

WORK FROM HOME JULY -2020

Name of the Teacher: Shri. NAGAPPA MANGALAGATTI

GOVT HIGH SCHOOL UDBAL (U) TQ SINDHANUR DIST RAICHUR

SUBJECT: ENGLISH

ASSIGNMENT- 01

SL. NO	TEACHING CLASS/ SECTION	DETAILS OF VIDEOS/AUDIOS WHICH HELP THE STUDENTS IN LEARNING THE CONCEPTS OF RELATED SUBJECT	DATE OF PREPARED	REMARKS
01	10th	A HERO (Animated Video and Audio) https://youtu.be/5-SyR87epCg	17 & 18.07.2020	
	9th	ENCHANTED POOL (Video) https://youtu.be/HTW2JKkxHXo		
02	10th	THERE'S A GIRL BY THE TRACKS! (Animated Video) https://youtu.be/MTEaU20FepA	19 & 20.07.2020	
	9th	THE THREE QUESTIONS (Video) https://youtu.be/R1R8dXP6AXE		
03	10th	GENTLEMAN OF RIO EN MEDIO (Audio) https://youtu.be/AJkGlcVAhCU	21 & 22.07.2020	
	9th	WHATEVER WE DO https://youtu.be/K-Y1GK82gjU		
04	10th	DR. B.R. AMBEDKAR (Audio/Video lesson) https://youtu.be/QA-UMOgDH4s	23 & 24.07.2020	
	9th	JUSTICE ABOVE SELF (Animated Video) https://youtu.be/OboMwVKx7-w		
05	10th	THE CONCERT (Animated Video) https://youtu.be/9VR9PaP2BUU	25 & 26.07.2020	
	9th	PARTS OF SPEECH (Video Class) https://youtu.be/KigG2wKFZ5o		

06	10 th	COLOURS OF SILENCE (Animated Video) https://youtu.be/lqYlKYPHY70	27.07.2020	
	9 th	THE WILL OF SACRIFICE (Bhagat's Video) https://youtu.be/cxnQAD04sOA		
07	10 th	THE BLIND BOY (Animated Audio for recitation) https://youtu.be/uoqFZktot5w	28 & 29.07.2020	
	10 th	SCIENCE AND HOPE OF SURVIVAL (Pictorial Notes) https://youtu.be/0mCSv3PopWQ		
08	10 th	THE DISCOVERY (Animated Video and Audio) https://youtu.be/emj0NjhiYyE	30 & 31.07.2020	



TEACHER'S SIGN
(NAGAPPA MANGALAGATTI)

HEAD MASTER'S SIGN

Presented by
Mr. NAGAPPA MANGALAGATTI
TEACHER OF ENGLISH
GOVT HIGH SCHOOL UDBAL (U) TO SINDHANUR DIST RAICHUR
Cell No:8867444345

WORK FROM HOME JULY -2020

Name of the Teacher: Shri. NAGAPPA MANGALAGATTI
GOVT HIGH SCHOOL UDBAL (U) TQ SINDHANUR DIST RAICHUR

SUBJECT: ENGLISH

ASSIGNMENT -2

SL. NO	TEACHING CLASS/ SECTION	NAME OF THE LESSON/ UNIT PLAN	PREPARED DATE	REMARKS
01	10th	A HERO GRAND MA CLIMBS A TREE	17.07.2020	
02	10th	THERE'S A GIRL BY THE TRACKS! THE QUALITY OF MERCY (Memorization) NARAYANPUR INCIDENT (S.R-01)	18 & 19.07.2020	
03	10th	GENTLEMAN OF RIO EN MEDIO I AM THE LAND	20.07.2020	
04	10th	DR. B.R. AMBEDKAR THE SONG OF INDIA ON TOP OF THE WORLD (S.R-02)	21 & 22.07.2020	
05	10th	THE CONCERT JAZZ POEM TWO	23.07.2020	
06	10th	THE DISCOVERY BALLAD OF THE TEMPEST (Memorization) A GREAT MARTYR EVER CHERISHED (S.R-03)	24 & 25-07- 2020	

07	10th	COLOURS OF SILENCE THE BLIND BOY (Memorization)	26 & 27/07/2020	
08	10th	SCIENCE AND HOPE OF SURVIVAL OFF TO OUTER SPACE TOMORROW MORNING THE BIRD OF HAPPINESS (S.R-04)	28 & 29/07/2020	
09	9 TH	THE ENCHANTED POOL UPAGUPTA	30 & 31/07/2020	



TEACHER'S SIGN
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HEAD MASTER'S

Presented by
SHRI. NAGAPPA MANGALAGATTI
TEACHER OF ENGLISH
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SSLC ANNUAL LESSON/UNIT PLAN 2020-21

**PREPARED BY
NAGARAJ MANGALAGATTI
TEACHER OF ENGLISH
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UNIT-1 HUMOUR

PROSE ; A HERO POEM : GRANDMA CLIMBS A TREE

CLASS : 10

DATE: FROM:.....TO

OBJECTIVES : To enable the students to understand the value of courage

To enjoy the passion of the Grandma

STAGES	LANGUAGE SKILLS	TEACHING POINTS/ COMPETENCES	LEARNING ACTIVITIES	TLMs	EVALUATION		TEACHERS SELF ASSESSMENT
					TECHNIQUE	TOOLS	
ENGAGE	Reading	To activate background knowledge	Works in pairs/groups. Reads the anecdote and Shares his /her answers	Pictures Short passages	Questionnaire	Checklist	
EXPLORE	Reading	Make a list of challenging words in the lesson & find meanings in the Dictionary. To develop reading comprehension skills.	Consults a good Dictionary And gets meaning of new words	Flash Cards,	Dictation	Self Assessment sheet	
			Reads the lesson silently and answers the comprehensive questions. Reads the lesson aloud	Dictionaries	Observation	Observation schedule	
EXPLAIN/EXPRESS	Writing Speaking	To motivate to read, think	Reads questions ,thinks logically and	Video Clip From			
ENGAGE	Speaking	Prepare learners to read the poem	Make a list of childish habits you found in your Grand Mother.	Pictures			
EXPLORE	Reading	Read and comprehend	Looks at the picture. Thinks and writes his/her feelings Recitation of the poem along with the facilitator with proper style, stress & intonation.	picture	Recitation	Observation Schedule	
EXPLAIN/EXPRESS	Speaking	To help the learners to understand the poem	Discuss in groups & share their ideas orally and write the summary of the poem.		observation	Observation Schedule	
EXPAND/ELABORATE	Speaking	To assist the learners to appreciate the poem.	Analyses and describes the peculiar character of grandma	Charts AV tools	Presentation	checklist	

		To correlate the theme to the real life	prepare the list of rhyming words, Figures of speech & appreciate. Student finds people who have such peculiar hobbies or character and how they fulfill them				
EVALUATION	LSRW	To test the comprehension of the poem	Answers the questions given in the text Rearrange the summary in the proper sequence UNIT TEST	List of questions	Questionnaire	Check list	

Subject teacher

Head master

UNIT-2 COMPASSION							
PROSE : THERE IS A GIRL BY THE TRACKS				POEM : QUALITY OF MERCY			
OBJECTIVES : To enable the students to understand the value of courage							
To enjoy the passion of the Grandma							
STAGES	LANGUAGE SKILLS	TEACHING POINTS/ COMPETENCES	LEARING ACTIVITIES	TLMS	EVALUATION		TEACHERS SELF ASSESSMENT
					TECHNIQUE	TOOLS	
ENGAGE	Reading Speaking	To activate background knowledge To develop speaking skill To know the virtue of mercy	Works in pairs/groups. Reading pictures Interview	Pictures Short passages	Questionnaire	Checklist	
EXPLORE	Reading	To think more the reasons for the accidents Make a list of challenging words in the lesson & find meanings in the Dictionary. To develop reading comprehension skills.	Students reads news papers, tv news about the accidents and its reasons Consults a good Dictionary And gets meaning of new words	News papers T v news Flash Cards, Dictionaries Video clips Situational	Observation Debate	Observation schedule checklist	
		To understand the content of the lesson To know the regular scene of the commuters in metropolitan cities	Reads the lesson silently and answers the comprehensive questions. Reads the lesson aloud Conducting debate on the context To identify the grammatical elements	Pictures News paper clippings Question cards			
EXPLAINE/EXPRESS	Writing Speaking	Consequences which made Roma fall Qualification and profession of Roma and Baleshwar Attitude of people of Mumbai Admitting Roma to the hospital Roma's gratitude towards Baleshwar	Reads questions ,thinks logically and shares responses with his/her friends. Writes answers in the notebook. Character sketch of Baleshwar and Truck driver	Video Clip Pictures of Accidents News papers reports on accidents	Discussion	Rating scale	
EXPAND/ELABORATE	Speaking	Admiring the value of lending helping hand To use language Functions To develop human values Appreciating the characters of	Write the dialogues ,take roles and try to enact the scene in groups Describes the characters		Role-Play Description	Observation Schedule, Self Assessment	
		Baleshwar and the tempo truck driver				Sheet	

EVALUATION	Writing LSRW	To develop the skill of creative writing	Write the story in the form of play All exercises given in the textbook (Enrich your vocabulary, speak well, read and respond, learn grammar through communication, and make reference)	Exercise sheets	Correction	Rating scale	
Poem: Quality of Mercy							
ENGAGE	Listening Speaking	To develop the skill of attentive listening	Listens to the songs of compassion Introducing the play The Merchant of Venice	AV aids Scripts of songs			
EXPLORE	Reading	To get the meaning of new words Read and comprehend	Referring to dictionary Recitation of the poem along with the facilitator with proper style, stress & intonation.	Dictionary The play 'The Merchant of Venice'	Recitation	Observation Schedule	
EXPLAINE/EXPRESS	Speaking	To help the learners to understand the poem Interpretation of mercy To classify qualities	Discuss in groups & share their ideas orally and write the summary of the poem. Interprets mercy as twice blessed Classify the qualities into divine and temporal	Chart Video clip	Observation	Observation Schedule	
EXPAND/ELABORATE	Speaking	To assist the learners to appreciate the poem.	Analyses and describes the character of Portia Identifying Figures of speech & appreciate.	Charts AV tools	Presentation	checklist	
EVALUATION	LSRW	To develop creativity	Writes related poems related to the theme of the poem Answers the questions given in the text Rearrange the summary in the proper sequence UNIT TEST	List of questions	Assignment	Rating scale	

Supplementary Reading
UNIT /LESSON PLAN

UNIT : 1. STAGES	LANGUAGE SKILLS	TEACHING POINTS	LEARNINGACTIVITIES	TOPIC NAME; Narayanpur Incident			TEACHER'S SELF ASSESSMENT
				TLMS	EVALUATION TECHNIQUE	TOOLS	
Silent Reading	Reading Reference Speaking	Students' unusual march Disappointment on the march Mysterious agitation of students against British Police inspector visit to the Mohans home	Students read the lesson and answer the questions . Teacher tests their understanding through oral/written questions.	Textbook, dictionary Audio clips , Video clips	Observation	checklist	

F A I exams

Subject Teacher

Head Master

UNIT-3 NATIVITY

PROSE : Gentleman of Rio and Medio POEM : I am the Land
OBJECTIVES : To enable the students to understand the value of courage
To enjoy the passion of the Grandma

STAGES	LANGUAGE SKILLS	TEACHING POINTS/ COMPETANCES	LEARNING ACTIVITIES	TLMs	EVALUATION		TEACHERS SELF ASSESSMENT
					TECHNIQUE	TOOLS	
ENGAGE	Speaking	To activate background knowledge To develop speaking skill To develop respect towards the ancestry	Presenting dialogues in pairs or group	Dialogues on different situations	Observation	Observation schedule	
EXPLORE	Reading	Identifying new words in the lesson & find meanings in the Dictionary. To develop reading comprehension skills. To understand the content of the lesson	Consults a good Dictionary And gets meaning of new words Reads the lesson silently and answers the comprehensive questions. Reads the lesson aloud	Flash Cards, Dictionaries Situational Pictures (umbrella, coat, etc)	Observation	Observation schedule	
		Don Anselmo as 'a man of Man of Principles'	Discusses the appearance of Don Anselmo To identify the grammatical elements	News paper clippings Question cards	presentation	checklist	
EXPLAIN/EXPRESS	Speaking	To describe the Orchard of Anselmo Reasons for owing the trees to the children of village Activities of children Deed of selling To know the generosity of Americans and Anselmo	Describes the picture given at the page 46 Understand the relationship between people and Anselmo Come to know the naughty behavior of the children Debate on Don Anselmo's decision	Picture of Orchard	Debate	checklist	
EXPAND/ELABORATE	Speaking	Admiring good qualities of Anselmo and Americans To use language Functions To develop human values	Di Describes the characters and sharing in group Write the dialogues ,take roles and try to enact the scene in groups		Role-Play	Observation Schedule,	
					Description	Self Assessment Sheet	
EVALUATION	Writing LSRW	To develop the skill of creative writing	Justify Don anselmo's reaction to the offer of more money. All exercises given in the textbook (Enrich your vocabulary, speak well, read and respond, learn grammar through communication, and make reference)	Exercise sheets	homework	checklist	
Poem: I am the land							
ENGAGE	Reading	To develop the skill of attentive listening	Reading the given poem at page 63 Reading the picture given at page 63	Scripts of poems			

EXPLORE	Reading	To get the meaning of new words Read and comprehend	Referring to dictionary Recitation of the poem along with the facilitator with proper style, stress & intonation.	Dictionary	Recitation	Observation Schedule	
EXPLAINE/EXPRESS	Speaking	To help the learners to understand the poem To know the patience of motherland To know the greedy activities on earth	Discuss in groups & share their ideas orally and write the summary of the poem. Highlights the quality of the speaker Discussing on greediness of human beings	Chart Pictures (mining, bomb , fencing around the earth)	Observation	Observation Schedule	
EXPAND/ELABORATE	Reading	To assist the learners to appreciate the poem. to know imageries	Analyses and describes the character of Portia Identifying Figures of speech & appreciate. Picks out the pictures like shooting, children dancing, choking , etc	Charts	Presentation	checklist	
EVALUATION	Writing	To develop creativity	Translate the poem into the mother tongue Answers the questions given in the text	List of questions	Assignment	Rating scale	

Subject teacher

Head master

UNIT-3 NATIONAL VISIONARY

PROSE ; Dr B R Ambedkar

POEM : The song of India

CLASS : 10TH

DATE: FROM:.....TO

STAGES	LANGUAGE SKILLS	TEACHING POINTS/ COMPETENCES	LEARNING ACTIVITIES	TLMS	EVALUATION		TEACHERS SELF ASSESSMENT
					TECHNIQUE	TOOLS	
ENGAGE	Reading	To activate background knowledge	Reading the poem given at page no 68	Poems of patriotic feelings pictures of great personalities	observation	Observation schedule	
	Speaking	To develop speaking skill	Making a list of things which build nation strong Conducts debate on contribution of simple men to strengthen the country		Debate		
EXPLORE	Reading	Make a list of challenging words in the lesson & find meanings in the Dictionary. To develop reading comprehension skills.	Consults a good Dictionary and gets meaning of new words Reads the lesson silently and answers the comprehensive questions.	Flash Cards, Dictionaries	Observation	Observation schedule	
		To understand the content of the lesson To know the contribution of Ambedkar To list our major achievement of Ambedkar	Reads the lesson aloud Conducting debate on the context To identify the grammatical elements	Questionnaire	Group discussion	checklist	
EXPLAINE/EXPRESS	Writing	Influence of 14 th amendment of US constitution	Reads ,thinks logically and shares responses with his/her friends.		Observation	Observation schedule	

	Speaking	To know how he raised bricks by bricks To know the views on social discrimination and public agitation Cast system in India	Making the list of major achievements and finding his main skill or his rare gifts Expressing the ideas of Ambedkar about social discrimination and cast system in India Listing his major contribution in making Indian constitution as words biggest constitution	Constitution book Newspaper articles about Indian constitution	Discussion	Rating scale	
		Admiring the great	Expressing and			Observation	
EXPAND/ELABORATE	Speaking Writing	qualities of Ambedkar Comparing Existence of cast systems	admiring the great qualities of Abmedkar Comparing main features of Indian constitution with other major constitutions of the world Conducting debate on cast system still exists in India	List of major Written constitution and its futures realia		Schedule, Self- Assessment Sheet	
EVALUATION	Writing LSRW	To develop the skill of creative writing To answer the questions To develop competences in LSRW skills	Writing essay Writing answer to the questions given text All exercises given in the textbook (Enrich your vocabulary, speak well, read and respond, learn grammar through communication, and make reference)	Exercise sheets	Group discussion Assignments Questionnaire	Rating scale Observation Schedule	

Poem: The Song of India

ENGAGE	Listening Speaking	To develop the skill of attentive listening	Listens to the songs of patriotism	AV aids Scripts of songs	observation	Observation Schedule	
EXPLORE	Reading	To get the meaning of new words Read and comprehend	Referring to dictionary Recitation of the poem along with the facilitator with proper style, stress & intonation.	Dictionary The play 'The Merchant of Venice'	Recitation	Observation Schedule	
EXPLAINE/EXPRESS	Speaking	To help the learners to understand the poem To understand the main areas of description about India	Discuss in groups & share their ideas orally and write the summary of the poem. Expressing in own views about the present condition of India and past	Chart pictures	Observation	Observation Schedule	
EXPAND/ELABORATE	Speaking	To assist the learners to appreciate the poem. To compare past and present conditions	Analyses and describes the glories of past Debates on glorious past and present India Identifying Figures of speech & appreciate.	Charts AV tools	Presentation Group discussion	Checklist checklist	

EVALUATION	LSRW	To develop competencies	Writes poems related to the theme of the poem Answers the questions given in the text Conducting speech on vision of India UNIT TEST	List of questions	Assignment Speech	Rating scale Self- assessment	
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Supplementary Reading

UNIT : 2
CLASS: 10 th

TOPIC NAME : On the Top Of the World

FROM DATE:.....TO DATE.....

