सत्यमेव जयते

GOVERNMENT OF MAHARASHTRA

ENGLISH

BRIDGE COURSE (H.L)

CLASS VII



ACADEMIC YEAR 2020-2021

ACADEMIC YEAR 2021-2022

ज्ञानसेवा तु साफल्यम्

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
MAHARASHTRA , PUNE

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Instructions for Teachers/Parents/Facilitators

Namaskar!

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

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

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

Part One - Learning Outcomes/Competency Statements.

Part Two - Instructions for teachers / parents and facilitators

Part Three - Instructions for Students

Part Four - Learning Activity

Part Five - Solved Activity/ Demo

Part Six - Practice

Part Seven - Extension Activity/Parallel Activity/Reinforcement

Part Eight - Evaluation

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

Part Ten - My Take Away/ Today I Learnt

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

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

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

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

Instructions for Students

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

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

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

Std:-VII	Activity Sheet : 01	Subject: English

Learning Outcomes:

Enriches his/her vocabulary through exercises and activities.

Instructions for Teachers, parents/facilitators:

1. Encourage the learner to solve the activities.
2. Encourage the learner to use a dictionary.

Instructions for Students:

1. Read the instructions carefully and solve the activity.
2. Use the textbook and a dictionary.

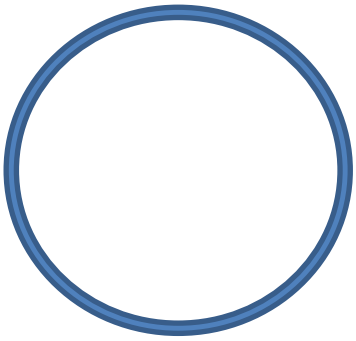
Learning activity:

1. In circle NO 1, you find four letter words using the letters from the word: CONFIDENCE
2. In circle NO 2, you find four letter words using the letters from the word: ACCEPTANCE
3. In circle NO 3, you can make four letter words using the letters from the word:
4. EXPLANATION

CONFIDENCE | **ACCEPTANCE** | **EXPLANATION**







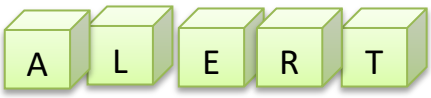
NO 1 | **NO 2** | **NO 3**

Solved Activity/Demo:

Rearrange the letters of the given words to make new words (ANAGRAMS). One has been done for you.



MALE



L A T



C H E



T H



QUI

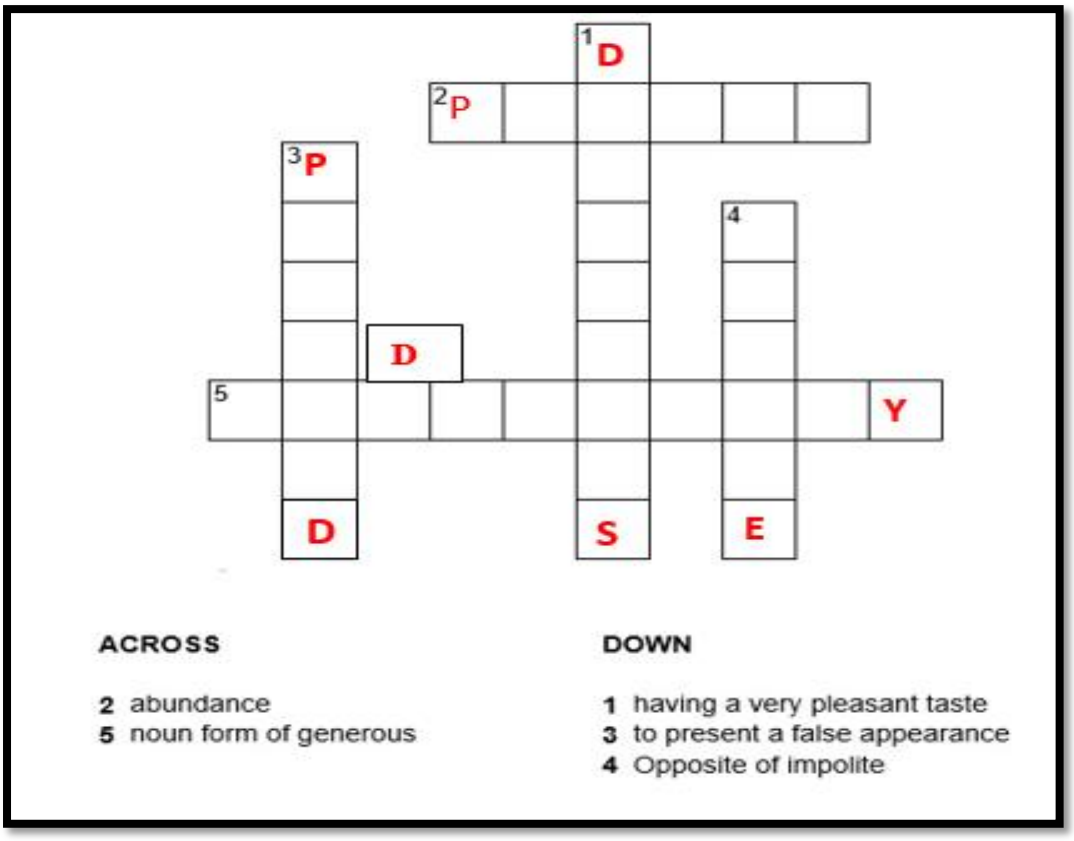
Practice:

Match the columns to make meaningful sentences and rewrite the sentences.

1. He said in a hoarse	a) from England to India used to take six months.
2. He denied	b) but I remained **adamant**
3. I dragged myself wearily	c) **indignantly** that he had stolen the files.
4. The voyage	d) and **feeble** voice
5. He begged me to change my mind,	e) out of bed at five o'clock this morning.

Extension Activity/Parallel Activity/Reinforcement:

Crossword Puzzle based on the lesson: **Stone Soup (Balbharati)**



Evaluation:

Complete the sentences using the words given in the bracket:

(mumble, disguise, aloof, venture, exotic)

1. Don't ……., I can't hear what you're saying.
2. She usually goes out in ……...to avoid being bothered by the public.
3. Some people find her ……and unfriendly.
4. Nothing….. nothing have.
5. She travels to all kinds of ……. locations all over the world.

Diksha Video/ E- Content QR Code:

https://diksha.gov.in/resources/play/collection/do_31277308263004569614712?contentType=TextBookUnit
https://diksha.gov.in/resources/play/collection/do_31276594299577139211515?contentType=TextBookUnit

My Takeaway/Today I learnt:

1. I leant new words.
2. I can create such games and play with my friends.

Std:-VII	Activity Sheet : 02	Subject: English

Learning Outcomes:

3. The learner reads to understand the format of the text through letters, riddles and jokes.
4. The learner reads in order to obtain information.
5. The learner reads to comprehend the text.

Instructions for Teachers, parents/facilitators:

1. Ask the learner to read the text with proper pace and intonation.
2. Encourage the learner to find out the new ideas and words.
3. Engage the learner in reading the text.
4. Give the learner an ample of opportunities to practise letters, riddles and jokes in their writing.

Instructions for Students:

1. Read the text carefully and observe the text.
2. Note down the unfamiliar bits of information.
3. Listen and repeat the words and sentences.
4. Solve the activities with the help of your teacher.
5. Write down the parts of letter and practise it.

Learning activity:

Activity – 1

The teacher asks the children to read the following text carefully.

Formal Letter:-

53-A, Priyadarshani Colony,

Panchvati Nashik,

Nashik-405 425

15 June 2021

To

The Zonal Secretary,

M.S.E.B.

Panchvati Nashik,

Nashik.

Subject: - Frequent power failure.....

Respected Sir/Madam,

I regretfully write this letter to bring to the notice of the electricity board that our locality has been the victim of frequent power failure since the end of May. We have appeared for the Engineering and pharmacy exams which will be held in the end of June2021.Our exam are so close and we are facing the problem of severe power failure. Due to the frequently disconnect of the power. So we cannot concentrate over our studies. During day time we are engaged with college lectures and

practicals. At night till late we do study. But the power failure is the barrier for the same. If it continues it will affect on our career.

So, I humbly request you to look into the matter and solve our problem as early as possible.

Thanks, and regards.

Yours Sincerely,

Rajesh Pawar

Activity – 2

Riddles

I am a weather tool

People use me to help

Decide whether to wear a coat.

I have numbers on me

I show how hot or cold it is.

What am I?

Answer: - I am a thermometer

Solved Activity/Demo:

Teacher asks students to read the letter carefully and fill in the blanks.

Informal Letter-

129, Navyug Apartments,
Pitampura, Washim.
Washim-415 215
14 March, 2021

Dear Rudra,

It has been a long since I have heard about you. Where..... been? I hope this letter finds you in .....of your health.

As summers are approaching, I was thinking if we could spend the .....together at my place in Nashik. I will give you a city tour as well. We will spend some .....together at Tryamabakeshwar the holy place.

I am excited to meet you, come with your loving pet JOJO.I have to share .....and expect the same from you.

Hope to see you soon.

Yours lovingly,

Gaurav Tak.

(**Summer break, lots of things, the best, quality time, have you**)

Practice:

1. Read aloud the sentences that you have framed.
2. Read the text carefully to understand the format of the informal letter.
3. Practise both letters.

Extension Activity/Parallel Activity/Reinforcement:

1. Read the text and note down the new words.
2. Use the internet to find out more meaningful riddles and jokes.
3. Read the letters and practise the formal and Informal types.

Evaluation:

1. Write a letter to your friend and invite him for your birthday party.
2. Compose your own riddles.
3. Prepare your own jokes and share with your friends.

Diksha Video/ E- Content QR Code:

Go through the internet/Diksha app and find more riddles and jokes.

https://cart.ebalbharati.in/BalBooks/ebook.aspx

My Take away/Today I learnt:

1. Today I have learnt to read and comprehend the letters.
2. I can read the text and understand it.
3. I can read the text and solve the activities based on it.

Std:-VII Activity Sheet : 03 Subject: English

Learning Outcomes:

Frames Wh-word questions correctly.

Instructions for Teachers, parents/facilitators:

1. Introduce Wh-word question words to the learners.
2. Make them understand the usage of Wh-word Questions.
3. Give sufficient practice to frame Wh –word questions.

Instructions for Students:

1. Identify Wh- word questions.
2. Fill in the blanks to complete a Wh –word Question.
3. Frame Wh-word Questions.

Learning activity:

Understanding of Wh –word Questions.

What	Used when asking for information about something.
When	Used when asking for time.
Where	Used for asking about a place.
Why	Used for a reason or to obtain an explanation**.**
What	Used to refer to specific information.
Who	Used to ask about a person.
Whose	Used to ask about ownership of something.
Whom	Used to ask about a person**.**
Which	Used to ask about an option or a choice.
How	Used to ask for a method or procedure.

Solved Activity/Demo:

Frame Wh-word Questions to get the underlined an answer.

Q1. When did you get up in the morning?

Ans: I got up in the morning <u>at 7.00 am</u>

Q2. Where did you go yesterday?

Ans: I went <u>for a movie</u> yesterday.

Q3. How many subjects do you have to learn?

Ans: I have to learn <u>7 subjects</u>.

Q4. What is your mother tongue?

Ans: My mother tongue is <u>Marathi</u>.

Fill in the blanks and complete the Wh-word Questions given below.

1. ….. is my car?
2. …… subject do you like?
3. ……... is your best teacher?
4. ……. is your name?

Practice:

Match the columns

Group A	Group B
1.Who	a. pencils are there?
2.When	b. are you late?
3.Where	c. bag is this?
4.How many	d. is my class?
5.Why	e. are you coming?
6.Whose	f. is the teacher?

Extension Activity/Parallel Activity/Reinforcement:

Look at the picture given below and frame Wh–word Questions.



Evaluation:

1. Make groups and ask the learners to frame Wh-word Questions, observing their surroundings.
2. Engage the learners in conversations and ask them to frame Wh-word Questions.

Diksha Video/ E- Content QR Code:

https://diksha.gov.in/play/content/do_31249441549566771215258?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content

My Take away/Today I learnt:

1. I understood the concept of Wh –word Questions.
2. I can frame Wh-word Questions.

Std:-VII	Activity Sheet : 04	Subject: English

Learning Outcomes:

1. The learner reads passage clearly taking proper pauses and proper intonation.
2. The learner reads aloud using proper pause, pace and volume.
3. The learner reads aloud with understanding and maintains proper pace.

Instructions for Teachers, parents/facilitators:

1. Ask the learner to read the lesson 3.3 Stone Soup.
2. Guide the learner how to construct a sentence using the word 'Stone'
3. Help the learner to use dictionary**.**
4. Tell learners to read the lesson and note down how the word 'Stone' is used in varous sentences.

Instructions for Students:

6. Take the help of parents/teachers or dictionary in order to understand the lesson.
7. Read the lesson 3.3 Stone Soup carefully.
8. Read the given chart and frame as many sentences as you can.
9. Read aloud the framed sentences.

Learning activity:

Read the chart and frame as many sentences as you can.

Part-1	Part-2
I am	helping Hirabai working cooking walking listening making soup
He is	
She is	
We are	
You are	
They are	

1. He is making soup.
2. They are.....
3. You are.....
4. She is.....
5. We are.....

1. They are listening.
2. She is.....
3. He is.....
4. I am.....
5. You are.....

Solved Activity/Demo:

Examples: -

I am helping Sonabai.

You are cooking.

They are helping Hirabai.

I am making soup.

She is listening music.

Practice:

Use the following words and frame sentences.

Magic Stone, reserved, speechless, goodness, pretend

Extension Activity/Parallel Activity/Reinforcement:

1. Ask learners to add more meaningful words in both the column and frame the sentences.
2. You may add helping verbs -was/were and shall/will in the charts.

Evaluation:

1. Write at least one sentence from the lesson with proper punctuations.
2. Read aloud using, proper pause, pace, and volume.
3. Read the lesson carefully by taking proper pauses and proper intonation.

Diksha Video/ E- Content QR Code:

Balbharti Std.6 Textbook link.

https://cart.ebalbharati.in/BalBooks/ebook.aspx

My Take away/Today I learnt:

4. I can read the chart.
5. I can read the sentences aloud with proper pace and intonation.
6. I can frame the meaningful sentences by using the chart.

Std:-VII	Activity Sheet : 05	Subject: English

Learning Outcomes:

Informal Conversation

Instructions for Teachers, parents/facilitators:

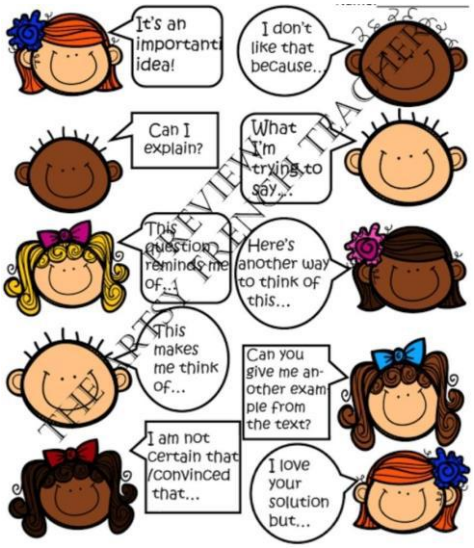
1. Ask the learners to improve vocabulary.
2. Encourage the learners to be a good listener.
3. Ask the learners to learn transitional phrases and useful expressions.
4. Ask the learners to use gestures appropriately.

Instructions for Students:

1. Learn speaking skills.
2. Focus on listening and responding.
3. Discover mutual interests.
4. Practise pronunciation.

Learning activity:

1. Ask the learner to listen attentively, speak clearly and confidently.
2. Ask the learner to have a good command over language.
3. Express one's own thoughts and ideas coherently and effectively.
4. Participating in forums, reading articles and viewing videos.



Teacher asks the learners to complete the given conversation.

Solved Activity/Demo:

Teacher asks the learners to complete the conversation between two friends.

Sonu: Do you have any idea regarding offline classes?

Monu: .....

Sonu: .....

Monu: .....

