



सत्यमेव जयते
GOVERNMENT OF MAHARASHTRA



ENGLISH

BRIDGE COURSE
CLASS VI

(H.L.)

ACADEMIC YEAR
2020-2021

ACADEMIC YEAR
2021-2022



ज्ञानसेवा तु साफल्यम्

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Instructions for Teachers/Parents/Facilitators

Namaskar!

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

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

1. The bridge course lasts for a total of 45 days and consists of three tests after a certain period of time.
2. The bridge course is based on the syllabus of previous class and is a link between the syllabi of previous and the current class.
3. This bridge course has been prepared class wise and subject wise. It is related to the learning outcomes and basic competencies of the previous class' textbook and is based on its components.
4. The bridge course includes component and sub-component wise worksheets. These worksheets are generally based on learning outcomes and basic competencies.
5. The structure of the worksheet is generally as follows.
Part One - Learning Outcomes/Competency Statements.
Part Two - Instructions for teachers / parents and facilitators
Part Three - Instructions for Students
Part Four - Learning Activity
Part Five - Solved Activity/ Demo
Part Six - Practice
Part Seven - Extension Activity/Parallel Activity/Reinforcement
Part Eight - Evaluation
Part Nine - DIKSHA Video Link/E-Content/QR Code
Part Ten - My Take Away/ Today I Learnt
6. This bridge course will be very important from the point of view to revise and reinforce the learning of the students from the previous class and pave the way to make their learning happen in the next class.
7. Teachers/parents and facilitators should help their children to complete this bridge course as per day wise plan.
8. Teachers/parents and facilitators should pay attention to the fact that the student will solve each worksheet on his/her own, help them where necessary.
9. The teacher should conduct the tests from the students after the stipulated time period, assess the test papers and keep a record of the same.

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

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

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

Instructions for Students

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

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

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

Day-1

Activity-1

Learning Outcome:

The learner recites and sings English songs and poems with actions.

Objectives: To enable learners to ...

- 1) know the pronunciation of words.
- 2) identify pairs of rhyming words.
- 3) learn some key words with the help of actions.
- 4) recite poems with proper rhyme and rhythm.
- 5) sing the poem with actions.

Instructions for teachers and parents/facilitators:

- Sing the given song with action for students.
- Pay attention towards the student's pronunciation.

Instructions for students:

- Look at the actions carefully and listen to the rhythm and pronunciation.
- Learn the pronunciation of the words which are new for you.
- Note down the rhyming words.

Learning Activity:

Strawberries

(Std. Five 'Balbharati' Page -7)

1. Sing the poem 'Strawberries' (Std. V- 'Balbharati', page no.7) with rhythm and actions.
2. Recite the poem with clear pronunciation and make the learner repeat after you. Recite the poem in short and meaningful chunks. (Correct the pronunciations wherever necessary.)
3. Ask the learner to identify the pairs of rhyming words. Explain the concept of rhyming words if they are not able to identify.

Rhyming words: The pair of words which rhymes, i.e., the sounds are identical at the end with a little difference in a syllable/ sound, are called as rhyming words. E.g., cat-rat. The sounds at the end of these two words are 'at' /æt/. The only difference in the sounds is between /k/ (क) as in cat /kæt/ and /r/ (र) as in rat /ræt/. The rhyming words at the end of the lines of a poem give it the quality of singing.

4. Sing the poem with suitable rhythm. Ask students to practise line by line after you.
5. Show the actions of some key words from the poem. Ask students to imitate you.
6. Again, sing the whole poem with rhythm and actions.

Solved Activity/Demo:

- Do actions as given below.

Stanza	Line	Poem	Actions
1	1	Strawberries that in gardens grow	Movement like a swaying tree
	2	Are plump and juicy fine,	Hands action like showing fruits.
	3	But sweeter far as wise men know	Both hands point out ahead and back.
	4	Spring from the woodland vine.	Zigzag movements of hands down to up

2	5	No need for bowl or silver spoon,	Left hand's bowl & Right hand's spoon
	6	Sugar or spice or cream,	Actions like dropping sugar
	7	Has the wild berry plucked in June	Actions like plucking fruits
	8	Beside the trickling stream.	Actions like drifting stream.

- Pairs of rhyming words: grow-know, fine-vine, spoon-June, cream-stream.

Practice:

- Conduct practice of singing and doing actions. (Rectify wherever necessary)

Extension Activity/Parallel Activity/ Reinforcement:

- Try to tell the gist of the poem.
- Tell the meaning of the poem in your mother-tongue.
- Recite a poem you know with the same theme.

Evaluation:

- Ask the learner to sing the poem with action. (See if the pronunciation, rhythm and the actions are appropriate or not).

DIKSHA Video/ E-content QR code:

https://diksha.gov.in/play/collection/do_312528046964654080246926?contentId=do_31250274625518796811701

My takeaway/Today I learnt:

1. Today I learnt pronunciation of some new words. ☐
2. I successfully identified most of the pairs of rhyming words. ☐
3. I understood meaning of some words with the help of actions. ☐
4. I understood the gist of the poem. ☐
5. I could sing the poem with proper rhythm and actions. ☐

Day-2

Activity-2

Learning Outcome:

The learner recites and sings English songs and poems with actions.

Objectives: To enable learners to ...

- 6) know the pronunciation of words.
- 7) identify pairs of rhyming words.
- 8) learn some key words with the help of actions.
- 9) recite poems with proper rhyme and rhythm.
- 10) sing the poem with actions.

Instructions for teachers and parents/facilitators:

- Sing the given song with action for students.
- Pay attention towards the student's pronunciation.

Instructions for students:

- Look at the actions carefully and listen to the rhythm and pronunciation.
- Learn the pronunciation of the words which are new for you.
- Note down the rhyming words.

Learning Activity:

A Lark

(Std. Five 'Balbharati' Page -71)

1. Sing the poem 'A Lark' (Std. V- 'Balbharati', page no.71) with rhythm and actions.
2. Recite the poem with clear pronunciation and make the learner repeat after you. Recite the poem in short and meaningful chunks. (Correct the pronunciations wherever necessary.)
3. Ask the learner to identify the pairs of rhyming words. Explain the concept of rhyming words if they are not able to identify.
4. Sing the poem with suitable rhythm. Ask students to practise line by line after you.
5. Show the actions of some key words from the poem. Ask students to imitate you.
6. Again, sing the whole poem with rhythm and actions.

Solved Activity/Demo:

- Do actions as given below.

Stanza	Line	Poem	Actions
1	1	Lark- bird, lark-bird, soaring high	Waving hand on both sides like a bird
	2	Are you never weary?	Gesture of tiredness, placing both palms behind neck and stretching
	3	When you reach the empty sky	Ponting both hands towards the sky.
	4	Are the clouds not dreary?	Showing hands towards the clouds.
	5	Don't you sometimes long to be	Nod and palms facing the sky move fingers in and out
	6	A silent goldfish in the sea?	Make shape of fish with fingers.
2	7	Goldfish, goldfish, diving deep	Keeping right palm on the left, doing action of a swimming fish and then dive.
	8	Are you never sad, say?	Cup of palms around cheeks and sad expression on face.
	9	When you feel the cold waves creep	Doing fists of two hands and shivering
	10	Are you really glad, say?	Fist of both hands under chin and smile on the face
	11	Don't you sometimes long to sing	Action of singing with half round palm
	12	And be a lark-bird on the wing?	Waving hand on both sides like a bird

- Pairs of rhyming words: high-sky, weary-dreary, be-sea, deep-creep, sad-glad, sing-wing

Practice:

- Conduct practice of singing and doing actions. (Rectify wherever necessary)

Extension Activity/Parallel Activity/ Reinforcement:

- Try to tell the gist of the poem.

- Tell the meaning of the poem in your mother-tongue.
- Recite a poem you know with the same theme.

Evaluation:

- Ask the learner to sing the poem with action. (See if the pronunciation, rhythm and the actions are appropriate or not).

DIKSHA Video/ E-content QR code:

https://diksha.gov.in/play/collection/do_312528046964654080246926?contentId=do_31269949902966784013570

My takeaway/Today I learnt:

1. Today I learnt pronunciation of some new words. ☐
2. I successfully identified most of the pairs of rhyming words. ☐
3. I understood meaning of some words with the help of actions. ☐
4. I understood the gist of the poem. ☐
5. I could sing the poem with proper rhythm and actions. ☐

Day-3

Activity-3

Learning Outcome:

The learner recites and sings English songs and poems with actions.

Objectives: To enable learners to ...

- 1) know the pronunciation of words.
- 2) identify pairs of rhyming words.
- 3) learn some key words with the help of actions.
- 4) recite poems with proper rhyme and rhythm.
- 5) sing the poem with actions.

Instructions for teachers and parents/facilitators:

- Sing the given song with action for students.
- Pay attention towards the student's pronunciation.

Instructions for students:

- Look at the actions carefully and listen to the rhythm and pronunciation.
- Learn the pronunciation of the words which are new for you.
- Note down the rhyming words.

Learning Activity:

On the Water

(Std. Five 'Balbharati' Pages 42-43)

1. Sing the poem 'On the Water' (Std.V- 'Balbharati', page no.42-43) with rhythm and actions.
2. Recite the poem with clear pronunciation and make the learner repeat after you. Recite the poem in short and meaningful chunks. (Correct the pronunciations wherever necessary.)
3. Ask the learner to identify the pairs of rhyming words. Explain the concept of rhyming words if they are not able to identify.
4. Sing the poem with suitable rhythm. Ask students to practise line by line after you.
5. Show the actions of some key words from the poem. Ask students to imitate you.
6. Again, sing the whole poem with rhythm and actions.

Solved Activity/Demo:

- Do actions as given below.

Stanza	Line	Poem	Actions
1	1	In our little boat to glide	Cyclic movement of hands to show rowing.
	2	On the water blue and wide	Wave both hands to show waves on the water.
	3	While the sky is smooth and bright	Pointing towards the sky contraction and stretching of fingers.
	4	What could give us more delight?	Action of two hands showing enquiry.
2	5	See the ripples, how they run	Waving right palm showing ripples, show running with index and middle finger.
	6	Twinkling brightly in the sun	Closing and opening fingers of the right hand.
	7	While reflected we can see	Facing two palms towards ourselves
	8	Shadows of each hill and tree	Raise two hands and move aside in semi-circle.

- Pairs of rhyming words: glide-wide, bright-delight, run-sun, see-tree

Practice:

- Conduct practice of singing and doing actions. (Rectify wherever necessary)

Extension Activity/Parallel Activity/ Reinforcement:

- Try to tell the gist of the poem.
- Try to do actions for remaining stanzas.
- Tell the meaning of the poem in your mother-tongue.
- Recite a poem you know with the same theme.

Evaluation:

- Ask the learner to sing the poem with action. (See if the pronunciation, rhythm and the actions are appropriate or not).

DIKSHA Video/ E-content QR code:

https://diksha.gov.in/play/collection/do_312528046964654080246926?contentId=do_31269948000459161613512

My takeaway/Today I learnt:

- Today I learnt pronunciation of some new words. ☐
- I successfully identified most of the pairs of rhyming words. ☐
- I understood meaning of some words with the help of actions. ☐
- I understood the gist of the poem. ☐
- I could sing the poem with proper rhythm and actions. ☐

Day-4

Activity:4

Learning Outcome:

The learner acts as per the announcements in a classroom or in the school environment.

Objectives: To help learners to ...

- 1) listen to the announcements with comprehension.
- 2) interpret the announcements.
- 3) act as per the announcements.

Instructions for teachers and parents/facilitators:

- Read the announcement loudly and enact to give the demo.
- Help the learner wherever required.
- Ask the learner to respond after the demonstration and observe his/her response.

Instructions for students:

- Listen to the announcement carefully.
- Observe the demo given by the teacher/facilitator carefully.
- Enact as per the new announcement.

Learning Activity:

- 1) Read the following announcement aloud and show how to respond to it.

“There will be a drawing competition, those who are interested may enrol by submitting your name and class with division on a chit of paper to the head boy/ class monitor.”

- 2) Demonstrate the response to this announcement.
- 3) Ask the student to act as per the announcement.
- 4) Make the following announcement and asks the learner to respond accordingly.

“There will be an essay writing competition. Those who want to participate, take the piece of paper from the table and take a seat in the row.”

Solved Activity/Demo:

“There will be a drawing competition, those who are interested may enrol by submitting your name and class with division on a chit to of paper to the head boy.”

Response: The teacher/ facilitator enrolls himself/herself as per the announcement.

Practice:

Enact the same announcement in front of your friend/ siblings/ parents.

Extension Activity/Parallel Activity/ Reinforcement:

Construct and make an announcement in your own words for ‘lunch break’.

Evaluation:

Makes the following announcement and asks the learner to respond accordingly. (The facilitator may play the role of librarian.)

“The school library is open for the next one hour. Students are requested to return their old books and take new books to read.”

DIKSHA Video/ E-content QR code:

https://diksha.gov.in/play/collection/do_312528046968127488147847

My takeaway/Today I learnt:

1. I could understand the announcements made by the facilitator. ☐

2. I could construct an announcement. ☐
3. I could make an announcement successfully. ☐
4. I could act as per the announcements. ☐

Day-5

Activity-5

Learning Outcome:

The learner acts as per the announcements in a classroom or in the school environment.

Objectives: To help learners to ...

- 1) listen to an announcement with comprehension.
- 2) interpret the announcements.
- 3) act as per the announcements.

Instructions for teachers and parents/facilitators:

- Read the announcement loudly and respond to give the demo.
- Help the learner wherever necessary.
- Ask the learner to respond after the demonstration and observe his/her response.

Instructions for students:

- Listen to the announcement carefully.
- Observe the demo given by the teacher/facilitator carefully.
- Enact as per the new announcement.

Learning Activity: (announcement about natural disaster)

- 1) Welcome the learner and ask her/him to match the following pairs.

Disaster	Your answers	Response
1) Earthquake		a) Take a blanket and crawl out of the house.
2) Flood		b) Hide under the table or stand in the door frame.
3) Fire		c) Go to the highest place possible.

- 2) Demonstrate responses for different disasters.
- 3) Read the following announcement aloud and ask the learner to respond.

“Please pay attention, an earthquake is being experienced. Leave all your material as it is and go to a safe place.”

- 4) Help the learner to respond to the announcement appropriately.

Solved Activity/Demo:

Disaster	Correct answers	Response
1) Earthquake	(b)	a) Take a blanket and crawl out of the house.
2) Flood	(c)	b) Hide under the table or stand in the door frame.
3) Fire	(a)	c) Go to the highest place possible.

Practice:

Enact the announcement with your friends/ family members.

Extension Activity/Parallel Activity/ Reinforcement:

Collect announcements about disaster management from various sources including newspapers.

Evaluation:

Make the following announcement and ask the learner to give an appropriate response.

“Caution! There is fire in the school kitchen and lunch hall!”

DIKSHA Video/ E-content QR code:

https://diksha.gov.in/play/collection/do_312528046968127488147847

My takeaway/Today I learnt:

1. I could understand the announcements made by the facilitator. ☐
2. I could collect announcements from various sources. ☐
3. I could act as per the announcements. ☐

Day-6

Activity-6

Learning Outcome:

The learner acts as per the announcements in a classroom or in the school environment.

Objectives: To help learners to ...

- 1) listen to the announcements with comprehension.
- 2) interpret the announcements.
- 3) act as per the announcements.

Instructions for teachers and parents/facilitators:

- Read the announcement loudly and respond to give the demo.
- Help the learner wherever necessary.
- Ask the learner to respond after the demonstration and observe his/her response.

Instructions for students:

- Listen to the announcement carefully.
- Observe the demo given by the teacher/facilitator carefully.
- Enact as per the new announcement.

Learning Activity:

- 1) Read the following announcement aloud and show how to respond to it.

“In the wake of COVID-19 pandemic, all students are informed to compulsorily wear a mask while coming closer to others. Keep an alcohol-based sanitizer with you and sanitise your hands regularly. Maintain a safe distance of six feet.”

- 2) Read the announcement again and ask the learner to respond accordingly.

Practice:

Enact the announcement with your friends/ family members.

Extension Activity/Parallel Activity/ Reinforcement:

Collect different announcements about COVID 19 and write them in your notebook. Enact them and ask your family members to follow you.

Evaluation:

Read one of the announcements given on page 14-15 of the textbook of English language (Balbharati) for Std. V. Ask the learner to choose a suitable heading for the announcement from the following.

Change in School Hours/ Cleanliness/ Story-telling Competition/ Lost and Found/ Warning/ Football Match

DIKSHA Video/ E-content QR code:

My takeaway/Today I learnt:

1. I could understand the announcements made by the facilitator. ☐
2. I could collect announcements from various sources. ☐
3. I could act as per the announcements. ☐

Day-7

Activity-7

Learning Outcome:

The learner listens to others and responds accordingly.

Objectives: To enable learners to ...

1. listen to a conversation with understanding.
2. understand emotions.
3. enter a conversation.
4. disagree with others politely.

Instructions for the teacher, parents/facilitator:

- Encourage the learner to match the emojis with emotions. Play the video after the guess.
- Help the learner to answer questions. Play the audio clip again if required.
- You may give more practice by changing the examples given under 'Practice'.
- Appreciate the efforts of the learner and encourage to respond correctly.

Instructions for the learner:

- Listen to your facilitator with attention.
- Respond to your facilitator's instructions.
- Don't bother to ask your facilitator anything you don't understand.

Learning Activity:

- Match the following emojis with appropriate emotions.



Response:

Emotions: Happy, Excited, Afraid, Surprised, Sad, Frustrated, Angry, Indifferent

- [Click here and listen to a conversation carefully:](#)

[Click here for some emotions.](#)

- Answer the questions based on the conversation.

