

BRIDGE COURSE LITERATURE


CLASS 8 - 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.**
- * **Facilitators should frame their own pre/post test questions depending on classroom situation. You can refer to the sample questions given at the end and frame your own pre/post test question paper.**

D a y	Learning Outcomes	Learning Elements	Suggested Activities	Instructions to conduct the activities
1	Pre-test : 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.	<ul style="list-style-type: none">● The facilitator prepares the question paper based on the learning outcomes of the earlier class.

<p>2</p>	<p><u>Listening skill :</u></p> <p>Listens to /reads excerpts, dialogues, poems, commentaries of sports and games, speeches, news, debates on TV, radio and expresses opinions about them.</p> <p>Note : The sight words are taught.</p>	<p>Recognising sight words .</p> <p>A: an, are, a, at, as, and, after, all, about, B: by, be, been, but C: could, can, called D: do, did, down E: each, eat, exam, F: for, find, first, from G: go, get. give H: he, his, him, her, have, has, had, how I: in, if, I, into, is, it, its J: just, juice, jug, joker K: know, knew, L: long, like, little M: may, made, my, more, make, many, most N: no, not, now O: one, of, on, or, over, other, only, out P: people Q: quite R: rain, right, run S: she, so, said, some, see T: to, the, they, time, this, than, there, two, their, that, them, these, then U: use, up V: very W: with, what, was, we, when, were, which, will, would, who, way, water, words, where X: Xerox, x-ray Y: you, your, yes Z: zeal, zero</p> <p>https://youtu.be/YkXoHh72xrg</p>	<p>1.Slapping the board. (activity).</p> <p>2.Word family anchor chart</p> <p>3. Forming new words</p>	<ul style="list-style-type: none"> ● The facilitator will write a few words on the BB. ● The facilitator calls out the word . ● The student has to run to the board and slap the correct word that is called out. ● Facilitator gives a list of jumbled words and asks the students to identify the words that belong to the word family. ● Example: The facilitator writes ‘ch’ on the board and the students must pick the words that belong to ‘ch’ words and write them on the board . ● chest, chain, chair, choice, change etc. ● Facilitator prepares flip cards to frame new words as shown in the video and introduces words .
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				https://youtu.be/3DI6YO0GjRg
3		<ul style="list-style-type: none"> ● Building vocabulary ● Reinforce ment of the sight words . 	<p>4.Engage your students with hands-on learning fun activities.</p>	<p>1. Antyakshari</p> <ul style="list-style-type: none"> ● Facilitator provides a word. Example: water. ● The first student should tell a word beginning with the letter ‘r’. ● Students who fail to give the word is out of the game. ● Continue the game until you have a winner. <p>https://youtu.be/DiUN7s8Xo4M</p> <p>2. Word Race</p>

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| | | | | <ul style="list-style-type: none">● Facilitator draws four columns on the board and asks four students to come near the board. Each student will take a column.● Facilitator will tell the participants to write the words based on her instruction. |
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Example : The facilitator will say ‘Write words that have yellow colour.’ Each participant might write in their column: sun, banana, mango, sweet corn , school-bus etc. Whoever writes the maximum number of words first is the winner.

Note: Facilitators should use the sight words repeatedly during the bridge course.

4	<p><u>Speaking skill</u></p> <ul style="list-style-type: none"> Engages in conversations in English with family, friends, and people from different professions such as shopkeeper, salesperson etc., using appropriate vocabulary. 	<ul style="list-style-type: none"> Students frame simple sentences using the sight words. 	<ul style="list-style-type: none"> Ball game Picture Reading 	<ul style="list-style-type: none"> The Facilitator draws a picture with clue words and then asks the students to frame sentences using those words. In the next step the facilitator will draw only the pictures and then ask the students to frame meaningful sentences looking at the pictures.
5		<ul style="list-style-type: none"> Uses sentences which are required in school, home, ground, shop . 	<ul style="list-style-type: none"> Speaks simple sentences in the school, home, play ground, shop etc. 	<ul style="list-style-type: none"> Introduce different types of language functions required in the class : For eg: What's your name ? Please move etc.
6	<p>Uses polite expressions in everyday conversations in different situations/ shares simple exchanges</p>	<p>Introduces himself / herself.</p>	<ol style="list-style-type: none"> Introducing oneself in the class. Introducing their friends. 	<ul style="list-style-type: none"> Facilitator writes the sentences used while introducing oneself in the class. Students look at the board and introduce themselves and their friends. <p>https://youtu.be/gghDRJVxFxU</p>

7		Uses polite expressions in conversations .	<p>1.Introduction of polite expressions</p> <p>2.Simple polite expressions</p> <p>3.More polite expressions</p>	<ul style="list-style-type: none"> ● Introduce different types of polite expressions and their structures with meanings. <p>E.g.1. “Open the door, please” “Please give me a paper” etc.</p> <p>2 “Could you please give me a pen?”</p> <p>3. “Would you mind opening the window?” etc.</p> <ul style="list-style-type: none"> ● Introduce the polite expressions used in different situations. ● Eg: Hospital, Bank, Offices etc.
8	Engages in conversation with people of different professions.	Using polite expressions in different situations	<ul style="list-style-type: none"> ● Practising the examples ● Let us speak politely 	<ul style="list-style-type: none"> ● Divide the class into 4 groups, provide different situations and ask learners to practise the use of polite expressions. ● Give some common expressions and ask learners to convert them into polite expressions. <p>Eg: Give me your notebook- Please give me your notebook.</p>

