon rains?
Q.3 As per IMD forecasts what will not happen till next five days?

Weather update: Cloudy, intermittent

India - 1 hr, 33 min ago

The national capital Delhi is likely to witness pre-monsoon showers on Friday, the India Meteorological Department (IMD) said. As per the IMD forecasts, the conditions further advance of monsoons over Delhi may not happen at least till the next five days. Delhi would start receiving the monsoon rains only by June 29. After a delayed onset over Kerala

Evaluation:

Ask the students to read the small passages from the textbooks to find out the answers of the questions given below the text.

DIKSHA Video/ E-content QR code / Link:

My take away/Today I learnt:

To find out the answers to the given questions by scanning for the specific needed information.

Competency / LO statement 9:
Learn New words, expressions and enrich his / her vocabulary through reading.

Activity No. 1

Objectives: -

- To enablethestudents to learn new words and vocabulary.
- To enrich the vocabulary to develop their language skills.
- To make them confident and bold readers through reading skills.
- To enable them to find out the particular words from the dictionary.

Instructions for teachers and parents / facilitators:

- Check whether the students are reading the passage properly.
- Observe their tone of voice and intonations while reading passage.
- Let them chance to guess the meaning of words.
- Observe the pronunciation of their reading words and expressions.
- Tell them to keep English dictionary while reading passage and doing activities.

Instructions for students:

- Read the passage carefully and find out new words.
- Listen the passage attentively to find out unknown words.
- Guess the meaning of new words and try to tell the class.
- Take down all important points in your notebook.
- Complete all activities as per given instructions.
- Keep any good English dictionary with you.

Learning Activity:

- Teacher asks to read the passage carefully and tell to find some new words.
- Teacher supports all students to complete all activities.
- Students follow all instructions and try to complete activity tasks.

At least one earthquake happens somewhere in the world every day. On some days there are many more. A few causes great damage and loss of life; some are felt only as slight shudders of the ground; many more are so small that they cannot be felt at all. We know about them only because they are shown on a *seismograph* – a delicate instrument which records movements of the ground. It has a small needle which scratches a white line on a strip of black paper, which is going round on a drum. When everything is quite still the line is straight, but

when the ground shakes the line becomes wiggly. A severe earthquake, even though it is a long way away, makes large wiggles on the line.

Many earthquakes happen under the sea and they often cause great waves, called *tsunamis.* Tsunamis are taller than a house and they race across the sea one after another at high speed. Ships in their path may be wrecked an, when the waves reach land, there may be flooding and enormous damage.

- Teacher takes some activities to understand the new words.

Activity1: - Match the opposite words in column 'A' with their meanings in column 'B':

Column 'A'	Column 'B'
1) huge	(a) small
2) vibrations	(b) damage
3) little	(c) enormous
4) loss	(d) shudders

Activity2: -Answer the questions.

1) Which are the various nouns in the passage?
2) Did you find adjectives here? Which are they?

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

felt → ..... → ..... → ..... → .....

Solved Activity / Demo:

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

Activity: -Fill in the blanks.

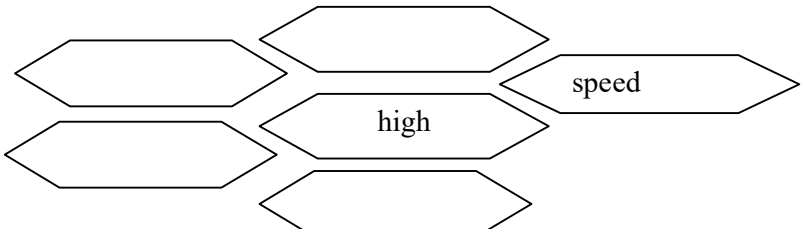
1) Many …… happen under the sea.
2) ……are taller than a house.

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

Practice:

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

Write the related words as shown in the example.



Extension Activity / Parallel Activity / Reinforcement:

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

Science comes out of questioning. No questioning, no science. Let me say that thought is the most powerful thing and human mind is the most unique gift. Thinking should become the capital asset of our country, no matter what the ups and downs. Thinking leads to action and action results in problem solving which finally brings prosperity.

I met a girl in Assam who addressed me: "You are in Brahmaputra Valley now where there are floods every year. Why don't you carry the flood water from here to Tamil Nadu?" It is a very un-adulterated thinking that can provide solutions like the networking of rivers. There are 300 million young minds in India like that girl from Assam. If these 300 million young minds are ignited and work hard, it will do wonders for the country. An ignited mind is the most powerful resource in any country. It can work wonders in shaping the future of the country. Question everything so that mind remains active.

Activity: -

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

Column 'A'	Column 'B'
1) Unique	(a) pure
2) un-adulterated	(b) origin
3) capital	(c) a special one
4) resource	(d) main

Evaluation:

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

DIKSHA Video / E-content QR code:

My take away / Today I learnt:

- Today I have learnt ….
  1) How to deal with new words and meanings
  2) How to use dictionary while reading any topic.
  3) About the word-chain activity.
  4) How to improve word power.

Activity 2

Objectives: -

- To enable the students to learn new words and expressions.
- To enable them to use expressions in different situations.
- To enable the students to gain fluency through words and expressions.
- To enable them to read the expressions and their proper uses in daily life.
- To develop their thinking skills by doing different activities.

Instructions for teachers and parents / facilitators:

- Check whether the students are reading expressions properly with proper tone.
- Tell them to keep English dictionary while reading passage and doing activities.
- Tell them to note down important information regarding the use of expressions.
- Observe their confidence to take a part in given activities in the group.
- Let them try to guess the meaning of expressions of their own.
- Observe the pronunciation of their reading words and expressions.

Instructions for students:

- Read all the expressions carefully and try to get the meanings.
- Listen the expressions attentively to understand the meanings.
- Guess the meaning of expressions and share with your partners.
- Keep any good English dictionary with you.
- Complete all activities as per given instructions.
- Take down all important points in your notebook.

Learning Activity:

- Teacher asks to read the table of expressions carefully and try to understand it.
- Then teacher read expressions with meanings and examples from the table.
- Teacher also explains the meaning of expression.
- Teacher takes an activity and alsosupports all students to complete it.
- Students follow all instructions and try to complete activity tasks.

Definition: -

The act of expressing a particular word, phrase, or form of words, the manner or form in which a thing **is** expressed in words.

Here are some examples to understand……..

Expression	Meaning	Examples
As a result	Consequently	"My car was broke down. ***As a result,*** I was late for the meeting."
As far as	to the distance, extent	"Lunch is included, ***as far as*** I know."
As well as	too, in addition to	"I was surprising that my parents were invited ***as well as*** all relatives."
Can't help	Be unable to stop doing something	I ***can't help*** lazy and laughing people every time.
Can't wait	Be very eager or excited about doing something	"We ***can't wait*** to go to Disneyland next Sunday."
Just a minute	In a short amount of time	"I will be ready to leave in ***just a minute***."
Just now	A very short time ago	"I heard this news ***just now***.

- Teacher takes an activity to understand the use of expressions in a sentence.

Activity 1: -Use the proper expression from the table and complete the following sentences.

1) I am coming there …….., please wait for me.
2) My teacher guides me……..... motivate me to participate in elocution competition.
3) I ……you due to not supported others in their needy times.
4) He could not study on right way. ……. he failed in that exam.

Solved Activity / Demo:

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

- Teacher will encourage and ask a few students to conduct this type of activity in a group.

Activity: -Complete the sentence by using proper expression.

1) They ……up to next month.
2) He left this hall……

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

Practice :

- Teacher takes all expressions from the table and tells students to make the proper sentences with the help of expressions.
  1) As a result,…….
  2) As well as…….
  3) Can't wait…….
  4) Just a minute…….

Extension Activity / Parallel Activity / Reinforcement :

- Teacher instructs students to read the following passage and complete it using with proper expressions.

  Once upon a time there were two friends in a well-known company. Both were workers …….union leaders. One day their manager called them to discuss on a topic. The peon of that office went to them and gave the message. But one of them was not present there. Second one told him that ……. I cannot come with you. Because ……ago my friend went to another section to bring needful material and ……I know he will come within an hour. Peon told him that he ……..him for long time and returned to the office and told what happened to the manager. Manager irritated and told that he……them now. …….he dismissed both friends from the company.

Evaluation :

Teacher will boost confidence by checking fluency in expressions as well as vocabulary, confidence of making sentences with different expressions from the table uses of vocabulary from the dictionary and how to handle it.

DIKSHA Video / E-content QR code :

My take away / Today I learnt :

- Today I have learnt ….
  1) About the expression and its uses in the sentences.
  2) How to deal with expression and meanings
  3) How to use dictionary while reading any topic.
  4) How to make a little story or situation by filling with expression.

Activity 3

Learning Outcomes / Competency Statements :Learn New words, expressions and enrich his / her vocabulary through reading.

Objectives :-

- To enrich the vocabulary to develop their language skills.
- To enable them to find out the particular words from the dictionary.
- To enable the students to learn new words and vocabulary.
- To make them confident to use new words in given sentences.

Instructions for teachers and parents / facilitators :

- Tell them to keep English dictionary while reading story and doing activities.
- Tell them to read the given story carefully.
- Check whether the students are reading the story and finding unfamiliar words.
- Observe their tone of voice and intonations while reading the story.
- Let them give an opportunity to guess the meaning of words.
- Observe the pronunciation of their reading words and expressions.