1. Who is the conversation between, do you think?
2. Are they talking formally or informally?
3. How did you arrive to this conclusion?
4. What are they talking about?
5. What is their mood like in the conversation?
6. If you want to enter the ongoing conversation, how will you enter?
You may select from: 1) Hey! Listen. I want to say ... 2) Sorry to interrupt! If you allow, I'd like to say ... 3) Wait, I also want to say ... 4) Let me speak.
7. How will you react if you disagree with somebody in a conversation?

Select from these options: 1) You are wrong! 2) I strongly object to what you say.
3) It is not true. 4) In my opinion, it's because ...

Solved Activity (Demo):

- Emojis Answer-key: 1.Afraid, 2.Angry, 3.Excited, 4.Frustrated, 5.Happy, 6.Indifferent, 7.Sad, 8.Surprised
- 6. The more appropriate option will be '2) Sorry to interrupt! If you permit, I'd like to say ...' It is a polite way to interrupt a conversation and enter it.
- 7. The more appropriate option will be '4) In my opinion, it's because ...' One should respect the opinions of others while presenting your own view. After all, what you want to express is your own opinion. Others should not feel offended by your remarks.

Practice:

- Match the following situations with their corresponding emotions.

S.N.	Situation	Response	Emotion
1.	Sweetie loves sweets. She got two chocolates from her father.		a. 😲
2.	Cutie was about to score a goal when a defender mis-tackled and brought her down.		b. 😞
3.	India got a follow-on in the test match but eventually won the match convincingly.		c. 😊
4.	While playing, Clumsie broke the antique vase brought by his father from Rome.		d. 😏
5.	Stedie lost his way in the new city while returned home, but he was unmoved.		e. 🤖
6.	Duffy studied a lot but failed in Mathematics in the final examination.		f. 🤔
7.	Goofie drew a beautiful portrait in a competition, but a cat spilled some water on it and destroyed all the colours.		g. 😡
8.	Genie stood first in the whole India in the final examination.		h. 😄

Extension/Parallel Activity:

- Listen to a story from any source and enlist various events in it. Categorise those events into various moods/ emotions. Show your list to your facilitator/ teacher.

Evaluation:

- [Click here to listen to eight pieces of conversation and tell the moods of the speakers.](#)
- Complete the following dialogues:

A: We lost the match today.
B: The batsmen couldn't perform as expected.
A: I think the pitch wasn't helping batsmen.
B: Yes, the ball was spinning a lot.
A: It wasn't a good pitch to bat on.
You:

A: Sure. Do join us.
You: Thank you for allowing me in.

You: We lost today. I feel incredibly sad.
Friend: Me, too.
You: We need to analyse why we lost.
Friend: Yes, the batsmen failed today. They
 were bowled out for mere 97.
You:

Friend: But I think the batsmen could have
 performed better if played carefully.

DIKSHA links:



My Takeaway: Today, I ...

1. could identify various emotions. ☐
2. learnt to enter a conversation. ☐
3. learnt to disagree politely. ☐

Day-8

Activity-8

Learning Outcome:

The learner listens to others and responds accordingly.

Objectives: To enable learners to ...

1. listen to others with understanding.
2. understand what is being said to/ said about self.
3. respond to others with body language.
4. respond to others verbally.

Instructions for the teacher, parents/facilitator:

- Play the videos for the learner. Repeat them if required.
- You may give more examples of the expressions used for various occasions/situations.
- You may more exchanges in the 'Practice' section.
- Appreciate the efforts of the learner and encourage to respond correctly.

Instructions for the learner:

- Listen to your facilitator with attention.
- Respond to your facilitator's instructions.
- Don't bother to ask your facilitator anything you don't understand.

Learning Activity:

- [Click here and listen to some conversation pieces carefully.](#)
- Observe the following table and learn.

S.N.	Occasion/Situation	Expression
1.	Greetings (at different times)	Good morning/ /afternoon/ evening!
2.	Taking leave	See you soon, bye, bye!
3.	Going to bed	Good night, sweet dreams!
4.	Apologise	Sorry! / Pardon me!
5.	Ask for attention	Excuse me! / Please, lend me your ear.
6.	Someone thanks you	You're welcome! / Thank you! / My pleasure
7.	Borrowing & lending	Can you give me ...? Here it is.
8.	Gratitude	Thanks a lot/ton. / Thank you very much/ Thanks.
9.	Someone apologises	It's okay. / Don't mention it.
10.	Express grief	I feel very sorry for you.

Solved Activity (Demo):

- Complete the following table by selecting appropriate expression.
(Hello/ Fine, thank you/ It's my pleasure/ Yes, what can I do for you? / Sure! Here it is. / It's okay. / Good night, sweet dreams!)
- 1) Hi! → Hello!

Practice:

- Complete the following table by selecting appropriate expression.
(Hello/ Fine, thank you/ It's my pleasure/ Yes, what can I do for you? / Sure! Here it is. / It's okay. / Good night, sweet dreams!)

S.N.	Expression	Your option	Response
1.	Hi!		a) It's my pleasure.
2.	Oh! Deeply sorry.		b) Yes, what can I do for you?
3.	Thanks a lot.		c) Sure! Here it is.
4.	Can I borrow your pen?		d) It's okay.
5.	How are you?		e) Hello!
6.	Excuse me.		f) Good night, sweet dreams!
7.	Good night!		g) Fine, thank you.

- [Click here to listen to some more conversation pieces and repeat after them.](#)

Parallel Activity/ Extension Activity/ Reinforcement:

- Practise various expressions used in various situations with your friend/ facilitator/ family members.

Evaluation:

- Tell what to say in the following situations.
 - Your friend has invited you to his birthday party.
 - You met your neighbour in the morning.
 - You met your friend after a long time.
 - You forgot to bring your pen for exam.
 - You stamped the sack of your friend by mistake.
 - You want to ask an address.
 - A stranger showed you the way to your destination.
 - You want to catch attention of others.

DIKSHA links:**My Takeaway:** Today, I ...

- understood what others talked to me. ☐
- learned how to react in various situations. ☐
- learned how to apologise, thank, express gratitude, borrow, greet others. ☐

Day-9**Activity-9****Learning Outcome:**

The learner listens to others and responds accordingly.

Objectives: To enable learners to ...

- listen to others with understanding.
- understand what is being said to/ said about self.
- respond to others with body language.
- respond to others verbally.

Instructions for the teacher, parents/facilitator:

- Help the learner understand various aspects of a talk.
- Help her/him in the practice by playing a role in the conversation.
- While evaluating the learner try to judge the understanding and application of learning.
- Appreciate the efforts of the learner and encourage to respond correctly.

Instructions for the learner:

- Listen to your facilitator with attention.
- Respond to your facilitator's instructions.
- Don't bother to ask your facilitator anything you don't understand.

Learning Activity:

- [Click here and listen to a conversation.](#) (Repeat if required)
- Look at the following table carefully to understand various aspects of the above conversation piece.

S.N.	Aspects of conversation	Details
1.	Characters	A parent and a class-teacher
2.	Topic	Parents' meeting
3.	Gist	Discussion about the progress and conduct of the ward
4.	Mood(s) of speakers	Parent: Initially a bit worried but relieved at the end Teacher: Glad
5.	Language	Formal
6.	Intention of speakers	Enquiry about the behaviour of the ward
7.	Situation	In the 'Parents' Meet', the teacher and the parent are discussing about the academic progress and conduct of the ward in the classroom.

Solved Activity (Demo):

- The facilitator/ teacher will give a demonstration of the short conversation between the teacher and the parent. (Take help of the siblings/ family members.)

Practice:

- The facilitator will conduct practice with the learner by assigning and swapping the roles of the teacher and the parent.

Parallel Activity/Extension Activity/Reinforcement:

- Develop a piece of conversation to enquire about the Arts and Physical Education activities of a ward and practise it with your friends/ family members by swapping roles.

Evaluation:

- Develop a short conversation piece for any of the following situations:
 - a) A telephonic conversation with your pen-friend about likes & dislikes
 - b) Celebration with classmates after winning inter school competition
 - c) Talks with a new friend in a summer camp
 - d) Your participation in a COVID-19 awareness campaign
 - e) Convincing your teacher about your absence in the school due to some mishap

DIKSHA links:



My Takeaway: Today, I ...

1. learned various aspects of a talk/conversation.
2. could enact the conversation between a teacher and a parent.
3. could develop a small conversation piece on given situation.

☐
☐
☐**Day-10****Activity-10****Learning outcome:**

The learner answers simple questions based on poem, story, spoken passages, conversations, etc.

Objectives: To enable students...

1. to listen to the conversation with comprehension
2. to read the conversation with comprehension
3. to note the specific information, important details from listened/read/participated conversation

Instructions for teachers and parents/ facilitator:

- As this activity is based on conversations, make sure that your students know what conversation is.
- The conversation provided herewith is a specimen one. If necessary, you can adapt it but it should be conducive to develop the skill.
- As this is a bridging activity, think about the previous knowledge and the future outcomes.
- If it is an online class, identify the potential challenges and be ready with the alternatives.

Instructions for students:

- If you think that you are lacking anything which your teacher expects from you, make it clear in advance.
- If it is a listening activity, make sure that you are comfortable with it, in all respects.
- If necessary, take notes with your teacher's prior permission.

Learning activity:

The teacher/ facilitator will ask a couple of informal questions to the student(s) at the end of the conversation. She/He will introduce that a discussion is a sort of conversation. She/He will make students aware that every conversation has a topic/subject. A conversation can be between two or among more persons. During conversation, listening has equal importance as has the speaking. One should be able to grade the importance of different points during a conversation. The teacher/ facilitator will now announce that they are going to listen to/ read the conversation. She/He will play or display on the screen the following conversation. The student(s) will listen carefully.

Conversation:

Ramesh: Hey Jameel, stop. Looking afraid?

Jameel : Oh! Ramesh, you are there. Yes, I am a little afraid.

Ramesh: Why? What's wrong?

Jameel : Friend, I lost my mobile phone.

Ramesh: Oh! That's really worrying.

Ramesh: Do you remember when did you use your phone last?
 Jameel : Yes, I called my mother from Dr. Abhishek's clinic. (After thinking a bit) Ramesh, may I use your phone for a while, please?
 Ramesh: Oh, sure. Here it is.
 (Jameel calls his mother and informs her about the lost mobile phone.)
 Jameel : Thanks God.
 Ramesh: What happened?
 Jameel : My mother said, I forgot my mobile phone in Dr. Abhishek's clinic on his desk. He called my mother.

The teacher/ facilitator will ask the student(s) to solve the following exercise.

Answer the following questions orally.

- 1) How many boys are there in the conversation?
- 2) What is the relationship between the boys in the conversation?
- 3) What did Jameel lose?
- 4) Where did he find it?
- 5) Where, do you think, did the conversation take place?

Solved activity/Demo:

Joseph : Excuse me
 Controller: Yes, how can I help you?
 Joseph : Sir, when does the bus ply for Washim?
 Controller: At 2.00 O'clock.
 Joseph : Can I have reservation for it from here?
 Controller: Sorry! Offline reservations are not available from this bus-stand.
 Joseph : It's okay. Thank you.

The teacher/facilitator will make an announcement that they have to read/ listen to the conversation. During or after listening/ reading the student(s) will have to make a note of the important details from it. She/He will play/ display the above conversation for the student(s). The student(s) will listen/ read carefully. They will take notes during listening/reading if necessary. The teacher/facilitator will ask the student(s) following questions.

1. Which words in the conversation are more important?
2. What are the important details from the conversation?

Practice:

The teacher/facilitator will ask the student(s) to note the important details and specific information from an episode of a TV serial when they watch TV.

Extension activity/Parallel activity/Reinforcement:

Construct a piece of conversation based on the activities happening around you. E.g. Harvest, Pandemic

Evaluation:

A) The teacher/facilitator will ask following questions:

- 1) Why is listening important during a conversation?
- 2) What can we do to remember specific information from the conversation?

B) Tell if the following are good habits or bad:

- 1) Being polite during the conversation.

- 2) Helping others to express while speaking.
- 3) Breaking talks of others whenever you remember something important.

My takeaway: Today I learned...

1. to listen the conversation with comprehension. ☐
2. to note the specific information and important details from the conversation. ☐

Day-11

Activity-11

Learning outcome:

The learner answers simple questions based on poem, story, spoken passages, conversations, etc.

Objectives: To enable students...

1. to reflect on an event seen/ attended.
2. to arrange the incidents from the event in proper sequence.

Instructions for teachers and parents/ facilitator:

- Make students aware that there are various small incidents in an event.
- Students should judge which incidents should be considered and which should be ignored while describing the event.

Instructions for students:

- Try to understand the instructions given by your teacher/parents/facilitator.
- If you are watching a video of an event, ask your teacher/facilitator to pause when you need.
- Remember, as you are watching for learning; observe the event instead of getting engrossed.

Learning activity:

First of all, let's understand the concept of 'event'. There are various incidents in an event. We don't remember every incident as it happens, but we remember a few noticeable. Noticeable incidents are those, which are outstanding or formal and integral part of an event. While describing an event, first reflect on the whole event. Then decide, which incidents are important and worth remembering. Make a list of those incidents and arrange them in a sequence. Remember, if an event took place in the past; describe the incidents in the past tense. If you are not sure about the sequence, you can first make a list and then think about the sequence.

Solved activity/Demo:

The teacher/facilitator will arrange a small activity pertaining to classroom events, e.g. calling the roll, cleaning the board, etc. After the activity, ask student(s) to describe it. Ask them to follow the instructions about describing the event, given at the beginning of the class.

Practice:

The teacher/facilitator will ask student(s) to remember the inauguration ceremony of 'Annual Gathering' or the 'Independence Day Celebration' and will ask to arrange the incidents sequentially.

Extension activity/Parallel activity:

Differentiate two wedding ceremonies you attended comparing the difference in the incidents.

Evaluation:

Enlist important points to be remembered while describing an event or sequencing the incidents.

My takeaway: Today I learnt...

1. to reflect on the event seen/ attended. ☐
2. to arrange the incidents in an event in proper sequence. ☐
3. to answer simple questions based on an event. ☐

Day-12

Activity-12

Learning outcome:

The learner answers simple questions based on poems, story, spoken passages, conversations etc.

Objectives: To enable students...

1. to listen to the story with comprehension.
2. to answer the questions based on the story.

Instructions for teachers and parents/ facilitator:

- Read the story loudly with clear pronunciations.
- Don't tell the student(s) that you are going to ask them moral at the end.
- Take a pause after pronouncing the name of each character.
- Keep the pictures ready with you if you have planned to show the pictures.
- Use the narrative form for telling the story.

Instructions for students:

- Listen to your teacher carefully.
- Ask your teacher to pause when you need it.
- Write down new/unknown words in your notebook.

Learning activity:

Show the picture of a mango tree and ask student(s), "What do you see in this picture?"

Further ask, "Have you picked mangoes from the tree any time?" Make them listen to the story of boys and mangoes. Ask follow-up questions to check understanding while telling the story.

Once there lived an old man on a farm. He had a mango tree on his farm. There were some mangoes on the tree. One day he realised that someone stole mangoes from the tree. He decided to find out who stole mangoes.

One day he didn't sleep the whole night and waited for the thief. When it got dark late at night, some boys entered the farm and started picking mangoes. He didn't stop them and went to bed. On the next day he waited for the boys again. During the late night, the boys came again on the farm. The old man was peeping from a hole in the door. He came out and said, "Hey boys!" The boys looked in the direction of the voice. They saw the old man coming towards them. They were frightened. The old man went near them and offered them a bag full of mangoes. The boys were afraid of the old man. But he said, "Don't worry. Take these mangoes. I will not punish you. And remember, when you want mangoes, come in the daylight. It's very dangerous to come at night to the farm."

The boys were ashamed to hear it. They apologised for their mistake and assured the old man not to do it again.

Ask following questions based on the story:

1. Who stole the mangoes?
2. When did boys go to the farm?
3. Enlist the new/unknown words from the story.

Solved activity/Demo:

The teacher/facilitator will show the pictures based on the story: 'The Hare and the Tortoise'. She/ He will ask students to predict, what the story is about. She/ He will tell the story. During the story she/ he will ask some questions and elicit the answers. She/ He will take a pause after telling the names of the characters. After finishing the story, the teacher will ask students to enlist new/ unknown words. She/ He will tell the meanings of those words. At last the teacher will ask some questions based on the story to check understanding.

Practice:

Teachers will ask students to tell the story they know.

Extension activity/Parallel activity

Teacher will show a series of the relevant pictures and ask students to develop the story.

Evaluation:

1. How did the picture shown before listening the story help you?
2. Why did the teacher take a pause after pronouncing the name of the character?
3. What will you do, if you don't know the meaning of some words?

My Takeaways:

- 1) Today I learned how to listen a story carefully. ☐
- 2) Today I knew how to write difficult words while listening a story. ☐
- 3) Today I knew how to answer questions based on the story listened. ☐

Day-13

Activity-13

Learning Outcome:

The learner understands the details of a story/ passage.

Objectives: To enable the learners to...

1. read the story/ passage and try to guess the meanings of the new words,
2. search for the meaning of new words using a dictionary,
3. look for the required details,
4. produce the details of the story or passage.

Instructions for teachers and parents/facilitators:

- Read the passage for the learner.
- Ask the learner to read it aloud.

Instructions for students:

- Answer the following questions before you read:
 1. Do you like to travel and visit different places?
 2. What would you do if you found yourself alone in a strange place?

Learning Activity:

- Read the passage given on page no.30 of the English textbook of Std. V carefully.
- Use the glossary or a good English dictionary to find out the meaning of unknown or new words.