STAGES	LANGUAGES KILLS	TEACHING POINTS	LEARINGACTIVITIES	TLMS	EVALUATION		TEACHER'S SELF ASSESSMENT
					TECHNIQUE	TOOLS	
Silent Reading	Reading Reference	Dicky Dolma's hardship and challenges Dolma preparedness for the scaling mount Everest Achievement of Domla and her feelings	Students read the lesson and answer the questions . Teacher tests their understanding through oral/written questions. Narrate the story of Adventures in own words	Textbook, dictionary Audio clips , Video clips	Observation	checklist	
	Speaking	Adventures story			Speech	Checklist	
F A 2 EXAM							

Subject Teachers

Head Master

UNIT-5 Music and Ambrosia

PROSE ; The Concert
CLASS : 10TH

POEM : Jazz Poem Two

DATE: FROM:.....TO

STAGES	LANGUAGE SKILLS	TEACHING POINTS/ COMPETENCES	LEARNING ACTIVITIES	TLMS	EVALUATION		TEACHERS SELF ASSESSMENT
					TECHNIQUE	TOOLS	
ENGAGE	Reading Writing	To activate background knowledge To develop writing skill	Reads the poem given at page no 85 Makes a list of things what music gives us and fill in the bubbles Listens to the music	pictures of great musicians AV aids	observation	Observation schedule	
	Listening	To develop listening Competencies					
EXPLORE	Reading	Make a list of challenging words in the lesson & find meanings in the Dictionary. To think about music and its effect on people	Consults a good Dictionary and gets meaning of new words Reads the lesson silently and answers the comprehensive questions. Reads the lesson aloud To identify the grammatical elements	Flashcards Dictionaries Musical instruments Questionnaire	Observation	Observation schedule	
					Group discussion	checklist	
EXPLAINED/EXPRESS	Writing	Reasons of Ananth's staying at home	Reads ,thinks logically and shares responses with his/her friends. Making the list of his major achievements and his great skill	Types of notes of music	Observation	Observation schedule	
	Speaking	The early life of Ananth					

		To know the Smita's help to Ananth	Describes the role of Smita in fulfilling the desire of Ananth by inviting Ravishankar to her home	Musical instruments	Discussion	Rating scale	
		To understand the personality of Pandit Ravishakar and Utsad Alla Rakha	Conducts debate on the personality of Ravishankar and his decision of visiting Ananth's home	Image of Ravishankar And Utsad Alla Rakha			
EXPAND/ELABORATE	Speaking	Admiring the great qualities of Pandit Ravishankar	Expressing and admiring the great qualities of Ravishankar			Observation Schedule,	
	Listening	To know the role of music and dance	Discussing the role of	Video clips of playing music	Group	Self-	
		and its form in our life	music and its importance in our life		discussion	Assessment Sheet	
		To listen and enjoy the music	Arrange a concert in the class or school and intrudusing different musical ragas and notes				
		To apply this incident to our real life	Students who have come across such incidents in their life express in class				
		To use language function	Converts lesson into a dialogue and enacts in the class				
EVALUATION	Writing	To develop the skill of creative writing	Collecting different musical incitements with its descriptions		Project	Rating scale	
	LSRW	To answer the questions	Writing answer to the questions given text		Questionnaire	Observation Schedule	
		To develop competences in LSRW skills	All exercises given in the textbook (Enrich your vocabulary, speak well, read and respond, learn grammar through communication, and make reference)	Exercise sheets Chart of Finite and nonfinite verbs			
					Written	Checklist	
Poem: Jazz Poem Two							
ENGAGE	Listening Speaking	To develop the skill of attentive listening	Introduces coleridge's poem, Ancient Mariner with reference to the present poem	AV aids Lyrics of Ancient Mariner	observation	Observation Schedule	
EXPLORE	Reading	To get the meaning of new words Read and comprehend	Referring to dictionary Recitation of the poem along with the facilitator with proper style, stress & intonation.	Dictionary Image of Saxophone	Recitation	Observation Schedule	
EXPLAINE/EXPRESS	Speaking	To help the learners to understand the poem	Discuss in groups & share their ideas orally and present the summary of the poem.		Presentation	Checklist	
		To describe the Jazz player	Describes the physical appearance of the player	pictures			

EXPAND/ELABORATE	Speaking	To assist the learners to appreciate the poem. To identify the transformation of Jazz Player	describes Identifying Figures of speech & appreciate. Compares the state of mind of player before and after playing music	Images of Jazz Player	Presentation	Checklist	
		To discuss 'music as a divine gift to the mankind'	Identifies rhyme scheme, Figures of speech Discusses in groups with illustrative example of their own lives		Group discussion	checklist	
EVALUATION	LSRW	To develop competencies	Writes the summary of the poem Answers the questions given in the text UNIT TEST	List of questions	Assignment Speech	Rating scale Self-assessment	

Subject teacher

Head Master

UNIT-6 Spirit of Discovery

PROSE : Discovery

POEM : The Ballad of Tempest

CLASS : 10TH

DATE: FROM:..... TO

STAGES	LANGUAGE SKILLS	TEACHING POINTS/ COMPETENCES	LEARNING ACTIVITIES	TLMS	EVALUATION		TEACHERS SELF ASSESSMENT
					TECHNIQUE	TOOLS	
ENGAGE	Reading	To activate background knowledge	Conducts the activity of different attitudes of people and fills the chart given at the page 110 in the text	chart			
	Reference	To enhance map reading skill	Finds out Spain , Italy and America in the map		observation	Observation schedule	
EXPLORE	Reading and reference	Make a list of new words in the lesson & find meanings in the Dictionary.	Consults a good Dictionary and gets meaning of new words Reads the play silently and answers the comprehensive questions. Reads the play aloud	Dictionaries Pictures of Sea, ships Questionnaire	Observation Group discussion	Observation schedule checklist	
			To identify the grammatical elements				
EXPLAIN/EXPRESS	Writing	Voyage and its challenges	Reads ,thinks logically and shares responses with his/her friends. Conducts debate on the character of Pepe and Other crew		Observation	Observation schedule	
	Speaking	Different moods of crew Pepe's loyalty Agitations of crew Realization of Columbus	Describes the reasons for revolt Learners come to know that 'discipline knows no buts'	Images of Columbus Image of Ships	Discussion	Rating scale	
EXPAND/ELABORATE	Speaking	Admiring determination of Columbus and loyalty of Pepe	Inculcate leadership qualities of Columbus in their lives	Portrait of Columbus	Group discussion	Self- Assessment Sheet	
		To dramatize the play	Participate in the play	dialogues	Dramatization	Observation Schedule	

	Listening	To enhance listening skill	Watch the film attentively	Movie of Discovery Columbus			
EVALUATION	Writing LSRW	To develop the skill of creative writing To answer the questions To develop competences in LSRW skills	Writing answer to the questions given text All exercises given in the textbook (Enrich your vocabulary, speak well, read and respond, learn grammar through communication, and make reference)	Exercise sheets	Questionnaire observation	Observation Schedule Observation shedule	
Poem: Ballad of the Tempest							
ENGAGE	Reading	To develop the skill of reading picture	Exchange their impressions of the pictures with their partners	Pictures given at page no 136	observation	Observation Schedule	
EXPLORE	Reading	To get the meaning of new words To understand the gist of the poem	Referring to dictionary Learn the condition in the deep sea during winter Recitation of the poem along with the facilitator with proper style, stress & intonation.	Dictionary Image of ships on sea video	Recitation	Observation Schedule	
		To help the learners to understand the	Discuss in groups & share their ideas orally and				
EXPLAINE/EXPRESS	Speaking	poem To develop courage To know the reaction of daughter	present the summary of the poem. Come to know how difficult it is to carry out a voyage during winter Learns how daughter fills faith as saying goes 'Dhairyam Sarvatra Sadhanam'	pictures	Presentation	Checklist	
EXPAND/ELABORATE	Speaking	To assist the learners to appreciate the poem.	Describes and presents in the class Identifying rhyme scheme, Figures of speech & appreciate.	Movie 'titanic'	Presentation	Checklist	
EVALUATION	LSRW	To develop speaking competencies	Memorize the poem and reproduce the same Answers the questions given in the text UNIT TEST	List of questions	Recitation	Observation schedule	

Supplementary Reading
UNIT 3 /LESSON PLAN

UNIT : 3	TOPIC NAME: A Great Martyr Ever Cherished						
STAGES	LANGUAGE SKILLS	TEACHING POINTS	LEARNING ACTIVITIES	TLMS	EVALUATION		TEACHER'S SELF ASSESSMENT
					TECHNIQUE	TOOLS	
Silent Reading	Reading Reference Speaking	Early life of Haneef Mother's absence taught the children Haneef was a Introvert Impression of Haneef life on	Students read the lesson and answer the questions . Teacher tests their understanding through oral/written questions. Share thoughts in the class	Textbook, dictionary Audio clips , Video clips	Observation	checklist	

Subject Teachers

Head Master

UNIT-7 Enabling the disabled							
PROSE : Colours of Silence		POEM : The Blind Boy					
CLASS : 10TH		DATE: FROM:.....TO					
STAGES	LANGUAGE SKILLS	TEACHING POINTS/ COMPETENCES	LEARNING ACTIVITIES	TLMS	EVALUATION		TEACHERS SELF ASSESSMENT
					TECHNIQUE	TOOLS	
ENGAGE	Reading	To activate background knowledge	Read the dialogue given at page no 141, and discuss				
	Listening	To develop listening skill	Listens to the extract taken from The Bible		discussion	Check list	
EXPLORE	Reading	Make a list of new words in the lesson & find meanings	Consults a good Dictionary and gets meaning of new words	Dictionaries Questionnaire Picture of Saitsh Gujral	Observation	Observation schedule checklist	
		To think about different Art forms	Reads the lesson silently and answers the comprehensive questions. Reads the lesson aloud To identify the grammatical element		Group discussion		
EXPLAIN/EXPRESS	Writing	Unfortunate incident in the life of Satish	Reads ,thinks logically and shares responses		Observation	Observation	
	Speaking	Father's unsuccessful expedition to the schools	with his/her friends. Come to know how difficult It was for the father to admit physically challenged son to the school	Pictures of disabled visuals		schedule	
		Inspiration Satish got from the bird Changing the fathers attitude Satish becoming world famous artist	Express their own views about influence of bird on Satish's interest towards drawing Describes how father was convinced by Satish's interest in art Know three fields in which satish made his name		Discussion	Rating scale	
EXPAND/ELABORATE	Speaking	To collect similar information	Collect the information in which differently challenged people excelled in different fields	Pictures Flow chart			
	Listening	Make notes	Read the text , note down important events in the lesson and write them in the flow chart		Observation	Observation Schedule,	
		To apply this incident to our real life	Discuss how to conquer our disabilities Students who have come across such incidents in their life express in class				
					debate	Check list	

		To develop reasoning To use language function	Debate on 'disability is not a barrier to success' Converts lesson into a dialogue and enacts in the class				
EVALUATION	Speaking LSRW	To develop the skill of creative speaking To answer the questions To develop competences in LSRW skills	Visit such people and interview them Writing answer to the questions given text All exercises given in the textbook (Enrich your vocabulary, speak well, read and respond, learn grammar through communication, and make reference)	Exercise sheets	visit Questionnaire	Visit schedule Observation Schedule	
Poem: The Blind Boy							
ENGAGE	Reading	To prepare the learners to read the given poem	Asks the students to look at the pictures and exchange their opinions	picture	Exchanges opinions..	Observation Schedule	
EXPLORE	Reading	To collect more about blindness Students know To recite the poem effectively.	Read and collect more information about blindness and reasons for it They also observes the difficulties face by the blinds Recites the poem aloud 2-3 times. Recitation of the poem along with the facilitator with proper style, stress & intonation.	Videos Pictures films.	Recitation	Observation Schedule	
EXPLAINE/EXPRESS	Speaking	To help the learners to understand the poem To describe curiosity of the blind boy	Discuss in groups & share their ideas orally and present the summary of the poem. Describe the blind boys opinion about his life	pictures	Presentation	Checklist	
EXPAND/ELABORATE	Speaking	To assist the learners to appreciate the poem To compare blind boy with us To read kannada poem	Identifying rhyme scheme, Figures of speech & appreciate. Compare the life of a blind boy and their own life Read the poem by DVG given in the page no 159 and discuss whether it reflects the same idea	Images of Jazz Player Script of the DVG poem	Presentation Group discussion	Checklist schecklist	
EVALUATION	LSRW	To develop competencies	Writes the summary of the poem Answers the questions given in the text UNIT TEST	List of questions			

Subject teacher

Head master

UNIT-8 science	
PROSE : Science and hope of Survival POEM : Off to Outer Space Tomorrow Morning	
CLASS : 10TH	DATE: FROM:.....TO

STAGES	LANGUAGE SKILLS	TEACHING POINTS/ COMPETENCES	LEARNING ACTIVITIES	TLMs	EVALUATION		TEACHERS SELF ASSESSMENT
					TECHNIQUE	TOOLS	
ENGAGE	Reading	To activate background knowledge	Read pictures of different professions and tell which profession they would like to take up and give reasons	Pictures	discussion	Check list	
EXPLORE	Reading and reference	Make a list of new words in the lesson & find meanings in the Dictionary. To comprehend importance of science	Consults a good Dictionary and gets meaning of new words Reads lesson silently and answers the comprehensive questions. Reads the play aloud To identify the grammatical elements	Dictionaries List of questions	Observation Oral presentation	Observation schedule checklist	
EXPLAIN/EXPRESS		Scientists attitude towards science	Reads ,thinks logically and shares responses with his/her friends.	Pictures	Observation	Observation	
	Speaking	Annihilation by nuclear weapons Nuclear ban Particle mindedness of scientist	Knows the threat of annihilation by nuclear weapons on the earth discuss the challenges to ban on nuclear weapons Express their own views how scientist are the most practical people in the world	Herosima and Nagasaki	Group Discussion	schedule Rating scale	
EXPAND/ELABORATE	Speaking Listening	To express their views Make notes To apply science to our real life To develop reasoning	Discuss and share views on pursuit of science is an exciting adventure Read the text , note down important events in the lesson and write them in the flow chart Discuss how science makes	Flow chart	Observation Debate	Observation Schedule, Check list	
		To use language function	Converts lesson into a dialogue and enacts in the class				
EVALUATION	Writing Speaking LSRW	To develop the skill of writing profile To answer the questions To develop competences in LSRW skills	Collect profile of Abdul Kalam and write it in a paragraph Writing answer to the questions given text All exercises given in the textbook (Enrich your vocabulary, speak well, read and respond, learn grammar through communication, and make reference)	Exercise sheets	written Questionnaire	Checklist Observation schedule	

Poem: Off to Outer Space Tomorrow Morning

ENGAGE	Reading	To prepare the learners	List out the emotions before trekking		Exchanges opinions..	Observation Schedule	
EXPLORE	Reading	To recite the poem effectively.	Recites the poem aloud 2-3 times. Recitation of the poem along with the facilitator with proper	Pictures of astronaut	Recitation	Observation Schedule	
		To think about feeling of astronauts	style, stress & intonation. Read and collect the different feeling				
EXPLAINE/EXPRESS	Speaking	To help the learners to understand the poem To describe curiosity the astronaut Daily routine of space	Discuss in groups & share their ideas orally and present the summary of the poem. Express the views of astronaut about his flight to Space Describe daily routine astronaut	pictures	Presentation	Checklist	
EXPAND/ELABORATE	Speaking	To assist the learners to appreciate the poem To compare life	Identifying rhyme scheme, Figures of speech & appreciate. Compare the life in a space with the life on the earth		Presentation	Checklist	
EVALUATION	LSRW	To develop competencies	Writes the summary of the poem Answers the questions given in the text UNIT TEST	List of questions	observation	Observation shedule	

Supplementary reading

UNIT : 4	TOPIC NAME; The Bird Of Happiness
CLASS: 10 th	FROM DATE:.....TO DATE.....