Sonu: .....

Monu: .....

Practice:

Extension Activity/Parallel Activity/Reinforcement:

1. Choose any content of your choice and develop a conversation.
2. Present the conversation to your class.

Evaluation:

1. Students complete the conversation.
2. Check the content, language and format.

Diksha Video/ E- Content QR Code:

https://cart.ebalbharati.in/BalBooks/ebook.aspx

My Take away/Today I learnt:

I gain confidence in doing conversation in English.

Std:-VII	Activity Sheet : 06	Subject: English

Learning Outcomes:

To enable the learner to –

1. Read and find out specific facts and details.
2. Read and understand the text.
3. Read the given material silently with understanding.

Instructions for Teachers, parents/facilitators:

1. Give clear and simple instructions.
2. See that the learners do the given activity on their own.
3. Encourage self-work.

Instructions for Students:

1. Go through the given extract.
2. Underline the new vocabulary and refer to the dictionary for the meanings.
3. Go through the activity given at the end of the extract.
4. Try to find the answers on your own and jot them down.
5. You may work in pairs and help your partner if teacher permits.

Learning activity:

The Grand Canyon

The Grand Canyon is a large river canyon in Arizona. It is over 220 miles long and over a mile deep in some places. Its widest point is 18 miles wide. The canyon is considered one of the Seven Natural Wonders of the World.

Over millions of years, the Colorado River wore away rocks as it passed through the area. Slowly, the river made the path deeper and deeper. Now, the canyon is surrounded by steep walls on either side, while the river continues to flow at the bottom of the canyon.



The Colorado River formed the Grand Canyon.

Besides its large size, the Grand Canyon is also known for its magnificent colors. The canyon is made of layers of rock, and each layer of rock has a different depth and color. Geologist have identified almost 40 different layers of rock exposed by the river's erosion.



Aerial view of the Grand Canyon

The climate in canyon area is primarily desert, with both high and low temperatures. The upper rims of the canyon often receive snowfall. The air quality is usually very high, although dust storms and smoke from fires can change the air.

The Grand Canyon is home to variety of plants and animals. Plants range from various species of cactus to pine forests. Many types of animals live in the area, including the bald eagle, bobcats, bats and gila monsters. Six different kinds of rattlesnakes have been identified in the area.

Native Americans have inhabited the area for around 3,000 years. Spanish conquistadors first explored the area in 1540. Later, Spanish priests and explorers returned in 1776. However, they did not stay, as they found the canyon impassable.

Arizona became part of the United States in 1848, and the first geological studies were completed on the Grand Canyon in 1856. Today, the canyon is part of the Grand Canyon National Park. About five million tourists visit the park each year.

The learners read the given extract silently.

They comprehend the gist.

They go through the questions asked.

They find the answers and note them down.

FACT FILE:

1. Name the geographical epithet: Grand Canyon
2. It's location: _____
3. The river that formed it: _____
4. Type of area: _____
5. It's known for: _____
6. It's made up of: _____
7. Native flora: _____
8. Native fauna:_____
9. No. of tourists visiting each year: _____
10. It's significance: _____

Solved Activity/Demo:

Ocean Pollution



As years tick by, the world's oceans are becoming more and more polluted. I have been a marine biologist for fifteen years, and it is my belief that humans are responsible for this pollution. Therefore, it is our duty to clean up the oceans around the world for future generations.

To begin, most of the pollution in our oceans start on the land. People throw trash into the nearest body of water, and it eventually ends up in the ocean. Also, factories and nuclear plants dump waste into the water. In addition, accidental oil spills occur on the ocean if an oil rig is damaged while out at sea.

Many people and animals are affected by ocean pollution. In fact, more than 70% of the earth's surface is covered with ocean water, so it would be hard not to be affected by this pollution. For example, animals may get wrapped in plastic in the water. Also, animals eat the **debris** that is floating in the water or washes on shore which damages their digestive system. Similarly, thousands of ocean animals are killed each year by toxins in the water.

Not only animals are victims of the pollution, humans are also affected by ocean pollution. Marine life is the main food source for many cultures around the world. Seafood may contain heavy metals and other containments. Also, many people enjoy beach and water activities, but who would want to be in the water with trash and chemicals?

What can we do about this worldwide problem? First of all, everyone needs to make an effort to dispose of their trash properly. Many people organize clean up crews who walk the beaches and pick up trash before it makes it to the ocean. Conservation organizations work hard to clean up chemical and oil spills that happen in the ocean before they spread. In addition, billions of dollars are spent to save endangered ocean animals and to **conserve** the world's coral reefs. As you can see, it is important to recognize ocean pollution as a worldwide problem and contribute to the solution by donating time or money to the cause.

FACT FILE:

1. Occupation of the writer: marine biologist
2. Work experience: 15 years
3. His belief: Humans are responsible for ocean pollution

4. Place from where ocean pollution starts: land
5. Causes of oceanic pollution: trash, waste dumped by factories and plants, oil, spills.
6. Ocean water on earth: more than 70%
7. Reason for marine deaths: marine life eat debris, get wrapped in plastic and killed by toxins in ocean water.
8. Effect on humans: harmful as we eat the contaminated sea food.
9. Two things you can do: Dispose trash properly and pick up litter from the Beaches.
10. All need to donate: time and money for conservation and preservation of our oceans.

Practice:

Extension Activity/Parallel Activity/Reinforcement:

Rearrange the given sentences as they appear in the extract.

1. Arizona became a part of the United States in 1848.
2. The Grand Canyon is a home to a variety of plants and animals.
3. It is over 220 miles long.
4. Native Americans inhabited the area for around 3000 years.
5. Spanish priests and explorers returned in 1776.

Answers: 3, 2, 4, 5 and 1.

Evaluation:

Check for information given by students and guide them if need be.

Diksha Video/ E- Content QR Code:

Balbharthi grade 6text book https://cart.ebalbarthi.in/BalBooks/pdfs603020035.pdf

https://cart.ebalbharati.in/BalBooks/ebook.aspx

'Read to me' free app by govt of Maharashtra.

My Take away/Today I learnt:

1. I am able to read the text silently.
2. I can find the meanings myself and answer the questions based on it.

Std:-VII	Activity Sheet : 07	Subject: English

Learning Outcomes:

Understands and uses simple word formation process — some prefixes and suffixes.

Instructions for Teachers, parents/facilitators:

1. Encourage the learner to go through the solved activity and complete the learning activity.
2. Encourage the learner to use a dictionary.

Instructions for Students:

1. Solve the learning activity and ask the help from your teachers or parents.
2. Use a dictionary.

Learning activity:

1. Add a prefix to the word and write the new word. One has been done for you.

PREFIXES	WORDS	WORDS FORMED
dis- in- mis- re- un- under- im anti Over Pre	Water possible school agree correct understand do confidence satisfactory virus	Antivirus

2. Add a suffix to the word and write the new word. One has been done for you.

WORDS	SUFFIXES	WORDS FORMED
Pain tooth free work pay move child	-er -ful -less --ment -dom -hood -able	Painful

Solved Activity/Demo:

Complete the sentences by writing the correct prefix in the blanks. You can use a dictionary. (dis- -in mis- un-)

1. I just can't believe it! The story is _____believable!

   I just can't believe it! The story is unbelievable!
2. No, that answer is _____correct. It is wrong.

   No, that answer is incorrect. It is wrong.
3. I saw Seema just a moment ago, but now I can't find her! It seems that she _____appeared!

   I saw Seema just a moment ago, but now I can't find her! It seems that she disappeared!
4. Oh, I'm sorry, I didn't hear you correctly. I _____understood you.

   Oh, I'm sorry, I didn't hear you correctly. I misunderstood you.

Practice:

Complete the words using the suffixes from the list. (-able, –ful, - less)

1. My brother can't stay still. He always wants to move! He is rest……..
2. My mother is very cute! she's ador……..!
3. My grandfather can't remember anything! He is very forget ……..!

Complete the sentences using the correct suffix. (-dom, -er, -ment, -ness)

1. I teach science in a school. I am a science teach……...
2. Birbal was the most famous person in the entire king…….!
3. Harshita is my best friend. She is wonderful! The best thing about her is her kind……
4. The kids always have fun together. They never disagree or have an argu…….

Extension Activity/Parallel Activity/Reinforcement:

Fill in the blanks by adding appropriate suffix to the word given in the bracket. (dom, able, ly, ful, ship, less, ment)

1. The king ruled his …….. **(king)** wisely.
2. Are you …… **(comfort)** here?
3. Please drive …… **(careful)**
4. He laughed ……. **(loud)**
5. I have taken the …… (**member)** of the Rotary Club.
6. He was a …….. (**mercy)** ruler
7. We see a lot of …… (**develop)**in our country.

Evaluation:

Circle the prefixes and suffixes in the following words.

Misplace **improper** **invisible** **prehistory** **wilderness**	**illegal,** **nonfiction,** **portable** **bigger** **clearly**

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My Take away/Today I learnt:

I learnt to use prefixes and suffixes to make new words.

Std:-VII	Activity Sheet : 08	Subject: English

Learning Outcomes:

1. Listens carefully to the speech or passage being read aloud.
2. Listens attentively in the class and develops story.
3. Frames sentences related to the story.

Instructions for Teachers, parents/facilitators:

1. Read the passage loudly.
2. Give some words and ask them to frame sentences.
3. Ask some 'Wh'- word questions from the passage you read.
4. Help the learners to use dictionary.
5. You can also show pictures related to the passage.

Instructions for Students:

1. Solve the learning activity and ask the help from your teachers or parents.
2. Use a dictionary.

Learning activity:



Look at the points and the pictures.

Frame sentences with the help of pictures.

Solved Activity/Demo:

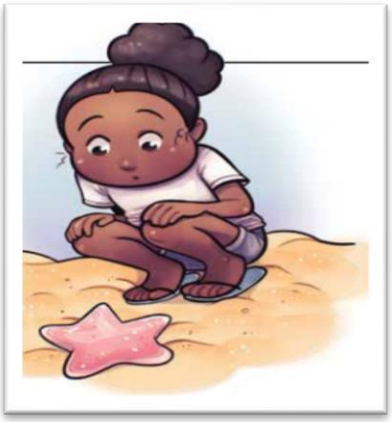
One cold frosty morning, Bear woke up from the middle of his long winter sleep. He wandered outside his den and noticed that the lake had frozen over. “Good thing I’m not made of water,” he said, “or I’d turn to ice.” “But you are made of water,” said Hare, who was tumbling around in a snow bank beside him. “Over half your body is water.” “You must be fooling,” said Bear. He looked at his body. His arms didn’t look like water. His legs didn’t look like water. His paws didn’t look like water. “Think of all your blood,” said Hare. “Your blood’s made of water. In fact, all your parts are made of cells, and cells are made of water.” Bear rubbed his paws together and blew on them to keep them warm. “I don’t want to freeze “See, when you shake like that, your body’s using energy to make more heat and warm you up.” “I know a better way to warm up,” said Bear. “Let’s go inside.” They stomped into Hare’s house. Bear relaxed by the fireplace. A few minutes later, the snow on his fur melted and dripped into puddles on the floor. A teapot whistled on the stove. Bear looked at the teapot and saw a thick stream of steam shooting into the air. “How are you feeling now?” Hare asked as he brought Bear a cup of chamomile tea. “I’m still afraid,” Bear said as he cuddled the steaming teacup in his paws. “Don’t be silly,” Hare told him. “Even though you’re made of water, you know you aren’t going to turn to ice.” “I know,” Bear said. “But now I’m afraid I’ll evaporate.”



1. What did the bear see when he got up from his long winter sleep?
2. Which parts of the body did the bear look at?
3. What did the hare bring in a cup?
4. Whose house did they enter?

Practice:

Rosie loved watching the night sky. It shined with so many stars. Sometimes, she would climb onto Papa's shoulders. She'd feel like a princess, sitting closer to those stars. One afternoon, Papa said, "We're going to the beach! Won't that be fun?" Rosie wasn't sure. "Will my stars be there, too?" "Maybe," Papa said. So, they went to the beach. But it was foggy that night – no stars in sight. "Let's see what happens tomorrow," Papa said. "Okay..." Rosie frowned. The next morning, they went back to the beach and Rosie gathered seashells. Rosie found something strange. It looked like a big, orange, bumpy star. Had it fallen from the sky? And why wasn't it glowing? "It's not a star." Papa smiled. "It's a starfish. It lives in the ocean." Rosie put the starfish in the ocean. They watched the waves wash it back home. Then Rosie looked for more starfish. She liked stars AND starfish.





Extension Activity/Parallel Activity/Reinforcement:

Complete the following with imagination to make meaningful sentence:

I. I want to know why _____.

2. If he had asked me, _____.

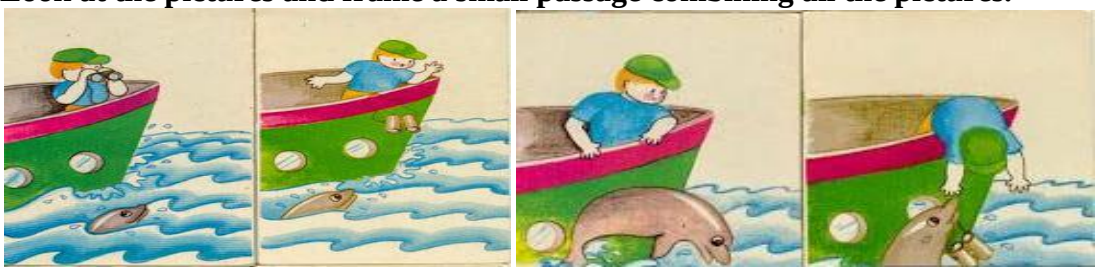
3. She would have come _____.

4. We are looking forward to _____.

5. No sooner did we hear the gunshots _____.

Evaluation:

Look at the pictures and frame a small passage combining all the pictures.



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My Take away/Today I learnt:

1. Able to frame sentences.
2. Able to understand passages.
3. Able to develop confidence to even tell story.

Std:-VII Activity Sheet : 09 Subject: English

Learning Outcomes:

Use a dictionary to find words in alphabetical order, meaning and write correct spelling.

Instructions for Teachers, parents/facilitators:

1. Ask the learner to find words from the dictionary with meaning and in alphabetical order.

Instructions for Students:

1. Arrange the words in alphabetical order and write it.

Learning activity:

Arrange the words in alphabetical order:

1. Scrap, Scamper, Screwy, Savage.
2. Mars, Venus, Pluto, Earth.
3. Loss, Level, Liberty, Large. **[Which is the last word in alphabetical order]**
4. Peacock, Perth, Pelican, Paradox. **[Write second word according to alphabetical order]**
5. Find the meaning of Grief using a dictionary.

Solved Activity/Demo:

1. Savage, Scamper, Scrap, Screwy.
2. Earth, Mars, Pluto, Venus.
3. Loss is the last word.
4. Peacock is the last word.
5. Pain, Agony, and Sorrow

Practice:

1. denial, decrease, defect, depict **[Which is alphabetically first word]**
2. Palace, Palase, Palece, Pelece **[Pick out the Correct spelt word]**
3. Dinosaur, Accept, Princess, Oaxis **[Pick out the wrongly spelt word]**
4. What is the synonyms for word- “Author”

   Poet, Writer, Singer, Teacher.
5. Find the Meaning of **Toil** from a good dictionary.

Extension Activity/Parallel Activity/Reinforcement:

Write the synonyms of -

a. Commend
b. Habitual
c. Ideal
d. Recollect
e. Ability
f. Actual
g. Capture
h. Panic
i. Idle

Evaluation:

1. Find more words from your textbook and find their meanings.
2. Try to write the above words in the alphabetical order.

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My Take away/Today I learnt:

I can find words from the dictionary.

Std:-VII	**Activity Sheet : 10**	**Subject: English**

Learning Outcomes:

1. The learner reads a poem with proper pace, rhythm and intonation.
2. The learner identifies the rhyming words from the poem.

Instructions for Teachers, parents/facilitators:

1. Read poems/words loudly.
2. Sing a poem with proper rhythm.
3. Ask children to listen and repeat.
4. Show picture cards, ask the children to read the pair of words which create similar sound.