Glossary: Marched up to: walked up to; Bullets: (used in pistols & rifles); Lilliputians: imaginary characters with a very tiny figure; At least: minimum; Cart: a vehicle which needs to be pulled by something or someone

Practice:

- Read the passage carefully to find out:
 1. Who is the speaker of the story?
 2. What are the details about the Lilliputians given in the passage?

Extension Activity/ Reinforcement:

1. Why did Gulliver think that Lilliputians were brave?

OR

1. Using the details from the given passage, try to draw the picture of 'Gulliver having meal'. You need not worry about the faces, just draw lines to indicate characters.

Parallel activity: Read the story and underline the names of body parts that are mentioned in it.

Evaluation:

- Tell your parents/ friends the story of Gulliver in your mother tongue.
(If you find that you are missing some details, read the passage again. And tell the story again.)

My takeaway/Today I learnt:

1. I could read the given passage. ☐
2. I could guess the meanings as well as search for the meanings of words new for me. ☐
3. I could understand the passage and could tell it in my mother-tongue. ☐

Day-14

Activity-14

Learning Outcome:

The learner understands the details of a story / passage.

Objectives: To enable the learners to...

1. read the story/ passage with understanding/ comprehension,
2. look for the required details,
3. produce the details of the story or passage.

Instructions for teachers and parents/facilitators:

- Choose any story of 12-15 lines from the available textbook preferably of class 5.
- Before you ask the learner to read it, read it for yourself, understand the passage, look for the details of the passage so that you can frame a few questions.
- Use a good dictionary to find the meanings of unknown words.
- Also read questions to get the clear idea of the lesson and it would also help you to ask questions to your learner to check his/ her understanding.

Instructions for students:

- Read the selected passage 2-3 times.

- Underline the new or unknown words. Don't worry if you list down many unknown words. This is very thoughtful of you to think hard and find that there are many words you want to know.
- Try to figure out the meaning of the text. You can discuss the lesson with your facilitator or with your schoolmate. Try to understand the passage. It is okay if could not find the meanings of all the unknown words.
- Tell it to your friend or parent or to yourself, whichever is easy.

Learning Activity:

- Read the passage 2 /3 times and underline the new words you come across.
- Try to guess the meaning of these words. Do not bother if you could not guess at all. Ask your parents or look for the meanings from any good dictionary.
- While reading, find the names of characters mentioned in the passage.
- After reading, tell what the passage is about.

Solved Activity/Demo:

- Read the story from the textbook (Standard V) from page no. 62.
- List of unknown words: Find the meaning by guessing or use a dictionary.
 1. Turn down: to refuse, to say no
 2. Craftily: cunning, smart with bad intentions
 3. Have an eye on something: wish for, want for something

Names of the characters are Kasim and Ahmad.

The passage describes how a needful farmer asked permission to use water from the well.

Practice:

- You can select any small passage from any story from your textbook. And do the reading for at least 2 /3 times. First reading for finding new words and underline it. Second reading for guessing the meaning or find the meaning from any good dictionary. Third reading for understanding the whole passage.

Extension Activity/Parallel Activity/ Reinforcement:

Extension activity: Frame two questions after reading the passage.

Evaluation:

- Try to tell the story, you read, in your mother tongue.

My takeaway/Today I learnt:

1. I could read and understand the story. ☐
2. I could guess the meanings or look for the meanings of new words using a dictionary. ☐
3. I could retell the story in my mother tongue. ☐

Day-15

Activity-15

Learning Outcome:

The learner understands the details of a story / passage.

Objectives: By the end of the activity the learners would be able to chunk the text (i.e.: scan the text) and find out the required details.

Instructions for teachers and parents/facilitators:

- Ask the ward to read the story given on page no.7 of standard 5 (Twelve Months) to find out the details and try to complete the information table with your help if necessary.
- Select any other passage from the available textbook and prepare a few short answer (word/phrase) questions.

Instructions for students:

- Look at the chart given here. It requires the details. Read the text given on page no.7 of std. 5 (Twelve Months) carefully once or twice and try to fill in the information in the grid.

Learning Activity:

- The learner will read the table and scan the text to find out the details.

Name of the stepdaughter: -----	Number of men sitting around the fire. -----	List the work Marouka does -----	Name of the person sitting highest -----
Name of the other daughter (own) -----	Place where the fire was burning -----	Name of the flowers (on the first page) -----	Number of men with snow white beards. -----

Solved Activity/Demo:

Marouka	Twelve / 12	Cooking, washing, Spinning, Weaving, Sewing, Tidying house etc.	Great January
Holena	Top of a mountain	Violet	Three / 3

Extension Activity/ Parallel Activity/ Reinforcement:

1. Describe Marouka in your own words.
2. Describe the stepmother and the stepsister in your own words.

Parallel Activity/ Reinforcement:

1. How many lines are there on page number 7?
2. What is the title of the story?

Evaluation:

- The learner has a good ability to scan the text if he finds the details for more than half the boxes.

My takeaway/Today I learnt:

I could scan the text and find out the required details for more than half the required. ☐

Day-16

Activity-16

Learning outcome:

The learner participates in skits, plays and monologues effectively.

Objectives: To help learners to.....

1. understand monologue with its features.
2. develop monologues, with the help of keywords/ points to present orally.

3. present monologue individually and independently.
4. construct monologues on their own, based on the given situations.

Instructions to the teachers/ parents/facilitators:

- Facilitate learners to understand 'monologue' with the help of word clouds.
- Help learners to construct monologues using keywords/phrases and make them share orally.
- Scaffold learners to develop monologues and encourage them to present them.

Instructions to the learners:

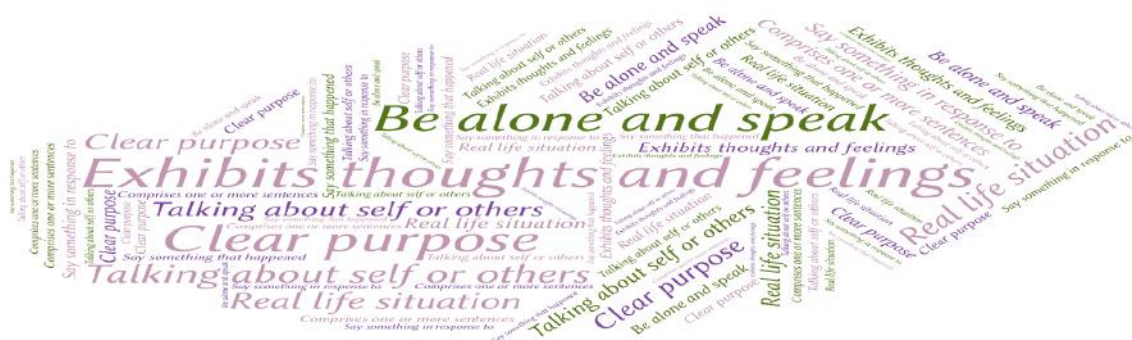
- Read aloud the phrases given in the word cloud thrice. Stand facing the wall. Remember what you have learnt/understood about monologue to the wall, thrice. You can repeat the whole process as per your convenience.
- Use keywords, close your eyes, form a monologue taking your own time, and speak it out.
- Read aloud the situation, take a minute or two to design a monologue and present it.

Learning activity:

[1] Presentation

- Learners, what do you know about monologue? Share orally.
- Read aloud the phrases describing 'monologue', thrice. Stand facing the wall. Tell it (the wall), what you have learnt about 'monologue'. Repeat the process If necessary.

Monologue



[2] Practice

Read aloud the situation and its points. Ponder for a while and present the monologue.

1. Suffering farmer: I do I face.....
2. Proud father: I did My son /daughter became..... I feel....
3. A survived patient: I was suffering from.... I received....My doctor did to save me.. Doctor..
4. A friend of mine hit the jackpot of 1 crore: I am.... I will do....I won't do I will donate

[3] Product

Learners read aloud the topic, take their own time to develop a monologue and present it.

A.health, B.technology, C.lifestyle, D.elderly people, E.hobby

Extension activity: (Learners should do it individually.)

Imagine as if you have been chosen in the Indian cricket team. What you may speak to yourself. Take a while and speak in the presence of someone who is nearer to you. Speak as many sentences as you can.

Parallel activity:

(Learners who find the extension Activity difficult, should do this activity)

Imagine you are on the bus. The bus is moving, and you see...

1. A poor man.
2. Some people are fighting.
3. A farmer working on his farm.
4. Children are playing on the ground.
5. Thick Forest.

Choose at least two situations and develop your own monologue. Share them.

Evaluation:

Avail an English Newspapers. Choose two characters and read about them. Develop monologues and share them with your friends on mobile.

My takeaway/Today I learnt:

[Please put a tick (✓) if you got it and a cross (✗) if you did not.]

1. I have got useful information about 'monologue'. ☐
2. I have learnt to construct monologues. ☐

Day-17

Activity-17

Learning outcome:

The learner participates in skits, plays and monologues effectively.

Objectives:

To help learners to....

1. deal with short comedy.
2. utilise their previous information to speak fluently.

Instructions to the teachers/ parents/ facilitators:

- Allow learners to do the activity on their own when they are confined to their homes.
- If the learners are out for schooling scaffold them to speak using pair work, group work or mingling them

Instructions to the students:

- Follow the instructions and respond to the questions/ tasks freely.
- The activity is designed in such a way that you can take part in the activity in the absence of your teacher.
- Feel free to respond.

Learning Activity:

[1] Presentation

- Sit down or stand up in front of a mirror and respond to the following questions or respond to your parent/ facilitator.
 1. Do you enjoy watching comedy shows?
 2. What are the things that make you burst into laughter?
 3. Please, tell me the names of a few comedy-shows.

4. Please, tell me the names of comedians.

Bits of short comedy really entertain us, don't they?

- Let us add a few important facts in addition to the understanding of the short skit you have got.
- 'Short Skit' is a short comedy. Actors make fun of people, events, bad practices, etc. It makes us laugh. It educates and provides information.
- Read it thrice silently. Close your eyes and recall what you have learnt about Short Skit loudly as if someone listens to you.

[2] Practice

Here are some 'short comic strips' for you (that lead you laughing).

1. Our doggie is really the bravest one. When he sees a neighbouring cat, he runs away like Usen Bolt and hides himself behind the sofa.
2. My aunt is the strongest one. As and when her horse goes wild. She lifts him high in the air single handedly only to find him under control.
3. To beat the Mumbai traffic jam, thin John jumps into the sea, catches one crocodile, sits on its back and races to his office.

1. Read the above funny strips aloud and enjoy them.
2. Close the door of your room and act them out the way comedians do. Do it up to your own satisfaction. You can add something of your own to make it more interesting.

[3] Product

Remember closely the comedy shows/ serials you enjoyed earlier. Pen down at least four strips on paper, rehearse them and act them out before your family members.

If you can act them out without taking them on paper, you can do so.

Extension Activity:

Catch up with the schedule of your favourite TV comedy show/ serial, jot down a few punches or as many as you can. Practice them using gestures and emotions. Present them with the ones with whom you are comfortable.

Parallel Activity:

Google 'Short Skits for teenagers ' check the results. Choose 3 to 4 suitable to you. Practice them and act them out with whoever you are comfortable with. OR

Open the discussion with the elderly people (one on one following social distance) so that they can produce some funny stuff. Jot them down. After ample practice, act them out.

Evaluation:

As and when you act out short comedies (Skits), if you find the viewer(s) laughing then you have done a good job. If not, keep on trying to make them laugh.

My takeaway/Today I learnt:

[Please put a tick (✓) if you got it and a cross (✗) if you did not.]

1. I learnt the concept of 'short skits'. ☐
2. I could participate in the skit successfully. ☐

Day-18

Activity-18

Learning outcome:

The learner participates in skits, plays and monologues effectively.

Objectives:

To help learners to....

1. revisit both monologue and short skit.
2. create extra exposures meant for oral expressions.

Instructions to the teachers/parents/facilitators:

- Promote self-learning and consider learner's autonomy.
- Adapt the activity in case face to face learning begins.

Instructions to the learners:

- Speak to your heart's content without bothering about mistakes.
- Take support of hand-written notes if it is very necessary.

Learning Activity:

[1] Presentation

Read the questions and respond to them orally.

1. What are the words or phrases you remember when you listen to the word, 'monologue'?
 2. What are the words or phrases you remember when you listen to the word, 'Short Skit'?
- Read aloud the following monologue.

Lifeless objects are indeed harmless. They never become angry or hate others. They remain the same under the hot sun, unlike we people.

- Present this monologue with gestures and enact.
- Read the following Short Skit.

A man sitting on the donkey leads a pack of 20 donkeys towards a nearby market for selling. On the midway he counts the number of donkeys and finds 19. He thinks one of them is missing.

He climbs down and searches for it. After a while he recounts and to his surprise, the number is 20. He releases a sigh of relief and resumes the journey. When the market comes closer, he starts counting and finds 19. He baffles, climbs down to search and recounts. They are 20 again. He shares his experience with a gentleman. The gentleman responds saying that the 20th donkey is YOU!

(Courtesy - old textbook std.6)

- Present this short skit in such a way that the audience must laugh.

[2] Practice

Here are opening lines of two monologues. Apply your logical thinking and act them out your way.

1. Water is life.....
2. Friends are more faithful.....

[3] Product

- Here are 3 topics, apply your thinking and develop short skits, orally.
1. Two friends on a tour.....
 2. Woodcutter in a jungle.....
 3. A joker in a circus.....
- Act them out.

Extension Activity:

- Use the following words one by one and develop both monologue and short skit using one word at a time. Use two words of your choice.
(Monkey, road, night, ball, mobile, bicycle, car, T.V.)
- Perform before your parent or facilitator.

Parallel Activity:

- Use the opening sentence and develop both monologue and short skit taking your own time.
1. Raju and Raees are close friends.....
 2. A cat entered the class.....

Evaluation:

Get ready with a pen and paper. You have 15 minutes with you. Develop a monologue and a short skit. Make one more draft to make them more effective. Present them as per your convenience.

My takeaway/Today I learnt:

[Please put a tick (✓) if you got it and a cross (✗) if you did not.]

1. I could recall key words related to 'monologue' and 'short skits'. ☐
2. I could construct a monologue and a short skit successfully. ☐
3. I could present the monologue and short skit successfully. ☐

Day-19

Activity-19

Learning Outcome:

The learner describes things, pictures, events, festivals with simple and short sentences.

Objectives: To enable learners to...

1. identify and name things in English from a picture.
2. use the proper prepositions to describe a picture.
3. describe a picture in simple sentences with the help of given vocabulary/phrases.

Instructions for teachers and parents/facilitators:

- Ask students to observe the picture carefully.
- Ask students to enlist the words in the picture.
- Elicit maximum words from the picture.
- Help students to enlist unfamiliar words.
- Ask students to label the preposition on the picture.
- Motivate students to frame sentences about the picture with the help of identified vocabulary, prepositions and given phrases.

Instructions for students:

- Observe the picture carefully.
- List the things in the picture.
- Label the prepositions.



- Frame the sentences with the help of identified vocabulary, preposition and given phrases.

Learning Activity:

Observe the picture carefully.

Enlist the things in the picture.

playground

.....
.....
.....
.....
.....
.....
.....

Label the following words / phrases on the picture.

At the top/bottom of the picture ..., In the middle of the picture ..., On the left/right of the picture ..., next to, in front of, behind, near, on the top of, under

Solved Activity/Demo:

Solved example of labelling activity.



Practice:

Read the following phrases.

● In the picture I can see ... ● There's / There are ... ● There isn't a ... / There aren't any ...

Frame the sentences about the picture with the help.....

1. identified words /things.
2. Prepositions.
3. given phrases.

1. In the picture I can see the school playground.

2.....
3.....
4.....
5.....
.....
.....

Extension Activity/Parallel Activity/ Reinforcement:

Describe the following picture.



Evaluation:

Fill in the blanks.

- 1 the top of the picture.
- 2..... the middle of the picture.
- 3..... the left of the picture.
- 4.....the bottom of the picture.
- 5..... the picture I can see.....

DIKSHA Video/ E-content QR code:

https://diksha.gov.in/play/collection/do_31317509015017881615614?contentId=do_31328347575924326415401

My takeaway: Today I learnt...

1. to identify and name things in English from the picture. ☐
2. to use proper prepositions to describe. ☐
3. to describe the picture in simple sentences with the help of given words /phrases. ☐

Day-20

Activity-20

Learning Outcome:

The learner describes things, pictures, events, festivals with simple and short sentences.

Objectives:

To enable learners to...

1. identify action words in a picture.
2. use present progressive effectively to describe a picture.
3. describe a picture in simple sentences with the help of given vocabulary/phrases.

Instructions for teachers and parents/facilitators:

- Ask students to observe the picture carefully.
- Ask students to enlist the action words in the picture.
- Elicit maximum words from the picture.
- Help students to enlist unfamiliar words.
- Motivate students to frame sentences about the picture with the help of identified vocabulary, action words.

Instructions for students:

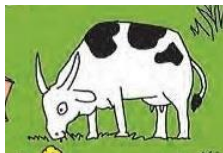
- Observe the picture carefully.
- List the action words in the picture.
- Label the prepositions.
- Frame the sentences with the help of identified vocabulary, action words.

Learning Activity:

Observe the pictures and write down the action word to explain it.



.....



.....



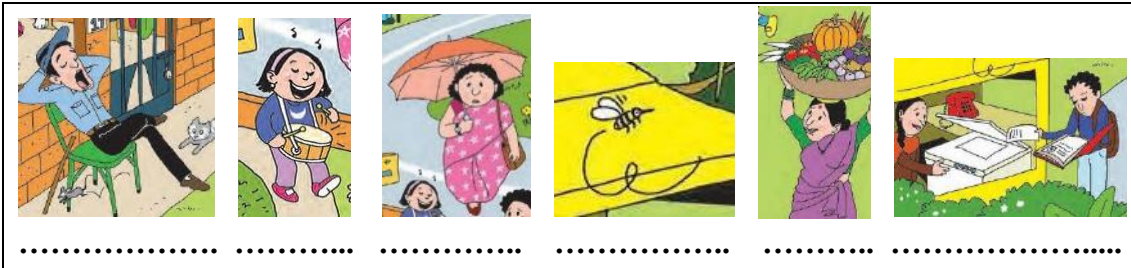
.....