STAGES	LANGUAGES KILLS	TEACHING POINTS	LEARNING ACTIVITIES	TLMS	EVALUATION		TEACHER'S SELF ASSESSMENT
					TECHNIQUE	TOOLS	
Silent Reading	Reading Reference Speaking	Peoples belief of happiness Wangjiya's meeting with the first monster Wangjiya's meeting with the second monster Wangjiya's meeting with the third monster Hard work needs to get happiness	Students read the lesson and answer the questions . Teacher tests their understanding through oral/written questions.	Textbook, dictionary Audio clips , Video clips	Observation	checklist	

F A 4 EXAMS

Subject Teachers

Head Master

WORK FROM HOME JULY -2020

Name of the Teacher: Shri. NAGAPPA MANGALAGATTI

GOVT HIGH SCHOOL UDBAL (U) TQ SINDHANUR DIST RAICHUR

SUBJECT: ENGLISH

ASSIGNMENT - 03

SL.N O	DATE	CONTACTED STUDENTS/PARENTS NAME	CLASS/ SECTION	CONTACT NUMBER	BRIEF DETAILS OF CONVERSATION
01	21.07.20 20	ANITHA SHREESHAIL	10TH	9886175250	Suggested the students to be aware of this pandemic Covid-19. Given suggestions about its ways to spread and given directions to study at home.
		AMARESH MAHANTESH	10TH	9591657177	
		DEVARAJ	10TH	9380977425	
02	22.07.20 20	AMRUTHA MOULALI	10TH	9902299473	Suggested the students to be aware of this pandemic Covid-19. Discussed which lessons are difficult for them in this language and given easy ways to understand
		BASAVARAJ H	10TH	7483773886	
		BHARATHAKUMAR BASAPPA	10TH	9019195031	
03	23.07.20 20	CHANDRASHEKHAR	10TH	9972469228	Suggested the students to be aware of this pandemic Covid-19. Guided to study well and post the photo copies of those lessons which they face difficulty.
		DEVARAJ YANKAPPA	10TH	7892006839	
		GIRIJA SHARANEGOUDA	10TH	9844104912	
04	24.07.20 20	HARSHITHA RAMANNA	10TH	9901174607	Suggested the students to be aware of this pandemic Covid-19. Follow the protective ways like....hand wash, social distancing... told to watch Chandan T.V
		BHAVANA ASHOK	10TH	8722596791	
		IMRANSAB	10TH	7760798950	
05	25.07.20 20	INDIRA THIKKAYYA	10TH	9845616987	Suggested the students to be aware of this pandemic Covid-19. Follow the protective ways like....hand wash, social distancing... told to watch Chandan T.V
		KANCHANA	10TH	9880695398	
		KARILINGAPPA	10TH	8088723158	
06	26.07.20 20	MAHESH N	10TH	9019566353	Suggested the students to be aware of this pandemic Covid-19. Follow the protective ways like....hand wash, social distancing... told to watch Chandan T.V
		MALLIKARJUN HONNANAGOUDA	10TH	9353301787	
		MALLAYYA ERESH	10TH	9742303202	
07	27.07.20 20	MANOJ BASAVARAJ	10TH	9008239343	Suggested the students to be aware of this pandemic Covid-19. Given time table of Chandan T.V. video classes and suggested to point out difficulties and ask
		PAVITHRA AMARESH	10TH	8088282077	
		PEERAMAHAMMAD BADESAB	10TH	9740484700	
08	28.07.20 20	RENUKA SHIVAPPA	10TH	7760467973	Suggested the students to be aware of this pandemic Covid-19. Guided to study well and post the photo copies of those lessons which they face difficulty.
		SHARANABASAVA KADABUR	10TH	9380603992	
		SHARUKHAN	10TH	8310299378	
09	29.07.20 20	SIDDAPPA HULLUR	10TH	9916782065	Suggested the students to be aware of this pandemic Covid-19. Discussed which lessons are difficult for them in this language and given easy ways to understand
		SHILPA RAVI	10TH	9380570933	
		SINDHU ADAPPA	10TH	8151021044	
10	30.07.20 20	UMESH SHIVARAJ	10TH	8722330924	Suggested the students to be aware of this pandemic Covid-19. Given suggestions about its ways to spread and given directions to study at home.
		VEERESH HULLUR	10TH	6362586667	
		HUSENBHASHA HULLURU	10TH	8088922859	

TEACHER'S SIGN
(NAGAPPA MANGALAGATTI

HEAD MASTER'S SIGN

WORK FROM HOME JULY -2020**Name of the Teacher: Shri. NAGAPPA MANGALAGATTI****GOVT HIGH SCHOOL UDBAL (U) TQ SINDHANUR DIST RAICHUR****SUBJECT: ENGLISH****ASSIGNMENT - 04**

SL.NO	DATE	DETAILS OF VIDEOS/AUDIOS WHICH HELP THE STUDENTS IN LEARNING THE CONCEPTS OF RELATED SUBJECT	PREPARED TLM	REMARKS
01	22.07.2020	A HERO	THE CHART DISPLAYS KEY POINTS OF THE LESSON AND VIDEO OF MALGUDI DAYS	
02	23.07.2020	THERE'S A GIRL BY THE TRACKS!	VIDEO OF PICTORIAL DISCRPTION OF THE LESSON	
03	24.07.2020	GENTLEMAN OF RIO EN MEDIO	VIDEO OF PICTORIAL DISCRPTION OF THE LESSON	
04	25.07.2020	DR.B.R. AMBEDKAR	VIDEO OF DR.B.R. AMBEDKAR AND HIS EARLY CHILDHOOD AND HIS ACHIEVEMENT	
05	26.07.2020	THE CONCERT	THE CHART WHICH CONTAINS EXTRACTS AND THEIR ANSWERS	
06	27.07.2020	THE DISCOVERY	VIDEO OF COLUMBUS AND HIS ADVENTUROUS VOYAGES	
07	28.07.2020	COLOURS OF SILENCE	SATISH GUJARAL'S BIOGRAPHY AND VIDEOS OF HIS HONOUR AS THE MOST ARTIST OF INDIA	
08	29.07.2020	SCIENCE AND HOPE OF SURVIVAL	VIDEOS CONTAINS SCIENTIFIC INVENTIONS AND THEIR USAGE IN MODERN INDIA	
09	30.07.2020	PARTS OF SPEECH	CHART DISPLAYS PARTS OF SPEECH WITH VARIED EXAMPLES	
10	31.07.2020	TENSES	CHART DISPLAYING KINDS OF TENSES AND EXAMPLES	



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PARTS OF SPEECH

Tom appeared on the sidewalk with a bucket of whitewash and a long-handled brush. He quickly surveyed the fence, and all gladness left him and a deep melancholy settled down upon his spirit. "Oh man! This will take all day!" he said.

NOUNS

identify

PEOPLE- family, mom, daughter
PLACES- town, street, school
THINGS- markers, bananas, hats
IDEAS- thoughts, love, friendship

PRONOUNS

used in place of a noun
in a sentence

I - you - he - she - they
him - her - them - who
that - those - this - these

ADJECTIVES

describe nouns

WHICH ONE- this, that
WHAT KIND- happy, naughty
HOW MANY- three, more, few

PREPOSITIONS

precede a noun
& refers to position

ANY WAY A NOUN CAN BE:
above - across - before - below
beside - down - during - following
inside - into - near - next to
onto - over - towards - under

ARTICLES

precede a noun and
are either

DEFINITE-
the chair, the book, the apple
or
INDEFINITE-
a chair, a book, an apple

CONJUNCTIONS

are used to connect
single words or groups
of words in a sentence

and, but, or, either
neither, nor

VERBS

what someone or
something is doing,
an action word

run, jump, skip, swim, fly,
balance, move, eat, hug
OR
a state of being like
am, was, is, are, were

ADVERBS

add meaning to a verb,
adjective or sentence

HOW? happily, easily, quickly, sadly
HOW OFTEN? always, often, never
WHEN? after, before, today, soon
WHERE? here, there, away, near

INTERJECTIONS

Can be a single word or
phrase which describes
feeling or emotion.

Look! Look out! Ouch! Oh!
Help! Oh my goodness!
Gosh! Oh dear! Ah! Aw!



VERB TENSES

The tense of a verb shows the time of an event or action.



PAST	PRESENT	FUTURE
<ul style="list-style-type: none">● Simple Past Tense The action is simply mentioned and understood to have taken place in the past.● Past Continuous tense The action was ongoing till a certain time in the past.● Past Perfect Tense It is used to express something that happened before another action in the past.● Past Perfect Continuous Tense It is used to express something that started in the past and continued until another time in the past.	<ul style="list-style-type: none">● Simple Present Tense The action is simply mentioned and there is nothing being said about its completeness.● Present Continuous Tense The action is on-going/ still going on and hence continuous.● Present Perfect Tense The action is complete or has ended and hence termed Perfect.● Present Perfect Continuous Tense The action has been taking place for some time and is still ongoing.	<ul style="list-style-type: none">● Simple Future Tense Simple Future is used when we plan or make a decision to do something. Nothing is said about the time in the future.● Future Continuous Tense The future continuous tense is used to express action at a particular moment in the future.● Future Perfect Tense Future Perfect expresses an action that will occur in the future before another action in the future.● Future Perfect Continuous Tense It is used to talk about an on-going action before some point in the future.

WORK FROM HOME JULY -2020**Name of the Teacher: Shri. NAGAPPA MANGALAGATTI****GOVT HIGH SCHOOL UDBAL (U) TQ SINDHANUR DIST RAICHUR****SUBJECT: ENGLISH****ASSIGNMENT - 05**

SL NO	DATE	WATCHED WEBSITE	WATCHED VIDEO AND ITS SHORT NOTE	REMARKS
01	22.07.2020	YOUTUBE	LEARNT HOW TO CREATE BLOGGER FOR ME AND MY SCHOOL	
			https://www.youtube.com/watch?v=YBqwgynb9xY	
02		MEGHASHALA ONLINE	SPOKEN ENGLISH SKILLS LSRW AND HOW TO DEVELOP STUDENTS VOCABULARY POWER	
			https://www.youtube.com/watch?v=ooKSTblyeto	
03	23.07-2020	YOUTUBE	ACTIVITIES AND LESSONS BY USING BAR CODES	
			https://www.youtube.com/watch?v=7OqNOB7Pyqs	
04		KHAN ACADEMY	EASY WAY OF TEACHING DEGREES OF COMPARISON	
			https://www.youtube.com/watch?v=Mxblg8xKBoc	
05	24.07.2020	YOUTUBE	THE IMPORTANCE OF ROUTINE USAGE WORDS	
			https://www.youtube.com/watch?v=zNDIhOxy3IU	
06		LAERN ENGLISH LAB	LEARNT HOW TO DEAL WITH PREPOSTIONS AND CONJUNCTIONS	
			https://www.youtube.com/watch?v=-FdEaeD1MdY&t=913s	
07	25.07.2020	YOUTUBE	LEARNT HOW TO CREATE QUIZ	
			https://www.youtube.com/watch?v=ct8cEB4yQ4M&t=165s	
08		YOUTUBE	WATHCED MALGUDI DAYS EPISODE (A HERO VIDEO LESSON)	
			https://www.youtube.com/watch?v=mIYA5qANs_A	
09	26.07.2020	YOUTUBE	RECITATION OF POEMS WITH RHYTHMS (QUALITY OF MERCY)	
			https://www.youtube.com/watch?v=bV4UIMy2i3g	
10		YOUTUBE	LEARNT HOW TO CREATE ENGLISH ATMOSPHERE IN SCHOOL ENVIRONMENT	
			https://www.youtube.com/watch?v=aj0YQpdqWFE	

11	27.07.2020	YOUTUBE	WATHCED ON ARTICLES	
			https://www.youtube.com/watch?v=-zZau_dttRY&t=174s	
12			WATCHED DIRECT AND INDIRECT SPEECH	
			https://www.youtube.com/watch?v=ZGdt9apUpqg	
13	28.07.2020	DEEKSHA	ABOUT ADVERBS	
			https://www.youtube.com/watch?v=c4ZEJOWXmEI	
14		KHAN ACADEMY	WATCHED BALLAD OF THE TEMPEST POEM	
			https://www.youtube.com/watch?v=QmmNgR5Tu1s	
15	29.07.2020	YOUTUBE	LEARNT QUESTION TAGS	
			https://www.youtube.com/watch?v=DYUBCIJ06s8	
16		MEGHASHALA ONLINE	WATCHED SIMPLE, COMPOUND, COMPLEX SENTENCES	
			https://www.youtube.com/watch?v=m9Avsw-kK-s	
17	30.07.2020	LETS TALK	LEARNT HOW TO NARRATE A STORY IN ENGLISH	
			https://www.youtube.com/watch?v=AxTys2C4t68	
18		KHAN ACADEMY	WATCHED THE DISCOVERY LESSON	
			https://www.youtube.com/watch?v=keyVtfVJKd0	
19	31.07.2020	DEEKSHA	GENTLEMAN OF RIO EN MEDIO	
			https://www.youtube.com/watch?v=AJkGlcVAhCU&t=15s	
20		YOUTUBE	WATHCED A P J ABDUL KALAM SPEECH	
			https://www.youtube.com/watch?v=-7TwMUyWSE0	



TEACHER'S SIGN
(NAGAPPA MANGALAGATTI)

HEAD MASTER'S SIGN

WORK FROM HOME JULY -2020**Name of the Teacher: Shri. NAGAPPA MANGALAGATTI****GOVT HIGH SCHOOL UDBAL (U) TQ SINDHANUR DIST RAICHUR****SUBJECT: ENGLISH****ASSIGNMENT - 06**

SL NO	DATE	NAME OF THE COLLEAGUES WHOM YOU CONTACTED ON VIDEO/CELL PHONE	DETAILS OF DISCUSSED TOPIC	REMARKS
01	22.07.2020	SRI FRANCIS ROSHAN, GHS SALAGUNDA	DISCUSSED ABOUT TRANSFORMATION OF SENTENCES	
02	23.07.2020	SRI. NAGARAJ GHS MALKAPUR	DISCUSSED ABOUT A HERO	
03	24.07.2020	SRI.SHAN THUMMINAKATTI , GHS MUKKUNDA	DISCUSSED ABOUT SLOW LAERNERS IMPROVEMNT METHODS	
04	25.07.2020	SRI.GURU KAPANUR GHS ADAVIBHAVI TANDA	DISCUSSED HOW TO DEVELOP VOCABULARY POWER	
05	26.07.2020	SRI. NINGAPPA KURI ADARSHA VIDYALAYA LINGASUGURU	DISCUSSED ABOUT PREPOSITIONS AND USAGE	
06	27.07.2020	SRI.MALLIKARJUN BASAVESHWAR HIGH SCOOL BALAGANURU	DISCUSSED ABOUT DR. B.R. AMBEDKAR LESSON AND TEACHING TIPS	
07	28.07.2020	SRI.ADAPPA VCB HS GUDADUR	DISCUSSED ABOUT FIGURES OF SPEECH	
08	29.07.2020	SRI. RAVINDRAGOUDA GHS HARAPUR	DISCUSSED ABOUT HOW TO MAKE USE OF TLM	
09	30.07.2020	SMT. SUNITHA GHS BALAGANUR	DISCUSSED HOW TO CREATE ENGLISH ATMOSPHERE IN CLASS	
10	31.07.2020	SRI, MANJUNATH JOGIN RAMAN HS MASKI	DISCUSSED HOW TO TEACH POETRY	



TEACHER'S SIGN
(NAGAPPA MANGALAGATTI)

HEAD MASTER'S SIGN

WORK FROM HOME JULY -2020

Name of the Teacher: Shri. NAGAPPA MANGALAGATTI

GOVT HIGH SCHOOL UDBAL (U) TQ SINDHANUR DIST RAICHUR

SUBJECT: ENGLISH

ASSIGNMENT- 07

SL NO	CLASS	DETAILS PREPARED BRIDGE COURSE PLAN	PREPARED QUESTION PAPER BASED ON COMPETENCIES (DONE / NOT DONE)	REMARKS
1	8	PRE -TEST COMPETENCIES	WORK DONE	
			ATTACHED DOWN 60 PAGES FILE	
2	9	PRE -TEST COMPETENCIES	WORK DONE	
			ATTACHED DOWN 60 PAGES FILE	
3	10	PRE -TEST COMPETENCIES	WORK DONE	
			ATTACHED DOWN 60 PAGES FILE	
4	8	POST -TEST COMPETENCIES	WORK DONE	
			ATTACHED DOWN 60 PAGES	
5	9	POST -TEST COMPETENCIES	WORK DONE	
			ATTACHED DOWN 60 PAGES FILE	
5	10	POST -TEST COMPETENCIES	WORK DONE	
			ATTACHED DOWN 60 PAGES FILE	



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**GOVT HIGH SCHOOL UDBAL (U),
TQ: MASKI, DIST:RAICHUR 584138**



‘ The first step ’

BRIDGE COURSE -2020-21

[A MANUAL FOR 8TH AND 9TH STANDARD SECOND LANGUAGE ENGLISH]

**Learn
English**



: PREPARED BY :



**SHREE NAGARAJ MANGALAGATTI
TEACHER OF ENGLISH
GHS UDBAL (U)**

BRIDGE COURSE 2020-21

‘ The first step ‘

BRIDGE COURSE -2020-21

Objectives

1. To develop basic language skills among the learners through practice.
2. To make the teaching-learning process effective from the beginning.
3. To facilitate and support the teachers and learners in a proper way.
4. To know the way of bridging between the past and present learning experiences
5. To prepare the learners to face the future challenges like **NAS** and **CSAS** Exams.
6. To maintain the uniformity across the District.