Instructions for students :

- Keep any good English dictionary with you if you can get easily.
- Read the story carefully and find out new words.
- Guess the meaning of new words and try to tell the class.
- Try to use new words and expressions to complete the sentences.
- Take down all important points in your notebook for further knowledge.
- Complete all activities as per given instructions.

Learning Activity :

- Teacher asks to read the story carefully and tell to find some unfamiliar words.
- Teacher supports all students to complete all activities.
- Students follow all instructions and try to complete activity tasks.

Once upon a time, there was a king who ruled a prosperous country. One day, he went for a trip to some distant areas of his country. When he was back to his palace, he complained that his feet were very painful, because it was the first time that he went for such a long trip, and the road that he went through was very rough and stony. He then ordered his people to cover every road of the entire country with leather.

Definitely, this would need thousands of animals' skin, and would cost a huge amount of money.

Then one of his wise servants dared himself to tell the king, "Why do you have to spend that unnecessary amount of money? Why don't you just cut a little piece of leather to cover your feet?"

The king was surprised, but he later agreed to his suggestion, to make a "shoe" for himself.

There is actually a valuable lesson of life in this story: to make this world a happy place to live, you better change yourself - your heart; and not the world.

- Teacher asks and instructs the students
- Students follow the teacher

Activity 1 :-

Dear students,

1) Who are the main characters of this story?
2) Can you tell some pairs of 'Adjective + Noun'?
3) Do you find the antonyms of necessary?

Activity2 :-

Make four words (minimum 3 letters) using the letters in the word 'prosperous'

Activity3 :- The king was *surprised.*

Can you take any verb / noun / adjective at the place of *'surprised* 'and make? meaningful sentence ?

Solved Activity / Demo :

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

Activity 1 :-Complete the word-chain of 'Nouns'. Add four words, each beginning with the last letter of the previous word.

King → ..... → ..... → ..... → .....

Activity2:-Complete the sentence using the words from the story.

1) I always take…… of my parents in my life.
2) ……., he will come today.

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

Practice :

Sort out the words of prefixes and suffixes from the given words and write it in proper column.

[Painful, unnecessary, prosperous, reopen, development, disappearing, suggestion, beautiful, rebirth, shyness, changeful, inactive, careful, kindness, unkind] (You may also take another words)

Prefixes	Suffixes

Extension Activity / Parallel Activity / Reinforcement :

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

Long, long ago, there lived a kind, gentle and courteous man called Androcles. But he had a very cruel master. In those days, kings, nobles, and other wealthy men used

rights. Even when they were unhappy with their master, they could not leave him. They were bound by law to obey their master, however wicked he might be.

Androcles did not like his heartless, wicked master. His master starved his slaves and often whipped them. Androcles felt that even death was better than serving such a master. He kept looking out for a good opportunity. At the first chance he got, he escaped from the clutches of his cruel master.

Now, although Androcles had thus run away, he was not a coward. He took shelter in a forest. He was not afraid of the wild beasts that roamed the forest. He did not mind that he had no roof over his head. He was happy that he was free as a bird to go wherever he wished.

Activity 1 :-

Dear students,

1) Who is the main character of this story?
2) Can you tell some pairs of 'Adjective + Noun'?
3) Do you find the antonyms of kind?

Activity2 :-

Make four words (minimum 3 letters) using the letters in the word 'opportunity'

Activity 3 :-Complete the word-chain of 'Adjectives'. Add four words, each beginning with the last letter of the previous word.

Cruel → ..... → ..... → ..... → .....

Evaluation :

Teacher will boost confidence by checking fluency of new words as well as knowledge about grammatical terms and their confidence of finding out unfamiliar words ,word power and vocabulary of students, and how it effects in the class. Teacher will also check their thinking skills about making the sentences by using given words and expressions.

DIKSHA Video / E-content QR code :

My take away / Today I learnt :

- Today I have learnt ….
  1) How to deal with new words and meanings.
  2) Word-chain activities.
  3) About prefixes and suffixes
  4) Guess the proper words to complete the sentences.

Competency/ LO statement 10 : Understanding new constructions through reading

Activity No. 1

Learning Outcomes/ Competency Statements:

Understanding new constructions through reading

Instructions for teachers and parents / facilitators:

Introduce the activity in simple language.
Tell the importance of the activity.
Encourage the learners.
Ask the learners to identify new constructions through reading.

Instructions for students:

Read the passage carefully.
Participate actively.
Take help of your parents/teachers/friends.

Learning Activity:

Read the following passage carefully and do as directed.

Margie even wrote about it that night in her diary. On the page headed 17 May 2157, she wrote, 'Today Tommy found a real book!'

It was a very old book. Margie's grandfather once said that when he was a little boy his grandfather told him that there was a time when all stories were printed on paper.

They turned the pages, which were yellow and crinkly, and it was awfully funny to read words that stood still instead of moving the way they were turned back to the page before, it had the same words on it that it had when read it the first time.

Do as directed.
1.Underline the main clause.
2.Underline the subordinate clause.
3.Identify the sentences in simple past tense.
4.Underline the infinitives.
5.Identify the exclamatory sentences.
6.Identify the finite verbs.
7.Underline the simple sentences.
8.Identify the complex sentences.
9.Identify the compound sentences.

Solved Activity/ Demo:

Facilitator shows a demo of the activity.

In a shop at the Palais Royal, they found a string of diamonds which seemed to be exactly what they were looking for. It was worth forty thousand francs. They could have it for thirty-six thousand.

So, they begged the jeweler not to sell it for three days. And they made an arrangement that he would take it back for thirty-four thousand francs if the other necklace was found before the end of February.

Do as directed.
1.Identify the subordinate clause.
Ans: which seemed to be exactly what they were looking for.
2.Identify the non-finite verb.
Ans: to sell

Practice:

Facilitator gives many passages to understand new constructions through reading.
Learners have to identify different types of constructions through reading.

Evaluation:
1.Find simple, complex and compound sentences from the passages from the course book.
2.Make a list of the infinitives.

DIKSHA Video/ E-content QR code:

My take away/ Today I learnt:
to identify the main clause and subordinate clause.
to underline the infinitives.
to identify the types of sentences.

Activity No. 2

Learning Outcomes/ Competency Statements:
Understanding new constructions through reading

Instructions for teachers and parents / facilitators:
Introduce the activity in simply language.
Tell the importance of the activity.
Encourage the learners.
Ask the learners to identify new constructions through reading.

Instructions for students:
Read the passage carefully.
Participate actively.
Take help of your parents/teachers/friends.

Learning Activity:
Read the following sentences carefully and do as directed.
1. Where did you find it?
2. These buds and leaves are called flushes.
3. “Oh!... my poor Mathilde, how you’ve changed !...”
4. Fetch the merchants at once.
5.The wall was so broad that people could stand and walk on it.
6. Trojans could not force them to sail away.
Do as directed.
1. Identify an interrogative sentence from the above sentences and write.
2. Identify an exclamatory sentence from the above sentences and write.
3. identify an imperative sentence from the above sentences and write.
4. Identify an assertive sentence from the above sentences and write.
5. Identify a sentence in which we find an infinitive.
6. Identify a sentence in which we find main clause and subordinate clause.

Solved Activity/ Demo:
Facilitator shows a demo of the activity.
1.The whole Greek army entered the sleeping city.
Ans: This is an assertive sentence.
2. They are things you want to say.
Ans: We find an infinitive “to say” in this sentence.

Practice:
Facilitator gives many sentences to understand new constructions through reading.
Learners have to identify different types of constructions through reading.

Extension Activity / Parallel Activity / Reinforcement:
Read the sentences and do as directed.
1. Throw the bits out of this window.
2. He began to paint from the age of twelve.

3. He smiled at Margie and gave her an apple.
4. How could a man be a teacher?
Do as directed.
1.Find and write an interrogative sentence from the above sentences.
2. Find and write an assertive sentence from the above sentences.
3. Find and write a compound sentence from the above sentences.
4. Find and write an imperative sentence from the above sentences.

Evaluation:

1.Identify and write simple, complex and compound sentences from the course book.
2.Make a list of the infinitives.

DIKSHA Video/ E-content QR code:

My take away/ Today I learnt:

to identify the main clause and subordinate clause.
to underline the infinitives.
to identify the types of sentences.

Competency / LO statement 11 : Write correctly. (Avoiding mistakes in spelling, grammar, etc.

Activity No. 1

- **Instructions for teachers and parents / facilitators:**
  1.Ask learners to read the activity carefully (Skimming, Scanning)
  2.Ask learners to focus on context.
  3. Ask learners to get help from the peers.
  4. Ask learners to use the Dictionaries, online portals if they needed.
- **Instructions for students:**
  1.Read the activity carefully.
  2.Try to guess the meaning in given context.
  3. Choose the correct alternative and write.

Learning Activity:

Satish is learning in 10^{th} standard. He has to attend the online meetings. One day he couldn't attend the meeting due to network issues. He called his friend Akbar to know about the meeting and wrote some points.

These are the following Notes from the phone call.

1. You (no, know), the meeting was interesting.
2. We learn about (see, sea) life .We are asked (to, too, two) write a note on it.
3. The Governments need to (Censor, Sensor) the tourists on beaches to avoid pollution.
4. The (waist, waste) management is needed in Coastal management.
5.We have (been ,bin)motivated to spread the word about it.
6.The (write , right)kind of public awareness is need of time.
7.The (hole ,whole)meeting was about outbreak of global warming.
8.We (would ,wood) have to take necessary action on it.
9.(There, their)are many articles available on online.
10.We (maid, made)the detailed discussion on it.