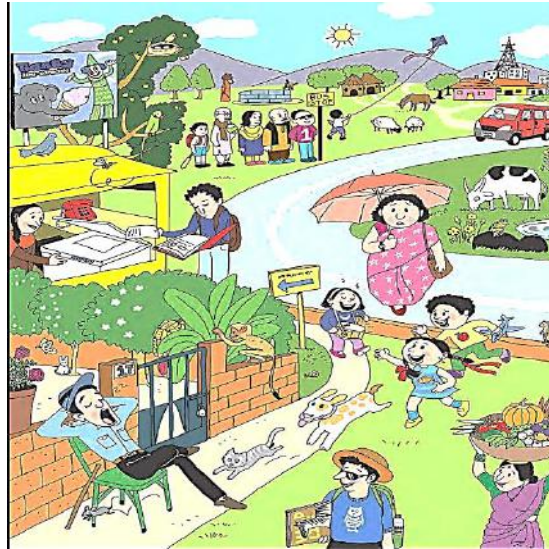
.....



.....



Say what is happening in the picture.



Solved Activity/Demo:

Observe the picture and write down the action word to explain it.



driving.

Say what is happening in the picture.

The dog is chasing the cat.

The watchman is yawning.

Practice:

- Look at the pictures on page no 23 & 24 and describe the pictures in 3-4 sentences.

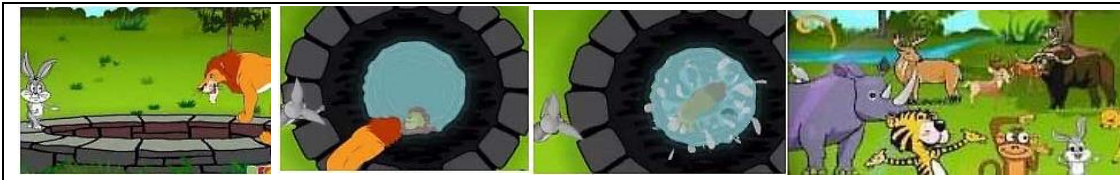
Extension Activity/Parallel Activity/ Reinforcement:

- Describe the pictures from your textbook.

Evaluation:

- Look at the pictures carefully.
Share, what are the animals doing?





My takeaway/Today I learnt:

1. I learnt to describe the pictures in present progressive. ☐

Day-21

Activity-21

Learning Outcome:

The learner describes things, pictures, events, festivals with simple and short sentences.

Objectives: To enable learners to...

1. learn and practise vocabulary for describing festivals.
2. describe the picture in simple sentences.

Instructions for teachers and parents/facilitators:

- Ask students to observe the picture carefully.
- Ask students to enlist the words related to the picture.
- Elicit maximum words related to the picture.
- Help students to enlist unfamiliar words.
- Motivate students to frame the sentences about the picture with help of identified words.

Instructions for students:

- Observe the picture carefully.
- List the words related to the festivals.
- Frame the sentences with the help of identified words.

Learning Activity:

- Observe the pictures carefully and enlist the words/ phrases related to the respective festival.



Diwali

Dussehra

Eid

Gurburab

Holi

.....

Solved Activity/Demo:

Diwali Diya, festival of lights, gifts, fireworks, sweets, ...

Practice:

- Ask learners to classify mingled special features under the appropriate festival.

Extension Activity/Parallel Activity/ Reinforcement:

- Describe other known festivals in 5-6 sentences.

Evaluation:

Describe the festivals in your words with the help of listed words and phrases.

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My takeaway/Today I learnt:

1. I learned and practised vocabulary for describing festivals. ☐
 2. I can describe the picture in simple sentences. ☐
-

Day-22**Activity-22****Learning Outcome:**

The learner delivers different speeches eloquently.

Objectives: To enable students to...

1. find vocabulary related to the given pictures.
2. speak at least 4-5 sentences on any topic given by the teacher.

Instructions for teachers and parents/facilitators:

- Provide pictures of familiar objects to the student(s).
- Start with asking for simple words which describe the given picture.
- Monitor the class while the activity is in progress and support the student(s) wherever required.
- Elicit as many words as possible.
- Motivate all the learners to share their thoughts.
- Appreciate the efforts of the student/ ward.

Instructions for students:

- Listen to the instructions given by your teacher/parents/facilitator.
- Observe the pictures carefully and try to find out as many describing words you can.
- Share your words with friends/ family members.

Learning Activity:

1. The teacher shows a picture of an apple and asks students to come up with words that are used with apple, e.g.: red, juicy, sweet, round, winter, etc. and shows a demo of the activity.
2. Now the teacher provides pictures of the familiar objects to the students and asks them to brainstorm on the vocabulary that goes with the given picture.
3. Here students work individually.



Solved Activity/Demo

1. The teacher/ facilitator conducts a demo activity by showing a sample picture and asking the students to brainstorm the words related to the picture.
2. Teacher assigns a separate picture to each student and asks them to come up with words related to the assigned picture (the words can be related to the structure, make, texture, colour and use of the object in the picture)

Example: Table: related words are- wooden, green, 4 legged, big, light weight, keeping objects, strong, study, etc.

Practice:

- The teacher/ facilitator can change the pictures and ask students to come up with words related to the new picture assigned.

Extension Activity:

1. The teacher/ facilitator asks students to use the words collated in simple sentences.
2. Student reads the sentences in front of friends, family members.
3. The teacher/ facilitator corrects the student wherever required.

Example: Table: related words are- wooden, green, 4 legged, big, light weight, keeping objects, strong, study, etc.

The student tries to make small sentences based on these related words,

Ex.- This is a wooden table. The table is 4 legged and big in size. We use a table for keeping different objects on it.

Evaluation:

- The teacher provides pictures of different objects to the student and asks her/ him to enlist all the related words.

Today I learnt:

1. How to enlist all the words related to the given picture. ☐
 2. The criteria for finding the related words and making simple sentences. ☐
-

Day-23

Activity-23

Learning Outcome:

The learner delivers different speeches eloquently.

Objectives: To enable students to ...

1. find specific information related to the topic online.
2. enlist the key words and make meaningful sentences.

Instructions for teachers and parents/facilitators:

- Provide chits with simple topics.
- Give a demo on how to use different websites/encyclopaedia/ (for authentic content)
- Use mind **mapping techniques** to help students minimise the search and keep them on track.
- Teacher shows a demo of the activity in the classroom.
- Appreciate the efforts of the student/ ward.

Instructions for students:

- Understand the activity thoroughly.
- Make a note of the unfamiliar or new words that your teacher uses while showing you a demo of the activity and ask for its meaning. Ex-Google, Encyclopaedia, Browser, etc.
- Write down the things that you are asked to do stagewise.
- If cell phones are not available, then refer to Autobiographies of famous personalities. Collect more information from friends, family members etc.
- If you don't get required information from friends or family members go through syllabus textbooks of different classes and find the related information.

Learning Activity:

1. Teacher makes chits of simple topics and asks students to choose a chit from the group.
2. Students understand the topic thoroughly.
3. Students enter the key words in the browser and search for the topic given to them.
4. Students make a list of important information/words while going through the content and simplify them in their context.

Solved Activity/Demo:

1. Teacher makes chits of simple topics and asks students to choose a chit from the group.
Ex- "Mahatma Gandhi"
2. Students google it or search for more information on encyclopaedia / Wikipedia.
3. Teacher provides simple subtopics for mind mapping.

For the topic 'Mahatma Gandhi'

Birthplace, day, and date; Family members; Education; Good qualities; Incidents;
Good work; What you liked about this person; Thoughts worth following

4. Students gather all the necessary information related to the topic and arrange them according to the sequence given above
5. Students read the matter in front of the class and the teacher provides feedback wherever required.

Practice:

- The teacher can ask students to gather more information on different topics (Freedom fighters, different festivals, programmes in school, etc.)

Extension Activity/Parallel Activity/ Reinforcement:

- Teacher gives a variety of topics to students to practise and to gather more information on different topics (Freedom fighters, different festivals, programmes in school, Holiday destinations, Places, etc.)

Evaluation:

The teacher/facilitator can evaluate the students based on following points.

1. How good the child is in gathering the facts about a person, place, animals, object.
2. Has the child arranged the information in proper sequence?
3. How good the child is in presenting the thoughts in front of the audience. ie. classmates and teachers,

The teacher/ facilitator can evaluate the speeches based on the following criteria....

1. Use of appropriate vocabulary.
2. Sentence construction.
3. Logical flow of thoughts.
4. Presentation of the speech.

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Today I learnt:

1. How to gather information using the internet. ☐
2. To arrange the information in logical sequence. ☐

Day-24**Activity-24****Learning Outcomes:**

The learner delivers different speeches eloquently.

Objectives: To enable students to ...

1. present a speech confidently.
2. understand speech delivery and its aspects.

Instructions for teachers and parents/facilitators:

- Provide students with a variety of topics.
- Provide phone and internet connection for searching the information online/ books, dictionaries, etc.
- Give students ample opportunity to talk on different topics of daily importance.

Instructions for students:

- Understand the topic carefully.
- Look for the information only on the authentic sites recommended by the teacher/parents.
- Make use of online/offline dictionaries, not only for the meaning of the unfamiliar words but also for their pronunciation.

Learning Activity:

- The teacher/facilitator asks students to read the following passage carefully and solve the questions based on it.

Speech delivery:

What is speech delivery? It means you have to speak in such a way that your content is transferred properly to the listener such that they understand it. This is called delivery in speech or Speech delivery. There are 4 aspects in delivery of speech that includes.....

1.Eye contact- It means looking into the eyes of the listener while speaking. Proper eye contact makes people feel welcome and comfortable. As a speaker, eye contact can also be used to establish credibility and hold your audience's attention. We often interpret a lack of eye contact to mean that someone is not credible or not competent, and as a public speaker.

2.Voice - It is using the right voice to make the content interesting for the listeners. In public speaking, our voice is a big part of our persona. How an audience hears our voice affects how they regard and accept us and our message. We must be very conscious of our voices, particularly any aspects that may detract from our credibility, and must intentionally develop this crucial instrument.

3.Body Language- that is using your body effectively for communication which includes hand movements, facial gestures etc. Facial expressions help communicate emotions and enthusiasm while speaking. Make sure that facial expressions are consistent with the content being presented. Record yourself practicing your speech to evaluate your use of facial expressions.

4.Mannerism- This includes repeated use of certain words or actions which we need to avoid. Mannerisms are the nervous expressions a speaker might not be aware of such as putting their hands in their pockets, nodding their head excessively, or using filler words like um and ah too often.

Thus, for becoming an excellent speaker one has to take care of the above points as it is said: "How you say is as important as what you say."

- Complete the following exercise based on the above passage.
- Name the 4 aspects of speech delivery.
 - Match the following pairs correctly.

Column A	Column B
1. Eye Contact	A] How an audience hears our voice affects how they regard and accept us and our message.
2. Body Language	B] Nervous expressions a speaker might not be aware of such as putting their hands in their pockets, nodding their head excessively, or using filler words like um and ah too often.
3. Voice	C] Using your body effectively for communication this includes hand movements, facial expressions, gestures etc.
4. Mannerism	D] Proper eye contact makes people feel welcome and comfortable.

Solved Activity/Demo:

Answers to the exercises:

1. Eye contact, Body language, Mannerism, Voice
2. 1-D, 2-C, 3-A, 4-B

Practice:

- Give different topics to the students.
- Ask students to prepare their speeches and practise its delivery.
- Students can prepare their videos of speech delivery and send it to their teacher for feedback and correct themselves according to the feedback received.

Extension Activity:

- Here, the teacher can make use of difficult and abstract topics related to different concepts from the textbook like Space Mission, Sun- a burning star etc. to make it more challenging for the students.

Evaluation:

- Gives different topics to the students to prepare their speech on.
- Evaluate the students on both grounds 'speech preparation' and 'speech delivery' based on the following points.
 1. Use of appropriate vocabulary
 2. Sentence construction
 3. Logical flow of thoughts
 4. Eye Contact
 5. Body Language
 6. Voice
 7. Mannerism

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https://diksha.gov.in/play/content/do_313290695939981312135783

My Takeaways: Today I learnt...

1. different things which impact speech delivery ☐
2. aspects of speech delivery. ☐

Day-25

Activity-25

Learning Outcome:

The learner finds out meanings of new words from a dictionary and looks up the spellings of words in a dictionary.

Objectives:

- 1) To help learners to know how to refer to a dictionary.
- 2) To help learners to understand various aspects of a dictionary entry.
- 3) To enable learners to find information quickly and efficiently.

Instructions for teachers and parents/facilitators:

- Give the learners maximum practice for different types of words.
- Give proper instructions for the activity.
- Revise the activity for proper comprehension.

- Encourage students to handle the dictionary.

Instructions for students:

- Listen to the instructions of your teacher/ facilitator carefully.
- Follow the instructions as per suggested guidelines.
- Explore more activities related to this activity.
- Practice to find the meanings in the dictionary.

Learning Activity:

- Arrange the following letters in alphabetical order.

K M C P B

Solved Activity/Demo:

- Put the following words in alphabetical order.

Play Peacock Book Pen Class

In the above words 'Play' starts with letter 'P', 'Peer' starts with 'P', 'Book' starts with 'B', 'Pen' starts with 'P' and 'Class' starts with 'C'.

We must place words in the alphabetical sequence. Hence B (Book) will come first, after that C (Class) and then P (Play, Peacock, Pen). But there are three words starting with the same letter 'P'. To place these words in alphabetical order, we must consider the second letter after the same first letter in the words: Play, Peacock, Pen. In these words, we have to focus on the second letter i.e., 'e'. There is 'e' as the second letter in two words. So, we must see the next (third) letter. In 'Peacock' the third letter is 'a', so we must put the word 'Peacock' first and then the word 'Pen'.

The appropriate alphabetical order thus is-

Book - Class - Peacock - Pen - Play

- Arrange the following words in alphabetical order:

History, Geography, Mathematics, English, Science

Answer: English, Geography, History, Mathematics, Science

- What is the difference between 'practice' and 'practise'? Find out with the help of a dictionary.

Ans: There is 'v' in the bracket after the word 'Practise'. So, the word 'Practise' functions as a verb and there is 'n' in the bracket after the word 'Practice'. So, the word 'Practice' functions as a noun.

Practice:

- 1) Which of the following will be the third word in alphabetical order?
Cricket, Volleyball, Carom, Snooker, Basketball
- 2) List the adjectives from a news article, with the help of a dictionary.

Extension Activity/Parallel Activity/ Reinforcement:

- 1) Identify the verbs from the given words with the help of a dictionary.
Play, Song, Practise, Stopless
- 2) Find the meaning of 'miscellaneous' in a dictionary.
- 3) How do you pronounce the word 'resume'?
- 4) Try to pronounce 'lieutenant' and check it in the dictionary.

Evaluation:

- Correct the spelling of the following words.
Strowberries, confesion, polysteren, marethon

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- 1) https://diksha.gov.in/play/content/do_31298882381579059213?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content
- 2) https://diksha.gov.in/play/content/do_31298882513709465618?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content

My takeaway/Today I learnt:

Insert a ✓ (tick mark) if you got the following aspect from this session.

1	I can find the word in a dictionary.	
2	I can find out meanings of new words from a dictionary.	
3	I can look up the spellings of words in a dictionary.	

Day-26**Activity-26****Learning Outcome:**

The learner finds out meanings of new words from a dictionary and looks up the spellings of words in a dictionary.

Objectives:

- To enable learners to infer the meaning of unfamiliar words from the context while reading a variety of texts.
- To help learners to refer to a dictionary for spelling, meaning and to find synonyms and antonyms.
- To enable learners to use a dictionary as a reference book for finding multiple meanings of a word in a variety of contexts.

Instructions for teachers and parents/facilitators:

- Give the learners maximum practice for different types of words.
- Give proper instructions for the activity.
- Revise the activity for proper comprehension.
- Encourage students to handle the dictionary.

Instructions for students:

- Listen to the instructions of your teacher/ facilitator carefully.
- Follow the instructions as per suggested guidelines.
- Explore more activities related to this activity.
- Practise finding the meanings in a dictionary.

Learning Activity:

contract

► **NOUN** /kən'trækt / a written or spoken agreement, especially one concerning employment, sales, or tenancy, that is intended to be enforceable by law:

he has just signed a contract keeping him with the club

[mass noun] *much of the produce is grown*

► **VERB** /kən'trækt /

1 [no object] decrease in size, number, or range: *glass contracts as it cools.*

• (of a muscle) become shorter and tighter in order to effect movement of part of the body: *the heart contracts about seventy times a minute*

[with object] *exhale and slowly contract your abdominal muscles.*

• [with object] shorten (a word or phrase) by combination or elision: *these sources were called quasistellar objects, which was soon contracted to quasar.*

2 [no object] enter into a formal and legally binding agreement:

Synonyms

- (lessen) abate, decrease, lessen, reduce
- (shorten) shorten, shrink
- (gain or acquire (an illness)) catch, get

Antonyms

- (lessen) increase, expand
- (shorten) grow, lengthen

Write the sentence by replacing underlined word with the help of dictionary.

Q: He will contract his friendship after being rich.

A: He will shrink his friendship after being rich.