Instructions for Students:

1. Watch the video carefully.
2. Listen words from the poem and try to say as it is.
3. Listen the poem/song and repeat after me loudly.
4. Practise alone or with your friends.
5. Do recording in your own voice.

Learning activity:

Poem

The teacher asks the learners to say words having the same sound from the poem.

There's a silver house in the lovely sky,
As round as a silver crown;
It takes two weeks to build it up,
And two to pull it down.

There's a man who lives in the silver house,
In a lonely sort of way;
But what his name is no one knows,
Or no one likes to say.

Yet when you go to bed tonight,
Just draw the window blind,
And peep out at the silver moon,
This lonely man to find.
But if his house is taken down,
And all the sky is bare,
Then go to bed, because,
of course, The poor man won't be there.

- John Lea

Solved Activity/Demo:

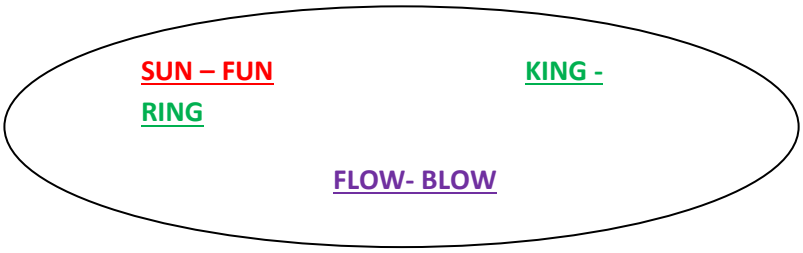
The learner reads the words having same sound.

Crown – Down Way – Say

Blind – Find Bare – There

Practice:

See the pair of word cards of similar sounds and read loudly.



Extension Activity/Parallel Activity/Reinforcement:

1. Use the words given in the above picture cards and frame small sentences.
2. Collect more such words from various poems and use them in your practice.

Evaluation:

1. Write ten pair of rhyming words.
2. Make the cards of rhyming words.
3. Chant the rhyme words with your friends.

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My Take away/Today I learnt:

1. Today I have learnt the rhythm of the poem.
2. Today I have learnt how to identifythe same sound words.
3. Today I have learnt rhyming words.

Std:-VII	**Activity Sheet : 11**	**Subject: English**

Learning Outcomes:

1. The learner learn write messages invitation sort paragraph and formal / informal letters.
2. The learner learns to make use of dictionary to check meanings and spellings.

Instructions for Teachers, parents/facilitators:

1. Allow the learner to learn the format of invitation.
2. Allow the learner to think creatively.

Instructions for Students:

1. Improve your creativity.
2. Improve your thinking skills.
3. The learner learns to use the imagination.

Learning activity:

1. The learner learns characteristics of invitations –
   a) Invitation on a card
   b) Formal letter invitation
   c) Informal letter invitation.
2. The learner learns to select and choose the right words and fanciest vocabulary.

Solved Activity/Demo:

Invitation Card



Formal Invitation Letter

Inviting a Person as a Judge

St. Martins School
Ram Mandir Road
Vir Park
Mumbai : 4000XX

6th September 20XX

Mr Rahul Sudama
Principal
Stephen's School
Mumbai

Sub : Invitation to Judge 'Inter School Debate 20XX'

Respected Sir,

St. Martins has been given the privilege of hosting this year's "Inter School Debate 20XX".

We would be greatly obliged if you could spare time from your busy schedule and be the Chief Judge for the event. The programme is on 25th September 20XX, between 9.30 a.m. – 3.30 p.m. in the school auditorium.

Kindly confirm your availability at the earliest and oblige. Please send an email to stmartins.school@yahoo.com.

Yours Sincerely
Nirmal Kaur
HOD. Dept. of English

Informal Invitation Letter

765, Rahat Colony,
New Delhi.
January 17, 20XX

Dear Bhaveen

You have always wanted to see my school. Here is an occasion where you can see it in all its grandeur—come and join us for the Annual Day function of my school on 1 February, 20XX at 10 a.m. I am sure you will have a great time. Do bring along Aunty, Uncle and little Shloka.

Your Aunt
Ridhima

Practice:

Invitation

1. Mr. and Mrs. Yadav request the pleasure of your being presence on the auspicious occasion of the 1st BIRTHDAY of their son ADITYA at their residence 38, KAMAL KUNJ , Varanasi, at 4.30 pm on 28th June 2020.

Formal

1. Inviting a Dignitary as a Chief Guest for School Annual Day Function.

Informal

1. Draft an invitation for Vikasananda School, Bhamti, Nagpur is celebrating its Annual Prize
2. Distribution Function on 14 August. As Mr. Gopinath Iyer, Principal of the school.

Extension Activity/Parallel Activity/Reinforcement:

Invitation Card

You are the secretary of the School Health Committee. You have organised a seminar on Physical Hygiene and invited a specialist guest speaker. Draft an invitation for publication in the

newspapers.

Formal Letter

Your sister Nivedita is going to marry Akhilesh (S/o Mr & Mrs SM. Joshi, Nainital) Your father Mr K.S. Bhardwaj has planned to hold the wedding at Hotel Kunal, New Delhi on 25October 2021 at 8 p.m. Write a formal invitation on behalf of Mr and Mrs K.S. Bhardwaj inviting guests to the auspicious occasion.

Informal Letter

Rohit has got success in CBSE-PMT. He wants to celebrate his admission to Shivaji Medical College, Nagpur by throwing a party to his friends. Write an informal invitation giving details of venue, time and date.

Evaluation:

Teacher checks the content matter of the Invitation card / formal / informal letter and guides the learner.

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My Take away/Today I learnt:

I learnt to write an invitation card / formal / informal letter.

Std:-VII	Activity Sheet : 12	Subject: English

Learning Outcomes:

Identifies word belonging to word register.

Instructions for Teachers, parents/facilitators:

1. Look at the practise/solved activity.
2. Ask the learners to answer the practise activity orally as well as to write in the activity sheet.
3. Ask them to prepare their own similar activity.

Instructions for Students:

1. Look at the words given in the columns in BOLD LETTERS.
2. Try to choose the words related to it from those given in the brackets.
3. Put the words in appropriate columns.

Learning activity:

What is word register?

Word register is to find words related to the given word.

Learners will read the words given in the brackets and identify the related words.

Solved Activity/Demo:

(Parents, mountains, home, children, rivers, relatives, birds, flowers)

FAMILY NATURE

1. Parents	1. Mountains
2. Home	2. Rivers
3. Children	3. Birds
4. Relatives	4. Flowers

Practice:

Find four words related to the following:

1. Hospital: ----------, ----------, ----------, ----------.
2. Classroom: ----------, ----------, ----------, ----------.
3. Garden: ----------, ----------, ----------, ----------.
4. Transport: ----------, ---------, ----------, ----------.

Extension Activity/Parallel Activity/Reinforcement:

Use various words / concepts in their surroundings and ask them to find more information regarding these words relating to the objects around them.

Evaluation:

Ask the students to identify words related to a Railway Platform and write in the notebook. Check the assignment.



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My Take away/Today I learnt:

Today I can relate words used for a particular topic and create a word register.

Std:-VII	Activity Sheet : 13	Subject: English

Learning Outcomes:

Attempts to write a story with creativity.

Instructions for Teachers, parents/facilitators:

1. Ask the learners to observe the picture.
2. Ask the questions related to pictures.
3. Motivate and encourage the learners to give answers.
4. Ask the learners to use describing and action words while framing sentences.

Instructions for Students:

1. Observe the picture.
2. Read the questions carefully.
3. Try to create a story.
4. Use past tense.

Learning Activity:



1. What can you see in the picture?
2. What is the dog carrying in its mouth?
3. Where did the bone fell?
4. What did the dog see in the water?

Solved Activity/Demo:

The Greedy Dog

Once a dog found a piece of bone lying on the ground. He immediately picked it up and walked away in search of a lonely place to eat it. On his way, he passed a stream. While walking he saw own reflection in the water. He thought, it was another dog with a similar bone in its mouth. The dog was very greedy. He wanted to take that bone also. He began to bark, and the bone fell from his open mouth into the stream. The dog lost the bone because of his greedy nature.

Moral - We should never be greedy.

Practise:

Write the above story in your notebook.

Extension Activity/Parallel Activity/Reinforcement:



Evaluation:

1. Observe the above picture.
2. Write a story in simple sentences.
3. Give suitable title and moral.

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My take away/Today I learnt:

Today I have learnt to write a story using describing and action words.

Std:-VII	Activity Sheet : 14	Subject: English

Learning Outcomes:

Describes a picture or a scene.

Instructions for Teachers, parents/facilitators:

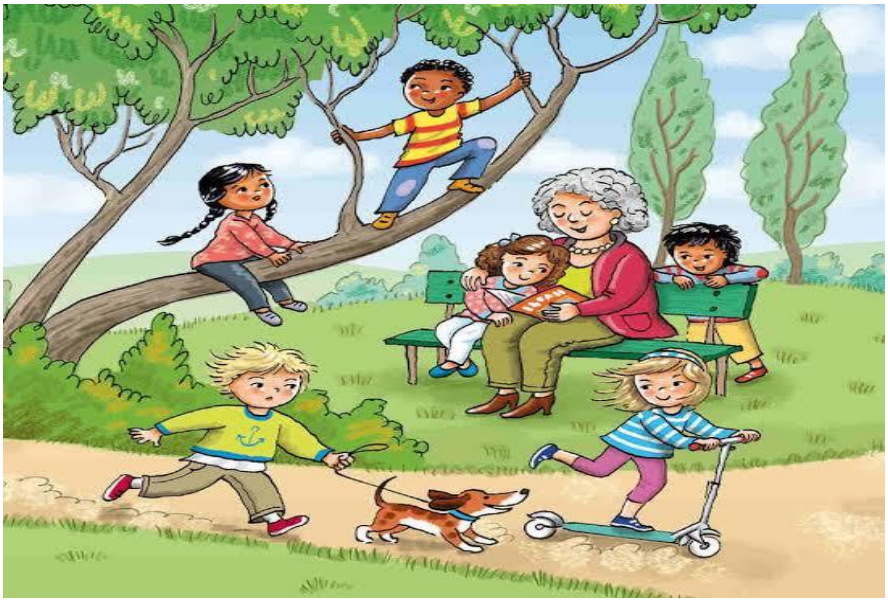
1. Show picture to the learners.
2. Ask the learners to find action words.
3. Select a picture showing different activities.

Instructions for Students:

1. Observe the picture carefully.
2. Find the actions in the picture.
3. Write the sentences describing the actions.

Learning activity:

Observe the picture and write action/action words in it.



Solved Activity/Demo:

<u>At the park</u>

This is a picture of a park. A girl is sitting on the bench with her grandmother. They are reading a book. A boy is standing behind the bench. Another boy is running with his dog. A girl is riding her scooter. Two children are playing on the trunk of the tree. Everyone is enjoying in the park.

Practise:

1. Write down various action/action words, which takes in your surroundings.
2. Write sentences with appropriate action words.

Extension Activity/Parallel Activity/Reinforcement:

Describe the given picture:



Evaluation:

Describe the above picture and write it in your notebook.

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My take away/Today I learnt:

Today I have learnt to describe a picture using action words.

Std:-VII	**Activity Sheet : 15**	**Subject: English**

Learning Outcomes:

Words, Phrases and Sentences

Instructions for Teachers, parents/facilitators:

1. Ask learners to identify words and phrases by circling them.
2. Ask learners to match spoken words to written words while reading.
3. Ask learners to arrange jumbled words in a sequence to get the meaning of a sentence.
4. Ask learners to draw any picture and discuss about the picture.
5. Ask learners to represent a word or a phrase in a sentence.
6. Word wall can be used to help learners to build concept of word skills.

Instructions for Students

1. Identify words and phrases from the given list.
2. Find out meanings of each word, use dictionary.
3. Read a small article, pick out 5 words and guess the meaning and frame simple sentences.

Learning activity:

1. Ask learners to read out the names of the given pictures and frame sentences.
2. Show learners a table of pictures.
3. The learners will identify the names of the given pictures.
4. The learners will frame sentences using the words.

Solved Activity/Demo:



Words : garden, camera, trees, clouds, tree house

List the words and frame simple sentences.

Practice:

Extension Activity/Parallel Activity/Reinforcement:

Go through the words and phrases in the given table and frame sentences.

Football	hand in hand
Trees	give up
Strong	step by step

Evaluation:

Check the sentence structure.

Guide them.

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My take away/Today I learnt:

1. I learnt to frame sentences.
2. I learnt to understand difference between words and phrases.

Std:-VII	Activity Sheet : 16	Subject: English

Learning Outcomes:

1. The learner learns to read the poem with proper pace, rhythm and intonation.
2. The learner recites poems and sings songs individually and in groups with proper gestures and actions.
3. The learner takes efforts to write a short poem.
4. The learner appreciates special features of a poem like alliteration and rhyming words.

Instructions for Teachers, parents/facilitators:

3. Allow the learner to appreciate poems
4. Allow the learner to think creatively.

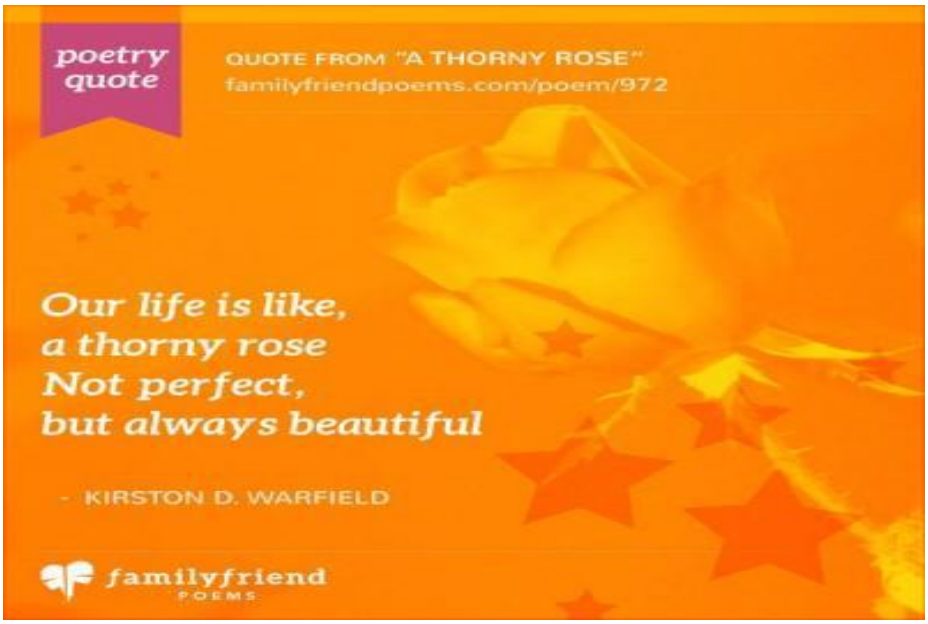
Instructions for Students

4. Improve your creativity.
5. Improve your thinking skills.
6. Improve your imagination.

Learning activity:

3. The learner gets inspired.
4. The learner learns to select and choose the right words and fanciest vocabulary.
5. The learner learns to use poetic devices.

Solved Activity/Demo:



Words : garden, camera, trees, clouds, tree house

List the words and frame simple sentences.

Practise:

Practise writing a short poem on:

1. Nation.
2. Friendship.

Extension Activity/Parallel Activity/Reinforcement:

Complete the following poem.

I know a boy name John

He got up in the morn

He was full of happiness

……..

……

…….

Evaluation:

Teacher checks the content of the short poems and guides the learner.

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Read to me free app by govt of Maharashtra.

My take away/Today I learnt:

I learnt to write a short poem and his creative skills are enabled.

Std:-VII	Activity Sheet : 17	Subject: English

Learning Outcomes:

Writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverbs.

Instructions for Teachers, parents/facilitators:

1. Learners should be taught to identify noun, pronoun, verb and adverbs.
2. Use of grammatically correct part of speech in sentences.