Read the above points carefully choose the correct alternative and rewrite them.
Help Satish to organize his points neatly.

Solved Activity / Demo:

1.You know, the meeting was interesting.
2.2.We learn about sea life .We are asked to write a note on it.

Practice:

Use these following words carefully in given sentence .

One/ Won.

1.Our class has finally ------ that thrilling cricket match.
2.I have -----sister and two brothers.

Tale/ tail.

1.It has four legs and a ------.
2.Is a.….a type of story?

Sail/Sale

1.We can enjoy cheaper purchase if there is --------in that shop.
2.Who ……the ships ?

Meat/ meet

1. We ……our singing icon after performance.
2. Robin does not eat ……

By/ Buy

1.Nandini has left her umbrella …….door.
2.Did you…this umbrella?

- **Extension Activity /Parallel Activity /Reinforcement:**
  Match the following words properly.
  be-fare

fair-sun
knead-our
son-need
hour - bee

- **Evaluation:**
  Read the statements carefully, choose the correct word and rewrite .
  1.Would you go and stand over……
(There, their, they`re)

2.Can I have another …….of cake?
(peace, piece)

3.He ……his scooter to college.
(road, rode)

4.She jumped when she heard the door …….
(creek, creak)

5.Will you ……that toy ?
(buy, by)

- DIKSHA Video /E –content QR Code :



- **My take away / Today I learnt**

Homophones-
Homophones are the words that sound the same but different in meaning or spelling.
I have to be very careful while writing.

Activity 2

Learning Outcomes / Competency Statements: Writecorrectly.

- **Instructions for teachers and parents / facilitators:**
  1.Ask learners to read the activity carefully (Skimming, Scanning)
  2.Ask learners to focus on context.
  3.Ask learners to get help from the peers .
  4.Ask learners to use the Dictionaries ,online portals if they needed.

- **Instructions for students:**
  1.Read the activity carefully.
  2.Try to guess the meaning in given context.
  3.Choose the correct alternative and write.

- **Learning Activity:**

Get the things back on the Track .

It is classroom of 10^{th} class. English teacher has written some sentences on the blackboard .She made some intentional deliberate misplacement of some words.(not all).
You have to read the text carefully given in the table .You have to focus on *italic* words. You put them at their proper places and rewrite all the sentences using proper words given below the text table.

The chalk is *across* the table. We are sitting *on* the classroom. The dustbin is *into* the door. Mahesh tried to write *beside* his notebook. The headmaster asked us present *above* the classroom *im*posters. The referees will observe and allot the ranks *in* merit .The winners will be announced *on* next week. Our friends think *to* poster competition. They thought *in* it day and night. They took help *in* all their contacts. They come *on in* innovative ideas and executed them *on* well too.

(As, up with, from ,about, of, in, on, with, in, in ,behind, in , on)
Choose these words given in bracket and replace them with italic words .Rewrite the text given in the table.

- **Solved Activity / Demo:**

Practice:

1.They went …….Mumbai.
(For, to, from)
2. Naren walked …….the road.
(across, up, in)
3.John climbed …….the mountain.
(Of , into, over)

The chalk is **on** the table. We are sitting **in** the classroom. The dustbin…… …… ……

4.The train arrived …..the station .
(In, from, at)
5.Rani got ….her car quickly.
(In, into , at)
6.The thief ran ……..the tunnel.
(On, under, through)
7.The dog hid ……the table.
(behind, of through)

8.The learners put their notes ……..the table.
(In, on, of)

- **Extension Activity/ Parallel Activity /Reinforcement:**

Strike off the inappropriate words from the given sentences.
1.We came to school by/from/on bus.
2.You come in/for/on.
3.Did you come with/in/of the notes on/of/in project.?
4.Where are you on/in/ from?
5.Put the that ball to /in /of basket.

- **Evaluation :**

Write the following sentence using the words given in the bracket.
(on, between, among, off, over)
1.Ram is ……..Manoj and Firoj.
2.They sit …..the chairs .
3.Gopal switched …..his mobile.
4.The thief disappeared …..them.
5.Rohit hits a huge six…….mid-off.

- **DIKSHA Video /E –content QR Code :**



My take away / Today I learnt
Preposition- It is a word or phrase that is used before a noun or pronoun to show place, time ,direction, etc.

I have to be very careful while writing.

Competency / LO statement 12 : Write a formal letter in the expected format.

Activity No. 1

- **Learning Outcome: -**

To write SMS,notes,list, neatly and legibly. Understanding instruction, topic, lay-out of letter, difference between informal and formal letter, brevity of language.

- **Instructions for teachers and parents/ Facilitators:-**

1. Give Students format of letter.
2. Providing Templates.
3. Guide the students to write formal English language.
4. Discuss the stages and steps:-

- Beginning
- Body
- Conclusion
- How to write Letter in block format.

- **Instruction for Students:-**

1. Understand the format, templates of formal letter.
2. Use formal language.
3. Opening sentence should explain the purpose of letter.

- **Learning Activity:-**

1. Formal Letter format

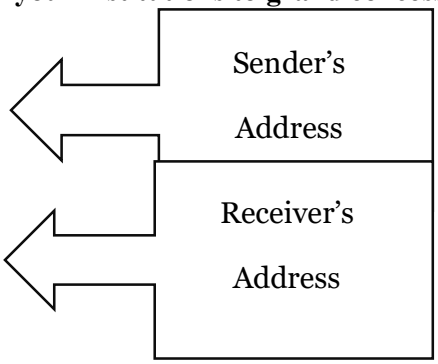
Sender's name,
Address,
Date.

To

Receiver's address,
Designation,
Company Name,
Address.
Subject
Salutation (Dear Sir, /Madam)
Body of letter

[Write 2-3 paragraphs including the reason behind the letter to keep the letter concise without dragging too much]
Thanking You.
Yours Sincerely
Name
Signature

2. Write an application to the headmaster of your institutions to grand concession in fees.



Subject: - Application for concession in fees.
Applicant: ----------
Dear Sir,

Thanking you.
Yours Obediently

- **Solved Activity/Demo:-**

Q. Write letter to your friend Radhey/Rashmi appealing to him/ her to celebrate Diwali festival without crackers and stop air pollution.

Radhey Jadhav,
B/651 Ram Apartments
CA Road,
Nagpur.
17 June, 2021

The Chief Officer
Pollution Control Office
Nagpur
Sub: Campaign for Celebrating Diwali without crackers.
Dear Sir,

This letter is with a humble request to organize an awareness campaign among the general public for celebrating Diwali festival without crackers in order to stop air pollution.

We need to make general public aware that celebrating Diwali without crackers does not ruin the festival of lights. It will actually spare citizens from lethal doses of toxic substances that are not measured in routine pollution checks such as mercury, lead and aluminum.

The Pollution Board needs to conduct a thorough campaigning by displaying the information about the harm caused by fire crackers much more aggressively. Stringent measures are required to be taken by the Board for controlling the burning due to crackers which can only be done by putting a ban on bursting crackers and cautioning people against burning of crackers.

Thanking You.
Yours Faithfully,
Radhey Jadhav

Practice:

Q.1 Write a letter of application to the principal requesting him/her to issue a duplicate copy of leaving certificate. Use the information given below.

Applicant: Riya / Ritesh Patil, School: Shri Rajendra High school, Mahal, Nagpur. Class: X, Division: B, Register No.10011,

Reason: Qualified for Abroad Scholarship Examination, have to submit the documents.

Q.2 Complaint letter

Write s complaint letter regarding irregular electric supply in your locality. (Use the following Points)

A. Duration of the problem
B. Its Impact
C. Request to solve the problem

Q.3 Complaint letter to authority about prolonged road repair.

Write a letter to the Chief Executive Office, municipal corporation, Aurangabad to complaint about the inconvenience cause by prolonged road – repair work going on in your area.

Evaluation:-

Sender's Address and Date	½ Mark
Recipient's Address	½ Mark
Subject	½ Mark
Main Body	2 Mark
Subscription /Closing	½ Mark
Grammar	1 Mark
	Total 05 Marks

Diksha Video/E-content QR Code:-

My take away/Today I Learnt:

Today I learn to write a formal letter in the expected format in formal English language

Competency / LO statement 13 : To converse effectively in different social contents and real-life situation.

Activity No. 1

Learning outcomes /competency statements :

To converse effectively in different social contents and real-life situation.

1) To converse effectively in different social contexts and real-life situations.
2) To improve fluency through regular practice and speaking skills drill.
3) To ask and answer different question and be able to discuss and express their opinions.

Instruction for teachers and parents / facilitators :

1) Teachers will motivate students to speak simple English to converse fluently and confidently. They will encourage students to use correct pronunciation and intonation skills, to deliver effective oral presentation.

Instruction for students:

Students will follow all the areas to be covered to communicate and converse fluently and will acquire strategies such as listening, comprehension , turn taking and eye-contact explained by the teacher.

Learning Activity

Conversation

Tree : Hey Sparrow! Hi Pigeon! How are you both? Happy to see you in my garden after a long time.
Pigeon : Just surviving.
Sparrow : Absolutely true.
Tree : where were you all these days ?
Sparrow : Forget about us. Look at yourself. A few leaves to be counted.
Tree : Yes ! These men cut my branches for wood.
Pigeon : You don't have any fruits for us.
Tree : These people pluck my fruits, too.
Sparrow : Neither you have shadow nor enough water to live for yourself.
Tree : All your words are true. I am just standing with the water that I preserve in my roots.
Pigeon : Then, how can you give us a place for nest and fruits to eat?
Tree : True, these human beings have to suffer for water and fruits without me. Only after
that they will realize their blunder.
Both The Birds :Poor humans! May God show them the straight path.
Tree : Long live you, birds May God bless you.