Here we can find the different meanings for 'contract' like 'agreement', 'to shrink'. The underlined word contract is verb in the sentence, so we must replace the using verb i.e., Shrink. Agreement is noun so we can't use noun

Solved Activity/Demo:

Write down the first letter of your name. Find the words in your textbook that begins with that letter. Refer to the dictionary to find out the meaning of the word.

Ex. Rajesh

R – rigorous

Rigorous means punctilious, careful, diligent

Practice:

- Find out a synonym for 'up'.
- Find out the antonyms for 'dark'.
- Find the meaning of 'countryside'.

Extension Activity/Parallel Activity/ Reinforcement:

- 1) Collect the other words for 'Intelligent'.
- 2) What is the difference between the words – ate and eight
- 3) Complete the sentence using the appropriate word.
 - i) Some animals stay over the ground but some stay the ground. (in, under)
 - ii) Respect should be commanded, not be (overcome, demanded)
- 4) See on page on.44 & 45 and write down the unfamiliar words in your notebook. Find the meaning of those words in a dictionary.

Evaluation:

- Write two synonyms for each word.
 - 1) Polite –
 - 2) Bad –
 - 3) Easy -

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- 1) https://diksha.gov.in/play/content/do_3127412432964321281415?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content

- 2) https://diksha.gov.in/play/content/do_31321970175039897612034?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content
- 3) https://diksha.gov.in/play/content/do_31304188311325081612480?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content

My takeaway/Today I learnt:

Insert a ✓ (tick mark) if you got the following aspect from this session.

1	I can refer to the dictionary for the spelling, meaning of a word.	
2	I can find out the synonyms and antonyms from a dictionary.	
3	I can use a dictionary as a reference book for finding multiple meanings of a word.	

Day-27

Activity-27

Learning Outcome:

The learner finds out meanings of new words from a dictionary and looks up the spellings of words in a dictionary.

Objectives:

- 1) To enable learners to become familiar with various words.
- 2) To help learners to develop their vocabulary.
- 3) To enable learners to take dictation of words, phrases, simple sentences and short paragraphs.

Instructions for teachers and parents/facilitators:

- Give the learner(s) maximum practice for different types of words.
- Give proper instructions for the activity.
- Revise the activity for proper comprehension.
- Encourage students to handle the dictionary.

Instructions for students:

- Listen to the instructions of your teacher/ facilitator carefully.
- Follow the instructions as per suggested guidelines.
- Explore more activities related to this activity.
- Practise to find the meanings in a dictionary.

Learning Activity:

- Find the meaning of the following words from a dictionary.

1	defenders	
2	dribbling	
3	prosperous	
4	strings	

Solved Activity/Demo:

- See on page no.33 of class 5th English 'Balbharati' textbook and write a line for the personality/ animal.
 - 1) Milkman - The man who brings the milk for us early in the morning.
 - 2) Peacock - Peacock is the national bird of India.
 - 3) Tortoise - Tortoise are reptile species.

Practice:

- 1) See the story on page no.13 of class 5th English 'Balbharati' and write three nouns.
- 2) Try to find the difference between 'hard work' and 'hard working'.

Extension Activity/Parallel Activity/ Reinforcement:

- Find the meaning of the following phrases and use it in your own sentences.
 - 1) get rid of
meaning -
sentence -
 - 2) butter someone up
meaning -
sentence -

Evaluation:

- Match the following pairs.

Group A

- 1) dictionary
- 2) encyclopaedia
- 3) novel

Group B

- i) a book/ set of books giving facts/detailed information
- ii) a book that tells a about people and event
- iii) a book that lists the words in alphabetical order

DIKSHA Video/ E-content QR code:

- 1) https://diksha.gov.in/play/content/do_31307549450018816016574?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content
- 2) https://diksha.gov.in/play/content/do_3130143462896435201320?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content

My takeaway/Today I learnt:

- Insert a ✓ (tick mark) if you got the following aspect from this session.

1	I became familiar with various words	
2	I can write on given phrase	
3	I can find the meaning of known words from a dictionary	

Day-28

Activity-28

Learning outcome:

The learner reads and understands charts, tables, timetables, flowcharts, maps etc.

Objectives: To enable learners to ...

1. read non-verbal information in timetable.
2. understand various aspects of a timetable.

3. convert non-verbal information into verbal.

Instructions for the teacher/ facilitator/parents:

- Ask the learner to read the whole information given in the timetable.
- Support her/him to understand the bus schedule.
- Motivate her/him to write essential points to complete the task.
- Parents can seek the help of teachers through social media platforms.

Instructions for the students:

- Read the given timetable very carefully.
- Write essential points of information in your notebook.
- Take help of the teacher/facilitator wherever necessary.

Learning activity:

The facilitator motivates learners to go through the following timetable and asks them to write some essential words.

Bus name	Bus No.	Scheduled visiting places	Dates and time
Rajpari	7880	Hills, rivers	Every Monday at 11:20 a.m.
Shivneri	9870	Forests, gardens in Revatee town	Second Sunday of every month at 7:00 a.m.
Ambition	1020	Museums, libraries	Every day at 10:30 a.m.
Shivneri	4545	Hotels, restaurants, mountains	Every Sunday at 6:00 a.m.
Queen	3426	Playgrounds, rivers, caves	First Friday of every month at 5:30 a.m.

- **Task no 1:** Select the appropriate definitions of the words from the following and write against the word in the table below it.

Definitions:

- (1) A large natural stream of water flowing in a channel to the sea
- (2) A natural underground chamber in a hillside
- (3) A large building typically constructed in ancient times
- (4) A place where people pay to sit and eat meals
- (5) A building in which objects of historical, scientific, artistic or cultural importance are stored

Sr. no	Words	Meanings
1	Cave	
2	Castle	
3	River	
4	Museum	

5	Restaurant	
---	------------	--

- **Task no 2:** Identify true and false sentences.
 - (1) There are two buses which are available at night.
 - (2) Bus no 7880 is scheduled to visit the castle and river.
 - (3) Passengers of Queen Bus will visit and enjoy caves and playgrounds.
 - (4) There are two buses which are scheduled at the same time at 10.30 am.
- **Task no 3:** Read the above timetable of buses and write ten sentences with help of taken key points.

Solved Activity (Demo)

- The teacher/facilitator will read the complete information given in the above timetable and support the learner to read any timetable.
- She/He will read the school timetable and construct some simple sentences based on it.

Practice:

- Motivate all learner(s) to read the timetable of annual exams.
- Ask her/him to write and read five lines about the bus schedule.
- Send/Share a Train-timetable and ask her/him to tell five sentences based on it.

Evaluation:

- 1) What are the different aspects of a timetable?
- 2) Write a paragraph based on the information from the bus-timetable.

Parallel and extension activity:

- Motivate the learner(s) to make her/his own study timetable.
- Ask her/him to read and write any five key points from it.
- Assemble time tables in public places such as Bus stands, railway stations etc.

My take way points:

Tick against things you can do.

1. I learnt how to read any simple timetable of bus, trains, etc. ☐
2. I learnt the skill of information transfer. ☐
3. I learnt to note down key points from a new text. ☐

Day-29

Activity-29

Learning outcome:

The learner reads and understands charts, tables, timetables, flowcharts, maps etc.

Objectives: To enable learners to ...

1. read information reflected in a tree-diagram.
2. understand the relationship with other family members.
3. convert non-verbal information into verbal.

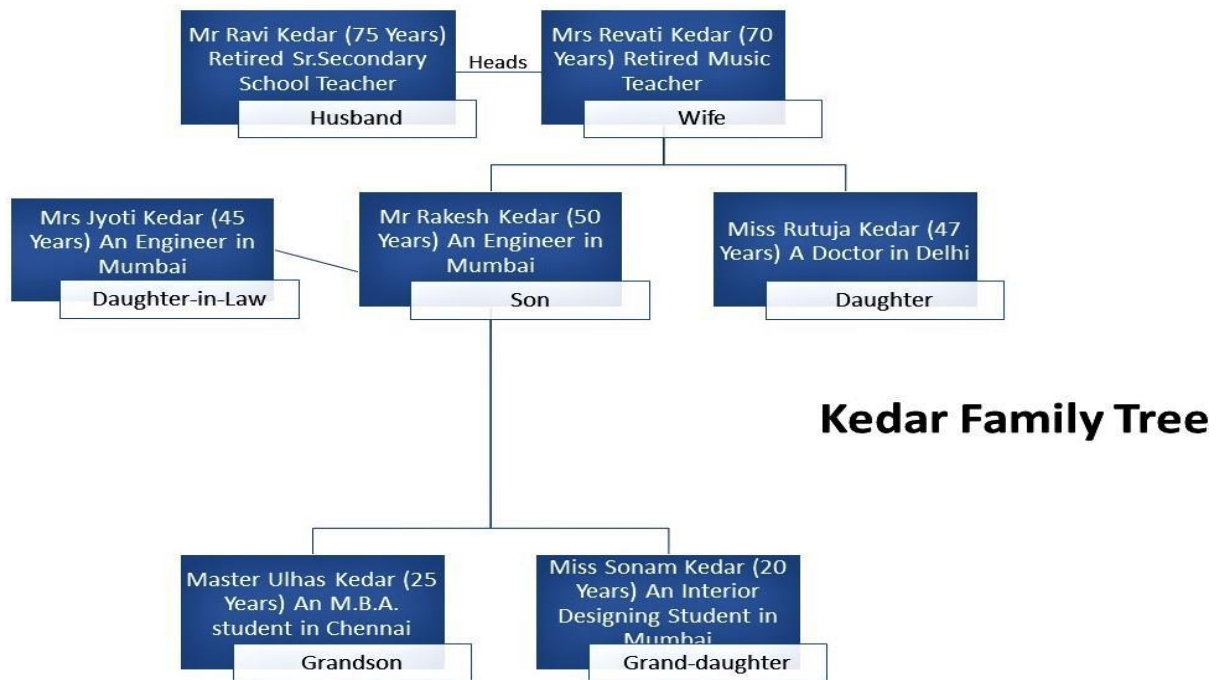
Instructions for the teacher/ facilitator/parents:

- Ask learner(s) to read the whole information given in the tree-diagram.
- Support her/him to understand the relationship of all members in the family.
- Motivate her/him to write a short paragraph based on key points.
- Parents can seek the help of teachers through social media platforms.

Instructions for the students:

- Read the given family tree very carefully.
- Write essential points from the read information in your notebook.
- Take the help of your teacher/facilitator wherever necessary.

Learning Activity:



- The teacher motivates all learners to read complete information given in the tree diagram.
- S/He supports all learners to understand the relationship among all family members.
- S/He assigns them some tasks to check their understanding of the family tree diagram.
- Task 1: Fill in the blanks.
 1. Mr Ravi was a teacher in school.
 2. Mrs Revati has a.....and a
 3. Mr Rakesh is years old.
 4. Sonam is a student of
- Task 2: Read the family tree and identify true and false sentences.
 1. Mr. Ulhas is the head of the Kedar family. True/false
 2. Ulhas is 50 years old. True/False
 3. Rutuja is not the sister of Rakesh. True/False
 4. Mrs. Revati has two daughters. True/False

Solved Activity (Demo):

- The teacher supports the learner(s) to get a clear idea of a family tree diagram.
- S/He reads the complete information given in the above family tree diagram and supports the learner(s) to read any family tree diagram.
- S/He reads the family tree diagrams and constructs some simple sentences based on non-verbal information.

Practice:

- The teacher motivates the learner(s) to read a family tree diagram.

- S/He also asks them to write and read five lines about the relationships of all family members.
- S/He shares a sample tree diagram and asks them to tell a few sentences about the diagram.

Evaluation:

- 1) Write a paragraph about the Kedar family with the help of the family tree.
- 2) Draw a tree diagram of your family and write ten sentences about it.

Parallel / Extension Activity:

- The teacher motivates learner(s) to make their own family tree diagram and ask learners to share and read to their friends.
- Write five simple sentences about drawing a family tree.

My take way points: Today, I learnt ...

1. reading any tree diagram with comprehension. ☐
2. writing a short paragraph based on reading non-verbal information. ☐
3. to write key points about any non-verbal information. ☐

Day-30

Activity-30

Learning outcome:

The learner reads and understands charts, tables, timetables, flowcharts, maps etc.

Objective:

To enable learners to...

1. read the whole information given in a chart.
2. compare and interpret information in a chart.
3. acquire the skill of converting non-verbal information into verbal information.

Instruction for the teacher and parents/facilitator:

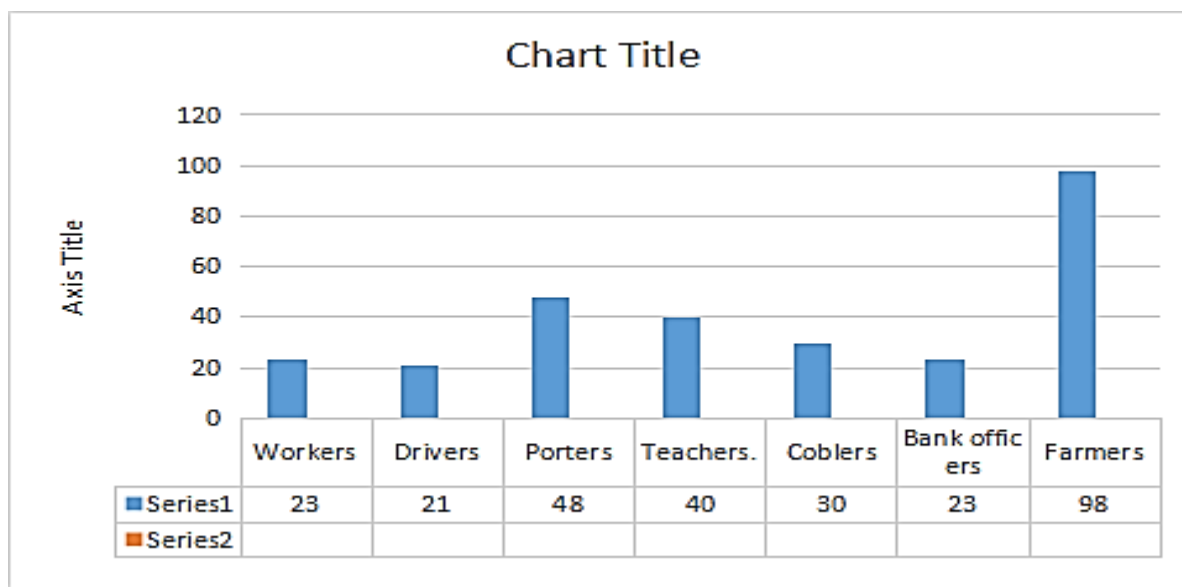
- Motivate learner(s) to read information with understanding.
- Support learner(s) to understand the hidden meaning of the chart.
- Help learner(s) to interpret points given in the chart.

Instruction for the students:

- Read the given chart very carefully.
- Try to interpret the implied meaning of the points.
- Collect essential information in a notebook.

Learning Activity:

- The teacher shows a chart of various occupations.
- S/He interprets all points in simple sentences.
- S/He gives some tasks to support learners to understand the chart.



- Students read the whole information very carefully and try to complete assigned tasks.
- Task no 1: - match the occupations with percentages.

Sr.No.	occupations	Answers	percentages
1	Teachers		21%
2	Workers		98%
3	Farmers		23%
4	Drivers		40%

- Task no 2: -Fill in the blanks. (21%, occupations, farmers, 40%)
 - A. This chart is about of the people.
 - B. people accepted the profession of drivers.
 - C. persons are in the teaching professions.
 - D. The highest percentage is of profession.
- Task no 3: - Identify true or false statements.
 1. The highest percentage is of carpenters. True / False
 2. 30% people are in the profession of cobbler. True / False
 3. 20% people are teachers. True / False
 4. 23% people are working in banks. True / False

Solved activity (Demo):

- The teacher supports all learners by giving a demo based on description and reading of the chart.
- S/He asks them one of the best examples of the charts. He helps all to understand all points reflected in the chart.
- S/He explains every point and interprets by giving expected examples.
- S/He motivates all learners to understand all points of the given chart.
- S/He motivates all learners to explain every point.

Practice:

- The teacher supports learner(s) to understand all points of the chart. He also motivates all learners to read and compare all points of the charts.
- S/He gives them some tasks for practice.
- S/He supports learners to understand the right points of the chart.
- Students try to solve all tasks by reading all points of the chart.

Evaluation:

- The teacher gives the activity of collecting charts of students' results and asks them to transfer the information into a paragraph.

Extension activity:

- The teacher asks learner(s) to collect charts of students' results for reading and understanding of it.
- S/He also tells them to write a short paragraph based on charts.
- S/He also advises them to interpret and compare all points of the chart.

My take way points:

1. I learnt the reading techniques of reading a chart. ☐
2. I learnt to read any chart with proper understanding. ☐
3. I learnt to interpret all essential points of a chart. ☐

Day-31

Activity-31

Learning Outcome:

The learner reads words, phrases, sentences, dialogues, passages with understanding.

Objectives: To help learners to ...

- 1) understand the concept of 'word'.
- 2) know decipher meaning of a new word.
- 3) inculcate the habit of guessing meaning from the context.

Instructions for teachers and parents/facilitators:

- Read and explain the passage about the concept of 'word' to the learner.
- Help students understand meaning of a word from its context.

Instructions for students:

- Listen to your facilitator and understand the concept of a word.
- Try to guess meaning from the context.

Learning Activity:

- Read the following passage and understand the concept of 'word'.

A word is a meaningful set of letters. But different combinations of same letters make different words. For example, different combinations of the letters: 's', 't', 'o' and 'p' make different words, like- stop, post, tops, opts, pots. But even words don't have specific meanings. They are arbitrary. They get their meanings when they are associated with some concepts.