GENERAL INSTRUCTIONS

1. ‘The First Step’ Bridge Course Manual ‘ is prepared based on the basic skills of language;Listening,Speaking,Reading,Writing,Vocabulary,Reference and Grammar
2. This manual ‘is a suggestive one and can be used as a model to develop the competencies based on the skills among the learners .
3. Teachers are free to modify, simplify the manual and design on their own based on the level of the learners within the limits of competencies.
4. Bridge Course should not be traditional or only formality sake but should help the learners to develop the basic skills and competencies. It should be helped to lead the class room transactions effective later.
5. Prepare an action plan based on the number of students and the available resource.
6. You are free to design any activities based on the competencies in the classroom.
7. Documentation should be maintained as per the given model at the end.
8. The given progress form of 8th standard would be helpful to know their lagging.

contents

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2	8 th standard Pre Test Model Question Paper.	5
3	Basic Competency based learning Aspects/Activities.	6 - 28
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5	Basic Competenceis of 9 th standard	30
6	9 th standard Pre Test Model Question Paper.	31
7	Basic Competency based learning Aspects/Activities.	32 - 53
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VIII Std II Language **English** - Basic CompetenCies.

The students will be able to

1. Listen attentively and respond to the different vowel and diphthong sounds.
2. Speak with correct pronunciation and the way of speaking.
3. Read comprehend,interpret, infer the passages,pictures,graphs and tables.
4. Write good hand writing with proper punctuations and techniques.
5. Know the use of prefixes, suffixes and antonyms.
6. Use and usage of parts of speech;nouns,adjectives,verbs and prepositions.
7. Write simple sentences and transform the sentences.
8. Create and fill up the incomplete dialogues
9. Rearrange the words in an alphabetical order.
- 10.Develop moral values through reading stories, poems etc

Bridge Course - PreTest

VIII Std,

II Language English .

I. Listen the following words attentively and distinguish the sounds. [The teacher reads]

1. meet, sit, deep, put [Short and Long Vowel sounds]
2. Boy, up, near, shut [Diphthongs]

II. Introduction

3. Introduce yourself
4. Introduce your parents .

III. Read the following passage and answer the questions that follow.

Once a hunter brought a very beautiful parrot as a present to the king. The king and queen both loved it and kept it in a silver cage in their chambers. They both spent their considerable time with it feeding it with special fruits and seeds.

5. What did a hunter bring to the king?
6. How did they spend their time?

IV. 7. Write the ascending letters as in four lines of a copy writing note book.

V. Fill in the blanks with the right form of the word.

8. Teachers have to encourage the learners rather _courage them.
9. Krishna was a rich king while his friend was a _man.

VI. Fill in the blanks with the right form of the word [noun/adjective, verb, preposition]

10. There is no _____ [drink] water in the bottle.
11. Abdul Kalam _____ the former president of India.
12. I get up early in the morning ____ 5 'o' clock.

VII. Pick out the imperative sentence from the following.

13. a] I am not a teacher. B] Oh! What a wonderful idea.
c] Where is your school? d] Please get me a glass of water.

14. Vijay goes to school every day. [Change into negative form]

15. Bangalore is the capital city of Karnataka. [Change into interrogative]

16. Using any two of the following words make the sentences of your own.

Father, his, learn, wonderful

17. Imagine that you are Vinay/Vidya studying in VIII std at GHS Malur.

Write a leave letter to your Head Master requesting him to grant 2 days of leave.

VIII. Complete the following dialogue.

18. Ravi ; Where are you going?

Ram : I _____ school.

Ravi : How many of you in your class?

Ram ; We _____ our class.

IX. Rearrange the following words in an alphabetical order.

19. compromise, complete, competency, company

X. Pick out the word of desirable quality of the following.

20. Jealousy, selfishness, Kindness, cruelty

1. SKILL: Listening

CompetenCy : **Listen attentively and respond to the different vowel and diphthong sounds.**

PHONETIC SYMBOLS : VOWELS AND DIPHTHONGS

1. /i:/	eat	deep	free
2. /ɪ/	inn	sip	pity
3. /e/	egg	bet –	
4. /æ/	apple	patch –	
5. /ɑ:/	art	mask	car
6. /ɜ:/ or /ə:/	earth	shirt	fur
7. /ə/	again	success	rubber
8. /ʌ/	up	shut	–
9. /u:/	ooze	move	shoe
10. /ʊ/	Put		
11. /ɔ:/	orb	force	more
12. /o/ or /ɒ/	Australia	got	–

Diphthongs

13. /eɪ/	age	fate	day
14. /aɪ/	ice	mind	sigh
15. /ɔɪ/	oil	moist	boy
16. /ɪə/	ear	fierce	sheer
17. /eə/	air	fairy	rear
18. /ʊə/	mover	poor	–
19. /əʊ/ or /oʊ/	over	showdown	go
20. /aʊ/	out	loud	now

Vowels /i:/ and /ɪ/

Your teacher will say these pairs of words. Listen and repeat.

feel	fill
heat	hit
sleep	slip
green	grin

Vowels / e / and / æ /

Your teacher will say these words aloud. Listen and repeat.

bed	bad
said	sad
set	sat

Vowel /a:/ Teacher says these words. Listen and repeat.

part, mask, fast, shark, heart hard,
past, art, smart, bark

Vowels / ɜ:/ and /ʌ/ Teacher says these words. Listen and repeat after each word.

again	aloof	above
among	assist	ashore
achieve	around	amidst

Vowels /U/ and /u:/ and / / and / :/

move	school	true	roof
mood	shoe	proof	tune
gloom	prove	blue	choose

What is the common sound in all these words? That is the vowel sound /u:/

could	good	put	bull
push	hood	should	would

Task 5. So far, you have been able to identify 12 vowel sounds. Some words are given below. Pronounce them and write them in the respective columns. Note that some words have more than one vowel. For such words a particular vowel is underlined. Put them in the right columns.

Words shoe, cap, plus, manage, manage whose, fruit, brother, brother, them, mud, spent, above, above, flat, burn, push, ore, pass, scatter, scatter, ease, check, hut, puss, devil, devil, art, solt, mint, board, mast, fish, shock, vast, lock.

/I:/	/I/	/e/	/æ/	/a:/	/ /	/ɜ:/	/ /	/U:/	/U/	/ /	/ :/
ease	devil	<u>d</u> evil	cap	pass	<u>a</u> bove	burn	mud	whose	push	shock	board

Diphthongs /eI/ aI/ I/

/aI/	/eI/	/ I/
high	day	voice
why	shape
.....

Teacher says the following words aloud. Repeat after the teacher. Write them in the appropriate columns.

void	sky	late	flight	made
choice	nine	train	play	moisture
boy	shine	place	plane	loiter.

Diphthongs /ɪə/, /eə/ and /ʊə/

Teacher says these words. Listen and repeat after each word.

fear, sheer, cheer, mere, hear

Teacher says these words aloud. Listen and repeat after each word.

pair, chair, rare, hare, fair

What is the common sound? Yes, it is the diphthong sound /eə/.

Teacher says these words aloud. Listen and repeat after each word .

Poor, sure, tour, pure

Can you hear the common sound? Yes. It is the diphthong /ʊə/.

Now you have been able to identify three more diphthongs /ɪə/, /eə/ and /ʊə/.

Diphthongs /aʊ/ and /əʊ/

Teacher says these words aloud. Listen carefully and repeat after

now, how, cloud, scout load, doubt, town, tone

What's the common sound? Yes, it is /aʊ/.

so, low, boat, coke, close snow, choke, goal

=====

2. SKILL: speaking

Competency: Speak with correct pronunciation and the way of speaking.

Practise the following Dialogues.

Dialogue-1

[Sudha persuades her younger brother to take his medicine, who is ill.]

Sudha : Charan, it's time for you to take your medicine.

Charan : Oh no, not again! That medicine puts me off.

Sudha : Charan, if you want to get well soon, you must take your medicine.

Charan : That syrup leaves such a bad taste in my mouth.

Sudha : Now, you mustn't expect medicine to be tasty. Charan :

But does it have to be so bitter?

Sudha : Sometimes, yes. Listen to me. Charan. If you don't take medicine, you won't be fit enough to play the volleyball match next week.

Charan : Okay I think I'd better take the medicine.

Dialogue-2

[Vinay gets a low score in English in an examination. He goes to his teacher for advice.]

Vinay : Sir, my score in English is rather low. **What can I do to improve?**

Teacher : Well, **I think you ought to** build up your vocabulary.

Vinay : **How can I do that?**

Teacher : **You should** learn two new words every day. The *Reader's Digest* has a section on words and their meanings. **Read it** regularly. It'll help a lot.

Vinay : Yes, sir. **Thank you. Teacher**

: You're welcome.

Dialogue-3

[Someone has been taking things from Vikram's hostel room.His brother advises him]

Nitin : What! Someone's taken your calculator from the room! Haven't you been losing a lot of stuff lately?

Vikram : Yes. Money, clothes, books, pens I really don't know what to do!

Nitin : You 'd better make a complaint in to the warden if you want something done to stop the thefts.

Vikram: I will. Thanks.

3. skill: reading

COMPETENCY: Read ,comprehend,interpret, infer the passages,pictures,graphs and tables.

Read a personal profile of Rajeshwari Doddamani and answer the following questions

I am Rajeshwari Doddamani. My parents and friends call me Raji. I am 15 years old I study in 9th standard in GHS Hebbalu. I am bit plumpy with curly hair and dark eyed. My face is round and I have dimples on both the cheeks. I am jovial, friendly and love to make friends with everyone. I am always punctual and regular in my studies.

I play volley ball every evening, I like music especially Karnatic music. My other interests are reading stories, doing cross word puzzles, drawing nature pictures. I have won many prizes for drawing and singing.

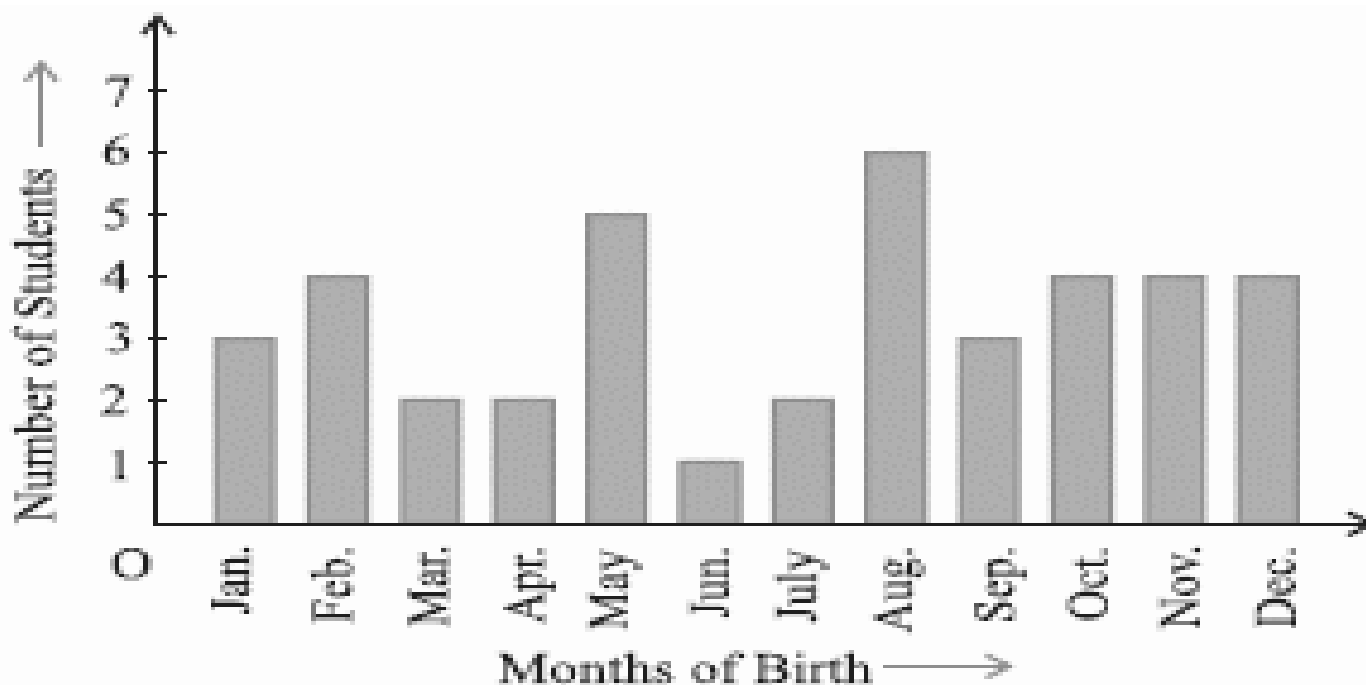
1. What is Rajeshwari Doddamani's nick name?
2. How old is Rajeshwari Doddamani?
3. What are Rajeshwari Doddamani's hobbies?
4. In which class Rajeshwari Doddamani is studying?

Read the following table of amount spent on groceries by Rama and answer the following questions :

DATE	PARTICULARS OF GOODS SOLD	QUANTITY	PRICE	TOTAL
12/05/2018	RICE	25 KGS	50 RS PER KG	1250
13/05/2018	GOLD WINNER OIL	10 LITERS	90 RS PER LIT	900
13/05/2018	SUGAR	10 KGS	25 RS PER KG	250
14/05/2018	WHEAT	10 KGS	35 RS PER KG	350
15/05/2018	PULSES	05 KGS	40 RS PER KG	200
16/05/2018	GRAM FLOUR	05 KGS	40 RS PER KG	200
17/05/2018	SALT	02 KGS	15 RS PER KG	30

1. On which date Rama has spent more?
2. On what Rama has spent less?
3. What is the amount spent by Rama on oil and sugar?
4. How many kgs of pulses and gram flour Rama has bought?

Read the following graph representing the number of students born in each month and answer the following questions given below



1. In which month more numbers of students have born ?
2. In which month the same numbers of students have born?
3. In which month less numbers of students have born?
4. How many students have born in the month of May?

Handwriting

Competency : Write good hand writing with proper punctuations and techniques.

Note; Prepare the learners to write good handwriting with the help of practicing everyday four lines of copy writing both printed and note book of four lines.

Techniques of hand writing and position.

1. **Writing position** : Hold the pen with thumb, fore and middle finger, inclant 45°
2. **Paper position** : Keep the the paper inclant 45° and book position should be tight.
3. **Hand position** : Shouldn't be hold the hand and pen tightly, use ruled paper .
4. **Pen position** : We should hold 1.5cm from the tip of the pen.