Solved Activity / Demo :

Teacher will assign three students to play the roles of a tree, a sparrow and a pigeon. Students will be encouraged to experience the lives of characters mentioned and will participate more confidently in formal and informal discussions

Extension Activity / Parallel Activity / Reinforcement:

Teacher will instruct students and encourage them to
Write a conversation of minimum five meaningful exchanges among three to four students on, 'importance of listening stories, on their own.

Evaluation :
Teacher will evaluate :

1) Basis grammar construction, fluency and pronunciation
2) Expansion of vocabulary and ideas, intonation, confidence and bold oral presentation.

DIKSHA Video/ E- content QR Code

My take away/ today I learnt.

1) To develop healthy strong and good relationships with others.
2) To elaborate expressions and observe facial and body expressions by playing the role of a good listener.

Questions:

1) What do you understand by conversation skill?
2) When will conversation become effective?
3) How important is listening in conversation?
4) What are the great challenges to good conversation?
5) How can you improve oral presentation through communication?

Activity 2

Learning outcomes /competency statements :

1) To enable the students to communicate and talk to resolve issue with people in a better way.
2) To enable the students to engage with each other and think collaboratively.
3) To develop a solid understanding of basic structures like nouns , verbs an adjective through speaking skills

Instruction for teachers and parents / facilitators :
Teachers will encourage students to take part in dialogue skills with reasonable flow of speed , accuracy and fluency. They will motivate students to speak effectively in different social contexts and real-life situations

Instructions for students:
Students will listen to the instructions of the teacher very carefully and will participate to ask appropriate questions and answer to elaborate and express their opinions.

Learning Activity :-

ON PLANNING A CAREER

Father : Son, you are 14 years old now this is the right time for you to plan your career. What would you like to do in future?
Son : I haven't given it much thought dad. All I know is that I would like to take up some bright career like farming.
Father : Farming? Good Heavens! Farming Need A lot of land hard work , perseverance big investment and what not.
Son : But all these things are a must in every career.

Father: See son there is future in computers, hotel management , engineering, fashion designing, acting , journalism and lots of other careers. But farming? For a career? You have very strange ideas son!
Son : they aren't strange dad .
Father : What do you think you are going to do for your farming career?
Son : See dad We have 10 hectares of land in our village . It's enough for me I shall develop it into a beautiful farm. Only. I shall need your help and guidance.
Father : Of course, I am their son. But what will you grow there?
Son : with new seeds and manures, I shall grow mangoes chikoos , cashewnuts, salt and teak trees, between the trees I shall grow vegetables and flowers too?
Father : But for that you will have to learn agriculture. Do you wish to do B.Sc. in agriculture?
Son : Yes Yes ! You rightly read my mind dad. I shall become a graduate in agriculture I read a lot about agriculture in newspapers.
Father : Good Good.
Son : And dad I am going to teach the new ways of farming to our villagers. It will be a sort of service to my village.
Father : Go ahead lad I am with you.
Son t: Thank you dad.

Solved Activity / Demo

Teacher will form few pairs and will motivate students to imitate and play the roles of characters of dialogue activity. Students will enjoy their tasks and will speak boldly, confidently and with accurate fluency.

Practice:

1) What is the content about?
2) Who are the speakers?
3) How old is the son?
4) What did the father insist the child?
5) What is the son interested in?
6) What are the various careers mentioned in the discussion?
7) How will the son work hard for his chosen career?
8) What is he right age to plan your career?
9) Pick out and write two words related to agriculture?
10) What lesson do we learn from the talk

Extension Activity / Parallel Activity / Reinforcement:

Teacher will instruct and encourage the students to put the following sentences in proper order and then continue a dialogue of four more meaningful exchanges to continue the same theme.

1) Yes I do. But don't totally depend on his blessings.
2) Why so
3) Do you believe in God?
4) I believe in hard work more.

Evaluation : Teacher will evaluate

1) To express their opinion by enriching and expanding vocabulary.
2) Students' involvement and a few strategies such as fluency, listening, facial expressions, intonation and eye- contact.

DIKSHA Video/ E- content QR Code

My take away/ today I learnt.

1) Students will learn to ask and answer appropriate, logical and tactful question by thinking collaboratively.

2) They will learn to participate more confidently in formal and informal discussions, and to use correct pronunciation and intonation skills.

Questions:

1) What is the difference between a dialogue and a conversation?
2) How can a person improve his dialogue delivery?
3) What are the essential elements of an effective dialogue?
4) What is the role of questions skill in a dialogue?
5) How are dialogues useful to hold seminars and oral presentations?

Activity 3

1) To enable the students to acquire interaction skills and strategies such as listening, comprehension, eye –contact, and turn- taking .
2) To improve fluency through regular practice and speaking drills.
3) To use correct pronunciation and intonations skills by participating in formal and informal discussions.

Instruction for teachers and parents / facilitators :

Teachers will encourage the students to speak with reasonable speed and to speak boldly. They will give stress on basic grammar structures to beautify construction and to make language simple, solid with fluent expressions.

Instruction for students:

Students will participate in discussion with great interest and will enjoy this activity by listening to the teacher carefully. They will use better pronunciation, intonation, accurate contain and simple but fluent expressions.

Learning Activity

"Exercise regularly – live healthy life"

Atul : Hi Pratik! Seems coming back from gym. Do you exercise regularly.
Pratik : Yes friend! One hour in the evening is dedicated for exercise regularly. It improves my mood and gives me improved sense of well – being.
Atul : Good! But I don't get time to do so, even if I wish to do so.
Pratik : You should set apart an hour from your busy schedule. It will increase your energy level as well as strengthen your muscles.
Atul : That's right, buddy! Sometimes I feel bored. It will definitely improve my brain function.
Pratik : Yes you are right. Besides, it is good for your heart and will enhance your immune system.
Atul : Yes, you are absolutely right. I will join you from tomorrow.
Pratik : That's good you are welcome.

Solved Activity / Demo :

Teacher will form pairs and will encourage students to enjoy the characters. Students will show grate interest by speaking fluently with right pronunciation, intonation and appropriate vocabulary.

Practice:

1) What is the point of discussion?
2) What are the benefits of exercise?
3) Is it good to gain health by joining gym? Why ?
4) Name the parts of the body mentioned in the content?
5) Who is the adviser?
6) What do you understand by immune system?
7) Pick out and write three adverbs from the discussions?
8) 'One word which means, engage'
9) Why is health the greatest well?

10) What lesson do we learn from this discussion?

Extension Activity / Parallel Activity / Reinforcement:

Teacher will instruct students to complete the dialogue with the help of two given questions below and will then tell them to continue a dialogue of four meaningful exchanges with the same theme.

A : What is your favorite book?

B : …….

A: What type of book is it?

B : …….

Evaluation :

Teacher will evaluate

1) To express boldly and use correct pronunciation, intonation.
2) To communicate fluently in real life situations and to engage with each other and think collaboratively.

DIKSHA Video/ E- content QR Code

My take away/ today I learnt.

1) Students will learn to develop healthy and good relationships with others.
2) Learn by hearing each other's thoughts while observing facial and body expression that show emotions.

Questions:

1) What is the role of intonation in dialogue writing?
2) How can you improve speaking and listening skills through dialogues/?
3) What are the elements of dialogue writing?
4) How can dialogues improve our communication?
5) What different skills do we learn through dialogues?

Competency / LO statement 14 : Write an essay.

Activity No. 1

Instructions for teachers and parents /facilitators:

1) Revise about paragraph writing and its process
2) Declare that paragraph writing will be extended to essay writing.
3) Declare the topic.
4) Give points to be covered in each paragraph
5) Provide supporting vocabulary.
6) Guide the students to the points given into paragraphs
7) Instruct about using proper punctuation marks and correct spelling.
8) Instruct to re-read, edit and finalize before submission.

Instructions for students:

1) Revise about paragraph writing and its process.
2) Understand the extension process of essay writing
3) Start writing an essay using the points given
4) Use the supporting vocabulary.
5) Focus on punctuation and spelling.
6) Re-read, edit and finalize before submission.

Learning Activity:

- Developing the points into sentences.
- Developing sentences into paragraph
- Paragraphing sense
- Essay writing.

Solved Activity/ Demo:

PRE-STAGE :

Teacher : Students, you know how a paragraph is developed using points given. Let's recall the process.

Students : Contribute to the process of recalling about paragraph writing.

Teacher : Today we are going to extend this process and write an essay on 'Importance of online Education'.

We will use these points and 'supporting vocabulary. (Teacher writes the points and supporting vocabulary on the board)

Students note down the points and the supporting vocabulary in their notebooks.

Teacher digits responses from the students and go on writing sentences on the board. Teacher guides through the thought process and go on writing paragraphs. Students contribute their responses in the whole process and copy the essay in their notebooks.

Teacher : Now, go through your writing once again check for spelling errors and punctuation errors before submitting the final version. Students follow the instructions.

Evaluation:

Write an essay on 'My father, a Hero: Use the points given below.

- His duties and role in my life
- His sacrifices
- A savior
- A friend

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

1) **How to construct the sentences while developing an Essay.**
2) **I took part in the Essay competition.**
3) **I learnt how to write in own words and own hand writing in English.**

Activity - 2

Learning Outcomes/ Competency Statements:
The aim of developing writing skill is to help stents to imagine and think in coherent, cohesive manner and express the thinking in essay writing form. The students should be able to organize their ideas and thoughts in a clear piece of writing reflecting their novelty and creativity. It should also reflect their sensitivity towards the subject.