Instructions for Students

1. Try to identify the parts of speech in the given sentences.
2. Fill in the blanks with the correct parts of speech.
3. Frame grammatically correct sentence using appropriate words.

Learning activity:

1. Understanding the parts of speech in a sentence.
2. Use of noun, pronoun, verb and adverb in a sentence.

Solved Activity/Demo:

Identify the parts of speech used.

1. Ravi likes to play football. (Noun)
   (What does Ravi like to play?)
2. He likes to play football. (Pronoun)
   (Used in place of Noun)
3. He always walks to school. (Verb)
   (What does Ravi always do?)
4. He walks very fast. (Adverb)
   (**How** does he walk?)

Practise:

Fill in the blanks with the words given in bracket.

1. My …… is very old. (car, small) **Use a noun.**
2. ..…… is my best friend. (He, beautiful) **Use a pronoun.**
3. Smita ……. very well. (dog, dances) **Use a verb.**
4. She sings very ……. (small, beautifully) **Use an adverb.**

Frame sentences with the following words as instructed in the brackets.

Blackboard (noun), we (pronoun), carry (verb), gently(adverb)

Extension Activity/Parallel Activity/Reinforcement:

Look at the given pictures and frame grammatically correct sentences using different parts of speech.



Evaluation:

Fill in the blanks with the appropriate words given in the bracket.

(They, talks, garden, slowly)

1. There is a beautiful ----------in front of my house.
2. ---------- are my best friends.
3. He writes very ----------
4. She --------- very loudly

Give an assignment to frame Wh-word Questions from any given lesson.

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My take away/Today I learnt:

1. I learnt to identify parts of speech.
2. I can frame sentences using noun, pronoun, verb and adverb.

Std:-VII	**Activity Sheet : 18**	**Subject: English**

Learning Outcomes:

Articulate his/her thoughts, ideas and feelings.

Instructions for Teachers, parents/facilitators:

1. Observe the body language with gestures.
2. Feel emotions of learners.
3. Observe their facial expressions.
4. Try to feel emotions of the learners and give exposure to them.
5. Enable the learners to express ideas and feelings correctly, clearly and coherently.
6. Use a range of conversational styles from formal to informal.

Instructions for Students

1. Try to express your feelings and emotions related to thoughts, ideas, and feelings
2. Try to reveal your feelings with different situations.
3. Express your emotions fluently with lucid constructions.

Learning activity:

Here, the teacher enables learner to communicate feelings of '**Happiness**'

1. Hurrah! We have won the match.
2. Wow! What a pleasant surprise!
3. I am very happy to see you.
4. You make me happy.

The teacher enables students to communicate feelings of '**Sadness**'

1. Oh! Very sad news, what happened to him?
2. I am extremely sorry to say that you are not selected in our school team.
3. I was sad when I lost my toys.
4. I'm feeling a little sad today.

Solved Activity/Demo:

The teacher will guide the students to communicate with their feeling and emotions.

Practise:

The teacher will guide the students to communicate with their mixed feelings.

Extension Activity/Parallel Activity/Reinforcement:

Facilitator will instruct learners to make a skit on any topic and present in the classroom.

Evaluation:

The facilitator will observe facial expressions, gestures, body language, tone of voice and

vocabulary of students.

Diksha Video/ E- Content QR Code:

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My take away/Today I learnt:

Today, I have learnt that peaceful atmosphere can be created by enjoying joyful emotions, feelings and expressions for a healthy life.

Std:-VII	Activity Sheet : 19	Subject: English

Learning Outcomes:

The Learner –

1. Takes part in a conversation with confidence.
2. Reads the given material silently with understanding.

Instructions for Teachers, parents/facilitators:

1. Read the sentences with expressions and correct pronunciations.
2. Ask the students to read the sentences.

Instructions for Students

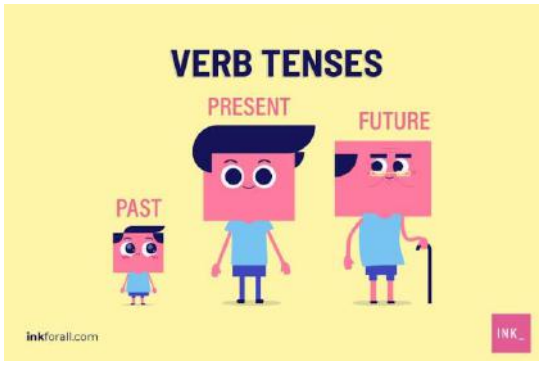
1. Listen to the sentences carefully.
2. Make some sentences on their own.

Learning activity:

1. Teacher writes the topic on the board.



2. Learners read the topic.
3. Teacher writes the types of verb tenses.



4. Learners read the tenses.
5. Teacher writes examples of the three tenses.

   a. He rea**d** a story.

   b. He read**s** a story.

   c. He **will read** a story.
6. Teacher explains in detail about the highlighted part and tells them about different tenses.
7. Learners listen to the explanation carefully.
8. Learners are asked to make some sentences on the above three tenses.

Solved Activity/Demo:

1. Seeta laugh**ed** loudly.
2. Tom do**es** his homework regularly.
3. Hasan **will come** tomorrow.
4. She deliver**ed** the letters.
5. Jack read**s** a novel everyday.
6. Teena **will sing** a song now.

Practise:

Learners answer the following questions.

Identify the tense of the underlined verb:

1. I killed a mouse yesterday.
2. She will bake a cake tomorrow.
3. Raj runs very fast.
4. Simi jumped over the fence.
5. Rahul cracks lovely jokes
6. Joe will recite a poem.

Extension Activity/Parallel Activity/Reinforcement:

1. Practise more sentences on tenses.
2. Make sentences related with different tenses.

Evaluation:

Teacher gives some homework to the learners.

Identify the tense of the underlined verb:

1. It usually rains here every day.
2. It smells very delicious in the kitchen.
3. I forgot my bag at home.
4. She finished all her exercises.
5. He will help you tomorrow.
6. They will win the game.
7. Dr. Smith healed the patient.
8. I will go to London next week.
9. She goes to work by car.
10. We listened to the music

Diksha Video/ E- Content QR Code:

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My take away/Today I learnt:

I learnt about the identification of the three tenses – Past, Present and Future.

Std:-VII	Activity Sheet : 20	Subject: English

Learning Outcomes:

Frames Wh - word questions and polar (Yes/No) questions correctly.

Instructions for Teachers, parents/facilitators:

1. Ask the learners to observe the picture carefully.
2. Ask the learners to tell the names of the things they can see in the picture.
3. Ask the learners to frame Wh - questions.
4. Ask the learners to frame polar (Yes/No) questions.
5. Help the learners.

Instructions for Students

1. Observe the picture carefully.
2. Point out the names of the things they can see.
3. Frame 'Wh - questions' with the help of the things you see in the picture.
4. Frame polar (Yes / No) questions.

Learning activity:

1. Activity - The Circus.
2. Show learners a picture of **'The Circus'.**
3. The learners observe the picture and point out the things they can see.
4. The learners frame **'Wh - word questions'.**
5. The learners frame polar questions.

Solved Activity/Demo:



Lion, Elephant, Bear, Clown, Toys

Wh - word type questions:

1. Where is the lion sitting?
2. Who is riding a bicycle?

3. What is the clown doing?

Polar questions (Yes / No)

1. Is the monkey playing?
2. Is the elephant jumping?

Practise:

Observe the picture again carefully and frame more questions.

Extension Activity/Parallel Activity/Reinforcement:

Observe the picture given below and frame **'Wh-word questions'** and **'Polar'** questions**.**



Evaluation:

1. Check the formation of questions by the learners.
2. Guide them, if needed.

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My take away/Today I learnt:

1. At the end of the activity I learnt to frame 'Wh'-word questions'.
2. I learnt to frame 'Polar questions'.

Std:-VII	**Activity Sheet : 21**	**Subject: English**

Learning Outcomes:

1. The learner understands, enjoy and appreciate the contents of a wide range of stories representing different cultures.
2. The learner participates in activities in English like role play, conversation, dramatization and group discussions.
3. The learner reads the given information silently with understanding.

Instructions for Teachers, parents/facilitators:

5. Let the learner get a brief summary of the book.
6. Pick out the important aspects of the book.
7. What are the different forms of books? Namely action and adventure, classics, comic book or graphic novel, detective and mystery, fantasy, historical fiction, horror, literary fiction.
8. Give a rating with reason.

Instructions for Students

7. Improve your reading skills.
8. Improve your imaginative skills.
9. Improve your creative skills.

Learning activity:

BOOK REVIEW

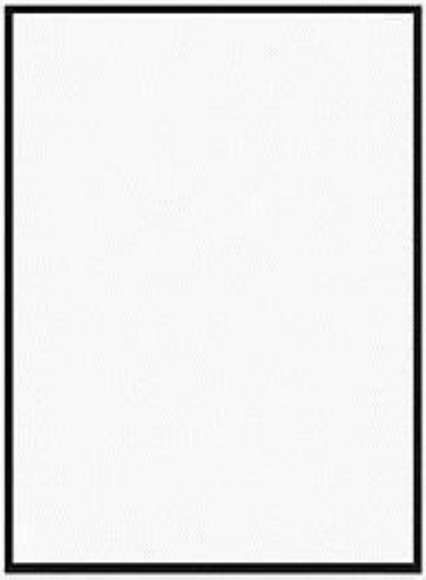
Date _____

Name of Reviewer _____

Title _____

Author _____

Genre _____



A Brief Synopsis:

_____

_____

_____

_____

_____

Recommendations (would you recommend this book? Who to? Why?)

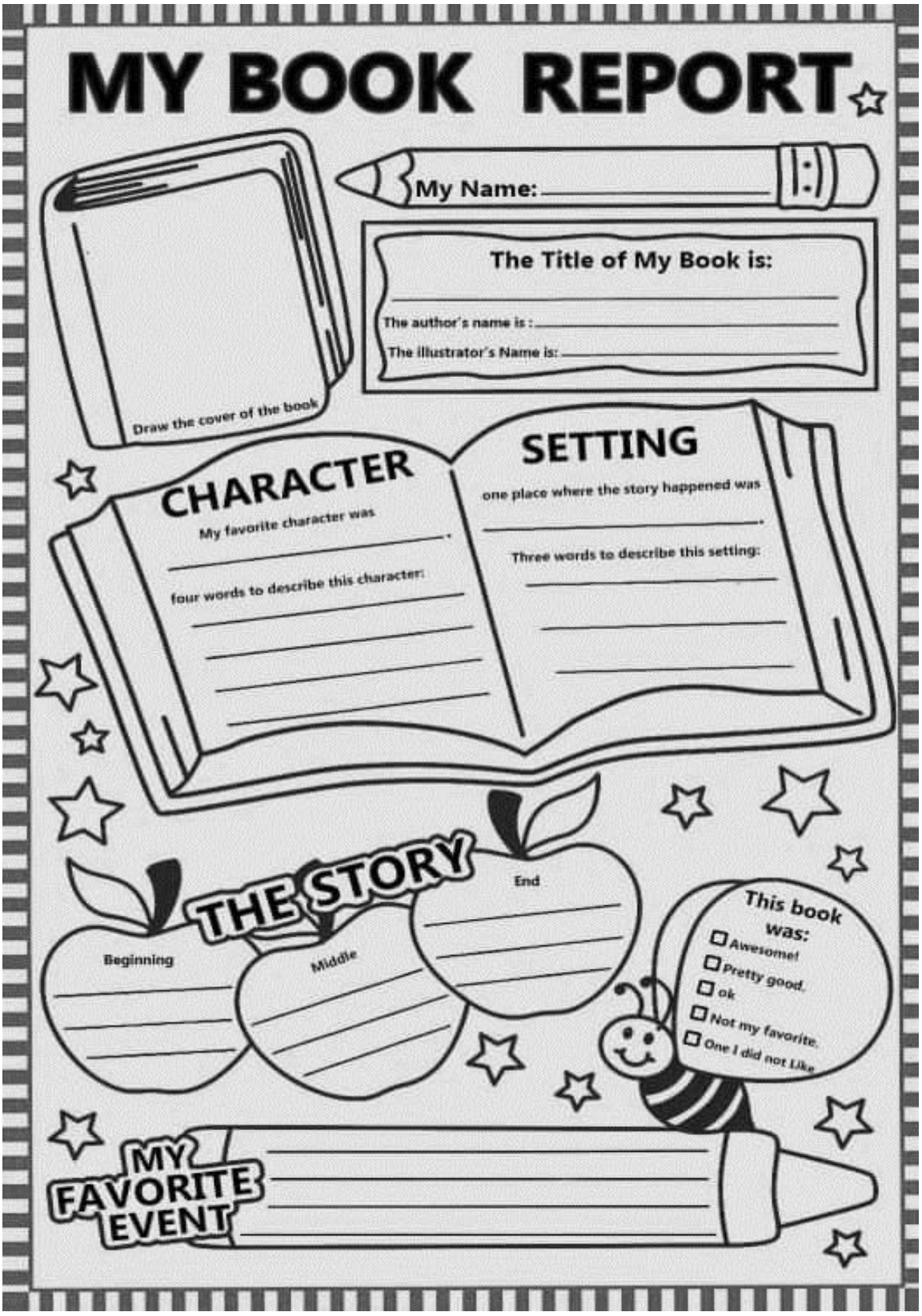
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Solved Activity/Demo:



Practise:

Recommended reading from school Library.

1. Wish tree by Katherine Applegate
2. One last word by Nikki Grimer
3. Roller Girl by Victoria Jameson

Extension Activity/Parallel Activity/Reinforcement:

Read any book of your choice and write a review of the same.

Evaluation:

1. Check for the information given by learner.
2. Guide them.

Diksha Video/ E- Content QR Code:

https://cart.ebalbharati.in/BalBooks/ebook.aspx

My take away/Today I learnt:

1. I learnt how to write book reviews on their own.
2. I learnt to write book review and appreciate his/her work.

Std:-VII	**Activity Sheet : 22**	**Subject: English**

Learning Outcomes:

Takes a part in conversation with confidence

Instructions for Teachers, parents/facilitators:

1. Teacher enables students to converse effectively in different social context and real life situations.
2. Teacher improves fluency through regular practise and speaking skills.
3. Teacher asks and answers different question.
4. Teacher and parents will encourage learners to use correct pronunciation and intonation skill, to deliver effective oral presentation.
5. Teacher will encourage the students to speak with reasonable speed.

Instructions for Students

1. Learners will acquire strategies such as listening, comprehension, and eye contact explained by the teacher.
2. Learners will participate in group discussion.

Learning activity:

The importance of travelling

Seema: I heard you are again travelling to Rajasthan this week.

Meena: Yes, travelling is my passion. I like to travel a lot.

Seema: Any specific reason for travelling.

Meena: Travelling breaks our monotonous routine and makes us motivating and enthusiastic.

Seema: You are absolutely right. It gives us pleasure, peace of mind and satisfaction of new experiences and knowledge.

Meena: Yes, It also provides us an opportunity to explore the beauty of nature, to see the culture and traditions of the people from different places.

Solved Activity/Demo:

Teacher will form pairs and will encourage learners to enjoy the character. Learners will show great interest by speaking fluently with right pronunciation, intonation and appropriate vocabulary.

Practise:

Extension Activity/Parallel Activity/Reinforcement:

Teacher will instruct learners to have group discussion and encourage them to do conversation among three to four learners on '**Importance of regular exercise in our daily life**' on their own.

Evaluation:

Teacher will evaluate expression, fluency and correct use of pronunciation, expansion of vocabulary and ideas, intonation, confidence and oral presentation.

Diksha Video/ E- Content QR Code:

https://cart.ebalbharati.in/BalBooks/ebook.aspx

My take away/Today I learnt:

I learnt how to improve oral presentation through communication, conversation skills.

Std:-VII	Activity Sheet : 23	Subject: English

Learning Outcomes:

1. Understands the ideas, information's or messages.
2. Listens attentively and observes carefully.
3. Follows simple instructions.