Characteristics of good handwriting:

1. **Size of the letters** ; a]The size of the letters not so big or small,should be medium,
b] maintain uniformity of the letters in size.
2. **Spacing** : a] should not leave the gap in the middle of the words b] one letter gap should be one word to another word.
c] Two letters gap should be one sentence to another sentence.
3. **Slant** : The angle of the letters should be 60° . It looks attractive and impressive.
4. **Simplicity** : The letters should be simple to look , avoid unnecessary strokes.
5. **Straight line**: Good handwriting runs in a straight line. should be parallel to the top page.
6. **Legible and visible** : It can be recognized easily by every type of learner.
7. **Spelling** : Spelling of each word should be accurate.
8. **Grammar** : Follow the rules of grammar.

TYPES OF LETTERS

1. **Ascending letters** : All the capital letters, Small letters : b, d, f, h, k, l, t,
2. **Descending letters** : Small letters : g, j, p, q, y
3. **Middle line letters** : Small letters : a, c, e, i, m, n, o, r, s, u, v, w, x, z

4. skill; Vocabulary

Competency: **Know the use of prefixes, suffixes and antonyms.**

PREFIX :

A prefix is a letter or group of letters, added to the beginning of a word in order to form another word or to change the meaning of the word.

A Short List of Prefixes:

PREFI X	MEANING	EXAMPLES
de-	from, down, away reverse, opposite	decode, decrease
dis-	not, opposite, reverse, away	disagree, disappear
ex-	out of, away from, lacking, former	exhale, explosion
il-	not	illegal, illogical
im-	not, without	impossible, improper
in-	not, without	inaction, invisible
mis-	bad, wrong	mislead, misplace
non-	not	nonfiction, nonsense
pre-	before	prefix, prehistory
pro-	for, forward, before	proactive, profess, program
re-	again, back	react, reappear
un-	against, not, opposite	undo, unequal, unusual

Use the bank of prefixes to complete each word. There may be more than one answer for some words.

Bank of Prefixes:

de-	ex-	im-	mis-	pre-	un-
dis-	il-	in-	non-	re-	with-

___fix	___sense	___happy
___mind	___pert	___respect
___equal	___legal	___fiction
___prove	___frost	___ceed
___ lucky	___lead	___fat
___fair	___gust	___hold
___place	___usual	___portant
___draw	___logical	___trieve

SUFFIX

A suffix is a group of letters placed after the root word.

A Short List of Suffixes:

SUFFIX	MEANING	EXAMPLES
-able	able to, having the quality of	comfortable, portable
-al	relating to	annual, comical
-er	comparative	bigger, stronger
-est	superlative	strongest, tiniest
-ful	full of	beautiful, grateful
-ible	forming an adjective	reversible, terrible
-ily	forming an adverb	easily, happily, lazily
-ing	denoting an action, a material, or a gerund	acting, showing
-less	without, not affected by	friendless, tireless
-ly	forming an adjective	clearly, hourly
-ness	denoting a state or condition	kindness, wilderness
-y	full of, denoting a condition, or a diminutive	glory, messy, victory,

Use the bank of prefixes and suffixes to complete each word. There may be more than one answer for some words.

Bank of Prefixes			Bank of Suffixes		
dis-	im-	re-	-able	-ful	-ly
il-	pre-	un-	-al	-ion	-y

Prefix - Root Word - Suffix	Prefix - Root Word - Suffix
___cover___	___predict___
___like___	___proper___
___agree___	___success___
___logic___	___comfort___
___order___	___equal___
___expected___	___construct___
___act___	___reason___
___luck___	___honor___
___trust___	___usual___
___connect___	___new___

OPPOSITE WORDS

lack x plenty	alive x dead	bright x dark	strong x weak	neglect x care	consent x disapproval
attach x detach	ask x reply	cheap x costly	hope x despair	accept x refuse	income x expenditure
build x destroy	fat x thin	active x passive	sick x healthy	clever x stupid	maximum x minimum
punish x reward	part x whole	heaven x hell	large x small	Never x always	optimism x pessimism
memory x forget	quit x slow	admit x deny	laugh x weep	humble x proud	Voluntary x compulsory
safe x dangerous	least x most	like x dislike	late x early	victory x defeat	generous x greedy
arrest x release	gain x lose	noise x quite	follow x lead	conclude x begin	committed x disloyal
arrive x depart	hard x soft	foolish x wise	foe x friend	simple x complex	miserable x joyful
accept x refuse	heat x cool	raw x cooked	under x over	conceal x reveal	absence x presence
prose x poetry	high x low	heavy x light	brisk x lazy	pause x continue	internal x external
giving x taking	clean x dirty	above x below	lenient x strict	reduce x increase	collect x disperse
fearful x fearless	tall x short	insult x praise	idle x active	modern x ancient	permanent x temporary
innocent x guilty	win x lose	inner x outer	wake x sleep	comedy x tragedy	famous x notorious
inferior x superior	long x short	major x minor	joy x sorrow	savage x civilized	forward x backward
rescue x abandon	sell x buy	tragic x comic	Curse x boon	suspect x believe	luxurious x simple
Public x private	far x near	smile x frown	Laugh x cry	nasty x pleasant	specific x general
useful x useless	gentle x rough	unite x divide	Left x right	previous x later	fierce x harmless
beautiful x ugly	lend x borrow	rural x urban	narrow x broad	Town x village	freedom x slavery

Fill in the blanks using the antonyms of the words underlined.

- Krishna was a rich king, while his friend was a _____ man.
- Madanika is tall but her brother is _____
- Radhika is strong but her sister is _____
- Silk is soft ; iron is _____
- I can remember stories but _____ lessons.
- We should neither borrow nor _____
- Why do you feel old? Feel _____
- Don't stand outside. Come _____
- Are wealthy people really happy or _____?
- Eat less but work _____
- Sunitha is regular to the class, but Sushma is _____
- Rama Murthy's answer is correct, but Narayan's is _____
- Sita's way of expressing facts is proper, but Lakshmi's is _____
- All should respect the National Flag. No one should _____ it.
- The competition was very tough. It was Rahul's fortune that he won, but it was Sanjay's _____ that he lost.

Grammar ; Parts of sPeech

Competency: **Use and usage of parts of speech; verbs and prepositions.**

WORD

A single distinct meaningful element of speech or writing used with others (or sometime alone) to form a sentence and typically shown with a space on either side, when written or printed term.

Most commonly used English words:

A	From	Look	See	To
About	Get	Make	She	Two
All	Give	Man	So	Up
Also	Go	Many	Some	Use
And	Have	Me	Take	Very
As	He	More	Tell	Want
At	Her	My	Than	Way
Be	Here	New	That	We
Because	Him	No	The	Well
But	His	Not	Their	What
By	How	Now	Them	When
Can	I	Of	Then	Which
Come	If	On	There	Who
Could	In	One	These	Where
Day	Into	Only	They	Will
Do	It	Or	Thing	With
Even	Its	Other	Think	Would
Find	Just	Our	This	Year
First	Know	People	Those	You
for	like	Say	Time	your

PARTS OF SPEECH

Noun

A noun is the name of a person, place, or thing.

Person	Place	Thing
girl	school	pencil
boy	home	jacket
teacher	store	dog

Adjective

An adjective describes a noun or a pronoun. An adjective tells what kind, how many, or which one.

What Kind	How Many	Which One
happy	more	this
brave	two	that

Verb

A verb can tell what action someone or something is doing. A verb can also express a state of being.

Action	State of Being
run	jump
am	is
sit	ask
are	was
think	talk
were	

Pronoun

A pronoun is used in place of a noun in a sentence. A pronoun may take the place of the name of a person, place, or thing.

I	she	it	they
you	he	we	me

Article

The words *a*, *an*, and *the* belong to a special group of adjectives called articles. An article can be used before a noun in a sentence.

a	an	the
a dog	an apple	the boy
a rabbit	an ant	the bird

Adverb

An adverb describes a verb, adjective, or another adverb. An adverb tells how, when, where, or to what degree.

How	When
quickly	today
Where	To What Degree
outside	barely

Preposition

A preposition combines with a noun or pronoun to form a phrase that tells something about another word in a sentence.

from	to	until
over	with	after

Conjunction

A conjunction joins together single words or groups of words in a sentence.

and	but	or	nor
-----	-----	----	-----

Interjection

An interjection expresses strong feeling or emotion. An interjection can be a single word or a phrase.

Help!	Oh!	Ouch!
Ugh!	Whew!	Ah!
Wow!	Look out!	Oh dear!

The boy yelled, "Help!" and he saw a brave dog quickly run to the rescue.

Name the parts of the speech of the word, which is in bold.

1. Remember to drive **safely**. Part of speech:
2. Don't **talk** like that. Part of speech:
3. Sally and **Tom** are coming back soon. Part of speech:
4. This is a **pretty** vase. Part of speech:
5. Let's do **it**. Part of speech:
6. The cat is **on** the table. Part of speech:
7. **Oh**, I didn't know that. Part of speech:
8. Do you want to go out **or** stay home? Part of speech:
9. **New York** is a big city. Part of speech:
10. I want the **blue** ball. Part of speech:
11. We finished it **yesterday**. Part of speech:
12. What am I going to do without **you**? Part of speech:
13. He **will** come. Part of speech:
14. **Wow**, those are great news! Part of speech:
15. We have pens, pencil, notebooks **and** markers. Part of speech:
16. They went **into** the hall. Part of speech:

Fill in the blanks with the right form of to be (am, are or is):

<input type="text"/>		
	<input type="text"/>	
		<input type="text"/>
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		<input type="text"/>
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Put the verb "to be" into the simple past: (was,were)

1. I in Canada last summer holiday.
2. My sister with me.
3. We in Montreal. very
4. She happy.
5. I happy, too.

PREPOSITIONS OF TIME

1. Usage: At, On, In:

These prepositions are used to show the time and date of events, activities and situations:

e.g. **at** three o'clock. **in** June. **on** Monday.

2. Structure: At:

at + particular time: dawn, midday, noon, night, midnight, nine o'clock etc.. e.g. at dawn.

at + the + a particular time in a week/month/year: start/end of the
week/month/year, weekend.

at + calendar festival season: Christmas, New Year, Easter etc.. e.g. at Easter.

at + meal: breakfast, lunch, mid-morning, tea, dinner, supper etc.. e.g. at breakfast.

3. Structure: On:

on + day of the week : Monday, Tuesday, Wednesday etc. e.g. on Thursday.

on + particular part of a day : Friday morning, Saturday afternoon. e.g. on Sunday evening.

on + particular date : 25 July 2001, 4 January. e.g. on 19 March.

On the nineteenth of March is how this date is read aloud or said in conversation.

on + calendar festival day : Christmas Day, Palm Sunday. e.g. on Easter Sunday.

4. Structure: In:

in + the + a part of a day: the morning, the afternoon, evening. e.g. in the afternoon.

in + month: January, February, March, April, May etc.. e.g. in June.

in + season of the year: Spring, Summer, Autumn. e.g. in Winter. **in**

+ specific year: 1988, 1989, 1990 etc.. e.g. in 1999.

in + the + a specific century: nineteenth century. e. g. in the twentieth century.

in + historical period of time: the Dark Ages, Pre-historic Times. e.g. in the Middle Ages.

PREPOSITIONS OF PLACE

1. Usage: At, on, in:

At, on and in are prepositions of place and show the position of people, places and things:

e.g. **at** the cinema **on** the wall **in** the shop

2. Structure: At:

at + the + place: the cinema, theatre, school, cross roads etc.. e.g. at the bank.

at + specific place : Heathrow Airport, Buckingham Palace: e.g. at Notre Dame Cathedral.

at + specific address including the house number/name : e.g. at 33 rue de La Fayette, Paris.

3 Structure: On:

on + a/the + surface of a place or object: shelf, wall, floor, ceiling etc.. e.g. on the table.

on + the directions: left/right/other side/nearside/far side: e.g. on the left.

on + levels of a building: first floor, second floor, top floor etc.. e.g. on the ground floor.

on + the + parts of a ship: port side/ starboard side/bow/stern.

on + parts of the body: his foot, her leg, our heads etc.. e.g. on his left arm.

on + a/the + types of transport: horse, bicycle, train, foot etc.. e.g. on the ferry, on a horse.

4 Structure: In:

in + names of countries: France, England, Poland etc.. e.g. in Belgium.

in + names of towns, villages, cities: Warsaw, London etc.. e.g. in Brussels.

in + named places: Buckingham Palace, the Louvre etc.. e.g. in Windsor Castle.

in + the + geographical regions: Auvergne, Lake District etc.. e.g. in the Alps.

in + streets, roads, avenues: Moniuszki, Fish Street etc.. e.g. in Stratford Avenue.

Insert prepositions .

1. Did you learn something school?
 2. Don't put all your eggs one basket.
 3. Eric is studying the university.
 4. I live 12 Columbus Street.
 5. Is John still bed?
 6. I've read it a book.
 7. James met us the door.
 8. Janet is home right now.
 9. I was stuck that traffic jam for hours!
 10. She fell asleep the armchair.
 11. Let's take the bus Columbus Street.
 12. Look, the water!
 13. There were no clouds the sky.
 14. Matthew was work when I called.
 15. Megan will be the office from nine to four.
-
1. I get up 7 o'clock every day
 2. I was born 21 May
 3. Mary likes to go to the seaside summer
 4. Steve reads the newspaper the morning
 5. We are going to the picnic the weekend
 6. My mother is home now, but I'm work
 7. My friend was born 1975
 8. I will be back 5 minutes
 9. His brother is going to get married the age of 25
 10. We have English lessons Monday and Wednesday
 11. They are busy the moment
 12. Olga and Nick arrived the same time

5. skill; Writing:

Competency: Write simple sentences and transform the sentences.

A group of words which gives complete meaning is called sentence.
Every sentence consists two parts which are subject and predicate.

A sentence begins with a capital letter and ends with a full stop, question mark. Or exclamation mark.

Subject :- the name of a person or thing we speak about is called subject.

Predicate :- what we say about the subject is called predicate .

Subject	Predicate
Uday	Is singing a song.
Latha	Is waiting for the bus.
Birds	fly.
Buddha	Preached non-violence.
I	bought a car.

There are four kinds of sentence.

1. Declarative /Assertive sentence
2. Interrogative sentence
3. Imperative sentence
4. Exclamatory sentence

1. Declarative sentence

A sentence that makes a statement is called declarative sentence. Uma plays the Veena .

I am learning English.

Manoj sings a song.

Statements can be divided into two parts.

Affirmative	Negative
I like music.	I don't like music.
She eats dosa .	She doesn't eat dosa.
They went to Mysuru.	They didn't go to Mysuru.
We completed home work.	We did not complete home work.
You eat mangoes.	You don't eat mangoes.

2. Interrogative sentence

A sentence that asks a question is called interrogative sentence.

There are two types of interrogatives

A. Wh-questions –they start from wh-words .

b. Yes/ no questions – they start from auxiliary verbs.

Wh- questions	Yes/no questions	
Who play tennis? Who lives in Mysuru? What is Manasa ? Who fought for freedom?	Interrogatives	Negative interrogatives
	Do they play tennis? Does Sudha live in Mysuru? Is Manasa a student? Did Gandhji fight for freedom?	Don't they play tennis? Doesn't Sudha live in Mysuru? Isn't Manasa a student ? Didn't Gandhji fight for freedom ?

3. Imperative sentence

A sentence that expresses a command, desire, order, and request is called imperative sentence.

There are 2 kinds of imperatives.

Affirmative	negative
Come in. Call a taxi. Please open the door. Sit down. Go there.	Don't come in. Don't call a taxi. Please don't open the door. Don't sit down. Don't go there.

4. Exclamatory sentence

A sentence that expresses the sudden shock, surprise, delight, pain, anger, wonder is called exclamation sentence with exclamation mark.

Alas! She is dead, Excellent!, b How nice of you!, What a nice gift!

LETTER WRITING

It is an art of written communication

There are two kinds of letter.

- 1) Personal letter
- 2) Official letter

A letter has five parts

- 1) Heading.
 - Address
 - Date
- 2) Salutation
- 3) Body
- 4) Subscription
- 5) Signature (Name)

Salutation.

To

Blood Relations

Friends

Salutation.

My dear father / Mother

Dear Pooja / Pavan

Closing.

To

Blood relations

Friends

Teachers

Subscription

yours affectionately / Your loving daughter / Son

Yours Sincerely / Sincerely Yours.

Yours Obediently / Your Obedient Student

A Format of personal letter.

Imagine you are Mamatha / Mohan of Government High School, Rajaji Nagar, Bangaluru. Write a letter to your friend inviting for your birthday party.

Form:

Mamatha,
Government High School,
Rajaji Nagar,
Bangaluru.

Date: 25th June, 2018

My dear Uday,

Hello, Uday. How are you? I am fine here and, I wish same to you. As my 16th birthday falls on 30/06/2018 so, I am celebrating my birthday on that day at 8.PM so, please come without fail.