Instructions for teachers and parents /facilitators:

1) **Asks to jot down the points to the related subjects.**
2) **Encourages the learners to write about provided or given subjects.**
3) **Allows them to express their own thoughts**
4) **Enables the learners to use proverbs in essays.**
5) **Provides the subjects to learners to write essays.**

Instructions for students:

1) **Participate in the essay competitions.**
2) **Asks them to use the punctuation marks in the light place.**
3) **Pay attention towards the suitable title.**
4) **Keep proper tense form.**
5) **Shape and size of the letters should be apt one.**

Learning Activity:

*Provides a title with points. (For e.g.)

*Asks the learners to read the provided title and given points carefully.

*Tells the learners to cover all the points while writing an essay.

*Tells them to give appropriate title at the beginning of the paragraph.

*Tells the learners to use some grammatical items like degree, not only –but also, either –or, neither –nor, though, although, if, unless, whenever necessary.

*Provides the learners some helpful words to compare for e.g., alike, both-and, as well as , on the other hand, on the contrary, whereas, in contrast etc.
* Tells them to use own sentences using given points.
*Tells them to use proper tenses.

Solved Activity/ Demo:

1) Tell the names of the hobbies mentioned in the Essay.

Ans : Drawing, painting, grading, stamp collection, photography, reading, sewing, crafts and cooking.

2) What is the writer's hobby mentioned in the Essay ?

Ans: The writer's hobby is gardening mentioned in the Essay.

3) What gives immense pleasure to us ?

Ans: Gardening gives immense pleasure to us.

*** Teacher will provide a title and related points; students will read it carefully and write an essay by their own.**

Practice:

- Teacher will provide the following title and points, gives clear instructions to write an essay on it..
- Write an essay on My Hobby by using the points:
  - What is your hobby ?
  - Why do you like it ?
  - What are its benefits to you ?
  - How do you give your time for keeping your hobby ?
  - Who helps you to keep your hobby?
  - What is your massage to others through your hobby ?
  - Add your own points.

My Hobby

Hobbies play an important part in our life. They keep us busy in spare hours and make life happy. They make us forget our worries and give us inspiration. They make life interesting and pleasant. They give us energy and teach us the dignity of labor.

All hobbies are useful in one way or the other. But the one I like most is gardening. I have recently developed a taste for it. It is both pleasant and economical.

I have always had a love for nature and have admired flowers and plants. But I have never before felt the real joy they afford to the human mind. It is only now that I learn what store of knowledge they have for us.

Gardening gives us a lot of exercises. It teaches us to work with our own hands. It brings us into close contact with nature. It is a pleasure to dig the earth to make flower beds and dig canals for water. All this is very interesting. This kind of physical exercise is delightful and enjoyable.

We also learned of the diseases of plants and their remedies. We can't know and understand all this by reading books only. In gardening, we read the very book of nature.

Gardening adds to the beauty of the spot. The barren place begins to change its looks. The plants bring forth buds which blossom into lovely flowers of different colors. It lends a charm to the whole sight.

The flowering, creepers, the green grass, and the green hedge make the place so attractive. We know that it is the fruit of earth on the label we feel the real joy of it.

Gardening adds to our comfort and health. We enjoy the fresh air the cool Breeze and the pleasant shade of trees. The sweet-smelling flowers make the air fragrant. It refreshes the brain and invigorates the body.

Extension Activity/ Parallel Activity/ Reinforcement:

- Teacher provides ample topics to learners to write the Essays for practice.
- Teacher organizes an Essay competition for learners.

Evaluation:

1) Ask the learners to collect the proverbs and idioms to make an essay more attractive and beautiful .
2) Describe your school premise.

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

How to construct the sentences while developing an Essay.

I took part in the Essay competition.

I learnt how to write in own words and own hand writing in English.

Competency / LO statement 15: Express one's own thoughts and ideas coherently and effectively.

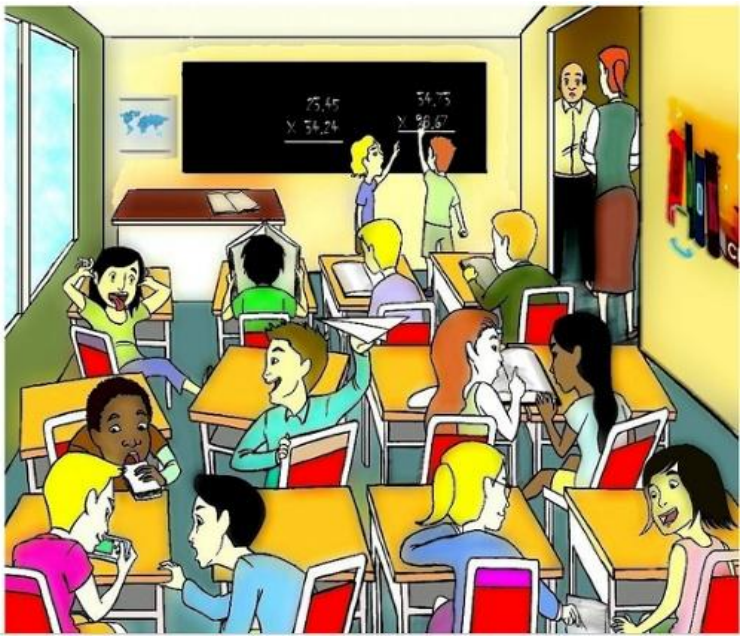
Activity No. 1

Instructions for Teachers	**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 people. Also, use your ideas to express your feelings.** 
Solved / Demo Activity	

	 In this picture, I can see many people doing various activities. Some children are playing in the garden. They are very happy. A dog is chasing a boy. He is a very scared one. Some are screaming in anger. Some are joyous and some are frightened. Little ones are enjoying. They love the games. (Every learner's feelings will vary) .
	Now here is an emotional wheel. Draw the emojis related to the emotions
Extension Activity	Show the various pictures of feelings and emotions and ask them to identify the mood. Also, ask them to 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.
Links	
Takeaway	At the end of this activity,the learners will learn various feelings and emotions and able to express themselves.

Activity 2

Instructions for Teachers	Ask the learners to observe the pictures and then write or express their views regarding the picture. Also, ask them to write their thoughts in English.
Instructions for Students	Carefully observe the picture. Think for a minute and then ask them to express their feelings.
Learning Activity	"Observe,Think and Tell ". The learner will observe the picture,think over it and then tell his/her feelings/ideas about the picture.

Solved / Demo Activity	 I can see two people in the picture. One is very poor with torn clothes another is a rich one like a gentleman. I think the person in the torn clothes is a beggar. He is asking for alms. The gentleman is asking him some questions. I think he is asking him not to beg and work hard to earn his bread and butter because the beggar is a healthy one. The gentleman is also showing him the proper way of earning. (Every learner's feelings will vary) .
Practice Work	**Now look at the picture, observe it and express your views and ideas regarding the pictures.** 

Extension Activity	Whenever you come across such type of pictures or scenes, carefully observe them and try to tell your feelings about them to your friend in English.
Evaluation	Focus on pronunciation, thinking skill, the flow of speaking and observation skill.
Links	
Takeaway	At the end of this activity,the learners will try to develop their thinking skill and then express his/her ideas and feelings coherently and confidently.

Competency / LO statement 16: Use quotations, idiomatic expressions etc. appropriately in writing.

Activity No. 1

Instructions for teachers and parents/facilitators:

Read and understand the following Activities and try to make students more able to…

1. Understand the difference between quotation and idiomatic expression.
2. Use quotations, idiomatic expressions etc. appropriately to make the language more effective.

Instructions for students:

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

Learning Activity:

Swaraj is my birthright and I shall have it. (Tilak) Knee jerk reaction, Daredevil, Go-Getter, only two things are infinite, the Universe and Stupidity. (Einstein)

Quotations	
Idiomatic Expressions	

Solved Activity/Demo:

Definition of

a. Quotation: "A quotation is an impactful statement of any great person made at the specific situation, being praised and used by many all times."

Note: Therefore, a quotation is used in present form like…

Joan Keats says, "Beauty is Truth and Truth is Beauty."

Oliver Goldsmith says, "Where wealth accumulates, men decay."

b. Idiomatic Expressions: "It is a *Phrase* or *A Group of Words* which has a different meaning than the actual words used."
For Example:
Cool as a Cucumber: Calm in difficult or frustration
Don't judge a book by its's cover: Don't judge anything by its appearance

Practice:

Write in your words.

a. Quotationmeans …….

b. Idiom means…….

Use the above idioms in yoursentences.

1. Use the above quotations in your writing.

Extension Activity/Parallel Activity/Reinforcement:

Find the idioms from your coursebook and use them in your sentences.

Evaluation:

DIKSHA Video/ E-content QR code:

My takeaway/ Today I learnt:

Activity - 2

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. Complete the sentences with proper *idiomatic expressions.*

Learning Activity:

(barrel of laugh, down-to-Earth, daredevil, break a leg, go–getter)

1. Raj always getting more than his ability it is really his _____!
2. Wearing sleepers with tie and coat is _____.
3. _____ always respects others even getting grand success and wealth.
4. Students who study hard and participate in cocurricular activities are _____.
5. Diving in flood without mastery in swimming is _____.

Solved Activity/Demo:

Match the following idioms with their appropriate meaning.