9	<p><u>Reading Skill:</u></p> <p>Reads aloud stories / recites poems with appropriate pause, intonation and pronunciation.</p> <p>Reads textual / non-textual materials in English / Braille with comprehension</p>	Reads stories & poems	<ol style="list-style-type: none"> 1. Pick & read activity 2. Read your story / text. 3. Read the newspaper aloud 4. Read the texts glued to the wall 	<ul style="list-style-type: none"> ● Different types of text and poems are put in a box. Learner picks and reads aloud with proper pause, intonation and pronunciation. Give necessary feedback. ● Provide learners newspaper cuttings and ask them to read it aloud. ● Glue different types of text on the wall. Let the learners move to the wall and read the texts aloud. ● Instruct learners to collect any story or poem of their choice for the next class.
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10		<p>Reading train time-table, map, wrappers, pamphlets, poems, stories, passages.</p>	<ol style="list-style-type: none"> 1. Loud reading 2. My partner's collection 3. Read the surprise passage. 4. Read a familiar passage 	<ul style="list-style-type: none"> ● Ask the learner to read the story/poem aloud which he/she has brought, with proper intonation and pronunciation. ● Exchange the texts, ask them to read it aloud to the class. ● Observe the pronunciation & intonation. Provide a passage and ask them to read it aloud to the whole class. ● Ask the learner to read any familiar passage aloud. Eg: A passage from the English Reader.
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11	Identifies the different types of sentences.	Identifies/ uses different types of sentences/ changes types of sentences from one type to another	<ol style="list-style-type: none"> 1. Introduction 2. Examples 3. Add an example 4. Categorize the sentences 	<ul style="list-style-type: none"> ● Introduce different types of sentences. (assertive, interrogative, exclamatory, imperative) ● Introduce multiple examples for each type of sentence. ● Ask the learners to add one more example to each type of sentence. ● Provide slips with different types of sentences. Learners categorize them into 4 types.
12	Uses appropriate grammatical forms in communication.	Uses appropriate Verb forms	<ol style="list-style-type: none"> 1. Change the time 2. Timeline activity 3. Change the word according to the time. 4. Change with time. 	<ul style="list-style-type: none"> ● Narrate any incident in simple present tense in 4-5 sentences. Then change it to simple past tense. ● Give one more incident and ask learners to change the tense. Draw a timeline on the board and mark past, present & future time. ● Learners change the words according to the time and write under the timeline. ● Provide words in chits. Learners change the same words into other tenses.

1 3	<p><u>Writing Skill:</u></p> <p>Writes notices, formal letters, descriptions.</p>	<p>Identifies parts of a formal letter / Writes a formal letter</p>	<ol style="list-style-type: none"> 1. Letter Writing 2. Introduction to letter writing 3. Sample leave letter observation. 4. Copy the leave letter 5. Write a leave letter to the class teacher 	<ul style="list-style-type: none"> ● Introduce the format of formal letter writing. Give importance to the aspects of letter writing. Eg: Writing date, addressing, subject, conclusion, signature etc. ● Provide some sample formal letters and ask learners to observe and note down the features of the letter. ● Provide one sample leave letter and ask learners to copy it. Focus on the positions of aspects like date, place, signature etc. ● Ask learners to write a leave letter to their class teacher. Make necessary corrections.
14		<p>Writes a descriptive text</p>	<ol style="list-style-type: none"> 1. My favourite food item/ subject/ person/ game 2. Guess me! 3. Can you tell? 4. Describe the object. 	<ul style="list-style-type: none"> ● Describe your favourite food item in 5-6 sentences without naming it. <p>Eg: “My favourite food is made from Ragi.” “It is round in shape” “It can be swallowed with sambar” etc. Let the learners guess the</p>

				<p>food item. Then the learners write descriptions about their favourite food item on a sheet of paper and display it. Others try to name the food item. (This activity can be repeated using any other concept such as describing a house, a pet etc.)</p>
15	<p>Post test: The facilitator should conduct a post test based on the Learning Outcomes</p>			

PRE TEST/POST TEST

Sample questions (just for reference only)

1. Make 5 words beginning with the letters given below:

D: _____

V: _____

2. Frame a sentence using the words given below:

Rain: _____

Juice : _____

3. Briefly introduce yourselves to your classmates. (oral)

4. Choose the correct polite expression from the four options, based on the given situation.

You want to talk to your Headmaster. How will you ask?

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| a. Do you have a minute, sir? | b. I want to talk. |
| c. Excuse me, Sir. | d. Shall we talk ? |

5. Convert the given sentence into a polite expression :

Give me a glass of water.

6. Facilitator provides textual / non-textual materials to assess the reading skill of the student. (ORAL)

7. Facilitator provides train time-table, map, wrappers, pamphlets, poems, stories, passages. Asks comprehension questions based on the material provided.

8. What type of sentences are the following? (assertive, interrogative, exclamatory, imperative)

1. The grass is green. _____
2. What a tall building! _____

9. Change the given sentences into past tense :

1. Ravi plays football.
2. Shalini drinks water.

10. Write a few sentences about your favourite food item/ person.

Or

Write a leave letter to your class teacher requesting him/her to grant you two days' leave stating your own reason.