For example, 1) The word 'stop' has two meanings. a) to interrupt the ongoing activity, b) a place where somebody/ something halts for some time. 2) The word 'post' also has many meanings like- a) a pole, b) a military base, c) a courier, d) to inform, e) to publish to a newgroup, etc. 3) The word 'pots' means vessels to contain something. 4) The word 'tops' also has different meanings. As a verb 'top' means to achieve the highest place, to cover, to

excel, etc. and as a noun ‘top’ means the highest part of something, a lid or cap, a garment, etc. 5) The word ‘opts’ means selects one from two or more alternatives. Thus, various combinations of letters make different words; words are arbitrary and get meaning when associated with a concept.

Reading words is not mere uttering sounds (inner speech while reading silently) associated with the letters. It’s understanding the concepts associated with words.

Guessing meaning from the context: There are two ways we can know the meanings of the unknown/ new words.

1) The context in which the word is used can help us to understand the meaning of the word.

A single word can have different meanings in different contexts.

2) A dictionary helps us to understand different shades of meanings.

Looking into a dictionary can help us to know various aspects of a word like its various meanings, its part of speech, its pronunciation, its usage, its origin, etc. but looking into a dictionary for every new word can affect your speed of reading and understanding. Hence, it’s a good practice to guess the meaning of the word from the context. If you are not able to guess, then it’s better to look into a dictionary. But, if the word has many meanings, then we need to read the context while looking for the meaning into a dictionary to decide its suitable meaning.

Solved Activity/Demo:

- Look at the following example.

‘He tried to open the box with no luck. He couldn’t find the key, so he decided to use a smidget.’ (Guess the meaning of ‘smidget’ from the context.)

- Clues from the passage:

- A smidget is something that is used to open a box.
- It is something solid.
- It sounds like the word midget, which means small.

- Questions that can be asked:

- Is it something very heavy, like a hammer that is used to break a lock?
- Is it something very small, like a hairpin that can be used to pick a lock?

- The final sentences of the paragraph:

He got a thick wire from the shed, bent it in the shape of a smidget, and inserted it into the keyhole. Sure enough, the lock turned easily.

- Smidget: *A small object made of metal that can be used as a tool.*

Practice:

- Read the following passage and guess the meaning of the underlined words:

On October 7, 1958 the newly formed National Aeronautics And Space Administration (NASA) announced Project Mercury. The objectives of the programme were: 1) To orbit a manned spacecraft around Earth, 2) To investigate man’s ability to function in space, 3) To recover both man and spacecraft safely.

Knowing that they were in a race with the Soviet Union, the Americans went all out to develop rockets and launchers powerful enough to send a capsule containing a man into space, and the technology to bring the spacecraft and its occupant safely back to Earth. Project Mercury met with several failures but had some notable successes too. One of these was the successful flight of Little Joe-2, a spacecraft that carried a rhesus monkey named Sam, a few kilometres into space. The spacecraft fell into the Atlantic Ocean and was retrieved by the recovery vessel. Sam had experienced 3 minutes weightlessness during his flight, but he was none the worse for the adventure. In those days nobody knew what effect the condition of weightlessness would have on

astronauts. The scientists of the Soviet Union to find out by studying its effects on the dogs; the astronauts preferred to use monkeys and chimpanzees as they are genetically close to humans. The first 'chimpanaut', three-year-old Ham rocketed into space on January 31, 1961.

According to NASA's archives, "Ham's survival despite a host of harrowing mischances, raised the confidence of the astronauts and the capsule engineers alike."

The Americans felt they were making good progress in putting a man into orbit. On 9 April 1961, NASA announced the names of the first American astronauts. There were seven of them and they were dubbed the MERCURY SEVEN.

Extension Activity/Parallel Activity/ Reinforcement:

- Try to guess meanings of any 10-15 new words from your textbook, from the context.

Evaluation:

1. What makes a word?
2. Which two ways of knowing meanings of unknown words are mentioned in the passage?
3. Guess from the context, the meaning of unknown words from an unseen passage.

My takeaway: Today I ...

1. learned the concept of 'word'. ☐
2. learned how to guess meanings of new words from context. ☐
3. could guess meanings of most of the unknown words, from context. ☐

Day-32

Activity-32

Learning Outcome:

The learner reads words, phrases, sentences, dialogues, passages with understanding.

Objectives: To help learners to ...

- 1) understand the concept of 'Phrase'.
- 2) know five kinds of phrases.
- 3) identify phrase from given sentences /passage.

Instructions for teachers and parents/facilitators:

- Read and explain the passage about the concept of 'phrase' to the learner.
- Help the learner to understand kinds of phrases.

Instructions for students:

- Listen to your facilitator and understand the concept of a phrase.
- Understand various kinds of phrases.

Learning Activity:

- Read the following definition, kinds of phrases, examples and understand the concept of 'phrase'.

A phrase is a short and meaningful group of words, a meaningful part of a sentence. For example: to get rid of, in vain, to get hold of, call it day, break a leg. A group of words without the full structure of a subject – verb – predicate components. [Phrases cannot convey complete thought like a clause.] for example: best friend, was walking, very pretty, very slowly, in the bin.

There are various kinds of phrases, like a noun phrase, an adjective phrase, a verb phrase, an adverb phrase, a prepositional phrase. These phrases function as these parts of speech. They are identified by the part of speech they function as. In a phrase, the main word, or the word that is what the phrase is about, is called the head.

1. In a noun phrase, one or more words work together to give more information about a noun.
Examples: a nice red shirt, all my dear children, the information age, seventeen hungry lions in the rocks
2. In an adjective phrase, one or more words work together to give more information about an adjective.
Examples: so very sweet, earnest in her desire, very happy with his work.
3. In a verb phrase, one or more words work together to give more meaning to a verb.
Examples: could have won, have been waiting, has done
4. In an adverb phrase, one or more words work together to give more information about an adverb.
Examples: especially softly, formerly of the city of Perth, much too quickly to see clearly
5. In a prepositional phrase, one or more words work together to give information about time, location, or possession, or condition. The preposition always appears at the front of the phrase.
Examples: after a very long walk, behind the old building, for all the hungry children, in case it should happen again

Solved Activity/Demo:

- Look at the following example.
The house at the end of the street is red.
In the above example, the underlined phrase is a **noun phrase**. A noun phrase can be replaced by ‘**Something**’. So, if we replace the underlined noun phrase with the word ‘something’ it remains a valid and a meaningful sentence: **Something is red**.
In this example the word ‘is’ is a verb. The word ‘red’ is an adverbial. And the whole underlined phrase functions as a noun. Hence, it is a noun phrase.

Practice:

- Use the phrases, given in the explanation of phrases above, in your own sentences.

Extension Activity/Parallel Activity/ Reinforcement:

- Find out minimum 3 examples of all kinds of phrases from your textbook.

Evaluation:

- Answer the following questions:
 1. Explain the concept of ‘Phrase’.
 2. Tell the kinds of phrases.
 3. Identify the kind of underlined phrases in the following sentences.
 - 1) There are police at the door.
 - 2) She helped to build roof.
 - 3) The yellow book was on the table.
 - 4) He was very excited about his results.
 - 5) She ran fast with all her might.

My takeaway: Today I ...

1. learned the concept of ‘Phrase’. ☐
2. learned five kinds of phrases. ☐
3. identified the kinds of phrases from examples. ☐

4. used various phrases in my own sentences. ☐
5. could find examples of phrases from my book. ☐

Day-33

Activity-33

Learning Outcome:

The learner reads words, phrases, sentences, dialogues, passages with understanding.

Objectives: To help learners to ...

- 1) understand the concept comprehension.
- 2) learn skills and strategies of reading a passage.
- 3) inculcate the habit of comprehending passages.

Instructions for teachers and parents/facilitators:

- Read and explain the passage about the concept of reading comprehension to the learner.
- Help the learner to understand skills and strategies of reading a passage.

Instructions for students:

- Listen to your facilitator and understand how to read a passage
- Try to guess meaning of new words from the passage

Learning Activity:

- Read the following passage and understand the concept of comprehension.

Reading comprehension means understanding a written text. This means you will need to focus on the information in the passage. E.g.: You may be asked to find detailed information in a passage to complete a sentence. You may be asked to identify views expressed in the passage.

Soni and Moni both were sisters. Soni liked chocolates whereas Moni liked fruits and salads. Soni was quite ignorant about harmful effects of chocolates. The chocolate gets stuck between teeth. It enters the cavities and the germs flourish in teeth and gums. One day Soni visited the dentist. The dentist examined her teeth and suggested a root canal treatment for the weak teeth.

New Words: **ignorant**- lacking knowledge; **cavities**- decayed area of teeth that develop into tiny openings or holes; **germs**- microorganism, especially one which causes disease; **root canal**- to repair infected tooth.

- Choose the correct option:
 - 1) Moni and Soni liked... (Chocolates and juices/ fruits, salads and chocolates respectively)
 - 2) Eating chocolates spoils... (Eyes and Ears/ Teeth and Gums)
 - 3) The germs flourish in... (Cavities in teeth/ Cavities in cheeks)

Strategies to comprehend passages:

- 1) Orientating yourself to the text
- 2) Dealing with unfamiliar words
- 3) Scanning for specific details and skimming for general understanding
- 4) Understanding paragraph structure and extracting key information
- 5) Summarising the main ideas

Solved Activity/Demo:

- Look at the following example.
Root canal is a treatment used for treating ... (~~yellow teeth~~/ weak teeth)

Practice:

- Read the following passage and answer the questions below it.

Rohan was a naughty boy. He liked playing tricks on others. One day he took a bunch of bananas and peeled them. He threw the skins out of his bedroom window. When a man walked by, he slipped on the banana skin. The man hit his head on the road. Rohan laughed.

- 1) What did Rohan do to play trick?
- 2) Explain the character of Rohan in your own words.
- 3) What would you do if you were in the place of Rohan?

Extension Activity/Parallel Activity/ Reinforcement:

- Read the passage on page no.80. Write a summary of the passage in your own words.

Evaluation:

- 1) What is meant by 'reading comprehension'?
- 2) What are the strategies of comprehending a passage?
- 3) Ask the learner to read an unseen passage and ask comprehension questions based on it.

My takeaway: Today I ...

- 1) learned how to comprehend a passage. ☐
- 2) learned how to answer the question based on a passage. ☐
- 3) could answer most of the comprehension questions correctly. ☐

Day-34**Activity-34****Learning Outcomes/ Competency Statements:**

The learner reads announcements in a clear and audible voice with proper pronunciation.

Objectives:

To enable/ help learners to

- 1) tell the key points in an announcement.
- 2) understand the central theme of an announcement.
- 3) use punctuation (pause, stress, and intonation) while reading aloud an announcement.
- 4) use voice modulation wherever applicable.

Instructions for teachers and parents/facilitators:

- Read all the announcements carefully before you demonstrate the reading.
- Use a good dictionary or online tools to understand the pronunciation and meaning of unknown/ new words.
- Demonstrate the proper reading of the announcement where it is necessary.
- Motivate learners to read confidently and fluently.
- Point out the elements of an announcement (What, When, Where, Who)

Instructions for students:

- Listen to the demonstration of reading attentively.
- Note down the new/ unknown words for you.
- Use voice modulation while reading an announcement aloud.
- Read the announcement carefully and understand the elements of the announcement before reading aloud.

Learning Activity:

- 1) The teacher/ facilitator demonstrates “Announcement reading” from the textbook of std 5th, Unit 1 page 14. (Read the **first** announcement) He/she uses proper stress and intonation to read the announcement aloud.
- 2) Learner listens to the announcement carefully.
- 3) The teacher/ facilitator asks following questions:
 1. Who is making this announcement?
 2. What is this announcement about?
 3. Where is this announcement being made?
 4. When will be the untidy and littered class detained?
- 4) The teacher/ facilitator asks the learner to read the first announcement aloud. He/ She helps the learner with proper stress, intonation, and voice modulations wherever it’s necessary.
- 5) The teacher/ facilitator asks the learner to choose any of the given announcements and present it orally.

Solved Activity/Demo:

- Answers to the questions in step 3 (above):
 1. Who is making this announcement?
Ans. School Head/ Principal
 2. What is this announcement about?
Cleanliness
 3. Where is this announcement being made?
In the school assembly
 4. When will be the untidy and littered class detained?
On the next day after school hours up to 4 pm

Practice:

- Demonstrate the proper reading of the announcement and ask the learner to reproduce it.

Extension Activity/Parallel Activity/ Reinforcement:

- 1) Present the announcement you read by changing any of the details.
E.g.: On Sunday, that is 25th July 2021 there is a football match between class VI and VII...
- 2) Prepare an announcement for an occasion like the one mentioned here.

Evaluation:

Read the second announcement from page No. 14 of the textbook and write down the elements of the announcement.

DIKSHA Video/ E-content QR code:

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My takeaway/Today I learnt:

Today I learnt to...

1. tell the key points in an announcement. ☐
 2. understand the theme of an announcement. ☐
 3. use punctuation (pause, stress, and intonation) while reading aloud an announcement. ☐
 4. use voice modulation wherever applicable. ☐
-

Day-35

Activity-35

Learning Outcome:

The learner reads announcements in a clear and audible voice with proper pronunciation.

Objectives:

To enable/ help learners to

- 1) tell the key points in an announcement.
- 2) understand the theme of an announcement.
- 3) use punctuation (pause, stress, and intonation) while reading aloud an announcement.
- 4) adopt an appropriate tone (falling/rising) while reading.

Instructions for teachers and parents/facilitators:

- Read all the announcements carefully before you demonstrate the reading.
- Use a good dictionary or online tools to understand the pronunciation and meaning of unknown/ new words.
- Demonstrate the proper reading of the announcement wherever it is necessary.
- Motivate learners to read confidently and fluently.

Instructions for students:

- Listen to the demonstration of reading attentively.
- Note down the new/ unknown words for you.
- Adopt an appropriate tone (falling/rising) while reading.
- Read the announcement carefully and understand the elements of the announcement before reading aloud.

Learning Activity:

- 1) The teacher/ facilitator writes the phrase “It’s raining” on a piece of a paper and asks the learner to read it aloud.
- 2) Then she/ he reads the same phrase with different intonations and asks the learner to observe carefully and notice the change in meaning as intonation pattern changes.
- 3) She/ He sensitizes the learner about the impact of intonation on the meaning of the text.
- 4) She/ He demonstrates “Announcement reading” from the textbook of std 5th, Unit 1 page 14. (Read the **third** announcement) He/she uses proper stress and intonation to read the announcement aloud.
- 5) Learner listens to announcements carefully and observes voice modulations used.
- 6) The teacher/ facilitator asks the learner to read the same announcement aloud. He/she helps the learner with proper stress, intonation, and voice modulations wherever it is necessary.
- 7) She/ He asks the learner to choose any of the given announcements and present it orally with voice modulations.

Solved Activity/Demo:

- Tell the learners that ...
 - 1) The rising tone intonation pattern is used for-
 - a) Questions with a yes or no answer.
 - b) Requests for clarification.
 - c) High energy emotions, e.g.: happiness/anger/shock.

- 2) The falling tone intonation pattern is used for-
 - a) Statements or comments.
 - b) Wh-word questions like ‘Where are you going?’
 - c) Low energy emotions such as boredom, disinterest.
 - 3) Mixed intonation in English sentences serves several functions including:
 - a) Offering a choice of two (high to low intonation) e.g.: black or white?
 - b) Listing items (gradually rise then fall on the last word) e.g.: milk, bread, butter, and cheese.
- Use the rising tone to demonstrate the third announcement.

Practice:

- Demonstrate proper reading of the announcement with intonations and ask the learner to reproduce it.

Extension Activity/Parallel Activity/ Reinforcement:

- Ask the learner to choose a paragraph from the textbook and present it with different intonations.

Evaluation:

- Ask the learner to make an announcement on needed help, with proper pronunciation, stress, intonation, and voice modulation.

DIKSHA Video/ E-content QR code:

https://diksha.gov.in/play/collection/do_312528046968127488147847

My takeaway/Today I learnt:

Today I learnt to...

- | | |
|---|--------------------------|
| 1. tell the key points in an announcement. | ☐ |
| 2. understand the central theme of an announcement. | ☐ |
| 3. use punctuation (pause, stress, and intonation) while reading aloud an announcement. | ☐ |
| 4. adopt an appropriate tone (falling/rising) while reading. | ☐ |

Day-36

Activity-36

Learning Outcome:

The learner reads announcements in a clear and audible voice with proper pronunciation.

Objectives:

To enable/ help learners to

- 1) tell the key points in an announcement.
- 2) understand the theme of an announcement.
- 3) use punctuation (pause, stress, and intonation) while reading aloud an announcement.
- 4) find out pronunciations of new words from a dictionary.

Instructions for teachers and parents/facilitators:

- Read all the announcements carefully before you demonstrate the reading.
- Use a good dictionary or online tools to understand the pronunciation and meaning of unknown/ new words.
- Demonstrate the proper reading of the announcement wherever it is necessary.
- Motivate learners to read confidently and fluently.

Instructions for students:

- Listen attentively to the demonstration of reading.
- Note down the new/ unknown words for you. Use a good dictionary to find their pronunciation and meaning.
- Use voice modulation while reading an announcement aloud.
- Read the announcement carefully and understand the elements of the announcement before reading aloud.