I hope you will attend my birthday party. Convey my pranamas to your parents.

Yours Sincerely,

Mamatha

To, Uday

Kalyan Nagar, 1st Cross
Chikkamagalore

Imagine you are Navya / Naveen 8th Std of Government High School, Renuka Temple Road, Mysuru. Write a letter to your friend inviting him / her to attend your school Day function.

II Official Letter

A Format of official letter.

Imagine you are Suhas / Sudha of 8th Standard at Govt High School, Pavatenagar, Dharwad, write a letter to your class teacher granting you 3 days leave for your illness.

From

Suhas / Sudha 8th
Standard Govt
High School
Dharwad
Date: 19/6/2018

To,

The class teacher
Govt high school
Pavatnagara
Dharwad.

Respected Sir,

Sub: Requesting letter for grant 3 days leave:-

My name is Suhas / Sudha, I am studying in 8th Standard, I am suffering from fever so, doctor advised me to take rest for 3 days therefore I am not able to attend my class from 19/06/2018 to 21/06/2018. please grant me 3 days leave.

Thank you,

Yours Obediently,
Suhas / Sudha

Imagine you are Mohan / Megha of 9th Standard at St Mary's High School in Chitradurga. Write a letter to your class teacher requesting grant for 2 days leave of your brother's marriage.

Imagine you are Prakash / Pallavi resident of Banavara in Arsikere. Write a letter to the Editor, Deccan Herald, Bangaluru, to Publish an article about scarcity of power supply at your area for draw the attention of higher authority.

Creativity

Competency: Create and fill up the incomplete dialogues Creativity is

the ability to produce original and unusual ideas or to make something new or imaginative.

Creativity in the English language classroom will help teachers to explore the students' unique identity and their ability to think about using the language in different ways.

Complete the dialogues given below in a suitable way. Write the answers against the correct blank numbers. Do not copy the whole sentence.

Sameer had to catch a train to go to attend an interview in Chandigarh, but he reached the station late due to traffic jam on roads and so he could not buy a ticket and boarded the train as the train was about to leave. Read the conversation between Sameer and the ticket-checker and complete it in a suitable way.

Ticket Checker : (a)..... ?
Sameer: I am sorry, I don't have one.
Ticket Checker: Travelling without ticket ? Don't you (b)..... ?
Sameer: Yes sir, I do know that. But you see (c)..... and so I had to board the train without a ticket. Won't you (d).....?
Ticket Checker: Yes I can make a ticket, but you have to pay a fine of Rs. Mil- along with the fare.
Sameer: No problem sir, here is the money. **Ticket**
Checker: That's all right, but be careful in future. :
Sameer : I will, sir. Definitely.

Expected Answer-

- (a) Will you please show me your ticket
- (b) know that it is a crime.
- (c) when I reached the station, the train was about to leave
- (d) make me a ticket, please.

2.Sophia: Can I have an appointment with the doctor this evening ?

Receptionist : I'm sorry. (a).....

Sophia : Oh ! But I must see her, as I have to show her my reports so that (b) as possible.

Receptionist : OK. I will fix an appointment for 9 pm. But you must be on time, as the doctor leaves soon after.

Sophia : Thank you. (c)..... tell the doctor about my phone ?

Receptionist : Yes I will tell her that you had phoned. Please remember to (d).....

Sophia : Yes. I will not forget to bring the reports with me.

Dialogues and Conversation

Example 1 : Teacher and Vinodh

Teacher : Vinodh, why are you late today?

Vinodh: I came on foot. I have an injury in my leg.

Teacher : Yesterday also you came late to English class.

Vinodh: I came with my father in bike. We were held up in traffic jam. I will not excuse you hereafter.

Teacher : How many marks did you score in English I paper?

Vinodh: I scored 60% sir.

Teacher : In English II Paper?

Vinodh: I scored 48% only.

Teacher : Then you are careless in learning grammar.

Vinodh: I shall try to improve, Sir.

2. Father, Mother and Son

Father : Why are you slow in eating?

Son : I am not well. I am suffering from cold.

Father : Did you tell me yesterday?

Son : I forgot to tell you.

Father : After meals go to the medical shop and get some tablet.

Mother : He told me and I forget to tell you.

Father : Apply for leave today.

Son : No. My teacher will not permit me. I must go to school.

Father : Go to the medical shop and then go to school.

Son : Yes Father. I will do so.

Complete the dialogues given below in a suitable way. Write the answers against the correct blank numbers. Do not copy the whole sentence:

Preeti : (a).....breakfast, today ?

Mother: Butter toasts and milk.

Preeti : But mamma, you know (b) Why don't you ever prepare it for me?

Mother: Dear, nobody else in the family likes porridge. I have to take care of everyone.

Preeti : Oh. I understand. By the way, (c).....Has he gone somewhere so early in the morning?

Mother : Yes. Dad has gone to the temple. You know, he is on fast today.



Preeti : (d).....fast, mamma ?



Mother : Keeping fast improves our digestive system. Moreover, it also enhances our will powers.



Preeti : Oh. I see. I too will try some day.



2. Look at the picture and rearrange the given words meaningfully:

Rearrange and write.

You are slow.  

  Alright.

  Hmm...

am not I .
 2 3 1 4
 I am not.

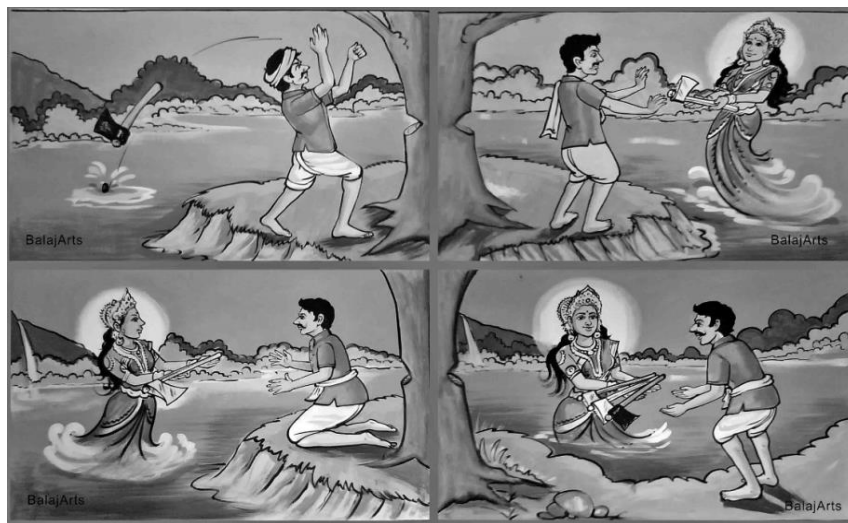
race Let us .

win will I .

late You are .

1. Look at the picture and write a short story and a moral of the story

Example: The Honest Woodcutter



Once there lived a poor woodcutter. He used to cut trees in the woods. One day he was cutting wood on the bank of a river. His axe fell down into the river. The river was deep. He could not take his axe out. He sat on the bank and began to weep.

Mercury, the god of water appeared. He asked the reason of his weeping. The woodcutter told the whole story. Mercury dived into the water and brought a golden axe. The woodcutter refused to take it. Mercury again dived and brought a silver axe. The woodcutter did not take it either. Then he brought an iron axe. The woodcutter took it gladly. Mercury was much pleased. He rewarded the woodcutter with the other two axes.

Moral: Honesty is the best policy.

Skill; reference

Competency: Rearrange the words in an alphabetical order.

1. grow, great, group, grove.
2. bathe, boys, beauty, best,
3. square, school, sunrise, song
4. Ashram, alone, asan, act
5. poor, place, pair, part
6. round, rather, return, rich
7. cotton, cloth, could, carry
8. born, birth, bumble, boy
9. poet, picture, piece, peace
10. heart, help, happen, head

II. Write it in the normal way:

- | | |
|-------------------------|--------------------------|
| 1. V l d match. | We won the match |
| 2. R U ok ? | Are you OK ? |
| 3. Y r u sad? | Why are you sad ? |
| 4. How r u ? | How are you ? |
| 5. V rrdy 2 go. | We are ready to go. |
| 6. I frgt 2 call u. | I forgot to call you. |
| 7. R u busy ? | Are you busy? |
| 8. Do d h wrk. | Do the homework. |
| 9. C u l8r. | See you later. |
| 10. Do d wrk n go home. | Do the work and go home. |

III. Which source of information would you refer to know the details of the following :

1. Meanings, pronunciations, other form of the words like, adjective, adverb, nouns, verbs
- Dictionary.
2. Basic information on every subject -Encyclopaedia.
3. If you want to know the to certain place - Map/ Atlas.
4. if you want to locate a certain place of country - Map/Globe.
5. If you want to know the synonym and antonym of the words - Thesaurus

Values

Competency: Develop moral values through reading stories, poems etc

A Story

In Lilliput there are separate Nurseries for boys and girls but the Education is the same for all there are separate nurseries for the education of the children of nobles and for those of merchants and Artisans the later are sent for apprenticeship in their own profession at the age of seven years

In both places there is no provision for the education of the children of farmers and labourers It is thought that they will be required to do only menial work for which education is not needed. At both places children are trained to lead simple lives. In Lilliput the children are trained in the principles of honour, justice, courage, modesty, clemency, and love of country. Thus the children are trained to develop the virtues of temperance, Industry, and cleanliness. Thus the aim of education in both places is not to make merely literate but to develop the noble qualities.

1. What is your view the aim of education in Lilliput?
2. Pick out the noble qualities did the children train at school?

Moral – Education for life.

POEM

Little lamb, who made thee? dost
thou know who made thee? gave
thee life and bid thee feed by the
stream and over the mead gave
thee clothing of delight, softest
clothing,wooly bright, gave thee
such a tender voice making all the
vales rejoice.

Questions

- 1 Who had made the little lamb?
- 2 What did the God give to a Little Lamb?
- 3 Why do you think the God has given a tender voice?

Bridge Course - post-Test

VIII Std,

II Language engLish

I. Listen the following words attentively and distinguish the sounds. [The teacher reads]

1. fast, green, please, bid

[Short and Long Vowel sounds]

2. cheer, cheek, scout, pen

[Diphthongs]

II. Introduction

3. Introduce your friend to the class.

4. Introduce your village/town to the class.

III. Read the following passage and answer the questions that fallow.

Your city has everything but trees. The trees are essential for clean environment. Thus clean environment needs green environment. Each citizen should plant a tree in the empty space before his house. He should look after it and let it grow up. The greenness will make your city worth living.

5. Why are the trees essential ?

6. What will make our city worth living?

IV. 7. Write the middle line letters as in four lines of a copy writing note book.

V. Fill in the blanks with the opposite form of the underlined word.

8. Ramesh is an intelligent boy, but his brother is ___ boy.

9. She tells correct answers, but she writes ___ answers.

VI. Fill in the blanks with the right form of the word

[noun/adjective, verb, preposition]

10. We visited ___ (beauty) places during holidays.

11. They ___ playing Cricket yesterday.

12. They will come to my home ___ Monday.

VII. Pick out the interrogative sentence from the following.

13. a) They are my relatives.

B) Alas! He is died.

c) When is your birthday?

d) Close the door.

14. My father will come to my school. [Change into negative form]

15. ___ is the Prime Minister of India ? [Fill with 'Wh' question word]

16. Using any two of the following words make the sentences of your own.

Mother, their, sing, wonderful

17. Imagine that you are Somanath/Sowmya. GHS, A.Cholenahally

Write a leave letter to your Head Master requesting him to grant 3 days of leave.

VIII. Complete the following dialogue.

18. **Ramya** : Hello! How are you ?

Thanu : _____

Ramya : Where are you going ?

Thanu : _____

IX. Rearrange the following words in an alphabetical order.

19. Dimple, Danger, Dingy, Dancer

X. Classify the following words under 'desirable' and not so desirable' categories.

20. lazy, kind, helping, jealous, creative, clever, complaining, imaginative.

IX Std II Language english - Basic Competencies.

The students will be able to

1. Listen attentively and respond to the different consonant sounds.
2. Speak properly with paralinguistic features and the way of speaking.
3. Read comprehend, analyses, skim, scan and infer the passages, pictures, graphs and tables.
4. To write profiles, to edit paragraphs with proper punctuation marks.
5. Identify the collocative words, syllables and re-arranging jumbled letters.
6. Practice the different form of tenses.
7. Frame the questions and tags.
8. Create interest in collecting literary articles and quotations.
9. Decode the SMS language and collect source of materials.
10. Develop moral values through reading stories, poems etc

I. Listen the following words attentively and distinguish the sounds. [The teacher reads]

1. match, judge, sugar, some, [**voiced and voiceless consonant sounds**]
2. talked, walked, laughed, passed [**Which sound is common at the end of each word**]

II. Speak about the following.

3. Describe the things around you.
4. What do you want to become? .

III. Read the following conversation and answer the questions that follow.

Nitin : What! Someone's taken your calculator from the room! Haven't you been losing a lot of stuff lately?

Pavan : Yes. Money, clothes, books, pens..... I really don't know what to do!

Nitin : You 'd better make a complaint in to the warden if you want something done to stop the thefts.

Pavan: I will. Thanks.

5. Was Nitin surprised about the theft?
6. Why does Pavan try to complain?

IV.7. Imagine you are Navya / Naveen 8th Std of Government High School, Renuka Temple Road, Mysuru. Write a letter to your friend inviting him / her to attend your school Day function.

V. Write as directed.

8. Photo _____ [store, studio, room] [**match with the Collocative word**]
9. teacher, school, boy, girl _____ [**choose the word which has two syllable**]

VI. Identify the tense of the sentences.

10. Ram drinks water _____
11. Naveen bagged the first prize in the event. ____
12. Meena will come in the afternoon. ____

VII. Write as directed.

13. My school is at the post office.

[**Which question word you need to get the answer 'post office'**]_____
Which/Where

14. There are 20 girls in the class.

[**Which Question word you need to get '20 girls' as the answer**]____How much/How many

15. I am not a teacher____[a) am I? b) are n't I? c) was I? [**Choose the question tag**]

16. Vijay goes to school every day. [a) did he? b) does he? Does n't he? [**Choose the qn tag**]

VIII. Complete the following quotation.

17. Where there is a will, _____

IX. Write in the normal way the following SMS.

18. Plz cm b4 its 2 la8.

19. The book you read to know the basic and more information of a subject. _____

[dictionary, thesaurus, encyclopedia, Map]

X.20. If a person is always ready to obey the order of the superior. _____

[Choose the quality you find in them; **Cruelty, kindness, obedience, loyalty**]

SKILL: LISTENING

COMPETENCEY: Listen attentively and respond to the different consonant sounds.

1. Voiceless consonants, listen to the teacher and repeat after her / him

1. /p/ as in	past,	report,	tap
2. /t/ as in	tip,	stand,	meet
3. /k/ as in	kite,	cake,	cat
4. /f/ as in	phase	refer	tough
5. /θ/ as in	thought,	nothing ,	path
6. /s/ as in	say,	mistake,	books
7. /ʃ/ as in	shape,	mushroom,	wish
8. /h/ as in	house,	cohesion	
9. /tʃ/ as in	chair,	butcher,	rich

List of voiced consonants

1. /b/ as in	bat,	robot,	cub
2. /d/ as in	dare,	ladder,	mad
3. /g/ as in	gum,	rugby,	jug
4. /v/ as in	van,	knives,	save
5. /ð/ as in	that,	father,	clothes
6. /z/ as in	zone,	examine,	pause
7. /ʒ/ as in	vision,	pressure	
8. /dʒ/ as in	gem,	soldier,	large
9. /m/ as in	man,	lemon,	fame
10. /n/ as in	nip,	pane,	son
11. /ŋ/ as in	finger,	sing	
12. /l/ as in	label,	belong,	panel
13. /r/ as in	row,	carrot,	bar (if followed by a voiceless sound)
14. /j/ as in	young,	beyond	
15. /w/ as in	when,	beware	

*** observe the difference in sounds and practise.**

pin,	bin	pest,	best
pat,	bat	pack,	back
cap,	cab	rope,	robe
cup,	cub	nip,	nib
pet,	bet	rip,	rib

Classify the given sound into voiced and voiceless consonants

fat - /f/	thick - /θ/	pressure - /s/
gum - /g/	come - /k/	pleasure - /ʒ/
bit - /b/	done - /d/	heir - /h/
gem - /dʒ/	this - /ð/	drum - /d/
pit - /p/	chin - /tʃ/	badge - /dʒ/
vat - /v/	sip - /s/	prize - /z/

Read aloud the sentences given below, write how the underlined words sound at the end. Some examples are given.