Instructions for Teachers, parents/facilitators:

1. Ask the students to listen carefully.
2. Motivates them to watch pictures.
3. Help the students to do the activities.

Instructions for Students

1. Look at the pictures carefully and complete the activities.
2. Fill in the blanks with suitable words.
3. Listen to the questions carefully.
4. Participate in activities.
5. Answer the questions.

Learning activity:

Look at the pictures given below and complete the following:



1. Avoid _____.
2. Wash _____.
3. Avoid _____.
4. Keep a safe _____.
5. Stay home_____.
6. Cough or sneeze_____.

Solved Activity/Demo:

Answer key:

1. Avoid contact.
2. Wash your hands regularly.

3. Avoid touching your face.
4. Keep a safe distance of at least 2 metres.
5. Stay home, stay safe.
6. Cough or sneeze into your elbow.

Tell the students to repeat the above messages clearly.

Practise:

Look at the pictures given below and complete the following:







1. Cover your _____. 2. No mask, no _____. 3. Keep _____.







4. Stand _____. 5. No _____. 6. Save Water, _____.

Extension Activity/Parallel Activity/Reinforcement:

1. Search ten more images on internet.
2. Discuss it with your parents/friends and teachers.
3. Write it down in your notebooks.
4. Try to follow it in your day-to-day life.

Evaluation:

1. Ask questions related to the pictures.
2. Ask them to speak few sentences related to the pictures.
3. Tell them to use short and simple language.

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https://cart.ebalbharati.in/BalBooks/ebook.aspx



My take away/Today I learnt:

1. I could read and understand the pictures correctly.
2. I could observe properly.
3. I could respond to the teacher's instructions.

Std:-VII	Activity Sheet : 24	Subject: English

Learning Outcomes:

The Learner –

1. Understands, enjoys and appreciates the contents of a wide range of stories representing different festivals.
2. Listens to short informal conversations and participate.
3. Articulate his/her thoughts, ideas, and feelings.

Instructions for Teachers, parents/facilitators:

1. Encourage the learners to read new stories.
2. Ask the learners to make friends.
3. Ask the learners to know more about their customs and traditions.
4. Encourage the learners to read moral stories.
5. Encourage the learners to appreciate cultural diversity.

Instructions for Students

1. Observes the given picture carefully.
2. Listens to the instructions carefully.
3. Promote positive attitude from different lands, races and religion.

Learning activity:



1. Teachers show the picture and ask the learner what they see in the picture.
2. Teacher gives some examples on the given picture.
3. Students listen to the instructions carefully.
4. Students make some sentences on their own.

Solved Activity/Demo:

1. People celebrating different festivals.
2. Ganeshotsav is celebrated.
3. Holi is celebrated.
4. Eid is celebrated.
5. Diwali is celebrated.

Practise:

Observe the picture carefully and make sentences on your own.

Extension Activity/Parallel Activity/Reinforcement:

Practice more picture compositions.

Evaluation:



Observe the given festivals and make some sentences.

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My take away/Today I learnt:

1. I learnt about different festivals of India.
2. I learnt how to write a picture composition.

Std:-VII	**Activity Sheet : 25**	**Subject: English**

Learning Outcomes:

Understands, enjoys and appreciates the contents of a wide range of stories representing different cultures.

Instructions for Teachers, parents/facilitators:

1. Ask the learners to make friends and to know about their customs and traditions.
2. Ask the learners to differentiate each other's custom and traditions.
3. Encourage to read stories and stay curious.
4. Use strategy to promote an appreciation of cultural diversity.
5. Ask the learners to appreciate and value diverse views.
6. Encourage the learners to watch movies of moral values.

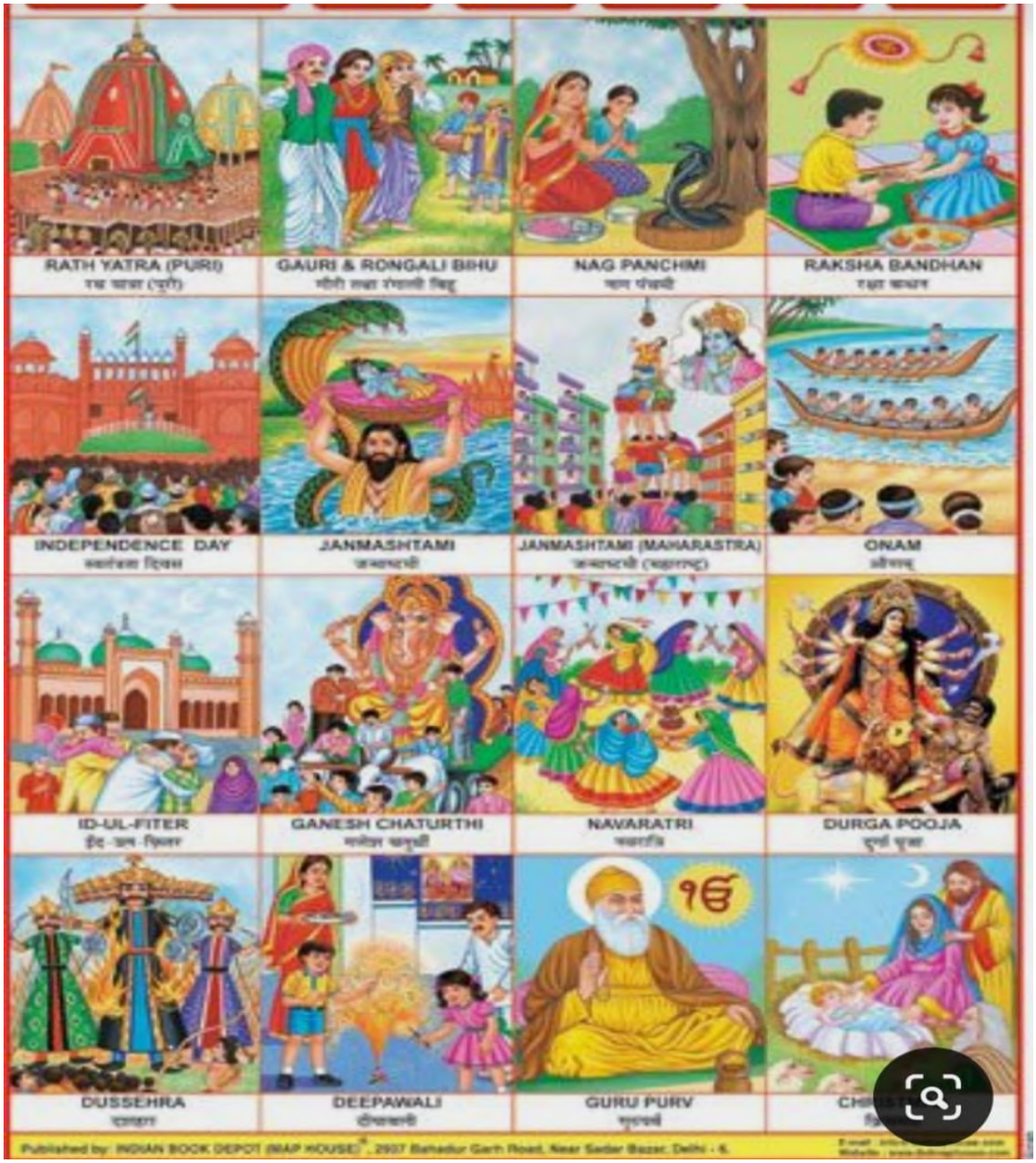
Instructions for Students

1. To understand the basic elements of culture, values, beliefs and norms.
2. To develop cultural self-awareness.
3. Promote positive attitude from different lands, races and religion.
4. To learn the concept of multicultural.
5. Learn to interact in a global society.
6. Learn and understand how wisdom is common in all culture.

Learning activity:

1. Ask a learner to understand the plot, character, values and basic theme.
2. Ask a learner to learn communication skills.
3. A learner to develop imagination and creativity to enhance learning skills.

Solved Activity/Demo:



Observe the given picture and write sentences.

Practise:

Extension Activity/Parallel Activity/Reinforcement:



Based on the given picture develop your own story.

Evaluation:

Check the language and format.

Diksha Video/ E- Content QR Code:

https://cart.ebalbharati.in/BalBooks/ebook.aspx

My take away/Today I learnt:

1. I learnt various cultural activities and tradition.
2. I learnt moral values.

Std:-VII	**Activity Sheet : 26**	**Subject: English**

Learning Outcomes:

1. The learner learns to identify word register.
2. The learner learns to read and find out specific facts and details about the given topic.

Instructions for Teachers, parents/facilitators:

1. Give clear and simple instructions.
2. Allow the learner to do the given activity on their own.
3. Encourage for independent work.

Instructions for Students

1. Read the given extract thoroughly.
2. Write the names of birds, persons, trees and food items in the given table:
3. Go through the activity given at the end of the extract.
4. Try to find out the answers on your own and note them.
5. Learn with fun and enjoy the activity.

EXTRACT

The joint family of the Beras planned a trip to the Karnala Bird Sanctuary. The children Tirth, Raj, Rutu, Harsh, Ramesh, Ankush and Hinal were very excited. Mrs. Jamna Bera packed the pla, ladoos, kakra and dhokla. Mrs. Leena Bera prepared yummys and wiches and Rutu made small mini pizzas for all. They left Ghatkopar at 7am and reached Karnala at 9.30 am. The thick forest cover comprised of trees such as Koshimb, Kulu, Kalam, Mango, Nana, Teak and Umber. They spotted many birds and Mr Kanji Bera being a bird lover, identified each species. They were Red whiskered Bulbul, Myna, Golden fronted Leaf bird, Parakeet, Malabar grey Hornbill, Malabar Lark, Wood peigonetc.

PERSONS	BIRDS	TREES	FOOD

Learning activity:

1. The learners read the given extract and write the names of persons, birds, trees and food items in the given table:
2. The learner completes the table with five examples of each.

Solved Activity/Demo:

Give the word register for hospital.

Ans: Ambulance, doctors, nurses, patients, operation theatre, Outpatient ward (OPD), pharmacy, wards, beds etc.

Practise:

Extension Activity/Parallel Activity/Reinforcement:

Divide the class into 4 groups.

Give each group one specific word register e.g., garden, sports, school, automobiles etc.

Learners can play the game - name, place, animal, thing in pairs.

Evaluation:

Check if the learners have understood the various subheadings and titles.

Guide them.

Diksha Video/ E- Content QR Code:

https://cart.ebalbharati.in/BalBooks/ebook.aspx

'Read to me' free app by Government of Maharashtra

My take away/Today I learnt:

I learnt to find the word register for the given subheadings on my own and learn with fun.

Std:-VII	**Activity Sheet : 27**	**Subject: English**

Learning Outcomes:

The learner understands words, phrases and sentences in normal conversation and guesses their meaning from the context.

Instructions for Teachers, parents/facilitators:

1. Read out words with correct pronunciation.
2. Read out small paragraph with known phrases.
3. Read normal conversational sentences.

Instructions for Students

1. Please read loudly the passage given..
2. Try to identify the phrases.
3. Make new sentences using the phrases.

Learning activity:

A phrase means a group of words usually without a predicate.

Solved Activity/Demo:

A small passage to be read which is full of simple phrases:

First of all, students don't sit **here and there**. **In the meantime**, as it has been always noted, these students turn out to be intelligent. **In conclusion**, **to summarise** every student should sit in fixed places assigned by the teacher.

Phrases used here are:

First of all, here and there, In the meantime, In conclusion, to summarise.

Practise:

Read the passage and underline the phrases used.

After work, Seema went to the shop to get some vegetables. In the first place, she met her aunt and First of all, they laughed as they both could have planned prior, and secondly decided which vegetables they should buy for dinner. On the other hand, Seema insisted that in order to select vegetables they needed a basket.

Extension Activity/Parallel Activity/Reinforcement:

1. Make sentences of your own with the phrase.
2. Take care that the sentence is not a copied one

Evaluation:

Find out some other phrases and write it down.

Diksha Video/ E- Content QR Code:

https://cart.ebalbharati.in/BalBooks/ebook.aspx

My take away/Today I learnt:

1. To read complete sentences with correct pronunciations.
2. Got to know some commonly used phrases.

Std:-VII	Activity Sheet : 28	Subject: English

Learning Outcomes:

Learn to make notes for personal reference.

Instructions for Teachers, parents/facilitators:

1. Ask the learners to write their own personal reference.
2. Help the learners to make notes.

Instructions for Students

1. Use the words 'I am' for personal notes.
2. You can use expressions of emotion or greeting in different styles according to the situation.

Learning activity:

1. Your friend is not feeling well. What would be the suitable greetings for him / her?
2. On your brilliant success your mother will say - _____.



3. Look at the picture and try to complete the sentence.

   The girl is _____

Solved Activity/Demo:

1. Get well soon.
2. I am proud of you.
3. The girl is welcoming.

Practise:

1. Write 5 entries that you can make in diary of your daily routine.
2. Use I am or I can and write 5 sentences.

   I am _____

   I can _____

   I can _____

I am able to _____

I can _____

3. What will be your reaction after getting first prize in a sports competition?



4. Observe the image and imagine that you are doing the activities and describe in 5 sentences.|

Extension Activity/Parallel Activity/Reinforcement:

Evaluation:

Describe any image from your textbook in 5 to7 sentences.

Diksha Video/ E- Content QR Code:

https://cart.ebalbharati.in/BalBooks/ebook.aspx

My take away/Today I learnt:

I can make personal notes.

Std:-VII	Activity Sheet : 29	Subject: English

Learning Outcomes:

Writes informal letter.

Instructions for Teachers, parents/facilitators:

1. Explain the learners about the content of letter.
2. Ask the learners to note down the format of letter.
3. Explain the learners difference between formal letter and informal letter.

Instructions for Students

1. Follow instructions given by your teacher.
2. Use simple sentences.

Learning activity:

Write a letter to your uncle thanking him for the birthday gift.

Complete the following letter.

Dear Uncle,

How are you? Hope you are fine and doing well. The purpose of writing this letter is to thank you for _____.

I received many gifts but your gift was _____. You have gifted me a beautiful _____.

I shall always _____

_____

Yours loving,

_____

Solved Activity/Demo:

Dear Uncle,

How are you? Hope you are fine and doing well. The purpose of writing this letter is to thank you for sending me birthday gift.

I received many gifts but your gift was the best. You have gifted me a beautiful wrist watch, which is now my possession.

I shall always keep it with me. Once again thank you very much.

Yours loving,

(name)

Practise:

Write a letter to your friend describing him, how you spent your last Sunday.

Extension Activity/Parallel Activity/Reinforcement:

Describe how to write a letter.

Evaluation:

Write the above letter in your notebook.

Diksha Video/ E- Content QR Code:

https://cart.ebalbharati.in/BalBooks/ebook.aspx



https://diksha.gov.in/dial/NPXCGC

My take away/Today I learnt:

Today I have learnt to write a letter to my friends and relatives.

Std:-VII	**Activity Sheet : 30**	**Subject: English**

Learning Outcomes:

Participates in activities in English like role play, conversation, dramatization and group discussion.

Instructions for Teachers, parents/facilitators:

1. Teacher enables the learners to learn, to delivers sentences.
2. Help the learners to speak on topic of his/her choice in a few sentences.
3. Encourage learners to participate in elocution competitions.
4. Enable the learners to speak about an event/ incident.
5. Enable the learners to develop dialogue.
6. Motivate the learners to take part in presenting a play let.
7. Create a supportive atmosphere to encourage the learners to participate in activities.
8. Always show a demo before any new activity / action.

Instructions for Students

1. Listen to the teacher carefully and participate in the discussion.
2. Observe the teacher and act accordingly.
3. The learners follow the instruction given by facilitator / teacher

Learning activity:

1. Present story of the Story of the hare and the tortoise.
2. Present a skit of telephone conversation between two friends.

Solved Activity/Demo:

1. Teacher provides a theme to learners.
   for example, '**Importance of mobile in our day-to-day life'**.
2. Learners present a conversation in online classroom.

Practise:

1. Teacher will provide various situations, stories, dialogues, conversations and skits.
2. Teacher will conduct a competition on skit, role play, dramatization etc.

