

**DEPARTMENT OF STATE EDUCATIONAL RESEARCH AND TRAINING**  
**BRIDGE COURSE LITERATURE-2023-24**

**CLASS 6 - SECOND LANGUAGE ENGLISH**

**General Instructions:**

This Bridge course material is for the year 2023-24.

This material will help teachers to identify the learning gaps of the learners.

Facilitators are free to design and modify activities according to the need and learning level of their class.

Facilitators should make sure that they are ready with the required TLMs and instructions before getting into the class.

Facilitators are required to conduct pre-test and post-test based on the prescribed learning outcomes.

The facilitators are advised to refer kalika chetharika contents, while conducting the activities.

**Selected learning outcomes and mapping of the skills. (LSRW)**

1. Response to simple instructions, announcements in English made in class/ school. (L,S)
2. Read small texts/ posters / charts in English with comprehension. (R)
3. Answer coherently in written or oral form to questions in English based on day - to - day life experiences, unfamiliar stories.(L,S,W)
4. Write words/ phrases /simple sentences and short paragraphs as dictated by the teacher.(L,W)
5. Use the dictionary for reference. (Reference skill)
6. Write paragraphs from verbal, visual clues, with appropriate punctuation marks.(L,R,W)
7. Attempt creative writing. (W)

**I. Listening and Speaking**

- To enhance the listening and speaking skills among the students the teacher must
- Use common phrases, rhymes, TPR as well as language games.
- Self introduction and the introduction of the friends can be used to encourage the children to speak.
- Language games like Simon says or queen of sheeba can be played to boost the

listening skill of the learners.

- Rhymes with actions should be taught to the children, so that there will be a physical movement and the connection between the actions with the songs . This will enhance the comprehension too.
- Small role plays like birds animals fruits vegetables professions can be practiced to make the children confident enough to speak in English.
- The teacher should give dictations from letter to word, word to phrase, phrase to sentence, sentence to paragraph. The dictation things can be taken from the already dealt activities.

## **II. Reading for comprehension and Reference**

- The children must be practiced in the use of dictionary and the alphabetical order.
- There are various activities given in class 6 7 and 8 Kalika chetharika books.
- Flashcards, Story charts, comics can be used to create the reading habit among the learners.
- The teacher can use the day today available materials like the chocolate wrappers, toothpaste cover, soap cover, newspaper, notebook cover page, textbook cover page, geometry box etc., and ask children to note down the details given in these things like the title, units, any special caption, ingredients used, colour, address, other words that they find in there etc.
- The reading activity should be supported by a few comprehension questions and some instructive clues, so that it becomes easy for the children to read with assistance.

## **III. Writing**

- Comprehension passages and picture comprehension can be used to create simple writing tasks.
- The children can be asked to recollect from the memory and write about any of these like summer vacation, visit to some places, festivals etc.,
- Helping questions are must at this level because the children love to break the things into smaller units and then to a paragraph.
- The Wh- questions should be used whenever the writing task is given.
- The children can be given simple topics on which they can write a small paragraph like animals, birds, fruits, flowers, vegetables, favorite food, color such things.

#### **IV. The Pre-test and the Post test:**

The pretest and the post test should be in such a way that all the four skills are included in it. (Sample question paper is given)

We can keep the reference of class 5 public exam question paper of last year.

Both oral and written questions should be given.

1. The students can be asked questions related to simple instructions like where particular instructions are found or used, then their reply to such instructions. Questions can be asked about day today life, about self, about school, surrounding etc.
2. To have the reading test, the teacher can use simple stories poems rhymes or small paragraphs.
3. The teacher can give simple dictation to the children.
4. Dictionary order or the alphabetical order questions can be used to test the dictionary reference skill. Along with this, the questions related to meanings and opposites can also be asked.
5. Picture comprehension or the comprehension passage should be given, with some questions.  
the children should be asked to write small paragraph on any simple content.
6. In creative writing the children can be asked to write a small story, report (of what they have done or seen), poem etc.

D A Y	EXPECTED LEARNING OUTCOMES	LANGU AGE SKILLS TO BE ACHIEV ED	LEARNING ELEMENTS	SUGGESTE D ACTIVITIES	INSTRUCTIONS TO DO THE ACTIVITY	REF ERE NCE S
1	Pre test <b>Pre-test:</b> The Facilitator should conduct a pre-test based on the Learning Outcomes of the earlier class, considered in this bridge course.			Facilitator will conduct the paper-pencil test based on the previous knowledge of the students. The questions can be prepared based on the above mentioned suggestions.	The facilitator prepares the question paper based on the learning outcomes of the earlier class.	Previ ous year book s
2	Response to simple instructions, announcements in English made in class/ school.	Listening Speaking	1. Responding to simple instructions made in class/ school. 2. Responding to simple announcements made in class/ school.	Activity 1 singing rhymes  Activity 2 TPR activities	1. Teacher teaches action songs and makes the students to sing and dance, so that they will get an opportunity to utter English words - which creates interest in learning English language and makes them jovial and confident.  2. Teacher conducts TPR activities to which students respond physically	