Sr. NO	Idioms	**Ans**	Sr. NO	Meaning
1	Barrel of laugh	**e**	a	A sensible and realistic person
2	Down- to- Earth	**a**	b	Someone who takes unnecessary risks
3	Daredevil	**b**	c	Someone, who is active all time
4	Break a leg	**d**	d	Good Luck!
5	Go-Getter	**c**	e	Someone, who is very funny

Practice:

1. Use the above idioms in your own sentences.

Extension Activity/Parallel Activity/Reinforcement:

1. Readany English Newspaper and list at least 10 idioms and try to understand how they are used in sentences.

Evaluation:

DIKSHA Video/ E-content QR code:

My takeaway/ Today I learnt:

Activity -3

Instructions for teachers and parents/facilitators:

1. Idiomatic expressions carry the culture and tradition.
2. With the following expressions try to understand the cultural and traditional background.
3. Make students aware to understand the difference, impact the cultural and traditional background.

Instructions for students:

1. Read the following short passage and try to understand the difference between two countries cultural and traditional background while using Idiomatic Expressions.
2. Be careful while using Idiomatic Expressions.
3. It's very interesting to learn to use the proper Idiomatic Expressions.

Learning Activity:

Raj, a 10^{th} Std. student, interested in Global History and English has translated the ***Panipat War***and send it to his international friend Sabiana from Germany.

Raj:

“Panipat war was held between Marathas and Ahmad Shah Durrani. In this war, Marathas were in the winning position but suddenly Ahmad Shah Durrani’s army killed so many Marathas and won the war. In this war,***nine lakh bangles were broken!*** ”

Sabiana:

“So sad! Indian women are brave. Did they fight against Ahmad Shah Durrani’s Male or Female Army?”

1. Guess the misunderstanding in the above conversation.
2. Tell the reason for the misunderstanding.
3. Try to remove the misunderstanding by using proper words/phraes instead of ***nine lakh bangles were broken!***

Solved Activity/Demo:

1. A squirrel’s role: Can play the small role – It’s Indian expression with Ramayana tradition
   When God Ram and his army were building a bridge over the sea to reach the Shrilanka, a squirrel also helped them.
   Out of this Myth, the Phrase ***A squirrel’s role***is used for small and honest help.
   But be careful! A foreigner may not understand it.
2. Passed Out: In India – I passed out the examination.
   In USA – Passed out – Died.

Practice:

Find 10 Idiomatic Expressions from your coursebook or any other novel and write cultural, traditional background behind.

Extension Activity/Parallel Activity/Reinforcement:

List any 10 idiomatic expressions from the internet, understand their meaning and use them in your own sentences.

Competency / LO statement 17: Framing probing questions to find additional information, to find precise answers to one's query.

Activity No. 1

Learning Outcomes/ Competency Statements:
Framing probing questions to find additional information, to find precise answers to one's query.

Instructions for teachers and parents /facilitators:

- Facilitate the learners to prepare a conversation about convincing the customer to buy the product.
- Give them 30 minutes to prepare it.
- Provide them 15 minutes to present the conversation.

Instructions for students:

- Collect some waste wrappers.
- Read the written material on them carefully.
- Find out the important details for the conversation.
- Prepare a conversation about convincing the customer to buy the product.

Learning Activity:

A conversation between you and the customer

You: Good morning sir. May I have your one minute, please?
Customer: yes, please.
You: sir, the whole world is facing the problem of COVID- 19 and wearing a mask is become new normal. It became an integral part now. What do you think?
Customer: yes, you are right but what do you want to suggest?
You: our company R-care produce good and reasonable face mask.
Customer: No I don't want it. These masks are rough and unhygienic.
You: Sir, our masks are soft and light weighted and give maximum comfort.it has high bacterial filtration efficiency, you can easily breathe through it and it is antimicrobial and splash resistant.
Customer: what is the cost?
You: It's very affordable.Only Rs.500 For 100 pieces.
Customer: give me one packet.
You: Thank you!

Solved Activity/ Demo:

Minimum Price !!! Maximum value!!!
Hot and spicy **Zataka wada pav** only in 20 Rs.
Come and Fill your stomach without emptying your pocket at
Kasturachand Park,Nagpur

Practice:
With the help of this conversation and collected wrappers, prepare an advertisement for your product. See the above advertisement for a better understanding.

Extension Activity/ Parallel Activity/ Reinforcement:
find the different types of advertisements and their vocabulary.

Evaluation:

- **appropriate tense and vocabulary should be used.**
- **Simple language and flow of conversation should be there.**
- **Punctuation marks and catchy slogan**

My takeaway/Today I learnt: I learnt to frame the probing questions to get additional information through conversation and advertisement.

Activity 2

Learning Outcomes/ Competency Statements:
Framing probing questions to find additional information, to find precise answers to one's query.

Instructions for teachers and parents /facilitators:

- Give the learners examples of framing questions for an interview.
- Facilitate the learners to prepare interview questions for the Chief Minister.
- Give them 30 minutes to prepare it.
- Provide them 15 minutes to present the interview.

Instructions for students:

- Frame some questions for the interview.
- Prepare it fluently and ask carefully.
- Note down the important details for the conversation.
- Prepare interview questions for the Chief Minister.

Learning Activity:
preparing Interview questions

1) How do you feel to be the chief minister of the state?
2) Do you feel the pressure of this hot seat?
3) What are your priorities for the state in near future?
4) How will you cope up with the Corona crisis in the state?
5) When do you get time for your children and family?
6) Do you watch movies? Which movie do you like most?
7) If you get free time, what do you like to do the most?
8) What message do you want to give to the state through this interview?

Solved Activity/ Demo:

Interview of a topper in secondary state board examination.

1) How do you prepare for the examination?
2) How many hours in a day you study?
3) Do you get time for watching T.V. or playing?

Practice:
Prepare interview questions for the interview given below.

1) Interview for the post of sales manager.
2) Interview of the doctor on health awareness.
3) Interview of the Education Minister on the online schooling and current education system of the state.

Extension Activity/ Parallel Activity/ Reinforcement:
Watch the interview on news television.
Find out the question patterns ask in an interview.

My takeaway/Today I learnt: I learnt to frame the probing questions to get additional information through interview questions.

Activity 3

Instructions for teachers and parents /facilitators:

- Prepare learners to write a dialogue of a person who became a successful cricketeragainst all the odds.
- Facilitate the learner(s) to prepare a dialogue about his/her life and struggle.
- Give them 30 minutes to prepare it.
- Provide them 15 minutes to present the dialogue.

Instructions for students:

- Read the dialogue given below.

Learning Activity:

A dialogue between you and the successful cricketer, Mr Dhoni.
You: Welcome sir and congratulationson your grand success.
Mr Dhoni: Thanks.
You: You have made us proud for making us champion in all formats of cricket. What made you Mr cool and composed?
MrDhoni: My passion for this game and my feelings for the country. When I play for India, I am myself and no thought comes to my mind other than winning.
You: How do you plan your winning strategy?
MrDhoni: See, winning is a team effort. A single man cannot win the whole match. you need support. We plan for every individual of the opponent team. Sometimes it works, sometimes not.
You: tell me frankly,who made Dhoni,the cricketer of the millennium?
MrDhoni: Destiny and a long list who have sacrificed a lot for me including my family and my fans.
You: Can you share any memorable moment in your life which made you happy?
MrDhoni: Winning the world cup is the happiest moment in my life. I became instrumental in giving happiness and pride to my countrymen.
You: any message you want to give to our audience.
MrDhoni:I came from a very small city and born in a mediocre family but the passion, persistence and hard work brought me success. So, if I can why not you? Follow your passion rigorously against all odds in your life and see you reach your destination.
You: Thank you very much!

Solved Activity/ Demo:

You can take help from the above activity to develop a dialogue.

Practice:

1) Develop a dialogue between you and your father discussing the sport you both like.
2) Develop a dialogue between you and your mother about making tea.
3) Develop a dialogue between you and your teacher about how to solve a paper in 3 hours.

Extension Activity/ Parallel Activity/ Reinforcement:

find the different types of dialogues and their vocabulary.

Evaluation:

- Proper introduction and beginning.
- Simple language and flow of conversation.
- Punctuation marks should be used appropriately whenever necessary.
- The appropriate sequence of the dialogue
- Proper layout and conclusion

My takeaway/Today I learnt: I learnt to frame the probing questions to get additional information through developing dialogue.

Competency / LO statement 18: Paraphrase a word / phrase.

Activity No. 1

Learning Outcome:
Paraphrase a word/Phrase

Instruction for Teachers/Parents/Facilitators:

- Tell the learner the nature of the activity.
- Assist/help the learner wherever he/she needs.

Instructions for Students:

- Read the passage carefully.
- Read the underlined words/phrases carefully.
- Guess the meaning of the words /phrases.
- Try to state the meaning of the words/phrases in your own words.

Learning Activity:1
Read the following passage carefully and paraphrase the underlined word/phrase.
Nature is continually ***enticing*** us to spend time in her ***embrace***; through the calling of birds, the ***babbling*** of brooks and streams, the ***fragrance*** of flowers and the whispers of trees as the wind blows through their branches. It commands us not to go against it otherwise it will curse you.

Solved Activity/Demo Activity
1.Enticing – Tempting
Nature is always tempting us with its magical things.
2.Embrace- to hug
Bishnoi community people were hugging the trees to save the life of the trees from cutting.
3.Babbling- Chattering, Boasting
The boasting of some people creates an unpleasant atmosphere.
4.Fragrance- pleasant odour, sweet smell
I like the sweet smell of Mogra.