Extension Activity/Parallel Activity/Reinforcement:

1. Play a drama on Independence Day and present in group.
2. Prepare a dialogue about conversation in hospital. (Doctor and patient, patient and relatives, relatives and nurse) and present in classroom.

Evaluation:

1. Prepare a short conversation between two friends on given topic ‘Importance of tree’ and present in the classroom.
2. Teacher gives a story and asks learners to present story telling with proper expression, tone and voice modulation.

Diksha Video/ E- Content QR Code:

https://cart.ebalbharati.in/BalBooks/ebook.aspx

My take away/Today I learnt:

1. Expressions are important while presenting a skit.
2. Participation in drama, elocution competition to build confidence in me.
3. I can develop conversation on given topic.

Std:-VII	Activity Sheet : 32	Subject: English

Learning Outcomes:

1. The learner learns to guess the meaning from the given context.
2. The learner learns to predict the meaning of the sentence by choosing correct word.
3. The learner learns to know the meanings of new words.

Instructions for Teachers, parents/facilitators:

1. Encourage learners to guess the appropriate word or phrase.
2. Give learners more opportunity to read unseen passages.
3. Help learners to find the authentic meaning of the new words.

Instructions for Students:

1. Read the passage carefully.
2. Underline the new words to get there meaning.
3. Look for the pronunciation and the use of that word in the sentence.
4. Try to correlate the meaning of the word with reference to the context and search the word in the dictionary.

Learning activity:

Teacher asks the learner to read the given passage.

Passage

Rivers are the unavoidable part of water cycle. They provide excellent habitat and food too many living things. They also change the physical shape of soil and become the attraction of travel routes for or exploration and recreation. River deltas have many different species of wildlife. They are the sources of energy and convert their energy into hydroelectric plant for agriculture purpose. They became the backbone of industries, factories, shops and cities. The ecosystem is run with the flowing water of rivers.

Questions

1. Make a list of all the new words from the passage and make a note of it/underline it.
2. Read the context of the underlined word and try to guess the meaning of the world.
3. Now search the word in the dictionary and make a note of the meaning in your book.
4. After knowing the meanings of the word, try to use it in your own words and make meaningful sentences.

5. Follow the same procedure for the remaining words.

Solved Activity/Demo:

1. Learners make a list of the new words.
2. The meaning of **exploration** as per the dictionary is.
   a. Exploration - (Noun) b. Explore - (Verb)

   - to investigate, study, or analyze.
   - to travel over for adventure or discovery.
   - to examine especially for diagnostic purpose.

Now out of the above three meanings the most relevant meaning of the given word is the second one.

Now make a note of the meaning and try to make simple sentences which could be used in day-to-day conversation.

Practise:

1. Teacher gives words to the learners and asks them to make simple but meaningful sentences.
2. Learner makes simple sentences (written/orally) and reads it.
3. Find out more new words and find their meaning in a dictionary**.**

Extension Activity/Parallel Activity/Reinforcement:

1. Teacher makes a list of all the words from the passage and dictates them to the learners.
2. Learners spell the words and identify the number of syllables in the given word.
3. Teacher can encourage learners to do the self-assessment.

Evaluation:

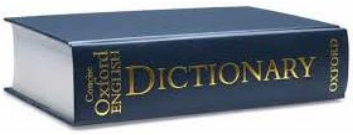
1. Teacher makes card, having the new vocabulary and its meaning (Separately) and distributes them among the learners.
2. Learners will be instructed to find the exact meaning of the word.
3. Learners can play an activity to find the meaning of the new words.

Diksha Video/ E- Content QR Code:

https://learnenglishkids.britishcouncil.org/word-games

https://www.oxfordlearnersdictionaries.com/

Go through Diksha app for more details



My take away/Today I learnt:

1. I learnt new vocabulary and its uses.
2. Understand the meaning of the new words by reading the context in which they are used.

Std:-VII	Activity Sheet : 33	Subject: English

Learning Outcomes:

1. Develops speaking skills through short speeches.
2. Learns to express feelings and emotions very effectively.
3. Uses proper intonations as required.

Instructions for Teachers, parents/facilitators:

1. Make the student aware of the topic of his speech.
2. Motivate, encourage and build confidence in the learner to speak.
3. Provide an outline for the content of the speech.

Instructions for Students:

1. Understand the topic given for Speech.
2. Gather information about the topic.
3. Have a beginning (introduction), middle part (content) and an end (conclusion).
4. Be short and precise.

Learning activity:

Speech Writing

Prepare a speech on the topic '**Stay healthy, stay safe**' to be delivered during your school assembly.

Points to note:

1. Topic related to the current situation of Covid-19 pandemic.
2. Have a healthy lifestyle.
3. Build up our immune system. Eat healthy food.
4. Wear mask in public places.
5. Wash hands very often.
6. Be safe and keep others safe by following the rules

Solved Activity/Demo:

Honourable Principal, respected teachers and all my dear friends. A warm good morning to one and all. Today I Mst. Avinash Patil, studying in Std. VII A, would like to speak on the topic '**Stay safe, Stay healthy**'.

We are all going through a difficult period of a pandemic caused due to the Corona virus. It has affected our lives very badly in many ways. Economic system has been disrupted and many people have lost their jobs. We face the news about the death of our near and dear ones daily. Covid- 19 has spread its wings far and wide all over the world. Today the only solution is to protect ourselves by following the rules and keep ourselves Safe. It is now mandatory to wear

masks. Wash your hands regularly and maintain social distancing. Educate your friends, house – help and neighbours. Eat a healthy diet and maintain your immune system against corona virus.

I conclude my speech by saying that if we stay healthy, we can stay safe. Together we can fight covid-19.

Practise:

Rewrite the above speech in your notebook.

Extension Activity/Parallel Activity/Reinforcement:

Prepare a speech on the topic 'Pleasures of reading' for an inter- school competition.

Good morning…… I,…. like to speak…… Reading is a very useful and an enjoyable activity…. It relieves stress……improves vocabulary…. our imagination etc.

I conclude……

Evaluation:

Prepare a speech on '**An independent India of my dreams**'. Write it down neatly in your notebook. Evaluate the given assignment.

Diksha Video/ E- Content QR Code:

https://cart.ebalbharati.in/BalBooks/ebook.aspx

My take away/Today I learnt:

1. I can write a speech.
2. I have improved my speaking skills and I can give a speech on any given topic.

Std:-VII	**Activity Sheet : 34**	**Subject: English**

Learning Outcomes:

Reads the given notice silently with understanding.

Instructions for Teachers, parents/facilitators:

4. Ask the learners to read the given notice silently.
5. Ask the learners to read questions.
6. Ask the learners to write answers.

Instructions for Students:

1. Read the notice carefully.
2. Answer the questions.

Learning activity:

2 March 2021

Drawing and Painting competition

Arts club of our school is going to organise a drawing and painting competition, to be held on Saturday, 9th March 2021, 10.00 am onwards on the school playground. The competition is open for all students from all the classes. Students are requested to bring their own paints and colours. Drawing Sheets will be provided by the school. For more information, contact the undersigned.

Rohan
Secretary,
Arts club.

Questions:

Read the above notice and answer the following questions.

1. Who is organising the Drawing and Painting competition?
2. On which date will the competition to be held?
3. What are students requested to bring?

Solved Activity/Demo:

1. Arts club of school is organising the Drawing and Painting competition.
2. The competition will be held on 9th March.
3. The students are requested to bring their own paints and colours.

Practise:

Ask students to read the notice again and write the answers.

Extension Activity/Parallel Activity/Reinforcement:

Ask the students to read page 17 of Class 7 textbook.

Evaluation:

Ask the students to write such notices from newspaper**.**

Diksha Video/ E- Content QR Code:

https://cart.ebalbharati.in/BalBooks/ebook.aspx

https://diksha.gov.in/dial/N8U755

My take away/Today I learnt:

Today I have learnt to read a notice with comprehension**.**

Std:-VII	Activity Sheet : 35	Subject: English

Learning Outcomes:

Understands and uses degrees of comparison.

Instructions for Teachers, parents/facilitators:

1. Encourage the learner to go through the solved activity and complete the learning activity.
2. Encourage the learner to use a dictionary.

Instructions for Students:

1. Read the instructions carefully and solve the activity.
2. Use the textbook and a dictionary.

Learning activity:

4. Looking at the image of books write the adjectives (thick, thicker and thickest) in the appropriate boxes.



5. Looking at the image of buildings write the adjectives (tall, taller and tallest) in the appropriate boxes.



3. Fill in the blanks with the appropriate forms of the Adjectives

POSTIVE	COMPARATIVE	SUPERLATIVE
cold	colder	coldest
warm	warmer	----------
----------	stronger	strongest
noisy	----------	noisiest
ugly	uglier	----------
holy	holier	holiest
intelligent	more intelligent	most intelligent
beautiful	----------	most beautiful
dangerous	more dangerous	----------
good	better	best
bad	worse	worst

Solved Activity/Demo:

Positive	Comparative	Superlative
fat	fatter	fattest
hot	hotter	hottest
big	bigger	biggest
Sad	sadder	saddest
dim	dimmer	dimmest
thin	thinner	thinnest
red	redder	reddest

Practise:

Fill in the blanks with proper forms (Comparative or Superlative) of adjectives. One has been done for you.

1. Kavita is the ……. girl in the class. **(good)**

   Kavita is the **best** girl in the class.
2. Mt. Everest is the ____ mountain peak in the world. **(high)**
3. Delhi is ____ than Chennai. **(hot)**
4. Diamond is the ____ of all gems. **(costly)**
5. Iron is the ____ of all metals. **(heavy)**
6. My doll is ____ than yours**. (pretty)**
7. Sarita is the ____ girl in the class. **(popular)**

Extension Activity/Parallel Activity/Reinforcement:

Fill in the blanks with an adjective of the appropriate degree.

1. The giraffe is the ……. animal. (tall / taller / tallest)
2. Rakesh is ……. than Prakash (tall / taller / tallest)
3. Reema is the ……. student in the class. (clever / cleverer / cleverest)

4. No other boy in the class is as ……... as Rajesh. (clever / cleverer / cleverest)
5. No other flower is as …… as the rose. (beautiful / more beautiful / most beautiful)

Evaluation:

Choose the right word from the given brackets.

1. He is cleverer …… me. **(than, to)**
2. Reshma is the most intelligent …… all the students in the class. **(than, of)**
3. Choose the …… **(better, best)** of the two.
4. Maharashtra is the …… developed state of India. **(more, most)**
5. Health is …… than wealth. (**better, best**)
6. The Taj Mahal is one of the …… beautiful buildings in the world. **(more, most)**

Diksha Video/ E- Content QR Code:

https://diksha.gov.in/resources/play/collection/do_31316944970144972811884?contentType=TextBookUnit

https://diksha.gov.in/resources/play/content/do_3133153469270671361783 0

https://diksha.gov.in/resources/play/content/do_3132053853198417921724 4

My take away/Today I learnt:

I leant how to make different forms of adjectives (positive, comparative and superlative) and use them in the sentences.

Std:-VII	Activity Sheet : 36	Subject: English

Learning Outcomes:

1. The learner understands, enjoys and appreciates the contents of a wide range of stories representing different culture.
2. The learner understands the ideas, information's or messages expressed in a speech audio or TV programmes.
3. The learner takes part in conversation with confidence.
4. The learner frames relevant, appropriate questions.
5. The learner writes a short dialogues or conversations.

Instructions for Teachers, parents/facilitators:

9. Allow the learner to learn politeness.
10. Allow the learner to learn proper mannerisms through the thought.
11. Allow the learner to develop or bond with others.
12. Allow the learner to arrange ideas logically.

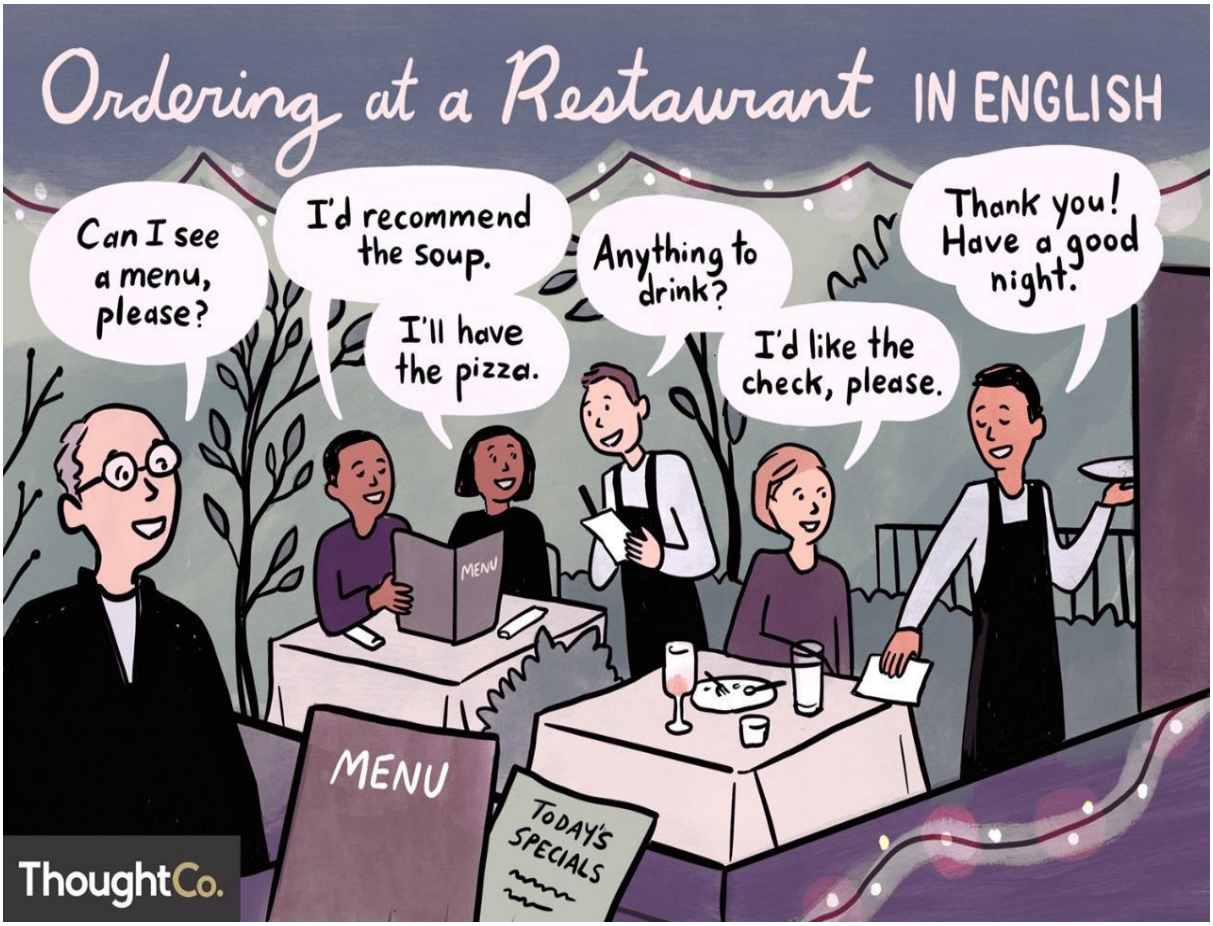
Instructions for Students:

10. Improve your creativity.
11. Improve your thinking skills.
12. Improve basic your etiquettes.

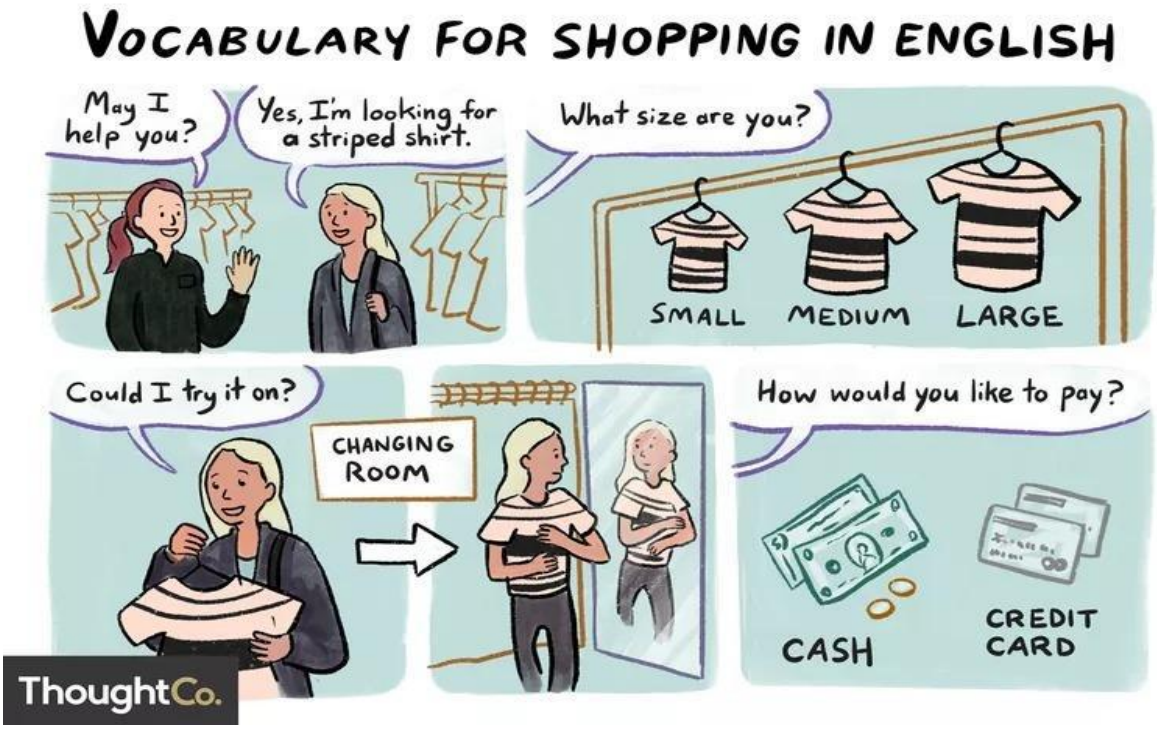
Learning activity:

6. The learner learns to introduce himself in a colloquial way.
7. The learner learns to create conversion interesting with natural and realistic manners.
8. The learner learns to voice his /her thoughts and keeps conversation brief and impactful.