					<p>and grasp the meaning of the action words easily.</p> <p>Example          Raise your hands          Snap your fingers          Clap your hands....</p>
				<p>Activity 3          giving simple instructions</p>	<p>3. Teacher can give simple instructions like draw a picture on the board          Clean the board          Put the pencil waste into the dustbin....</p>
				<p>Activity 4          listen and draw</p>	<p>4. Teacher gives instructions to the students to draw a picture.</p> <p>Example          Draw a small house in the middle of the page          Draw a tree beside the house          Draw a bird sitting on the branch of the tree.....</p>
				<p>Activity 5          Responding audio/ video announcements</p>	<p>5. Teacher can play an audio / video about the announcements made in different situations</p>

					<p>like railway station bus station aerodrome hospitals..</p> <p>After listening to this, teacher asks the students to identify the situations.</p> <p>Further s/he can ask simple comprehensive questions related to that situation.</p>	
3	Read small texts/ posters / charts in English with comprehension.	Reading	<p>1. Reading small texts in English with comprehension.</p> <p>2. Reading posters and charts in English with comprehension.</p>	<p>Activity 1 Reading flash cards</p> <p>Activity 2 Food and other products wrappers reading.</p> <p>Activity 3 Reading story charts</p>	<p>1. Encourages the children to read the flash cards( words, sentences)</p> <p>2. Teacher gives pair / group task. Teacher motivate the children to read the name of the product, colour ingredients making or expiry date health benefits and methods etc. Available stories and charts should be used.</p>	

				and comics.  Activity 4 Reading comprehensive passages.( languages should be simple )	1.Here teacher can introduce extracts of biography so autobiography of known persons. 2. Scientific facts 3. Fictional stories 4. Recipes Followed by the comprehensive questions.
4	Answer coherently in written or oral form to questions in English based on day - to - day life experiences, unfamiliar stories.	Listening Speaking Writing	1. Answering coherently in oral to questions in English based on day-to-day life experiences/ unfamiliar stories. 2. Answering coherently in written to questions in English based on day-to-day life experiences/ unfamiliar stories.	1. Oral activity	1. Answering coherently in oral to ask questions in English based day today work life experience. * Teacher can show the pictures/ play videos of different situations like market/ railway station and festival celebration etc. * Teacher can ask a few questions and elicit the answers like – market. * Dear students, - What do you see in the picture ? - What are the people doing ? - Name the fruits and vegetables ? - Is this a quiet place ?  * Teacher can tell an

					<p>unfamiliar story using all the gestures/ story chart/ play video of that story.</p> <ul style="list-style-type: none"> <li>* Teacher make them to comprehend the story.</li> <li>* She elicits the answer to know their comprehension.</li> </ul>
5.				2. Written	<ul style="list-style-type: none"> <li>* After conducting all the above activities, teacher encourages the students to write the answers in their notebook.</li> <li>* If necessary, teacher can write the answers on the black board and makes them to write.</li> </ul>
6.			Speaks independently on daily routine. Expresses his/her ideas.	Activity. 1. Question cards -	<p>Teacher gives brain storming sentences/ question cards/ writes on the blackboard like -</p> <ul style="list-style-type: none"> <li>* How do you start your day ?</li> <li>* What do you do Sunday ?</li> <li>* How did you enjoy your holidays ?</li> <li>* Teachers can support the students by providing incomplete sentences like</li> <li>- I get up early in the</li> </ul>



					<p>morning</p> <ul style="list-style-type: none"> <li>- I brush ____ teeth</li> <li>- I ____ my face.</li> </ul> <p>2. Role play (pick &amp; speak)</p> <ul style="list-style-type: none"> <li>* Teachers provide some pictorial flashcards of known /common fruits or vegetables or birds and animals etc</li> <li>* The child picks anyone and can express a few words /sentences or enact. Example – Elephant</li> <li>- I am an elephant.</li> <li>- I live in the forest.</li> <li>- I love to eat banana and sugarcane.</li> <li>* if the child hesitates to express, teachers can encourage the child to sing dance any rhymes.</li> </ul>	
7	Write words/ phrases /simple sentences and short paragraphs as dictated by the teacher.	Listening Writing	<ol style="list-style-type: none"> <li>1. Writing simple words as dictated by the teacher.</li> <li>2. Writing simple phrases as dictated by the teacher.</li> <li>3. Writing simple sentences as dictated by the teacher.</li> <li>4. Writing simple</li> </ol>	<ol style="list-style-type: none"> <li>1. letter to word</li> <li>2. words combined into phrases</li> <li>3. words into sentences.</li> <li>4. Sentences into paragraph</li> </ol>	<p>General Instructions to conduct the dictation activity:</p> <ul style="list-style-type: none"> <li>● If you plan to use dictation in your classroom, you should keep the following tips in mind.</li> <li>● Explain the idea that as you speak, students write the words down.</li> </ul>	<p>Kalik a cheta rike book of class 5</p>

paragraphs as dictated by the teacher.