Practice:
Paraphrase the following words/phrases:
Demonstrate
Elicit
Car
To be fond of

Parallel Activity:
Read the passage carefully and paraphrase the underlined words/phrases.
I like the poem for the very reason that anyone else would like it, for its humour. I also like the poem because the poet balances the **exaggeration** with seemingly **convincing** logic.

Video/link/ Diksha App

Evaluation:
Paraphrase the following words/phrases:
Deforestation
Comprehension

Today I learnt/ My take away points:
Reading carefully
Guessing meaning
Paraphrasing the words/phrases.

Activity No. 2

Learning Outcome:
Paraphrase a word/Phrase

Instruction for Teachers/Parents/Facilitators:
Tell the learner the nature of the activity.
Assist/help the learner wherever he/she needs

Instructions for Students:
Read the passage carefully
Read the underlined words/phrases carefully
Guess the meaning of the words /phrases
Try to state the meaning of the words/phrases in your own words

Learning Activity:2
Paraphrase the Synonyms
Ex. My car needs Petrol.
Paraphrase the words by changing the order of the words.
Ex.Learning to manage money is an important aspect of life.
Paraphrasethe words by changing the form of a word.
Ex. Suger price rose dramatically.
Paraphrase the words by making active in to passive
The government invested $ 30 million in the development of Education.

Solved Activity/Demo Activity
Paraphrase the Synonyms
Ex. My car needs Petrol.
My vehicle requires fuel.
Paraphrase the words by changing the order of the words.
Ex.Learning to manage money is an important aspect of life.
Learning to manage money in life is an important aspect.
Paraphrase the words by changing the form of a word.
Ex. The sugar price rose dramatically.
There was a dramatic rise in the price of sugar
Paraphrase the words by making active in to passive
The government invested $ 30 million in the development of Education.
$ 30 million was invested in the development of Education.

Practice:
Paraphrase the synonyms
Violence crime is on the rise among the teenagers
Paraphrase the words by changing the form of the words
Happy, Success, Real etc.
Paraphrase the sentence by changing voice
Niagara Falls is viewed by thousands of tourists every year.

Parallel Activity:
Paraphrase the Synonyms
Ex. He is a very clever boy.
My vehicle needs repairmen.
Paraphrase the words by changing the order of the words.
Ex He stole a gold necklace and managed to run away.
Paraphrase the words by changing the form of a word.
Ex. Dramatic, motivation
Paraphrase the words by making active in to passive
Prince gave her a bag of seed

Video/link/ Diksha App
https://youtu.be/74zvWWUI_iw

Evaluation:
Paraphrase the following words/phrases/sentences
What is mean by paraphrase?
In what way we can paraphrase the words/phrases and sentences.

Today I learnt/ My take away points
Paraphrasing the synonyms
Paraphrasing the words by changing their orders

Competency / LO statement 19: To enable the students to comprehend the structure of a sentence. To enable the students to identify the types of clauses.

Activity No. 1

Instructions for teachers and parents /facilitators:

- Check the previous knowledge of the learners.
- Check the concept of Sentences, Phrases and Clauses.
- Observe the pattern of thinking of the learners.

Instructions for students:

- Students will try their best to identify sentence structures.
- Students will try to identify the main and subordinate clause.
- Students will try to form sentences of their own after their concepts are clear.

Learning Activity:

A Clause is a group of words that contains a Subject and a Predicate. The subject of a Clause may be expressed or understood. There are two types of Clauses:

a) The Main Clause (Independent Clause)

- Contains the main thought of the sentence and makes sense standing alone.
  Example:
  1) I spoke to the teacher who is in charge.
  2) The dog that was spotted chased me across the road.

b) A Subordinate Clause (Dependent Clause)

- Cannot make sense standing on its own. To make a sentence, a subordinate clause must be added to the main clause.
  Example:
  1) I saw the cat when I reached home.
  2) They went to the store so they could buy chocolates.

  Subordinate Clauses add information to a sentence and function in the same way as – Nouns, Adjectives or Adverbs.
  Examples:
  1) I think that we should always speak the truth (Noun)
  2) The umbrella, which is red, is mine. (Adjective)
  3) Our class stops working when the bell rings. (Adverb)

Solved Activity/ Demo:
The teacher will instruct the students to solve the activity in groups.

Practice:
- The teacher will divide the students into groups and one group will have a photocopy of the main clause and the other group will have the subordinate clauses.
- The teacher will ask the students to match the main clauses to the subordinate clauses.

Extension Activity/ Parallel Activity/ Reinforcement:

CLAUSE MATCH UP	
1) These are the courageous boys	a) Because he was not
2) Raj did not come	b) where the bus stop was
3) The car driver did not know	c) who helped the accident victim

Evaluation:
The teacher will check whether the students have comprehended the concept of clauses and their identification.

My take away/Today I learnt:

-Today I have learnt about the identification of Clauses (Main Clause and Subordinate clause)

- Today I have learnt to identify the kinds of clauses (Noun, Adjective, Adverb)

Activity No. 2

Instructions for teachers and parents /facilitators:
- Observe the pattern of thinking of the students.
- Check the students' previous knowledge of the concept of Sentence, Subject, Verb and Object.

Instructions for students:
- Students will try their best to identify the Active and Passive Sentences.
- Students will try to identify the Verb, the Subject and the Object of the Sentences.

Learning Activity:

CARRY OUT AN ACTION ACTIVITY

- The teacher stands in front of the class. She/he drops a pen on the floor. The teacher asks the students to tell what has just happened and asks them to begin the sentence with the teacher's name.
  Example:
  "Mrs Pillai dropped a pen on the floor"
  The teacher asks the students to identify the Subject and the Verb in the Sentence;
  The Students should say the verb in this sentence; they should say the Subject is Mrs Pillai" and the Verb is "dropped".

The Passive of an Active Tense is formed by putting the verb**to be**into the same tense as the Active Verb and adding the past participle of the active verb.

The subject of the active verb becomes the "Agent" of the passive verb.
The agent is very often not mentioned. When it is mentioned it is preceded **by** and placed at the end of the clause.

Example:
Active: Raj opened the gate
Passive: The gate was opened by Raj

Passive Verb Tenses:

	ACTIVE VOICE	**PASSIVE VOICE**
PRESENT SIMPLE	He opens the door	The door is opened
PAST SIMPLE	He opened the door	The door was opened
FUTURE SIMPLE	He will open the door	The door will be opened
PRESENT CONTINUOUS	He is opening the door	The door is being opened
PAST CONTINUOUS	He was opening the door	The door was being opened
GOING TO	He is going to open the door	The door is going to be opened
PRESENT PERFECT	He has opened the door	The door has been opened
PAST PERFECT	He had opened the door	The door had been opened
INFINITIVE	He has to open the door	The door has to be opened
MODALS	He must open the door	The door must be opened

Solved Activity/ Demo:
The teacher will instruct the students to solve the activity in groups.

Practice:
REPEAT THE ACTION – INTRODUCE THE PASSIVE VOICE

The teacher drops the pen on the floor one more time and tells the students that they will tell them what has just happened, but this time, their sentence should begin with, " The Pen…." The teacher then goes to the board and writes, " The pen was dropped on the floor". The teacher asks the students to identify the Subject; they should say it is the "Pen". The teacher asks the students to identify the verb; they should say it is "was dropped".

Extension Activity/ Parallel Activity/ Reinforcement:
ERROR CORRECTION:

Each of the following sentences in this exercise has an underlined word/phrase and three words/phrases are given after the sentence. If one of the given words/phrases makes the sentence grammatically correct, select the word/phrase as your answer.

i) The lock is opened by Radha
   a) was
   b) has
   c) were
   Answer: a) was

ii) A cat have been caught by my pet dog.
   a) having been
   b) were
   c) has
   Answer:c) has

iii) Those robots were manufacture by a Chinese company.
   a) was manufactured
   b) were manufactured
   c) were manufacturing
   Answer: b) were manufactured

iv) Are animals love by children?
   a) loving
   b) loved
   c) loves
   Answer: b) loved

v) Good news are expected by us.
   a) is been
   b) is
   c) has
   Answer:b) is

Evaluation:
The teacher will check whether the students have comprehended the concept of Active and PassivenVoice.

My take away/Today I learnt:
Tick the correct option

1) Today I learnt to identify the Subject, Verb and Object in the sentence.
2) Today I learnt to change the sentence from Active to Passive Voice.
3) Today I learnt to change the sentence from Passive to Active Voice.

Competency / LO statement 20 :
Finite verbs and infinitives, participles and geruned - determiners.

Learning Outcomes/ Competency Statements:

By the end of this activity, the students will be able to :

1. To understand the concept and use of Finite verbs.
2. To identify Finite verbs from the sentences.

Instructions for teachers and parents /facilitators:

1. Write the sentences on a chart.
2. Ask the questions in a way to help the students learn the concept on their own.
3. Guide and help the students wherever necessary.

Instructions for students:

1.Read the sentences carefully and observe the difference.

2. Generalise the examples and form your learning.

Learning Activity:

1. The teacher presents two sets of sentences and asks the students to read them.
2. The teacher asks several questions to make students learn the concept of Finite verbs. (As shown in the demo)
3. The teacher then gives some more examples and asks the students to find Finite verbs from them.
    a) Javed presents a poem in the class.
    b) Gauri recites a poem.
    c) Suyog acted in a play.
    d) The mechanic repaired the machine quickly.
    e) Clara promised to study hard.
4. The teacher monitors and provides support wherever necessary.