Learning Activity:

- 1) The teacher/ facilitator asks the learner, “Can you read?”. Learner responds, “Yes, I can read.”
- 2) The teacher/ facilitator denotes the different pronunciations of the word ‘can’ in the above conversation.
- 3) She/ He demonstrates the proper pronunciation of words. Helps the listener to get the correct meaning.
- 4) The teacher/ facilitator demonstrates model reading of an announcement from the textbook of std 5th, Unit 1 page 14. (Read the **fifth** announcement). He/she uses proper pronunciations while reading the announcement aloud.
- 5) Learner listens to the announcement carefully.
- 6) The teacher/ facilitator asks the learner to read the announcement as per the demo.
- 7) She/ He asks the learner if he found any difficult word to pronounce in the announcement. He/she helps learners to find the pronunciation and the meaning of the difficult word from a dictionary.
- 8) She/ He asks the learner to read the sixth announcement aloud. He/she helps the learner with proper stress, intonation and voice modulations and pronunciations wherever it is necessary.
- 9) She/ He asks the learner to choose any of the given announcements and present it orally.

Solved Activity/Demo:

- Help the learner to note down words that are difficult to pronounce. Show him/her how to use online tools like an online dictionary to know correct pronunciations of the words.
- Demonstrate the reading of the announcement with proper pronunciations.

Practice:

- Demonstrate the reading of the announcement with proper pronunciations and ask the learner to reproduce it.

Extension Activity/Parallel Activity/ Reinforcement:

- Choose a paragraph from the textbook. Find out difficult words to pronounce. Find their correct pronunciation from the dictionary. Read the paragraph aloud.

Evaluation:

- Write down the elements of announcement for the given topic “Change in school hours”.
- Form the sentences from your written elements and create an announcement. Present the announcement with proper pronunciations.

DIKSHA Video/ E-content QR code:

https://diksha.gov.in/play/collection/do_312528046968127488147847

My takeaway/Today I learnt:

Today I learnt to...

- 1) tell the key points in an announcement. ☐
- 2) understand the theme of an announcement. ☐
- 3) use punctuation (pause, stress, and intonation) while reading aloud an announcement. ☐
- 4) find out pronunciations of new words from a dictionary. ☐

Day-37

Activity-37

Learning Outcomes: The learner.....

- reads the news items/headlines silently with understanding.
- reads the news item and talks about it.

Objectives:

- To develop the silent reading skills among the learners to read more efficiently.
- To enable learners to read independently.
- To enable learners to read silently and talk about the text.

Instructions for teachers and parents/facilitators:

- Monitor and support the learners while they are reading silently to check whether they understand or not.
- The focus is on the silent reading — do not ask the learner(s) to read loudly.
- Ask students to read the news item carefully.
- Encourage the students to answer the questions.

Instructions for students:

- Read the news items silently and carefully.
- Use a dictionary to know the meaning of new words.

Learning Activity:

1. Introduce the topic - COVID-19.
2. Elicit as many words related to COVID-19 as possible, e.g. Pandemic, Quarantine, Social distancing, etc.
3. Ask learner(s) to write the words related to COVID-19 in their notebook.

1. -----	6.-----
2.-----	7.-----
3.-----	8.-----
4.-----	9.-----
5.-----	10.-----
4. Tell the learners that they are now going to read about COVID-19.

Solved Activity/Demo:

- Asks learners to read the following News Article on COVID-19 silently.
- Ask learners to read the news article again and underline the new words.

Glossary: - 1. Efficacy-effectiveness, 2-Symptomatic- Showing symptoms of a particular disease. 3-Evaluation- To judge or calculate the quality.

Covaxin **65.2%** effective against Delta variant

**OUR CORRESPONDENT
WITH AGENCY INPUTS
NEW DELHI, JULY 3**

Efficacy analysis demonstrates Covaxin to be 77.8% effective against symptomatic Covid-19, through evaluation of 130 confirmed cases, with 24 observed in the vaccine group versus 106 in the placebo group.

Bharat Biotech has concluded final analysis for Covaxin efficacy from Phase 3 clinical trials.

Efficacy analysis demonstrates Covaxin to be 93.4% effective against severe symptomatic Covid-19. Safety analysis demonstrates adverse events reported were similar to placebo, with 12% of subjects experi-

Phase 3 trial results

- **Efficacy of 77.8% against Covid, 93.4% efficacy against severe symptomatic disease**

encing commonly known side effects and less than 0.5% of subjects feeling serious adverse events.

The data demonstrates 63.6% protection against asymptomatic Covid-19 and efficacy data demonstrates 65.2% protection against the SARS-CoV-2, B.1.617.2 Delta variant.

Bharat Biotech on Saturday announced safety and efficacy analysis data from Phase III clinical trials of Covaxin.



Practice:

- Ask learners to say a few sentences about what they have read.
- Encourage the learners to say what they read in their own words, in English.

Extension Activity/Parallel Activity:

- Read the headlines and news items silently.
- Match the headlines with the news items.

Sr.No.	Headlines	News Text
1.	3,500 donate blood on Sunday in state	Bristol, July 2: The Indian women's team will look to fight for pride on Saturday in the third and final ODI against England, who have already taken 2-0 lead in the series.
2.	Avatar 3 success	Mumbai: On Sunday also people participated in blood donation campaigns and 3,500 donated their blood. The Thane people gave a huge response to the campaign as 447 donated their blood followed by 112 in Mumbai, 86 in Palghar, 233 in Phaltan.
3.	3rd ODI: Indian eves to fight for pride	After taking more than two years to make, Avatar has arrived. It is the final part of the Avatar series, which is one of the most successful series in movie history. It looks like that success will continue.

Evaluation:

- Ask learners to complete the statements based on the news article.

Fill in the gaps: -

1. Efficacy analysis demonstrates ----- to be 77.8% effective against symptomatic Covid-19.
2. ----- has concluded final analysis for Covaxin efficacy.
3. Covaxin efficacy against severe symptomatic disease is -----.

Today I learnt: (Put a tick mark ✓ in the box if you have learnt to...)

1. to read silently with more efficiency. ☐
2. to read independently. ☐
3. read the silently and talk about the text. ☐

Day-38

Activity-38

Learning Outcomes:

The learner reads the advertisement silently with understanding.

Objectives:

1. To read silently with comprehension.
2. To create opportunities for learners to engage actively in reading.
3. To develop the silent reading skills among the learners to read more efficiently.
4. To understand the text & categorize it accordingly.

Instructions for teachers and parents/facilitators:

- Monitor and support the learners while they are reading silently to check whether they understand or not.
- The focus is on the silent reading — do not ask the learners to read loudly.
- Ask students to read the advertisement carefully.
- Encourage the students to answer the questions on the advertisements.

Instructions for students:

- Read the advertisement silently and carefully.
- Use a dictionary to know the meaning of new words.
- Collect the various advertisements from newspapers.

Learning Activity:

- Ask learners to match the products with the shops.
(DVD player, Computer game, television, tennis racket, football, games console, swimsuit)

Electrical Shop	Sports Shop

Solved Activity/Demo:

- Ask learners to read the following advertisements silently.
- Ask learners to read the advertisements again and write the names of products shown in the advertisements.
A-..... B-..... C-..... D-.....

A **SALE SALE**
SALE SALE
JR Sports
Sale on now

30% 40% 50%
off everything in store.
Everything must go!

Sale ends July 1"
SALE SALE
SALE SALE

C **Free DVD player**
with every new
television

Offer - this week only
TELLY

B **FOR SALE**
Nentindo video
games console and
5 games. In box.
Never been used.
Like new. £80
jamiel@curtis.com.uk
Mobile: 01795 4319765

D **NEW department store**
Jack and Jill's
Opens July 22nd
Free parking for customers.
Opening times: 10am – 10pm

Practice:

- Ask learners to read the advertisements again and circle True or False for these sentences.
 - The JR sports sale starts in August. True False
 - The video console comes with five games. True False
 - The video console is in good condition. True False
 - You get a free DVD player if you buy a camera from Telly shop. True False
 - You must pay to use Jack and Jill's car park. True False

Extension Activity/Parallel Activity/ Reinforcement:

- Ask learners to collect/read any three advertisements from newspapers.
- Ask them to copy a table like this into their notebooks and write about advertisements.

Sr.No.	Questions	Advertisement-1	Advertisement-2	Advertisement-3
1.	What is the advertisement about?			
2.	Which product is advertised in the ad?			
3.	In which paper do you find the advertisement?			
4.	What features of the product are explained in the ad?			

Evaluation:

- Ask learners to correct the following sentences based on the advertisements given in the demo and write them on the line.
 - In advert A, the sale starts in July. _____.
 - In advert B, the game console is in a bag. _____.
 - In advert C, you get a free DVD player if you buy a camera.-----
 - In advert D, the department store opens on 22nd June. -----

Today I learnt: (Put a tick mark ✓ in the box if you have learnt to...)

1. to read silently with comprehension. ☐
2. to understand the text & categorize it accordingly. ☐
3. got the opportunity to get engaged actively in reading. ☐

Day-39

Activity-39

Learning Outcomes:

The learner reads a story silently with understanding.

Objectives:

1. To read silently and understand the read matter.
2. To create opportunities for learners to engage actively in reading.
3. To enable learners to read the text silently and compose a short paragraph.

Instructions for teachers and parents/facilitators:

- Monitor and support the learners while they are reading silently to check whether they understand or not.
- The focus is on the silent reading — do not ask the learners to read loudly.
- Ask students to read the story carefully.
- Encourage the students to answer the questions based on the story.

Instructions for students:

- Read the story silently and carefully.
- Use a dictionary to know the meaning of new words.
- Listen carefully to your facilitator.

Learning Activity:

A] Introduction and asking about the favourite story.

- Ask some pre reading questions to the learners.
 1. Do you like stories?
 2. Which story do you like the most?
 3. Why do you like the story most?

B] Watching the story on Diksha App

- Tell the learners that they are now going to watch a story.
- Ask learners to click on the given link and watch the story of 'Three Sacks of Rice'.

Link:-

https://diksha.gov.in/play/collection/do_312528046964654080246926?contentId=do_31251817068994560019289

Solved Activity/Demo:

- Ask the learners to look at their Class -5th coursebook on page.no.23 & 24.
- Tell the learners that they are going to learn some new words from this story.
- Elicit the meaning of the new words learners already know and then present the new vocabulary items.

Glossary: - 1. honest-telling the truth 2.prosperous- rich & successful 3- sack- a paper or plastic bag used to carry things 4.confession-the act of admitting that you have done something wrong 5.blessings-something that is extremely lucky.

- Ask the learners to read the story silently and encircle the words they just learnt. They should also underline the sentence where the word is used.
- When the learners do the reading activity, monitor to see whether they can read and find the words.

Practice:

- Ask the learners to write a short paragraph on the story with the help of the following questions.
 1. Who are the major characters in the story?
 2. What is the relationship between them?
 3. How do you know this?
 4. Which character do you like most in the story? Why?
 5. What message do you get from the story?

Extension Activity/Parallel Activity/ Reinforcement:

- Imagine, you were one of the three brothers. Write in short what you did with the rice.
OR
- Find any other story of three brothers or three sisters and rewrite it in your own words.

Evaluation:

- Ask the learners to look at the text-based comprehension questions in the textbook and write short answers using the new words they have learnt.
 1. What common qualities did the three brothers have?
 2. What was the businessman looking for? Why?
 3. How did the middle brother use the rice?
 4. Was it right for the youngest brother to ask for a share in the money? Why?

DIKSHA Video/ E-content QR code:

https://diksha.gov.in/play/collection/do_312528046964654080246926?contentId=do_31251817068994560019289

My takeaway/Today I learnt:

Today I learnt: (Put a tick mark ✓ in the box if you have learnt to...)

1. to read the story silently and understand it. ☐
2. got the opportunity to get engaged actively in reading. ☐
3. to read the text silently and compose a short paragraph. ☐

Day-40

Activity-40

Learning Outcome:

The learner takes dictation for different purposes such as lists, paragraphs, dialogues.

Objectives: To enable students to ...

1. listen carefully and write the words with proper speed.
2. understand the passage read aloud.
3. understand the gist of the information heard.

Instructions for teacher and parents/facilitator:

- Help children to listen to audio clips and write the words.

Instructions for students:

- Listen to the audio clips carefully and write the words.

Learning Activity:

Listen to audio carefully and write the words.

Click here <https://youtu.be/BN-4JgtHDg>

Solved Activity /Demo:

Listen to audio clips carefully and write the words.

Click here <https://youtu.be/WtKNm-sWxfl>

- | | | | | |
|-------------|-------------|---------------|------------|-----------------|
| 1) brave | 2) coward | 3) wicked | 4) kind | 5) weak |
| 6) bullying | 7) nosey | 8) silly | 9) honest | 10) forgetful |
| 11) scholar | 12) helpful | 13) talkative | 14) strong | 15) intelligent |

Practice:

Listen to audio clips carefully and make a list of grocery items.

Click here https://youtu.be/uMne0h_dKjA

Extension Activity :

Listen to audio clip carefully and make a list of vegetables.

Click here https://youtu.be/LLf_9tLiQnY

Evaluation:

Listen to audio clips carefully and write the words.

Click here <https://youtu.be/8tejLoWPQX0>

My take away /Today I learnt :

Today I learnt ...

1. to listen to the words carefully and attentively. ☐
2. to write the words dictated. ☐

Day-41

Activity-41

Learning Outcome:

The learner takes dictation for different purposes such as lists, paragraphs ,dialogues.

Objectives: To enable the students to...

1. listen carefully and write the words with proper speed.
2. understand the passage read aloud.
3. understand the gist of the information heard.

Instructions for teachers/facilitator:

- Help children to listen to audio clips and write the words.

Instructions for students:

- Listen to audio clips carefully and write the words.

Learning Activity :

Listen to audio clips carefully and write the words related to cricket.

Click here https://youtu.be/_H0mJWTE8wU

Solved Activity /Demo:

Listen to audio clips carefully and write the names of colour.

Click here <https://youtu.be/EdNkT59Zc6o>

This is a beautiful picture. I like the orange coloured fruit which is behind the yellow banana and between the blue berries and the red apples. This looks very beautiful as it has sky blue colour in the background.

Words to write: **orange, yellow, blue, red, sky blue**

Practice :

Listen to audio clips carefully and write the names of professions.

Click here <https://youtu.be/4yCKvyHDE8I>

Extension Activity :

Listen to any news channel and try to note down important points from it.:

Evaluation:

Listen to audio clips carefully and write the words.

Click here <https://youtu.be/uj3wOsqoOsE>

My take away /Today I learnt :

1. Today I have learnt to listen carefully and attentively. ☐
2. I understood the listened passage. ☐
3. I could identify the words asked by the teacher. ☐
4. I could write the words successfully. ☐

Day-42

Activity-42

Learning Outcome:

The learner takes dictation for different purposes such as lists, paragraphs, dialogues.

Objectives: To enable the students to...

1. listen carefully and write the words with proper speed.
2. understand the passage read aloud.
3. understand the gist of the information heard.

Instructions for teachers/facilitator:

- Help children to listen to audio clips and write the words.

Instructions for students:

- Listen to the audio clips carefully and write the opposite sentences.

Learning Activity :

Listen to the audio clip carefully and write the opposite sentences.

Click here <https://youtu.be/uj3wOsqoOsE>

Solved Activity /Demo:

Listen to the audio clip carefully and write the opposite sentences.

Click here <https://drive.google.com/file/d/1ZhudSjk-h7G6Kkh8NZeFJseyLbRBhbm5/view?usp=sharing>

- 1) Oily food is good for your health.
 - 2) Don't wake up early in the morning.
- Students will write sentences as follows:
- 1) Oily food is not good for your health.
 - 2) Wake up early in the morning.

Practice :

Listen to the audio clip carefully and write the opposite sentences.

Click here  <https://drive.google.com/file/d/1ZhudSjk-h7G6Kkh8NZeFJseyLbRBhbm5/view?usp=sharing>

Extension Activity:

Listen to any news channel and try to write opposite sentences.

Evaluation:

Click here  <https://youtu.be/uj3wOsqoOsE>

My take away /Today I learnt :

1. Today I have learnt to listen carefully. ☐
2. I understood the sentences listened. ☐
3. I have learnt to write opposite sentences. ☐

Day-43

Activity-43

Learning Outcome:

The learner writes various types of formal / Informal letters.

Objectives:

 To enable learners to...

1. write short messages.
2. differentiate between formal and informal letters.
3. identify parts of formal and informal letters.

Instructions for teachers and parents/facilitators:

- Give clear instructions before setting an activity.
- Give ample time for completing the task.
- Try to elicit answers from students. Don't provide ready-made answers.
- Encourage student(s) to ask questions if they have doubts.
- Appreciate their efforts in completing the task/activity.

Instructions for students:

- Listen to your teacher's/ facilitator's instructions carefully.
- Ask questions if you have any doubts in any task or activity.
- Participate in each activity.
- Have fun and learn!

Learning Activity:

- The teacher/facilitator asks students to write a short message to their family members.
- After that, the teacher asks students to write a short message to their headmaster.
- Ask them the differences between two messages and elicit answers.
- Ask them to complete the following task:

Match the pairs.

1	Hi friend	Mother
2	Respected sir	Father / mother
3	Dear mummy	Teacher / Office head
4	Yours faithfully	Ravi

5	Yours lovely daughter	Student / employee
---	-----------------------	--------------------

- Ask questions on the above task and elicit answers.
- Tell the learner(s) that there are two types of letters. Formal and informal.
- Certain rules are followed while writing formal and informal letters.
- Fill the blanks with suitable options.
 1. Letters to friends, relatives and family members are ----- letters.
(Formal/informal)
 2. Letters to teachers, headmasters, any office heads, or officials are ----- letters.
(Formal/informal)
- Elicit answers and discuss types of letters.
- There are three parts of any letter. Can you guess which they are?
- Complete the task:

Write the correct words in the space provided.