- 1) I laughed at the joke. /-t/ 2) Our work is finished.
- 3) The snake killed the mouse. 4) The teacher helped the student.
- 5) When I was younger, I wanted to walk on the moon.
- 6) We hiked to the top of the mountain.
- 7) James rented his apartment.
- 8) We can't go swimming because the pool is covered. /-d/
- 9) That old house is haunted.
- 10) We hunted for her keys, but could not find them. /-id

/-t/	/-d/	/-id/
stopped	rubbed	wanted
asked	begged	demand
passed	closed	excited
watched	judged	rounded
laughed	loved	pointed

SKILL: SPEAKING

COMPETENCY:

The students will be able to speak properly with paralinguistic features and the way of speaking.

Practise the following Dialogues.

[Arun's teacher persuades him to participate in an interschool music competition]

Teacher : Arun, I think you should participate in the interschool music competition this year. **Arun**

: You must excuse me, sir, but I don't think I can. I haven't practised enough.

Teacher : You have plenty of time to practise and I'm confident you'll do very well.

Arun : Sir, I don't think I'm half as good as the other students.

Teacher : Arun, you have a very good voice and an ear for music.

Arun : Do you really think so, sir?

Teacher : Yes, I'm absolutely sure.

Teacher : Thank you, sir.

Arun : Thank you. Sir.

Teacher : Then shall we start practicing from tomorrow?

Arun : Yes, sir.

Dialogue-2 [Talking about the past events]

[Chethan and Chiranth meet at the school gate]

Chethan : Chiranth, Where were you yesterday? I looked for you all over.

Chiranth : I was reading in the Library.

Chethan : No, you weren't. I walked in there, but you were nowhere to be seen.

Chiranth : May be I was in the science laboratory looking for the record book I needed urgently.

Chethan : No wonder. We wanted you to help us with the annual report.

Dialogue-3

[Salman wants to resign from the school she is working in, and start a business. His close friend dissuades him from doing so.]

Salman : John, I think it's about time I gave up my job and set up business on my own.

John : I don't think that's a good idea. Resigning your job before you have a clear plan is too risky.

Salman : If I don't do it now. I'll never do it.

John : Please think again about this. You know, setting up business requires a huge amount of money as well as experience.

Salman : I guess you're right. Don't worry, John. I'll think about it again before I take a decision.

John : Thanks. I feel relieved.

SKILL: READING

COMPETENCY:

Read comprehend, analyses, skim, scan and infer the passages, pictures, graphs and tables.

Read the given passage and answer the following questions:-

71% of the Earth's surface is covered by water .It is found in oceans, lakes rivers, seas and other water bodies.97%of water on our planet is in seas and oceans and only 3% is fresh water. In the solid state water is called ice,and in the gaseous stage it is called as steam. According to a survey 69%of water is used for irrigation, 15% is for industries and remaining 15% is for house hold purposes.

The world's supply of fresh water is decreasing day by day because of increasing demand as the population is increasing. So we must join our hands to conserve the precious water resources. We must remember 3r's reduce reuse recycle the water and save water for future generation.

1. ____ % of the Earth's surface is covered by water.
2. 97% of water on our planet cannot be used for drinking because _____
3. What are the three R's we must remember and why?
4. Complete the table

Water used for irrigation	Water used for industrial purpose and irrigation	Water used for irrigation and household purpose

Read the conversation and answer the following questions are given below

Nalini: It's very cold here, isn't it?

Mala: Ya, It's like winter morning in this Cubbon park.

Nalini: Is it alright if I sit here?

Mala:By all means

Nalini: Thank you. By the way I am Nalini Rao. I work in S B I

Mala: I am Malini Hegde . Nice to meet you. I am a teacher.

Nalini: Oh! Really where do you teach?

Mala: I work in Saraswathi Vidhya Mandir Mysore

Nalini: May I know why have you come here?

Mala: I have come here to participate in the National level seminar on Value Education

1. What is mala? 2. Where does Nalini work?
3. Where did they meet each other? 4. Why has Mala come to Bangalore?

Read the poem and answer the following questions

Helping verbs, helping verbs

There are twenty three:

They are also called auxiliary verbs

Am, is, are, was and were

Being, been, and be;

Are 'Be' form verbs

Have, has, had are 'Have form verbs

Do, does, did are 'Do' form verbs

Shall, will, should and would

There are five more helping verbs

May, might, must, can and could

These are called modal verbs

Helping verbs, helping verbs There

are twenty three:

They are also called auxiliary verbs

QUESTIONS

1. What is the poem about?
2. What are helping verbs also called?
3. How many helping verbs are there?
4. Name all the modal verbs.

Read the following table and answer the following questions.

A survey was conducted by a school to study the reading habits of students during their leisure time. The findings are recorded in the chart given below

CLASS	GENDER	LOVE TO READ BOOKS	LIKE TO READ SOMETIMES	DO NOT LIKE READING AT ALL
PRIMARY Classes(3,4,5)	Girls(250)	100(40%)	70(28%)	80(32%)
	Boys(200)	125(62.5%)	40(20%)	35(17.5%)
MIDDLE Classes(6,7,8)	Girls(240)	90(37.5%)	82(33.5%)	68(29%)
	Boys(220)	82(37.5%)	60(27%)	78(35.5%)
SECONDARY Classes(9,10)	Girls(180)	64(35.5%)	60(33%)	56(30.5%)
	Boys(160)	40(25%)	40(25%)	80(50%)

1. How many girls were participated in the survey?

- a) between 600 and 700 b) less than 600 c) more than 700 d) exactly 700

2. The phrase leisure time means

- a) school time b) library time c) activity time d) free time

3. As the students go to higher classes the overall reading habits

- a) become better b) begin to decline c) remain unaffected d) disappear altogether

4. The maximum number of _____ show a marked liking for reading

- a) primary boys b) secondary girls c) secondary boys d) middle school girls

Read the following and answer the following questions

DEEKSHA FOUNDATION
DEKSHA EXCELLENT ENGLISH KNOWLEDGE and SPEECH HABILE ACADEMY
PRESENTS ENGLISH
SPEECH CRAFT
A Spoken English Course of 35Days

- Full English Communicative Grammar
- Language Functions
- Phonetically sounds practise
- Writing skills, Reading skills
- Classes will be full of entertainment
- Play way method, Activity based learning
- Special attention to SSLC and PUC students

Classes commence on 12th April 2018 Thursday

Time: 8-30 am to 1 pm

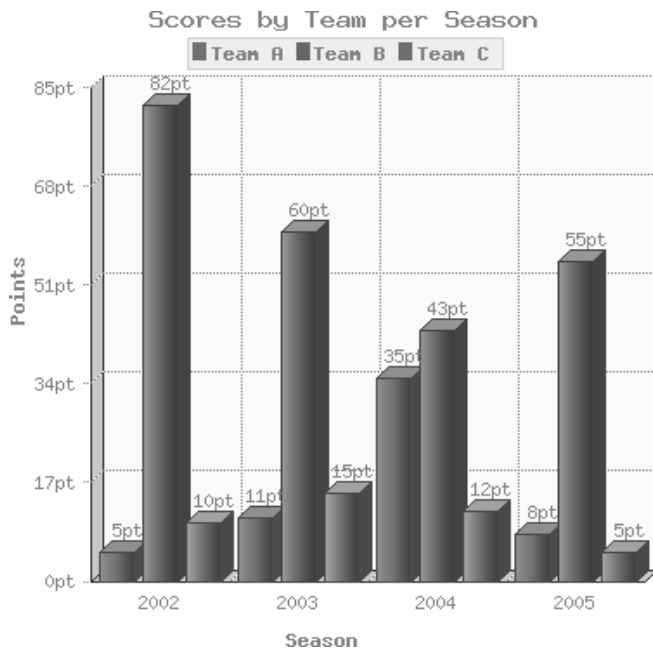
Contact : Shrikanth D.P Spoken
English Instructor

United Academy English Medium school

B M Road HASSAN
M: 974983072

1. Who has given the advertisement and what is the advertisement about ?
2. When does the classes begin?
3. At what time classes are conducted and where?
4. Whom should one contact to join the classes?

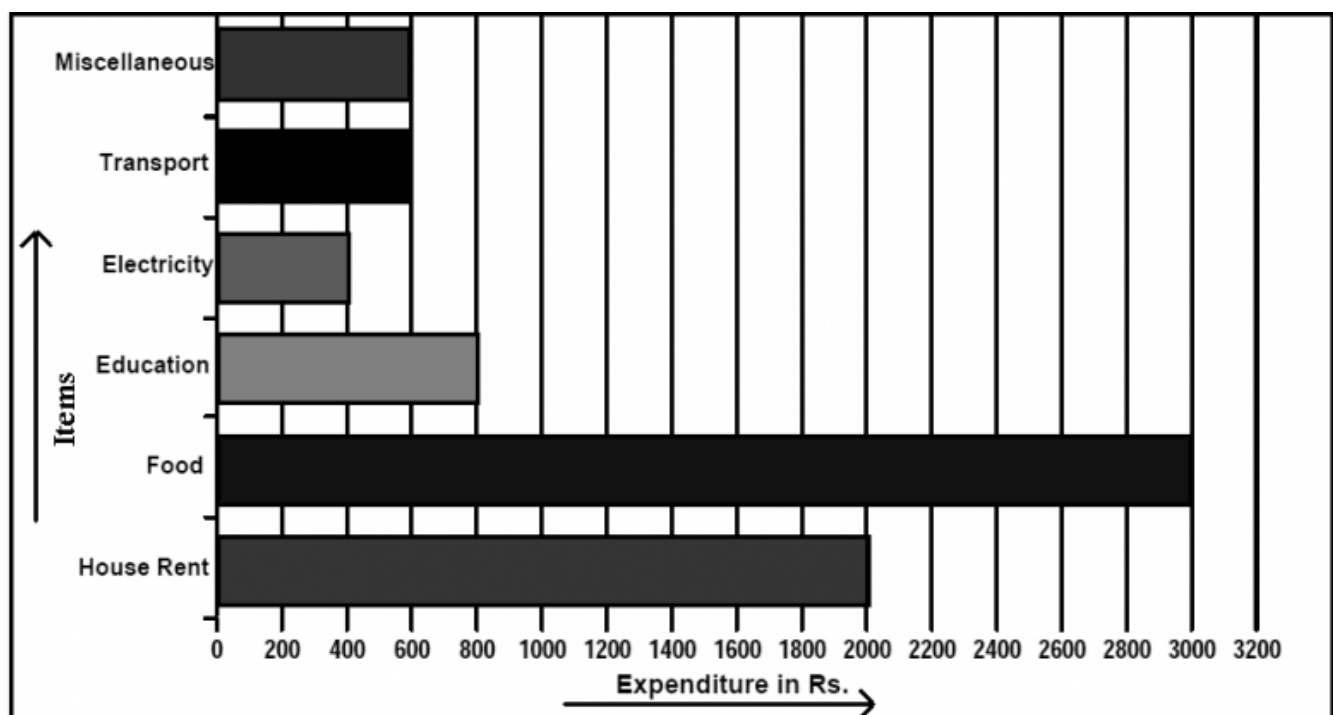
Read the following graph representing the number of students born in each month and answer the following questions



QUESTIONS:

- 1 . Which team has scored maximum number of points?
2. Which team has scored constantly scoring maximum points?
3. Which team has scored constantly scoring minimum points?
4. In which year the teamA and team B have scored almost equal?

Read the following graph representing monthly expenditure of a family and answer the following questions



1. On what item the family has spent more?
2. What is the amount spent by the family on house rent?
3. What is the least expenditure of the family?
4. On what two items the family has spent equally?

SKILL: WRITING

COMPETENCY: To write profiles, to edit paragraphs with proper punctuation marks.

Punctuation is the part of good writing. English spellings and Standard English grammar needs punctuation.

Written English needs punctuation.

Capital letter.

- a) To begin a sentence. Come here.
I am a student. The baby cried.
- b) To begin proper noun or an adjective.
Rabindranath Tagore, India, Indian.
- c) Common noun. Ramaiah college, Park street.
The Democratic party.
- d) Days of the week and months.
Monday, Tuesday, January, February.
- e) Names of books, magazines, news, papers, festivals.
The Merchant of Venice, Hamlet.

Marks of punctuation

Capital letter	
Comma	-
,	
Colon	- :
Semicolon	- ;
Question Mark	- ?
Inverted commas	- “
Dash	- —
Exclamation mark	- !
Hyphen	-
Apostrophe	- ‘
Basic rules of Punctuation	

Colon.

- a) To separate two sentences of which the second half explains more fully the meaning of the first
My life has changed: I have a job, a house and a family.
- b) List of things. To make cake we need the following things: Sugar, Eggs, flour, etc.
- c) Time 4:30 P.M. 11.30 A.M.

Semicolon.

- a) To join sentences instead of conjunction
He is careless; his brother is a hard working student.
- b) To join sentences with internal commas if you are brave, fight bravely; if you are coward, surrender calmly.

Question mark.

- a) At the end of a direct question.
What is your name?
Where do you come from?
- b) At the end of a question tag.
He is a professor, isn't he?
Sudha is a doctor, isn't she?

Inverted commas.

- a) In a direct speech
She said, “I Know English”,
Akash said, “I have a car.”

Dash

- a) Abrupt break in thought.
I know Uma -- you know her sister.
- b) Conclusion.

The teacher was teaching, some students were listening, some were writing-- every was busy.

Comma.

- a) To separate items in a list
Shivu, Pandu, Geroje and Rakesh are friends.
- b) Before question tag
Veena is a doctor, isn't she?
- c) Between the two main clauses.
Study hard, or you will fail.
I read the lesson twice,
but I could not understand it.
- d) In letters after salutation Dear father, Respected Sir,

Hypen

- a) To Connect the parts of compound word. Father -
in - law,
Editor- in - chief.
Co - operation, Anti – social, non - violence.

Full stop.

- a) At the end of sentence. I
need your help.
I am a teacher.
I work at chikkur.

Exclamation mark.

- a) After interjections to express surprise, anger happiness sadness.
Alas! She is dead.
Long live the king!
What a beautiful flower rose is! How
nice!
What a surprise!

Apostrophe.

- a) Possessive of a singular noun
Uday's book.
Satish's pen
John Milton's paradise lost.
b) Short forms. I'm, won't, can't,
don't,

Editing

1) The following paragraph has 2 errors. Edit the paragraph and rewrite it.

Robert Frost was born in 26/03/1874 in San Francisco, California (USA). His first book of verse 'A boy's will'. He is died in 1923.

A. Preposition mistake to be corrected.

B. Verbal mistakes to be corrected.

Ans. Robert Frost was born on 26/03/1874 in San Francisco, California (USA). His first book of verse 'A Boy's will'. He was dead in 1923.

2) The following paragraph has 2 errors. Edit the paragraph and rewrite it.

R.K.Narayan, one of the most distinguished novelist of India. He was born in 1906. Narayans first novel, 'Swami and friends' published in 1935. He was dead on 13/05/2001.

a) plural mistake to be corrected.

b) use correct punctuation mark.

Ans. R.K.Narayan, one of the most distinguished novelists of India. He was born in 1906. Narayana's first novel, 'Swami and friends' published in 1935. He was died on 13/05/2001.

1) The following paragraph has 2 errors. Edit the paragraph and rewrite it. Mathew

Arnold was born on 24/12/1822. He visit Switzerland in 1984. He married France Lucy Wightman on June 1851.

A. Verbal mistake to be corrected

B. Preposition mistake to be corrected.

2) The following paragraph has 2 errors. Edit the paragraph has Edit the paragraph and rewrite it.

Our school has the very big library. There are number of book in it. We borrow books from our library.

A. Article mistake to be corrected.

B.Noun plural to be corrected.

Profile Writing

Given below is the profile of Kalpana Chawla, write a paragraph using the clues given below:

Born:	01/07/1961
Birth Place:	Karnal, Small town in Haryana, became the US citizen in 1990.
Education:	Tagore public school, Karnal, Aeronautical engineering, Punjab engineering college.
Achievements:	Became an astronaut at Johnson space centre -1985 First Flight: 1996, First Indian woman – Astronaut – 1997
Qualities:	Determined, hardworking.
Death :	Space shuttle Columbia disaster – 2003

The famous Indian Astronaut, Kalpana Chawla was born on 01/07/1961 in Karnal, a small town in Haryana. She did her study from Tagore public school, Karnal and later qualified as an Aeronautical Engineering from Punjab Engineering College, her determination and hard work helped her to become an Astronaut at Johnson space centre in 1985. In 1990, she became the US citizen and took her first flight into space in 1996. Her ambition made India. Proud in 1997, she became the first Indian women astronaut, unfortunately, in 2003 she met with a brave death in space shuttle Colombia disaster.