Solved Activity/Demo:



Practise:



Extension Activity/Parallel Activity/Reinforcement:



Evaluation:

1. The learner learns short dialogues conversation.
2. The teacher will observe the context.

Diksha Video/ E- Content QR Code:

https://cart.ebalbharati.in/BalBooks/ebook.aspx

Read to me free app by govt of Maharashtra.

My take away/Today I learnt:

I learnt to appreciate manners, politeness in talk and learn etiquettes.

Std:-VII	Activity Sheet : 37	Subject: English

Learning Outcomes:

Tries to present the information using graphics.

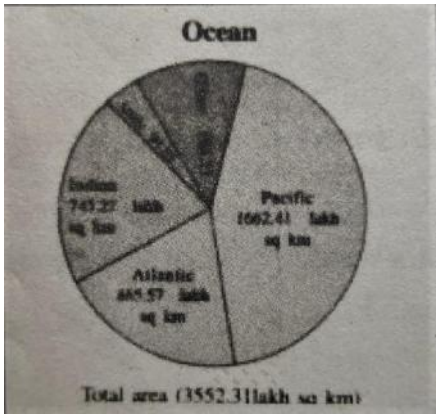
Instructions for Teachers, parents/facilitators:

1. Ask the learners to read the picture carefully.
2. Help the learners do the activity.

Instructions for Students:

1. Read pictures carefully.
2. Write answers to the question given below.

Learning activity:



Question

Look at the diagram and answer the questions -

1. Which is the biggest ocean?
2. Name the Smallest Ocean.
3. What is the area covered by Pacific ocean?
4. What does the pie-chart show?
5. What is the area covered by the Atlantic ocean?

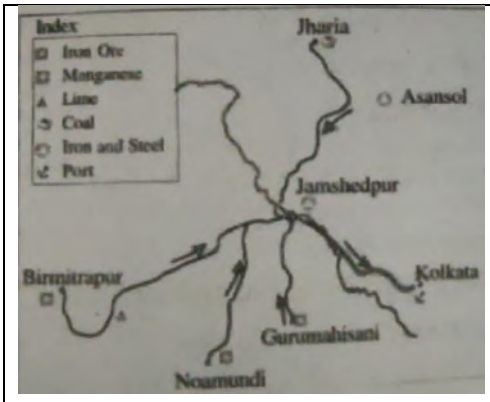
Solved Activity/Demo:

Answer

1. Pacific
2. Arctic
3. 1662.41 lakhs sq. km
4. The Oceans of the World
5. 865.57 lakhs sq. km

Practise:

Observe the Map and answer the questions -



1. Where is the port located?
2. Where do we find manganese?
3. Where do you find lime?
4. Where do you find Iron ore?
5. What does the map show?

Extension Activity/Parallel Activity/Reinforcement:

Evaluation:

Observe any diagram or map and try to frame questions and answers

Diksha Video/ E- Content QR Code:

https://cart.ebalbharati.in/BalBooks/ebook.aspx

My take away/Today I learnt:

I can read the map and analyse.

Std:-VII	Activity Sheet : 38	Subject: English

Learning Outcomes:

Learns to write a paragraph.

Instructions for Teachers, parents/facilitators:

1. Ask the learners to read words from the given web.
2. Ask the learners to write short sentences with the help of given words.
3. Help the learners wherever necessary.

Instructions for Students:

1. Observe the given web carefully.
2. Write sentences to make a suitable paragraph.

Learning activity:

1. Observe the web and write a paragraph of about ten lines.
2. Give suitable title.



Solved Activity/Demo:

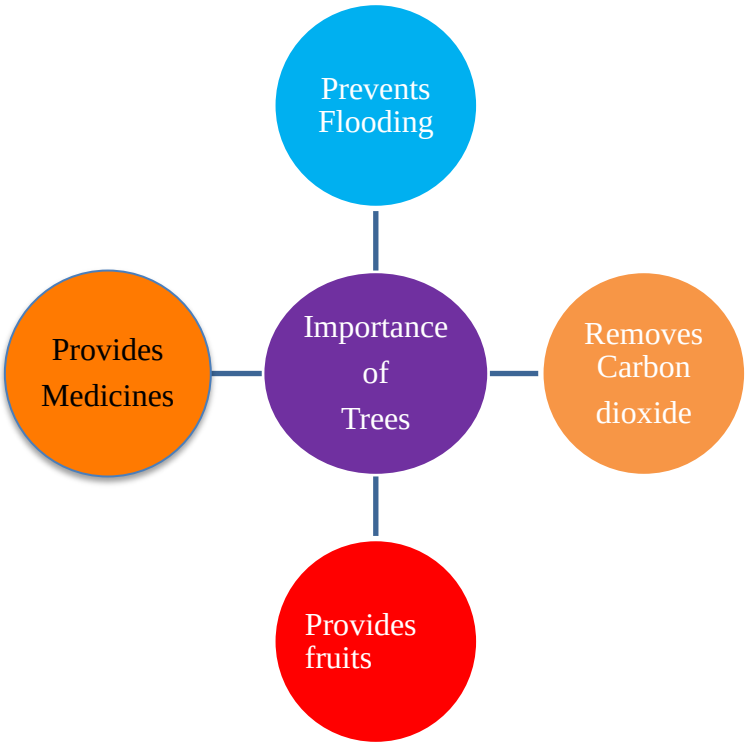
Books

Books have become an important part of man's life. They are store house of knowledge. Books are man's never failing friends. They motivate us to work hard. Reading books give us real pleasure of life. Good books enrich our minds with good thought and knowledge like a good friend. The person who makes books his best friend never feels alone.

Practise:

1. Draw the given web in your notebook.
2. Copy the given paragraph.

Extension Activity/Parallel Activity/Reinforcement:



Evaluation:

Write a paragraph on the above web and give suitable title.

Diksha Video/ E- Content QR Code:

https://cart.ebalbharati.in/BalBooks/ebook.aspx

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My take away/Today I learnt:

Today I have learnt to write a paragraph on the given web diagram.

Std:-VII	Activity Sheet : 39	Subject: English

Learning Outcomes:

Recite songs and poems individually and in group with proper gestures and actions.

Instructions for Teachers, parents/facilitators:

1. Read poems /words loudly.
2. Sing a poem/action song with proper rhythm.
3. Ask children to listen carefully and repeat.

Instructions for Students:

1. Listen to the poem/words and try to pronounce as it is.
2. Listen to the poem/song and repeat after the teacher, loudly.
3. Practice alone or with your friends.
4. Record your voice.

Learning activity:

Read the poem loudly with gestures.

Sea Song

I found a shell, a curly one,
Lying on the sand,
I picked it up and took it home,
Cold inside my hand.

Mummy looked at it and then
She held it to my ear,
And from the shell there came a song,
Soft and sweet and clear.

I was surprised – I listened hard,
But it was really true.
I wish you'd find a nice big shell
And hear it singing too!



Solved Activity/Demo:

Read the above poem and write the rhyming words.

Sand – hand Ear – clear True – too

Practise:

1. Practise alone or with your friends.
2. Search few poems online and recite it.
3. Say words loudly while doing actions.
4. Record videos while reciting the poems.

Extension Activity/Parallel Activity/Reinforcement:

Recite the poem given below with action.



Evaluation:

1. Recite the poem with action, record it and send it to your teacher.
2. Find out the rhyming words from the above poem.

Diksha Video/ E- Content QR Code:

I find If I can stop one heart from breaking... really interesting and helpful on DIKSHA.

https://diksha.gov.in/play/collection/do_31252804697553305614786 5?contentId=do_31269950299348172813592

My take away/Today I learnt:

1. Today I have learnt rhyming words.
2. I can recite poems/songs confidently with actions.
3. I am able to take part in poetry recitation competition.

Std:-VII	Activity Sheet : 40	Subject: English

Learning Outcomes:

1. Listen to short informal conversations so as to participate in them.
2. Write a short dialogue or conversation.
3. Respond to the different kinds of instructions.

Instructions for Teachers, parents/facilitators:

1. Read the conversation.
2. Ask the students to listen carefully.
3. Help the students to do the activities.

Instructions for Students:

1. Listen carefully.
2. Role play the conversation.
3. Use short and simple sentences.
4. Enjoy the conversation.
5. Do the activities.

Learning activity:

Complete the conversation given below.

Rahul: Hello, Can I …….?

Priya: Sahil is not at home right now…….?

Rahul: This is Rahul, his friend……?

Priya: ……, his sister.

Rahul: Hello Priya ……?

Priya: Sahil has gone to his music classes.

Rahul: Ok……?

Priya: Sure, ...

Rahul: …….

Priya: ……. anything else?

Rahul: No, Thank you……...

Priya: Bye

Solved Activity/Demo:

Rahul: Hello, Can I speak to Sahil?

Priya: Sahil is not at home right now. May, I know who is speaking?

Rahul: This is Rahul, his friend. May, I know who is on the line?

Priya: This is Priya, his sister.

Rahul: Hello Priya, where has Sahil gone?

Priya: Sahil has gone to his music class.

Rahul: Ok, can you please give him my message?

Priya: Sure, tell me.

Rahul: We have online English Elocution Competition next week. Sahil didn't attend today's online lecture. So please convey this message to him.

Priya: Ok, Thank you, Anything else?

Rahul: No, Thank you……...

Priya: Bye.

Practise:

Prepare a short conversation between you and your class teacher.

Complete the conversation given below:

Student: May I come in, Sir?

Teacher: Yes, stand there. Why …….?

Student: Sir, it is the bus which……

Teacher: At what time do you leave …….?

Student: I always. ……

Teacher: How far is your home……?

Student: It is about……..

Teacher: You leave your home quite late. That is ……

Student: Sorry. ……

Teacher: Good! Try to be ……

Student: Yes Sir, of course.

Extension Activity/Parallel Activity/Reinforcement:

1. Prepare conversation between two friends.
2. Prepare conversation between you and a doctor.
3. Try to role play the above conversations with your friends.

Evaluation:

1. Ask questions related to the above conversations.
2. Ask the students to role play the conversations.

Diksha Video/ E- Content QR Code:

https://cart.ebalbharati.in/BalBooks/ebook.aspx

My take away/Today I learnt:

1. I could take part in role play.
2. I could converse with others.
3. I could speak on the given topic.

Std:-VII	Activity Sheet : 41	Subject: English

Learning Outcomes:

To enable the learner to

1. Understand and use simple word formation process.
2. Enrich vocabulary through exercises and activities.

Instructions for Teachers, parents/facilitators:

1. Give clear and simple instructions.
2. See that the learners do the given activity.
3. Encourage for self-work.

Instructions for Students:

1. Go through the given grammar exercise.
2. Follow the instructions given for each question.
3. Learn with fun and enjoy the activity.

EXERCISE

1. Which of the following set of words can take suffix – 'ly' to form adverbs?
   (i) dark, root. (ii) dug, weed (iii) wise, quick (iv) wood, point
2. Choose the correct option that does not have a prefix.
   (i) upshot. (ii) urge. (iii) unveil. (iv) untidy
3. To which of the following words can ' th' be added to form a new word?
   (i) two. (ii) three. (iii) five. (iv) six
4. Complete the following blank using the proper alternative: Dislodge – disorganize - _____
   (i) discuss (ii) discipline (iii) distort (iv) disinfect
5. Find the odd man out.
   (i) intensity (ii) possibility (iii) disloyalty (iv) dainty
6. Which suffix can be added to 'act' to make a noun?
   (i) ers (ii) ly (iii) er (iv) or
7. Find the root word of familiarise
   (i) Family (ii) rise (iii) milia (iv) familiar
8. Which prefix is suitable for the word 'rising'?
   (i) dis (ii) up (iii) in (iv) un
9. Which of the following set of words can take suffix 'ing'?
   (i) farm, surf. (ii) lion, waiter. (iii) child, brother. (iv) deaf, hard

Learning activity:

1. The learners read through the grammar questions given in the exercise.
2. They attempt the answers on their own.

Solved Activity/Demo:

1. Choose the correct word that does not have a prefix.

   (i)replace (ii)represent (iii)rearrange (iv)ready

   Answer: ready

2. Which word cannot take suffix ‘ly’ to form a new word?

   (i)brave (ii)eager (iii)fast (iv)true

   Answer: fast

3. Find the odd man out from the set of words given.

   (i)Flower (ii)bigger (iii)brighter (iv)larger

   Answer: flower

4. Which suffix can be added to ‘follow’ to form a noun.

   (i)ing (ii)ly (iii)or (iv) er

   Answer: er

5. Find the odd man out from the given set of words.

   (i)formality (ii)forgiveness (iii)final (iv)fortification

   Answer: final

6. Find the root word of ' dishonour’ from the given alternative.

   (i)dish (ii)honour (iii)nor (iv)our

   Answer: honour

7. Which set of words can use ‘mis’ as prefix

   (i)confident, eat (ii)tie, dress (iii)understand, conduct (iv)danger, circle

   Answer: understand, conduct

8. Choose the correct prefix to make opposites - Trust. Treat. Lead. Fortune

   (i)un (ii)mis (iii)dis (iv)in

   Answer: mis

9. Which suffix can be added to make following verbs as nouns – Develop. advance. Encourage. Procure

   (i)Ty (ii)ment (iii)ion (iv)er

   Answer: ment

Practise:

1. ADD SUFFIX TO MAKE ADJECTIVES FROM VERBS

eat – eaten

like – likeable

create – creative

shame – shameful/shameless

help – helpful

2. REMOVE PREFIX ‘er’ TO MAKE VERBS FROM NOUNS

teacher – teach

worker – work

dancer – dance

singer – sing

Extension Activity/Parallel Activity/Reinforcement:

1. Divide the class into 4 groups.
2. Give each group one specific chapter in the text book.
3. Ask them to underline words with prefix or suffix.
4. You can also give the activity of making word forms (noun/ verb/ adjective/ adverb) using prefix or suffix.