(Words: Main body, Salutations, Closing)

- 1) Hi Kunal, (-----)
- 2) Today, I got to know that you are very upset about the cancellation of a birthday party due to Covid-19 pandemic. My dear friend, I know birthday parties are important but being safe is more important. So, be cool and relax. Next year we will celebrate your birthday in a special way. By the way, Many happy returns of the day for your upcoming birthday! (-----)

Yours true pal,
Pavan (-----)

Solved Activity/Demo: -

- Identify the type of message. (formal/informal)
 1. Dear Monika,
Many Congratulations to you for your grand success in the board exams!
Your closest friend,
Radhika
 2. Respected Class teacher,
Due to my bad health, I will not be able to attend school today.
Yours sincere student,
Ravi Desai

Practice:

- Ask learner(s) to write at least 2 words/ sentences about salutation, main body and closing.
- Ask her/him to share their work with friends/ family members.

Extension Activity/Parallel Activity/ Reinforcements:

- Write an informal message to your father to get money for a school trip.
- Write a message to your librarian for getting an extra book.

Evaluation:

- Tell the difference between formal and informal letters.
- What are the three main parts of any letter?

My takeaway/Today I learnt:

1. I could learn the three main parts of any letter. ☐
2. I learnt that there are two types of letter writing. ☐

Day-44

Activity-44

Learning Outcome:

The learner writes various types of formal / Informal letters.

Objectives: To enable learners to...

1. use proper salutations and closing while writing formal letters.
2. write main body of the formal letter.
3. practice writing formal letters.

Instructions for teachers and parents/facilitators:

- Give clear instructions before setting an activity.
- Give ample time for completing the task.
- Try to elicit answers from students. Don't provide ready-made answers.
- Encourage student(s) to ask questions and if they have doubts.
- Appreciate their efforts in completing the task/activity.

Instructions for students:

- Listen to your teacher's instructions carefully.
- Ask questions if you have any doubts in any task or activity.
- Participate in each activity.
- Have fun and learn!

Learning Activity:

- The teacher/facilitator asks student(s) to complete the blanks filling exercise.
Fill the blanks by selecting correct options.
 1. Formal letters are generally written to (friends/officials/family members)
 2. There are main parts of any letter. (3 / 5/7)
 3. 'Respected sir,' is an example of (main body/salutation/closing)
 4. 'Yours sincerely,' is an example of (main body/salutations/closing)
 5. ----- is bigger in size as compared to other parts of the letter. (Main body/ Salutations/ Closing)
- After completion of the task, ask questions on the task and elicit answers.
- Correct them if needed.
- Tell student(s) that they are going to learn to write a formal letter.
- Ask them the common salutations that are used in formal letters.
- Let them respond. (Expected responses: Respected sir/madam, Respected Class teacher, Headmaster, ...)
- Praise them for their response.
- Ask them what are the common Closing that are used in formal letters.
- Let them respond. (Expected responses: Yours sincerely/faithfully, Yours sincere student/employee, ...)
- Praise them for their response.
- Now let's complete the letter.

- Suppose you are writing a letter to your area Gram Sevak for getting your birth certificate. Complete your letter by using correct options.
(Options: you, birth, Vaishnavi Pawar, Respected, Pimpri, request, 15th March 2009)

..... sir,
 My name is Vaishnavi Pawar. My date of birth is My birthplace is
 I want my birth certificate for filling the scholarship exam form. So, it is a to you
 to give me my certificate.
 Thanking

Yours faithfully,

- Ask questions on the above task. Correct them if necessary. Appreciate their efforts and praise for their response.
- Tell them that this is an example of a formal letter.

Solved Activity/Demo:

An invitation letter to the area Police Inspector for police day celebration in the school.

Respected PI sir,

Like every year, we are celebrating Police commemoration day next week on 21st Oct. This day is very special for all the police officers. It is special for all of us also because it inspires us to show our bravery for noble causes. Also, on this very day, we have a number of events in our school which are very interesting and joyful activities. Among these events, the last event is of special guest guidance.

For this year's event, we have decided to invite you for special guest guidance. So, it's a humble request to you on the behalf of all the students to come, guide and oblige us.

Thanking you,

Abhay Gokhale,
 Student representative,
 Abhinav English School,
 Aurangabad

Practice:

- Ask student(s) to write a request letter to the headmaster for organizing a cricket tournament in the school.
- Ask them to consider the following points while writing a letter.
 - Objective of organizing a cricket tournament
 - Importance of the tournament
 - The date, timing, and schedule of the tournament
 - Salutations and closing
- Ask them to share their task to their friends/ family members.
- Add your points if needed.

Extension Activity/Parallel Activity/ Reinforcements:

- Write a formal letter to your doctor for getting a health check-up appointment.
Other topics: request letter to Tahsildar for getting parent's income certificate, request letter to bank manager for issuing cheque book)

Evaluation:

- Which points should we keep in our mind while writing the main body in formal letters?

My takeaway/Today I learnt:

1. Today, I learnt how to write formal letters. ☐
2. Also, I learnt how to write the main body of the formal letters. ☐

Day-45

Activity-45

Learning Outcome:

The learner writes various types of formal / Informal letters.

Objectives: To enable learners to...

1. use proper salutations and closing while writing informal letters.
2. write main body of the informal letter.
3. practice writing informal letters.

Instructions for teachers and parents/facilitators:

- Give clear instructions before setting an activity.
- Give ample time for completing the task.
- Try to elicit answers from students. Don't provide ready-made answers.
- Encourage student(s) to ask questions and if they have doubts.
- Appreciate their efforts in completing the task/activity.

Instructions for students:

- Listen to your teacher's instructions carefully.
- Ask questions if you have any doubts in any task or activity.
- Participate in each activity.
- Have fun and learn!

Learning Activity:

- Teacher asks students to complete the following activity.

Match the pairs:

Words	meaning
☐ Acquaintances	A. protocol
☐ Casual	B. calm and modest
☐ Conventions	C. structure
☐ Unassuming	D. familiar persons
☐ Pattern	E. friendly

- Now, read the following passage silently and underline these words- acquaintances, casual, convention, unassuming, pattern.

Informal letters are written to close acquaintances of the writer, their friends, family, relatives, etc. Since they are written to close relations the letters have an informal and personal tone. Casual language is used while writing informal letters. And sometimes the letters may even have an emotional undertone.

Informal letters are mainly used for personal communication. So, they do not have to follow any specific pattern, format, or conventions. They can be written as per the writer's wishes and the requirements of the situation. So, the letter is written in a personal fashion in casual unassuming language.

- Answer the following questions:
 1. What type of language is used to write an informal letter?

2. What is the specific pattern or format of the informal letters?

3. What is the main objective of informal letters?

- Ask them to share their answers with friends/ family members.
- Tell students that they are going to learn how to write an informal letter.
- Ask them what are the common salutations that are used in informal letters.
- Let them respond.

(Expected responses: Dear Papa, Dear Mummy, Dear Didi, Dear friend, Dear Ravi, ...)

- Praise them for their response.
- Ask them what are the common closing that are used in formal letters.
- Let them respond.

(Expected responses: Yours lovely son, Yours Pyara Bhaiya, Your close friend, ...)

- Praise them for their response.
- Now, ask them to complete the following activity.

Activity: Suppose you are writing a letter to your friend to congratulate him for winning a gold medal in the state level wrestling championship. Complete your letter by using correct options.

(Options: achieve, gold, future, proud, newspaper, once, national, wrestling, state)

..... Pratik,

A big Congratulations to you for winning the gold medal at level! Yesterday while reading, I came across your photo and read news about championship. My joy knew no bonds when I read that you have won medal in the championship. We all friends and your family members were expecting the same result from you. We all are really of you, my friend! Your hard work really helped you to this feat. We are sure that one day you will win gold medals at level and international levels as well. Best wishes for your games too.

Many many congratulations again!

Your close friend,
Bhushan

- Ask questions on the above task. Correct them if necessary. Appreciate their efforts and praise for their response.
- Tell them that this is an example of an informal letter.

Solved Activity/Demo:

- Write an informal letter to your maternal uncle for helping you in online learning.

Dear Mamaji,

Thank you very much for your kind help in my online learning. Actually, in this Covid pandemic there were no other alternatives to study than online mode. And I had fear in my mind about technology related learning. But you truly helped me in handling the technology and making me confident in online learning. Your XXXX App related guidance really helped me to attend all the sessions of all the teachers. Thanks once again for giving time for me in your busy schedule.

Yours nephew,
Suraj

Practice:

- Ask student(s) to write an informal letter to their friend to share their future plans.
- Ask them to consider following points while writing the letter.
Points: Salutations, Objective of the letter, Main body and proper closing
- Ask the student(s) to read their letter to friends/ family letters.
- Add your points if needed.

Extension Activity/Parallel Activity/ Reinforcements:

- Write an informal letter to your friend to wish him on his birthday.

Evaluation:

- Which points should we keep in our mind while writing the main body in informal letters?

My takeaway/Today I learnt:

1. Today, I learnt how to write informal letters. ☐

2.1. Also, I learnt the nature of an informal letter. ☐

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

Class: 6th

Marks: 20

[A] Oral Test

Q.1: Recite the poem 'Strawberries' with actions. Marks:3

(Criteria: Pronunciation, Rhythm, Actions)

Q.2: What will you say to enter an ongoing conversation? Mark: 1

Q.3: How will you disagree politely with others in a conversation? Mark: 1

Q.4: What you will say on the following occasions? Marks:2

- a) Apologize somebody
- b) Someone thanks you
- c) Express gratitude
- d) Someone apologizes

Q.5: Listen to the following announcement and enact: Marks:2

(The teacher/facilitator will read aloud the following announcement)

Attention, please!
For all the students joining English
Conversation Club, please come to
English laboratory on the first break.
There'll be short briefing about
outdoor activity.
Thank you for your attention!

[B] Written Test

Q.1: Enlist the pairs of rhyming words from the poem 'Count Your Garden' Mark: 1
(Standard 5th 'Balbharati', Page no.28)

Q.2: Why is the sequence of incidents important while describing an event? Mark: 1

Q.3: Listen to a passage and answer the following questions: Marks:3
([Click here to play the passage.](#))

- a) Why did Helen become blind and deaf?
- b) How did Sullivan help Helen to learn?
- c) What was the opinion of Helen's father about her?



Q.4: Read the story 'Gulliver Meets the Lilliputians' and answer the following: Marks:4
(Read only page no.29 carefully from Standard 5th 'Balbharati'.)

- a) How big was the narrator in the story? How did you arrive to this answer?
- b) What had been done to capture the narrator? Give details in your words.

Q.5: Listen to the following announcement and answer the following question Mark: 1
(The teacher/facilitator will read aloud the following announcement.)

Construction work to extend the school building will start next week. All students are cautioned not to cross over the fence at the construction site. It is dangerous and may cause you injury.

‘Please stay away from that fence.’

a) Why is it dangerous to cross over the fence?

Q.6: [Click here to listen to an announcement.](#)

Mark: 1

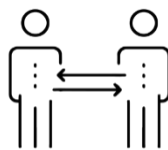
a) Now look at the following pictures and tell which of these precautions is not mentioned in the announcement.



i)



ii)



iii)



iv)



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

Class: 6th

Marks: 20

[A] Oral Test

Q.1: Develop and present a monologue on one of the following topics: Marks:3

a) COVID-19, b) Technology, c) Reading

Q.2: Describe the picture on the cover page of your Balbharati textbook in your own words.

(Criteria: Use of tense, taught structures) Marks:2

Q.3: Describe the mall/ supermarket you visited recently. Marks:2

(Criteria: Use of tense, vocabulary, taught structures)

Q.4: Prepare and present a short speech on one of the following: Marks:2

(Criteria: Flow, body language, voice, mannerism)

[B] Written Test

Q.1: Choose the correct alternative and write: Mark: 1

a) How many participants are there in a monologue?

(one/ two/ three)

b) What is the primary purpose of a skit?

(entertain/ play/ learn)

Q.2: Match the following: Marks:2

Column A	Your response	Column B
1.Eye Contact		A. How an audience hears our voice effects how they regard and accept us and our message.
2.Body Language		B.Nervous expressions a speaker might not be aware of such as putting their hands in their pockets, nodding their head excessively, or using filler words like um and ah too often.
3.Voice		C. Using your body effectively for communication this includes hand movements ,facial gestures etc
4.Mannerism		D. Proper eye contact makes people feel welcome and comfortable.

Q.3: Arrange the following words in alphabetical order. Mark: 1

Himalaya, Sahyadri, Karakoram, Aravalli

Q.4: Use a good dictionary and do the following exercises: Marks:3

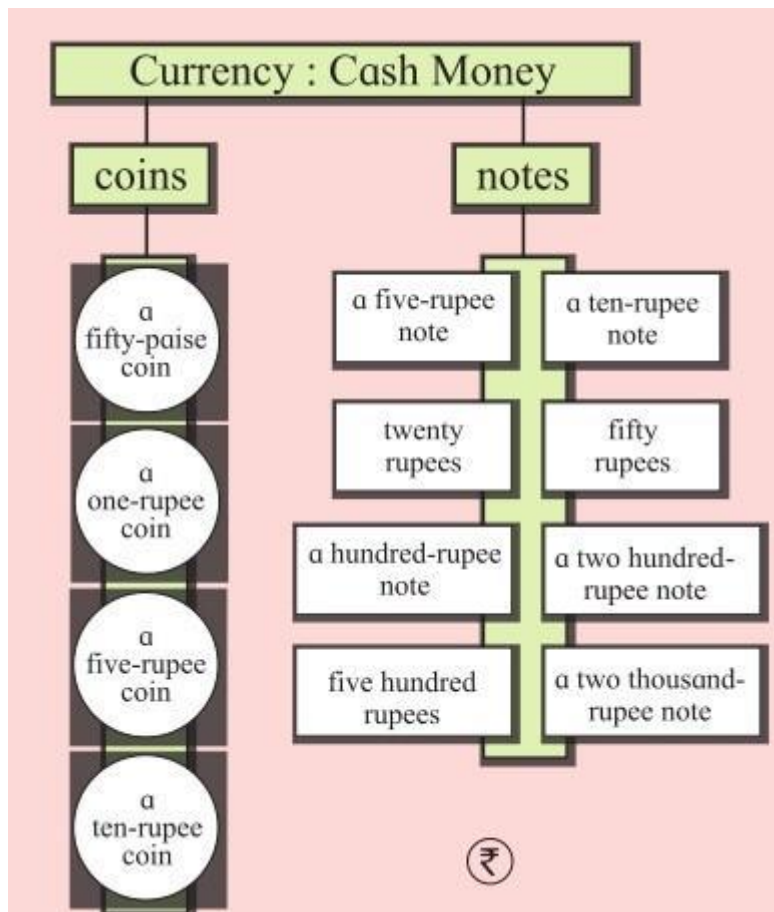
a) Find out the meaning of 'contagious'

b) Find out synonyms for 'sun'

c) Find out antonyms for 'healthy'

Q.5: Observe the following diagram and write a paragraph:
(Criteria: Reading, information transfer, taught structures)

Marks:4



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English Bridge Course (Test - 3)

Session -2021-22

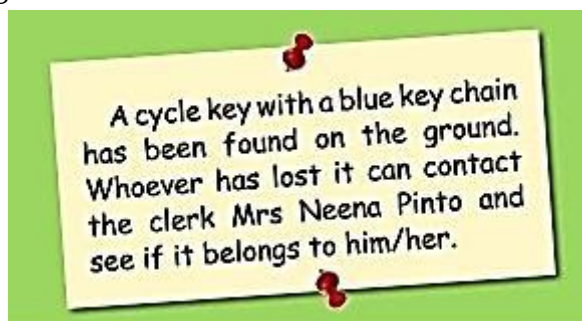
Subject: English (H.L.)

Class: 6th

Marks: 20

[A] Oral Test

Q.1: Read the following announcement:



- a) Guess, who is making this announcement and where? Mark: 1
 - b) What is the message in the announcement? Mark: 1
 - c) Read this announcement aloud Marks:2
- (Criteria: Pronunciation, intonation, voice modulation)

[B] Written Test

Q.1: Read the passage and guess the meaning of following words: Marks:2
(Textbook: Standard 5th Balbharati, page no.16)

- a) Strategy
- b) Resistance

Q.2: Find out and write two noun phrases and two adverb phrases from the passage. Marks:2
(Textbook: Standard 5th Balbharati, page no.16)

Q.3: Read the fable silently & answer the following questions: Marks:4

Belling the cat

Long ago a group of mice lived in the same house with a very watchful cat. The mice were constantly in danger. One day they held a meeting to discuss what to do about the cat. Many mice talked about the problem, but none had any ideas about what to do.

Finally, one of the smallest mice spoke up. "We all agree that the cat can sneak up on us too easily. If we could hear her coming, we would have time to run to safety. I think we should put a bell around the cat's neck. Then we will always know when she is near."

The other mice cheered. They congratulated the smallest mouse on his marvellous idea. Finally, their problem was solved. Then the oldest mouse spoke. "Belling the cat is indeed a grand idea, but who will do it?" Not one mouse spoke.

- a) What is the moral of this fable?
(Cats are sneaky/ Proposing a plan is easier than putting it into action/ Warning bells are good protection for mice)
- b) What plan did the smallest mice suggest to other mice?
- c) What do you think the mice did next?
- d) Imagine you are one of the mice. Propose another solution.

Q.4: [Click here to listen to some words and write any four words you heard.](#) Marks:2



Q.5: [Click here to listen to a passage and write four words related to kitchen.](#)

Marks:2



Q.6: Choose the correct option to fill the blank

Marks:4

- a) Official letters are part of letter.
(Informal / Formal / Friendly / Casual)
- b) Letters to friends and relatives are part of letter.
(Informal / Formal / Official / Business)
- c) 'Dear Soham,' 'Respected sir' are examples of in letter writing.
(Main body / Salutation / Closing / Enclosures)
- d) Casual language is used in writing letter.
(Formal / Official / Business / Informal)

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