- Don't speak too quickly if you have low level learners.
- Don't speak too simply if you have higher level students.
- As you read, put the sentences into manageable chunks of language.
- Pause and be prepared to wait or repeat what you said.
- Be patient.
- Let the children correct their dictation on their own or pair correction method can be used.

1. First begin with letter dictation.

Mention it clearly whether upper case or the lower case.

2. Then words:- start with small commonly used words and then go for the big words.

3. Now turn to the phrases. The common phrases should be given.

					<p>4. This should be followed by a short sentence dictation. Dictate the selected sentences slowly and clearly.</p> <p>5. At last, dictate a small paragraph to the class .</p> <p>These activities can be carried out on different days. So that , it becomes a habit to the children to improve their listening and writing skills.</p>
8				<p>5. Language games:</p> <p>i) Pick me a caption</p> <p>ii) Rip and run</p>	<p>6. Language games</p> <p>i) Pick me a caption:- Show/display different picture cards in an order. Then, dictate the captions for each picture. The students should write the correct caption for each picture.</p> <p>2. Rip and Run</p> <p>This is a great activity for younger learners. Print off/ write down target short texts or sentences and stick them on the wall or keep them on one table/desk.</p> <p>Put students into</p>

					groups and have them 'walk' or 'run' to the texts. Students have to try to remember chunks of the dictation and then run back to their group where they tell the sentence to a partner who writes it down. Then they swap roles.	
9	Use the dictionary for reference.	Reference	<p>1. Learning to refer dictionary</p> <p>2. Find meaning</p> <p>and write words in dictionary order</p>	<p>1. Know your Dictionary</p> <p>2. Find meaning</p> <p>3. Write in Alphabetical order.</p> <p>4. Language games</p> <p>i) word Anthyakshati (word chain)</p>	<p>1. Make students know the various things that are coming in the dictionary like alphabetical order , guide words that are at the top, meanings antonyms abbreviations of different kinds like parts of speech and tense forms etc., but here the detailed information should not be given. If the time is limited instead overall idea about the dictionary and how to use the dictionary should be taught.</p> <p>2. Provide the students with simple</p>	<p>Kalika cheta rike books of class 6,7,8. YouTube and other open sources from web.</p>

					<p>words and ask them to find out the meanings for them that may be in Kannada or English.</p> <p>3. Guide the students about the alphabetical order and give them some exercises related to this. The same words for which they have searched the meanings can be used.</p> <p>4. Have different kinds of language games... for example:- i) Word anthyakshari or word chain in this a new word is made by the last letter of the previous word or even the children can be asked to make as many as words from the given letter like you give a letter L - law, life, like, love, light, lose.....</p>	
10				<p>ii) find my meaning- Race iii) Arrange me iv) Find me an object</p>	<p>ii) Group children into two and give them some words let the children find out the meanings and write them on the blackboard into columns. iii) Put as many as</p>	

					<p>things on the table that are available in the classroom which can be seen clearly by everyone let the children arrange those things in an alphabetical order.</p> <p>iv) Group the children into two and ask the children to find an object for every letters in the English alphabet.</p>	
11	Write paragraphs from verbal, visual clues, with appropriate punctuation marks.	Listening Reading Writing	<p>1. Punctuation</p> <p>2. Writing paragraphs from verbal clues with appropriate punctuation marks.</p> <p>3. Writing paragraphs from visual clues with appropriate punctuation marks.</p>	<p>1. Know the punctuation marks.</p> <p>2. Underline the punctuation</p> <p>3. Punctuate the sentences.</p> <p>4. Punctuate the paragraph.</p>	<p>1. Introduce the basic punctuation marks ( capital letters, full stop, question mark, comma, inverted commas) to the class .</p> <p>Activities like identifying and matching, guessing the punctuation marks can be conducted.</p> <p>2. Give sample sentences with punctuation marks and ask the learners to identify the punctuation marks.</p> <p>3. Give sentences without punctuation marks and ask learners to punctuate them.</p> <p>4. Punctuating the sentences should be followed by</p>	<p>1. Kalik a cheta rike of class 5,6,7</p> <p>2. ENK mater ials</p>