Practice :

Complete the sentences by filling the proper finite form of the verb.

1. Children --------- (play) on the ground yesterday.
2. We will -----(learn) the new lesson tomorrow.
3. Swati ------ (make) lovely dishes.
4. James ----- (write) all the correct answers in the last exam.
5. We --- (to be) students of class 10.

Extension Activity :

Find the error from the given sentences and correct them.

1. The scientists invents a new vaccine.
2. Shobha type the official letters everyday.
3. Mr. Smith forgotten about the meeting.
4. The prince give gifts to the people in the old days.
5. Mohsin understanding the needs of his parents.

Parallel Activity :

Find whether the underlined verbs are Finite or not.

1. Jagdish <u>likes</u> to play the guitar.
2. Sharif is <u>helping</u> his mother.
3. David <u>bought</u> a new phone.
4. We <u>can</u> dance.
5. The teacher <u>gave</u> homework to the students.

Reinforcement:

Find out the verbs from the sentences and identify the tense.

1. Sudha wants a new bag.
2. Atul decorated the party hall.
3. I enjoy cooking.
4. Ali watched a movie.
5. Harpal Singh writes a poem.

Evaluation:

Find the verb from the given sentences and change it as per the form given in the next sentence.

1. I watch a movie.
   Smita ----- a movie. (Present tense)

2. The director holds a meeting.
   The director ----- the meeting. (past tense)

3. Richard plays cricket very well.
   I ----- cricket very well. (Person)

4. The team celebrated its success.
   The team will ------ its success. (Future tense)

5. **We were making paper boats.**
   He ---- making paper boats. (Number)

DIKSHA Video/ E-content QR code:

.https://diksha.gov.in/play/collection/do_31300510234660864011 2?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_312994498130042880144 1……

My take away/Today I learnt:

1. **To identify finite verbs.**
2. **To use correct form of a finite verb in the sentence.**

Activity 2

Learning Outcomes/ Competency Statements:

By the end of this activity, the students will be able to :

1. To understand the concept and types of Non-finite verbs.

2. To understand the difference between Finite and Non-finite verbs.

3.To use the correct form of Non-finite verb in a sentence.

Instructions for teachers and parents /facilitators:

1. Write the sentences on a chart.

2. Ask the questions in a probing way to help learners understand the concept on their own.

Instructions for students:

1. Observe the sentences carefully.

2. Generalise the examples and create your own learning.

Learning Activity:

1.The teacher presents some sentences and asks the students to find finite verbs from them.

2. Then the teacher points the students towards other verbs present in the sentence and asks probing questions to the students to clear the concept of Non-finite verbs. (As shown in the demo)

3.The teacher various examples of Non-finite verbs and their types - infinitives, participles and gerunds.

4. The teacher presents some more sentences and asks the students to find Non-finite verbs from them.

Solved Activity/ Demo:

Teacher : Read these sentences and find Finite verbs from them.

1) The kids played under the running water.
2) The kids are playing under the running water.
3) Vedant plays under the running water.
Students : played, plays

T : There is another verb also. Can you find it?
S : running?

T : Yes. Look at other finite verbs which you found. They change as per the person and the tense. Does running also change as per the person and the tense?
S : No. It remains the same.

T : The verbs which do not change as per the person or the tense or the number are called Non-Finite verbs. Let's see some more examples.
1) That sleeping cat is mine.
2) Running is a good exercise.
3) Uma went to Mumbai to find a job.
Look at the underlined verbs in these sentences. They never function as the main verb in any sentence.
In the first example, 'sleeping' describes the word cat. Here it functions as the adjective. It is called as 'participle'.
In the second sentence, 'running' works as a noun. It works as the subject. It is called as 'gerund'.
In the third example, the verb 'find' is preceded by 'to'. It is called as 'infinitive'.
Some infinitives can work without 'to'. They are called as 'bareinfinitives'.
e.g. She made me cry.
I heard him sing a lovely song.
Here cry and sing are bare infinitives.

Now find Non-finite verbs from these sentences.
1) Rashmi found the shop at a walking distance.
2) Kids like the moving toys.
3) The broken glass cut my foot.
4) The tired man ate the food quickly.
5) Nirmala likes to learn new things.
S : walking, moving, broken, tired, to learn

Practice:

Find verbs from these sentences and state whether they are Finite or Non-Finite.

1) The sky was filled with shining stars.

2) We will be glad to help you.

3) Smoking is injurious to health.

4) I want some time to complete this work.

5) Following the tradition, the prince became the king.

Extension Activity :

Fill in the blanks with an appropriate participle.

1) We entered a remote village ----- the main road. (left, leaving)

2) The ----- shop will open tomorrow. (closing, closed)

3) Not ----- knowing the answers, I took help from my teacher. (knowing, known)

4) The villagers spotted an ------- tiger. (injured, injuring)

5) Mira tried ----- a cake. (baked, baking)

Parallel Activity :

Rewrite the following sentences by adding infinitives as shown in the example.

1] Lata like <u>living</u> a healthy life.

Lata likes <u>to live</u> a healthy life.

2] The teacher tried testing us.

3] The musician started composing new tunes.

4] The police attempted catching the criminals.

5] Fatima loves making people happy.

Reinforcement:

Underline the gerund or infinitives in the following sentences.

1} Learning English is not so difficult.

2} My mother helped me to complete the project.

3} Sumayya wants to become a doctor.

4} Raju is good at skating.

5} Francis loves drawing pictures.

Evaluation:

Fill in the blanks with proper Non-Finite verbs.

1. We are willing --- (win) the game.

2. The lawyer kept ---- (explain) the game.

3. The shopkeeper wants ----- (make) good income.

4. You can make tasty dishes from ---- (spoil) milk.

5. Amitabh Bachhan is known for his ---. (act)

DIKSHA Video/ E-content QR code:

https://diksha.gov.in/play/collection/do_3125266000323543042412 92?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_3129944980802355201100

My take away/Today I learnt:

1) Non-Finite verbs and their types

2) To use the proper form of Non-Finite verbs.

Activity 3

Learning Outcomes/ Competency Statements:

1. **To learn types of determiners and their uses**

Instructions for teachers and parents /facilitators:

1. Help the students to generalise the examples and construct their own learning.
2. Present the examples in a way that students will be able to understand the concept on their own.

Instructions for students:

1. Listen to your teacher attentively.
2. Observe the sentences carefully and understand the function of the given words.

Learning Activity:

1. The teacher shows some sentences to the students and asks them to read.
2. The teacher points to the highlighted words and asks some probing questions.
3. The teacher elaborates the concept of Determiners and explains its types with the help of the examples.
4. The teacher then gives some more examples and asks to fill in the correct determiner.

Solved Activity/ Demo:

T : Read these sentences.

1. The exams were recently cancelled by the government.
2. Add some sugar in the tea.
3. These coins are very old.
4. He came by his car.
5. I am reading a book.
6. Laila invited only a few friends for the party.

(The students read the sentences.) Look at these highlighted words. Where are they placed?

S : before the words exams, fridge, sugar, coins, car, book, friends.

T : What is the type of these words?

S : They all are nouns.

T : Correct. These words give us references of other words or specify something. E.g. In the first sentence, 'the' refers to exams and government. In the next sentence, the word 'some' specifies the quantity of sugar. Can you tell me what the words these, his, a and few refer to?

S : coins, car, book, friends.

T : Good. These words are called 'Determiners'. They come before a noun. As per their function, they are classified into four types. Let's see the examples. A, an, the are articles. In the first sentence, 'the' refers to specific things like exams and government so it's a definite article. In the fifth sentence, a refers to a general thing so it's an indefinite article. Articles work as determiners.

Some and few specify the quantity of sugar and friends. They are Quantifiers. Any, every, little are some more examples.

The words like his, their, my, our show possession, so they are Possessives. These, that,this, those demonstrate a particular thing or noun. They are called **Demonstratives.**

Now fill in the correct determiner in the blanks.

1. The principle declared --- results.
2. Rashmi bought -- umbrella.
3. ---- book is very interesting.
4. ____ voice is melodious.
5. ----- species of birds are disappearing from the earth.
6. Do you have --- questions?
   (any, an,your, the, this, many)

Practice:

Select the proper determiner to complete the sentence.

1. I want to buy ---- gifts. (some, any)
2. I did not find ---- there. (someone, anyone)
3. Only ---- students get the scholarship. (the few, a few)
4. I have ---- notes of the new currency. (much, many)
5. There are ---- varieties of mobiles in the market. (many, little**)**

Does ---- know the answer to this question? |(anybody,nobody)

Extension Activity/ Parallel Activity/ Reinforcement Activity :

Complete the sentences by filing the correct determiner.

1. Very --- people can write with the left hand.
2. ------- is busy watching the match.
3. Rajesh used --- knowledge to win the game.
4. Sambhaji will start - new business.
5. Gandhiji believed in --- principle of Truth.
6. There is ----- powder left in the bottle.
7. ----- year the rain is good.
8. ----- people were appointed in the office.
   (the, everybody, this, a, his, little, few, seven)

Evaluation:

Match the pairs.

No.	Determiners	Answers	Examples
1	Demonstratives		Your, my
2	Quantifiers		A, an, the
3	Articles		This, those
4	Possessives		Little, any, more

DIKSHA Video/ E-content QR code:
https://diksha.gov.in/play/collection/do_31252660003235430424129 2?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_3129944981430763521416

My take away/Today I learnt:

1. **The types of determiners and their usage.**
2. **To use appropriate determiner.**