Evaluation:

Check if the learners have understood the instructions given in the exercise and know how to make word forms.

Diksha Video/ E- Content QR Code:

Balbharthi grade 6 Text book https://cart.ebalbarthi.in/BalBooks/pdfs603020035.pdf

https://cart.ebalbharati.in/BalBooks/ebook.aspx

‘Read to me’ free app by government of Maharashtra

My take away/Today I learnt:

1. I can use prefix and suffix to make nouns, verbs, adjectives and adverbs.
2. I am confident to do activities on my own and learn with fun.

Std:-VII	Activity Sheet : 42	Subject: English

Learning Outcomes:

Responds to announcements and instructions made in class, school assembly and in other public places.

Instructions for Teachers, parents/facilitators:

1. Explain the meanings of announcements and instructions.
2. Read some examples for clarification.

Instructions for Students:

Please read the sentences and distinguish between announcement and instructions.

Learning activity:

1. Instruction is the act of furnishing with information or knowledge
2. Announcement is an act of announcing, or giving notice.

Solved Activity/Demo:

He raised his hand to make his announcement and said "Excuse me everyone, I have an announcement to make."

Instructions to be followed After an Earthquake:

Stay calm. After an earthquake, many people lose control of their emotions. Check for broken glass lines. Use a flashlight, not an open flame, to make this check.

Beware of weak-structured walls. Look for cracks or bulges that signal structural damage.

Practise:

Underline the announcement and instructions in the given paragraph:

Welcome to the class. I am looking forward to being your English teacher for the upcoming term. A few items I want to make you aware of as you start the class. You need to always sit with your text books. Each week you should complete one writing skill. Homework, assignments and discussions should be completed by Saturday.

Extension Activity/Parallel Activity/Reinforcement:

5. Write an announcement to be made on the occasion of teacher's day.
6. Write an instruction to be followed by the students for the teacher's day.

Evaluation:

Try to remember the last announcement made in the school and what instructions had been followed.

Diksha Video/ E- Content QR Code:

https://diksha.gov.in/play/content/do_31315306213856051217 84

My take away/Today I learnt:

3. I learnt to follow instruction.
4. I learnt to make announcement.

Std:-VII	Activity Sheet : 43	Subject: English

Learning Outcomes:

The Learner –

1. Listens to short informal conversations and participates.
2. Takes part in a conversation with confidence.
3. Articulates his/her thoughts, ideas, and feelings.
4. Describes a picture or a scene.

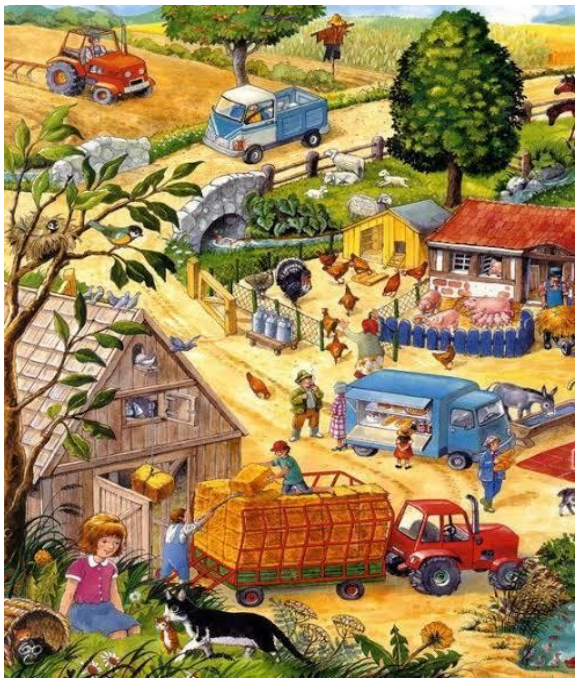
Instructions for Teachers, parents/facilitators:

1. Encourages the learner to read more composition books.
2. Ask the learner to practise more picture compositions.

Instructions for Students:

1. Observes the picture carefully.
2. Listens to the instructions carefully.
3. Starts writing some sentences on his/her own on the given picture.

Learning activity:



1. Teacher shows the picture and asks them what they can see in the picture.
2. Teacher gives some examples on the given picture.
3. Students listen to the instructions carefully.
4. Students make some sentences on their own.

Solved Activity/Demo:

1. The girl is sitting in a garden.
2. There is a poultry farm.
3. Sheep's are playing.
4. There is a scare crow in the field.
5. A donkey is drinking water.

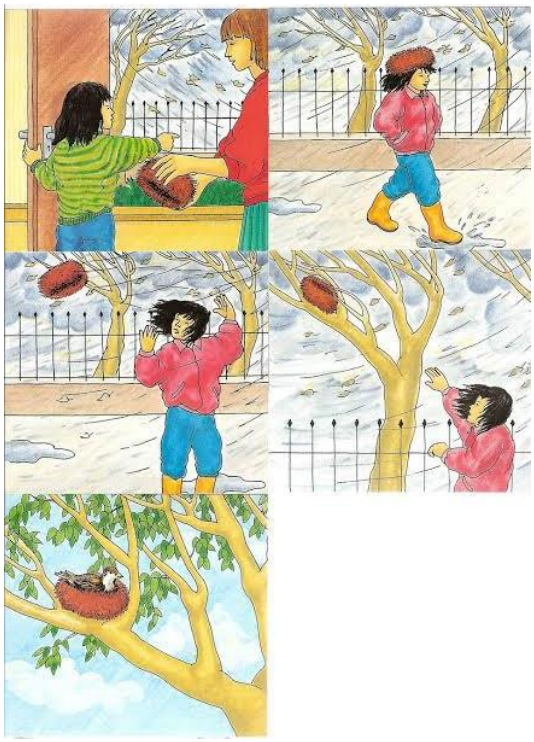
Practise:

Observe the picture carefully and make sentences on your own.

Extension Activity/Parallel Activity/Reinforcement:

Practice more picture compositions.

Evaluation:



Observe the given picture and make some sentences on it.

Diksha Video/ E- Content QR Code:

https://diksha.gov.in/play/content/do_31303542691788390412471?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content

My take away/Today I learnt:

I learnt how to write a picture composition.

Std:-VII	Activity Sheet : 44	Subject: English

Learning Outcomes:

Enriches his/her vocabulary through exercises and activities.

Instructions for Teachers, parents/facilitators:

3. Help learners to use other words.
4. Encourage to make more language activities.
5. Create interest in the minds of a learner.
6. Frame more language activities.

Instructions for Students:

1. Observe carefully, how to make word chain.
2. Remember, different words used in the word chain.
3. Don't repeat same words
4. Prepare word chain with minimum five words and maximum ten words.

Learning activity:

1. Framing of word chain should begin with last letter of the first word.
2. Word chain must be with particular word forms –like nouns, verbs and adjectives.

Solved Activity/Demo:

Teacher explains word chain framing.

In this activity, either one noun or verb or adjective will be given. Identify the word and make word chain (next word begins with last letter of previous word).

Example:

Complete the word-chain of verb:

eat -

The last letter of the word 'eat' is 't'. The next word begins with letter 't'- take. The last letter of the word 'take' is 'e'. The next word begins with 'e'- 'earn'

eat – take – earn – narrate – enjoy……

Practise:

Complete the word chain of adjective:

clever – rich – happy – young

in the word clever, last letter is 'r'. It is used in word rich as a first letter. The last letter in word is rich 'h'. It is used in happy as a first letter.

In this way we can complete word – chain of adjectives.

Extension Activity/Parallel Activity/Reinforcement:

Complete the word-chain of verb:

start – t……

Complete the word chain of adjective:

good – d……

Complete the word chain of noun:

teacher – r…...

Evaluation:

1. Check given examples for practise.
2. Ask the students to frame such type of more examples and check them.

Diksha Video/ E- Content QR Code:

https://cart.ebalbharati.in/BalBooks/ebook.aspx

My take away/Today I learnt:

1. I learnt to enjoy word-chain language game.
2. I enrich my vocabulary.
3. I can frame more word – chain.

Std:-VII	Activity Sheet : 45	Subject: English

Learning Outcomes:

1. Understands the basic story line, events and points.
2. Attempts to write a short story.

Instructions for Teachers, parents/facilitators:

7. Tell them simple stories.
8. Use past tense.
9. Use oral/written techniques about how to develop stories.

Instructions for Students:

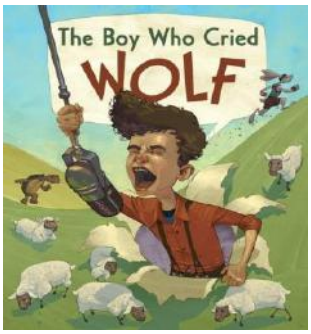
5. Use simple and short sentences.
6. Use past tense.
7. All points should be arranged in proper manner.
8. Tell them to give a suitable title and to conclude the story with appropriate moral.

Learning activity:

Story writing

Arrange the proper sequence of the incidents occurs in the story.

The boy who cried wolf



1. After hearing this, the villagers ran towards the boy for help.
2. He used to lie and continued this for some days.
3. Once upon a time, there was a boy who looked after a flock of sheep.
4. He started laughing on them.



5. But when they reached there was no wolf.
6. One day, a wolf really came, and the boy shouted again.
7. One day he started shouting, “Wolf, Wolf".
8. He used to lie for fun.
9. Moral – Never lie, no matter how bad the situation is.
10. Nobody came and the boy was killed by the wolf.



Solved Activity/Demo:

The boy who cried wolf

Once upon a time, there was a boy who looked after a flock of sheep. He used to lie for fun. One day he started shouting, “Wolf, Wolf”. After hearing this the villagers ran towards the boy for help. But when they reached there was no wolf. He started laughing on them. He used to lie and continued this for some days. One day, a wolf really came and the boy shouted again. Nobody came and the boy was killed by the wolf.
Moral: Never lie, no matter how bad the situation is.

Practise:

Arrange the proper sequence of incidents occurs in the story.

The Ant and the Grasshopper

1. Why do you work so hard in summers? Summers are for fun, relaxation and enjoyment. Come let us sing and enjoy."
2. When the winter came grasshopper had no food to eat.
3. Once on a bright sunny day, a Grasshopper was singing then he saw an ant working hard to collect food.
4. But Ant said, “I am collecting food for the winters and I recommend you to do the same."
5. Then Grasshopper learned his lesson.
6. Moral: Work hard to day to create a better tomorrow.
7. Grasshopper said, “We have got plenty of food at present. Why bother about winter snow?"
8. The Ant ignored him and went on his way.
9. He saw that ant and begged for food, but she said, “When I worked hard, you enjoyed."

Extension Activity/Parallel Activity/Reinforcement:

1. Search for few stories on internet and arrange them in proper sequence.
2. Try to develop stories in your own words.
3. Give the story a suitable title and moral.

Evaluation:

1. Ask the students questions related to the story.
2. Ask them to write the above story in their own words.
3. Ask the students to give different title and moral to the story.

Diksha Video/ E- Content QR Code:

https://cart.ebalbharati.in/BalBooks/ebook.aspx

My take away/Today I learnt:

1. I can arrange the events in order.
2. I have learnt to develop and write stories by observing the pictures.

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

Class:7 **MARKS :20**

1. Frame Wh-word Questions to get the underlined part as the answer. **(4)**

1. I got up in the morning <u>at 7.00 am</u>
2. I went <u>for a movie</u> yesterday?
3. I have to learn <u>7 subjects</u>.
4. My mother tongue is <u>Marathi</u>.

2. Fill in the blanks by adding appropriate suffix to the word given in the bracket. **(4)**

(dom, able, ly, ful, ship, less, ment)

1. The king ruled his …… **(king)** wisely.
2. Are you …… **(comfort)** here?
3. Please drive …… **(careful)**
4. He laughed …… **(loud)**

3. Answer the questions according to the directions mentioned within the bracket. **(4)**

1. denial, decrease, defect, depict [Which is alphabetically first word]
2. Palace, Palase, Palece, Pelece [Pick out the Correctly spelt word]
3. Dinosaur, Accept, Princess, Oaxis [Pick out the wrongly spelt word]
4. What is the synonyms for word - "**Author**"

- Poet, Writer, Singer, Teacher.

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4. Look at the picture given below and write ten sentences on it and give suitable title. (4)



5. Sonu and Monu had a conversation on online classes. Complete the conversation. (4)

Sonu: Do you have attended online classes?

Monu: .....

Sonu: .....

Monu: .....

Sonu: .....

Monu: .....

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

Class:7 **MARKS :20**

1. Fill in the blanks with the words given in bracket. **(4)**

1. My …… is very old. (car, small) **Use a noun.**
2. ..…… is my best friend. (He, beautiful) **Use a pronoun.**
3. Smita ……. very well. (dog, dances) **Use a verb.**
4. She sings very ……. (small, beautifully) **Use an adverb.**

2. Identify the tense of the underlined verb. **(4)**

1. I killed a mouse yesterday.
2. She will bake a cake tomorrow.
3. Raj runs very fast.
4. Simi jumped over the fence.

3. Look at the picture given below and complete the sentences. **(4)**



1. **Avoid _____.**
2. **Wash _____.**
3. **Avoid _____.**
4. **Keep a safe_____.**
5. **Stay home, _____.**
6. **Cough or sneeze _____.**

4. Give the word register for hospital. (Write 8 words relating hospital.) **(4)**

5. Write a letter to your friend describing him, how you spent your last Sunday. **(4)**

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

Class:7 **MARKS :20**

1. Choose the suitable modal auxiliary from the bracket to fill in the blank. **(4)**

1. The little boy ……. speak very well. (can / would)
2. You ……. keep the scissors away from the baby. (should / will)
3. You ……. go home if you have completed your work. (may / shall)
4. "…….. I have a piece of cake, please?" I asked. (may / shall)

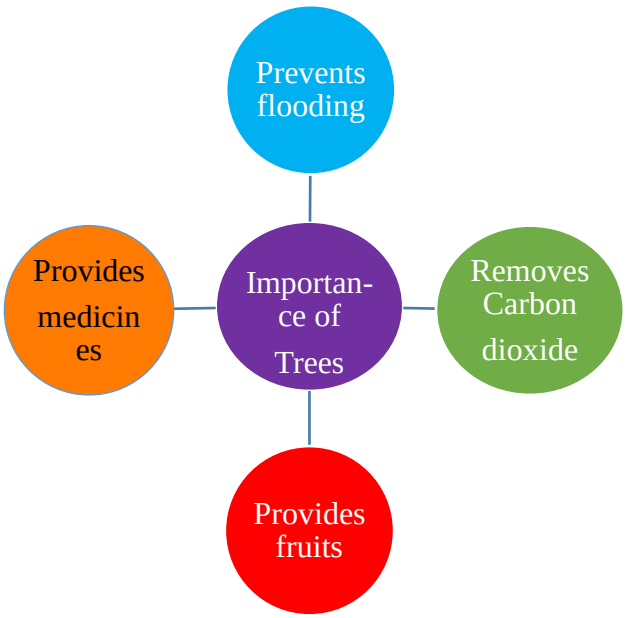
2. Given below is the first paragraph of a speech. Based on the first paragraph complete writing the speech. **(4)**

Honourable Principal, respected teachers and all my dear friends. A warm good morning to one and all. Today I Mst. Avinash Patil, studying in Std. VII A, would like to speak on the topic '**Stay safe, Stay healthy**'.

3. Fill in the blanks with an adjective of the appropriate degree. **(4)**

1. Rakesh is …….. than Prakash (tall / taller / tallest)
2. Reema is the ……. student in the class. (clever / cleverer / cleverest)
3. No other boy in the class is as …….. as Rajesh. (clever / cleverer / cleverest)
4. No other flower is as …….. as the rose. (beautiful / more beautiful / most beautiful)

4. Write a paragraph based on the information given in the web diagram given below and give a suitable title. **(4)**



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5. Find out the rhyming words from the above poem. **(4)**

In my house, a cat
With a very stripy hat
Outside the rain may pour
Inside no-one will bore
Juggles, laughs & jumps
& then something bumps
Oh no! What a mess
I got paint on my dress
Then cat in the hat disappears
No more fun, no more cheers.

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