					punctuating a paragraph.	
12				5. Write short paragraphs by using picture and word clues.	<p>5. Outline stories or incomplete paragraph should be given from which children should write a small paragraph by using the punctuation.</p> <p>6. In the same way, story posters or cards can be displayed to make a full story.</p> <p>7. Jumbled stories or sentences can be given , which the children have to re - arrange into a meaningful paragraph. Here known stories like, thirsty crow, Dog and the bone, Toto goes fishing, The fat king, Izzy-the lizard etc., can be used.</p> <p>The picture or posters should be displayed or the word clues must be given.</p>	
13	Attempt creative writing.	Reading Writing	1. Creative writing and different forms. Short poem, Report, diary etc	1.The questionnaire cards	1. Teacher conducts pair or group task in which she distributes question cards having simple ,but interesting questions and encourages them to write the answers with the teachers	

				<p>assistance. eg. i). Which is your favorite colour/food/game...</p> <p>ii). What is your goal? Why do you want to become like that?</p> <p>iii). Do you like your school/ family? Introduce your family/school in a small paragraph.</p> <p>2. Teacher distributes the pictorial flash cards to the children and motivates them to describe the pictures in simple sentences.</p> <p>Teacher can conduct this activity after conducting you can speak activity in which students describe the same pictorial flash cards orally.</p> <p>3. instructs students to collect the wrappers like Colgate biscuits washing powder gulab jamun etc and</p>
			<p>Activity 2 Describing pictures</p>	
			<p>Activity 3 Questionnaire about food and other products wrappers.</p>	



					<p>bring them into the classroom</p> <p>Teacher conducts pair/ group task</p> <p>Teacher can distribute the wrappers to the students and instruct them to write the answers to the questions written on the blackboard.</p> <p>Example:  Name of the product  Ingredients  Making /expiry date  Method  Health benefits  Pick out the action words( cut, pour, knead, soak, rinse wash)</p>
14				<p>Activity 4 writing poems / stories</p>	<p>Pick out the describing words(colour, taste, size qualities)</p> <p>Teacher can conduct this activity soon after reading activity in which the same task is given.</p> <p>Teacher motivates the children to write very short poems( 2</p>

					<p>lined, 4 lined) rhyming words blackboard and create a poem by herself</p> <p>Then encourages the students to create poems using the rhyming words.</p> <p>To create an imaginary story teacher rights a beginning sentence on the blackboard and then encourages student to come and right one sentence on the board complete the story. Example: Once upon a time, there was a king. He had three sons....</p> <p>Teacher writes brainstorming questions on the blackboard and motivates the children to answer those questions . Example: What did you do yesterday? How did you enjoy your summer holidays? What do you do on</p>	
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					Sundays? How do you celebrate festivals? If you have wings and you can fly what will you do?	
15	<b>Post test:</b> The facilitator should conduct a post test based on the Learning Outcomes					

## PRE TEST/POST TEST

### Sample questions (just for reference only)

1. 'Open your books' – We hear this instruction in the \_\_\_\_\_.
2. Punctuate the following:  
the teacher asked where did you go
3. Read the paragraph/story/poem. (give your own) Facilitator provides textual / non-textual materials to assess the reading skill of the student. ( ORAL )  
Once upon a time, far in the jungle, there lived a mouse, an owl, a parrot and a monkey on a tree. It was a very hot afternoon. The mouse slept under the tree. The owl dozed on a branch. The parrot was eating an apple. The naughty monkey was swinging from branch to branch.  
Suddenly, there was a big squeal. The owl nearly fell off the branch. The apple fell down from the parrot's mouth. And they saw the monkey sitting on the mouse. The mouse had cried in pain. Everyone scolded the naughty monkey for hurting the mouse. The monkey apologized with everyone by saying, 'Sorry'.
4. Dictation  
Facilitator provides words/phrases/sentences/paragraphs to assess the vocabulary skill of the student.

5. Arrange the following in an alphabetical order:  
Live, life, leaf, love, loss, long, less, light
6. Give the meanings in kannada : i) journey ii) wound
7. Give the opposites: i) light ii) young
8. Look at the picture and write about it:



9. Read the passage and answer the questions:

Terry is a funny dog. It runs, jumps and wags its tail. It rolls on the ground and plays with a ball. It catches the ball with its front paws. When Terry sees a biscuit, it stands up on its hind legs and walks towards the biscuit.

- i) Who is Terry?
- ii) What does he do with the ball?
- iii) When does Terry stands up on its hind legs?

10. Write a small paragraph/report about your vacation.