Given below a profile of P.T.Usha write a paragraph using the clues given below.

Born:	27/07/1964
Nationality:	Indian.
Other Names:	Payyoli Express, Golden Girl.
Known for:	Track and Field Athletics.
Employer:	Indian Railways
Awards:	Padmashree.

P.T.Usha is the famous Indian Athlete. She was born on 27/07/1964. She faced lot of hardships. She was able to make a mark in the field of Indian sports. Indian representation in Athletics is international events. She trained hard and won medals at Asia and SAARC Games. She is known as the payyoli express for her speed in running, she is also known as the golden girl as she has won many gold medals she works for Indian Railways seeing her contribution to Indian sports, the government of Indian has awarded her the “Padmashree”.

Given below is a profile of Nandan patil. Write a paragraph based on the information.

Age:	19 years.
Education:	B.A. Maharaja College.
Talent:	State level Kabaddi player.
Achievement:	Represented state at national level.
Hobbies:	Listening to the music and going for mountain trek with friends.

Given below is a profile of Mr.Rao. write a paragraph using the clues given below.

Age: 50 years
 Profession: Engineering
 Place of work: National Aeronautics Laboratory (NAL)
 Areas of Specialization: Designs light carries aircraft.
 Qualification: Master degree in engineering
 Achievements: Invited to /international conferences.
 Hobbies: Aero plane models with simple material.

SKILL: VOCABULARY

Competency:

Able to identify the collocative words, syllables and rearrange the jumbled letters.

COLLOCATIONS: A collocation is two or more words that often go together.

table	bag,salt,man,paper	salt	noble	Technique,skill,idea	idea
brisk	Shake,run,walk,dance	walk	prompt	reply,service,payment	payment
wavy	Line, finger,hair,floar	hair	draw	Cash,attention,loan	attention
quick	Look,eat,say,bite	bite	raise	Confuse,doubt,crime	doubt
rapid	Collection,decline,banking	decline	good	Working,looking,race	looking
speedy	Race,movement,recovery	recovery	speed	bag,parcel, post, order	post
commit	mistake,crime,murder	murder	book	Pen,shelf,stand,note	shelf
make	work,suicide, mistake task,	mistake	chubby	Chin,lips,cheeks,nose	cheeks
earth	Land, water, quake, sun	quake	write	Cleanly,legibly,neatly	legibly
dimple	Cheek,chin,teeth,lip	chin	become	Strength,strong,power	strong

1. Book	worm, ant, hand, pen	
2. long	small, hen, run, food	
3. earth	land, water, quake, sun	
4. railway	station, chair, run, stop	
5. post	book, box, paper, table	
6. honey	moon, sun, star, earth	
7. wall	door, table, clock, journey	
8. blood	post, water, book, bank	
9. photo	studio, table, lady, man	
10. money	coins, letter, stamps, order	
11. charming	girl, hot, answer, book	
12. self	discipline, myself, mother, stars	
13. wheel	stool, paper, book, chair	
14. police	nurse, conductor, constable, stand	
15. hand	pants, sari, socks, kerchief	
16. twinkling	stars, moon, sun, earth	
17. break	lunch, dinner, fast, last	
18. freedom	fighter, boxer, wrestler, swimmer	
19. leave	answer, question, letter, box	
20. ladies-	train, compartment, penthouse	

Syllabification.

It's the sound of a vowel (**A, E, I, O, U**) that is created when pronouncing the letters. **A, E, I, O, U**, or **Y**.

The number of times you hear the sound of a vowel is the number of syllables in a word.

The Chin Method.

- Put Your hand under your Chin.
- Say the word
- How many times does your chin touch your hand?
- This is the number of syllables.

Look at the following words given below. The words are split. Read them aloud.

con-so-nant	pa-per	accept	ac-cept
fa-ther	con-ver-sa-tion	again	a-gain
col-lege	lit-tle	ago	a – go
probability	prob-a-bil-i-ty	school	school
conscience	con-science	section	sec-tion
determination	de-ter-min-a-tion	people	peo-ple
idea	i-de-a	continent	con-ti-nent

accept	ac-cept	vanish	va-nish
reflection	re-flec-tion	section	sec-tion
canteen	can-teen	quiz	quiz
intelligent	in-tel-li-gent	taller	tal-ler
again	a-gain	whole	whole
beautiful	beau-ti-ful	direction	di-rec-tion
Reflection	re-flec-tion		

JUMBLED LETTERS

numonati	Mounain	rohror	horror	uirpcte	picture	aleomibuot	automobile
gola	goal	lrccuolata	calculator	kiuoc	quick	gegsbti	biggest
atrtefl	flatter	trsuectru	structure	atnelt	talent	eteliligtnn	intelligent
boubt	Doubt	gameran	manager	rnojiu	junior	tkgnih	knight
rgtedy	tragedy	dcntoeiua	education	ylurux	luxury	rgmaena	manager

SKILL : GRAMMAR COMPETENCY: Practice the different form of Tenses.

The 12 Verb Tenses

	Past	Present	Future
Simple	<p>I <i>ate</i> pizza yesterday.</p> <p>S + V₂ + O</p>	<p>I <i>eat</i> pizza everyday.</p> <p>S + V₁ + O</p>	<p>I <i>will eat</i> pizza tomorrow.</p> <p>S + 'will' + V + O</p>
Continuous	<p>I <i>was eating</i> pizza when you arrived.</p> <p>S + 'was/were' + (V+ing) + O</p>	<p>I <i>am eating</i> pizza right now.</p> <p>S + 'am/is/are' + (V+ing) + O</p>	<p>I <i>will be eating</i> pizza when you arrive.</p> <p>S + 'will be' + (V+ing) + O</p>
Perfect	<p>I <i>had eaten</i> all of the pizza when you arrived.</p> <p>S + 'had' + V₃ + O</p>	<p>I <i>have eaten</i> all of the pizza.</p> <p>S + 'have/has' + V₃ + O</p>	<p>I <i>will have eaten</i> all of the pizza by the time you arrive.</p> <p>S + 'will have' + V₃ + O</p>
Perfect Continuous	<p>I <i>had been eating</i> pizza for 2 hours when you arrived.</p> <p>S + 'had been' + (V+ing) + O</p>	<p>I <i>have been eating</i> pizza for 2 hours.</p> <p>S + 'have/has been' + (V+ing) + O</p>	<p>I <i>will have been eating</i> pizza for 2 hours when you arrive.</p> <p>S + 'will have been' + (V+ing) + O</p>

Legend: S = Subject O = Object V = Verb (V₁ = present / V₂ = past / V₃ = past participle)

1. He usually (do) his homework in his room.
2. The doctor told him to stop (smoke) and take a trip.
3. Could you (help) me please?
4. I have decided (study) more and improve my overall average.
5. Let me (leave) the classroom please.
6. He wants Mary (do) the dishes.
7. She (not /do) any bad thing yesterday, I'm sure. (come)
8. They here next week to visit my new office.
9. Would you mind (open) the window, please? It's hot here. (leave)
10. Had they your husband before you came here?

Put the verbs into the correct tense (simple present or present progressive)

1. Look! Sara (go) to the movies.
2. On her right hand, Sara (carry) her handbag.
3. The handbag (be) very beautiful.
4. Sara usually (put) on black shoes but now she (wear) white trainers.
5. And look, she (take) an umbrella because it (rain)

Put the verbs into the correct tense (simple past or past perfect)

1. When he (wake up) , his mother (already /prepare) breakfast
2. We (go) to London because our friends (invite) us
3. He (hear) the news, (go) to the telephone and (call) a friend.
4. When she (start) learning English she (already /learn) French.
5. Jane (already / type) three pages when her computer (crash) .
6. By the time the doctor (arrive) at the house the patient (die) .
7. Before that day we (never / think) of traveling to Japan.
8. I (know) him a long time before I (meet) his family.

9. They (not / know) where to meet because nobody (tell) them.
10. It (be) cloudy for days before it (begin) to rain.

Put the verbs into the correct tense (simple past or present perfect).

1. I (just / finish) my homework.
2. Mary (already / write) five letters.
3. Tom (move) to his home town in 1994.
4. My friend (be) in Canada two years ago.
5. I (not / be) to Canada so far.
6. But I (already / travel) to London a couple of times.
7. Last week, Mary and Paul (go) to the cinema.
8. I can't take any pictures because I (not / buy) a new film yet.
9. (they / spend) their holidays in Paris last summer?
10. (you / ever / see) a whale?

Put the verbs into the correct tense (Simple Past or Past Progressive).

1. The receptionist (welcome) the guests and (ask) them to fill in the form
2. The car (break) down and we (have) to walk home.
3. The boys (swim) while the girls (sunbath) .
4. My father (come) in, (look) and (tell) me to tidy up my room.
5. While one group (prepare) dinner the others (collect) wood for the campfire.
6. While the parents (have) breakfast the children (run) about.
7. Martha (turn) off the light and (go) to bed.

Put the verbs into the correct tense (simple future or future perfect)

1. Tomorrow I think I (start) my new project.
2. I (finish) it by the end of this month.
3. The teacher (probably/assign) a test to his students next Monday.
4. He (correct) it by the end of next week.

5. My friend (certainly/get) a good mark.
6. By 9 o'clock, we (finish) our homework.
7. They (leave) the classroom by the end of the hour.
8. I think I (start) my trip tomorrow

*

COMPETENCY: FraME The quEsTiONs aNd Tags.

FRAMING QUESTIONS

SIMPLE PRESENT QUESTIONS:

QUESTION WORD	AUXILIARY VERB	SUBJECT	MAIN VERB	
	T		B	
Where	do	you	work?	
What	does	Martha	think	about the project?
How	do	you	like	your new apartment?
How many kids	does	Bob	have?	

SIMPLE PAST QUESTIONS:

QUESTION WORD	AUXILIARY VERB	SUBJECT	MAIN VERB	
	T			
How	did	they	learn	English so fast?
When	did	you	get home	from work yesterday?
What	did	the manager	think	about your idea?
Where	did	you	buy	that T-shirt?

PRESENT CONTINUOUS QUESTIONS:

QUESTION WORD	AUXILIARY VERB	SUBJECT	MAIN VERB	
What	are	you	doing	at the moment?
Why	is	he	ignoring	me?

What time are we meeting up for dinner?
Who is she dating now?

Question words are also called wh questions because they include the letters 'W' and 'H'.

Question words	Meaning	Examples
who	person	Who's that? That's Nancy.
where	place	Where do you live? In Boston
why	reason	Why do you sleep early? Because I've got to get up early
when	time	When do you go to work? At 7:00
how	manner	How do you go? By car
what	object, idea or action	What do you do? I am an engineer
which	choice	Which one do you prefer? The red one.
whose	possession	Whose is this book? It's Alan's.
whom	object of the verb	Whom did you meet? I met the manager.
what kind	description	What kind of music do you like? I like quiet songs
what time	time	What time did you come home?
how many	quantity (countable)	How many students are there? There are twenty.
how much	amount, price (uncountable)	How much time have we got? Ten minutes
how long	duration, length	How long did you stay in that hotel? For two weeks.
how often	frequency	How often do you go to the gym? Twice a week.
how far	distance	How far is your school? It's one mile far.
how old	age	How old are you? I'm 16.
how come	reason	How come I didn't see you at the party?

Make meaningful questions using the interrogative pronouns given above.

1	books are these?	Who's	Whose	Who
2	do you want?	What	Whose	Which
3	will you stay with?	Whom	What	Which
4. With	are you going?	Who	whom	what
5	did you go there?	Why	What	Which
6	is your boy?	Which	What	When
7	do you come from?	What	When	Where
8	did you meet him?	When	Where	How
9	long is this bridge?	What	How	Which
10	old is your father?	What	How	When
11	is your headmaster?	Who	What	Whose
12.	brothers and sisters do you have?	How many	How much	.

QUESTION TAGS

We use questions tags (a mini question) on the end of our sentences to request for confirmation or to really ask questions.

Question tag is a mini question we put on the end of a sentence. Let's see the following example. The underlined words are the question tag.

1. You haven't got a car, have you?
2. It was a nightmare, wasn't it?
3. She came home by taxi, didn't she?

Question Tags On Positive Sentences

When the main sentence is positive, we have to use negative question tag. Let's see the following example.

1. Your boyfriend will be here soon, won't he?
2. She goes to work by car, doesn't she?
3. They were very sad, weren't they?
4. You came home last night, didn't you?

Question Tags On Negative Sentences

When the main sentence is negative, we have to use positive question tag. Let's see the following example.

1. Your girlfriend won't be here soon, will she?
2. She doesn't like party, does she?
3. They weren't very happy, were they?
4. You didn't come home last night, did you?

Complete the sentences with appropriate tag questions.

1. They have to leave now,----- ?
2. You closed the windows,----- ?

3. It isn't cool enough in here, ----- ?

4. There were light switches by the door, -----?

5. I shouldn't eat before I go in swimming, ----- ?

6. You would take her to the dance if she would go, ----- ?

7. You do your homework every night, -----?

8. Marta doesn't call her family every day, ----- ?

Add appropriate question tags to the following sentences.

- | | | | | | |
|---|----------|-------|------------|-----|------------|
| 1. You can sing well, ? | can you | adn't | can't you | did | don't you |
| 2. She came yesterday,? | she | | she | | didn't she |
| 3. Shut the door, ? | will you | | won't you | | can't you |
| 4. Let's have some tea, ? | will we | | shall we | | should we |
| 5. She broke the glass, ? | did she | | didn't she | | hadn't she |
| 6. He will come, ? | will he | | won't he | | can't he |
| 7. He doesn't have many friends,? | does he | | doesn't he | | do he |
| 8. He seldom watches films, ? | does he | | doesn't he | | has he |
| 9. I am free now, ? | amn't I | | aren't I | | am I |

PAST CONTINUOUS QUESTIONS:

QUESTIO N WORD	AUXILIAR Y VERB	SUBJECT	MAIN VERB	
Who	were	you	talking	to on the phone?
What	was	Jim	doing	when you called?
Why	were	the children	eating	candy before dinner?
How	was	he	feeling	after the surgery?

PRESENT PERFECT QUESTIONS:

QUESTIO N WORD	AUXILIARY VERB	SUBJECT	MAIN VERB	
How much money	have	you	spent	on clothes this month?
How long	has	your teacher	worked	at this school?
What	have	they	been doing	all day? for their order?
How long	has	the client	been waiting	

FUTURE QUESTIONS:

QUESTION WORD	AUXILIARY VERB	SUBJECT	MAIN VERB	
Who	will	you	invite	to the party?
What	will	your parents	think	about your plan?
When	are	you	going	to clean your room?
Why	is	she	going	to quit her job?

CREATIVITY

COMPETENCY: Create interest in collecting literary articles and quotations.

Exercises for practice

Example – 1:

A rich farmer - lot of land - cattle and servants - two sons - happy life - After some years younger son unhappy - asked for his share of the property - wouldn't listen to father's advice - got his share - sold them all - went away to another country - fell into bad ways - soon all money gone - poor - no one to help him - understood his mistake. **Answer: *The Disobedient Son***

Once there was a rich farmer in a Village. He had a lot of land, cattle and many servants. He had two sons. He led a happy life with them. After some years the younger son became unhappy.

He asked his father for his share of the property. His father advised him not to demand like that. But he would not listen to his father's advice. He got his share and sold them. He had a huge amount with him.

With this amount he travelled to a distant country. He had bad company there and fell into evil ways. All the money was gone. He became poor and no one helped him. Then he understood his mistake and returned to his country. His father and brother took him into their fold and supported him forever. We should obey our parents.

Example – 2:

Tenali Raman – offends King – King gets angry sentences Raman to death – but allows Raman to choose type of death – wise Raman – promptly says – want natural death – of old age – King amazed – pardons Raman.

Answer: *Tenali Raman's Wisdom*

Tenali Raman was a courtier. He offended the king. The king got angry and sentenced Raman to death. The king allowed Tenali Raman to choose the type of death. Raman was a wise man and he said like this, he wanted natural death and wanted to die of old age. The king was amazed at Tenali Raman's wisdom and pardoned him.

Develop the following hints into a meaningful passage and give a suitable title.

1. Devan - clever thief - robs the rich - gives all to the sick and the needy - other thieves jealous - plan to get rid of him - challenge Devan to steal the King's pyjamas - Devan accepts challenge - finds king sleeping - opens a bottle of red ants on the bed - King badly bitten - cries for help - servants rush in pretends to look for ants - Devan removes King's pyjamas - escapes - other thieves dumbfounded - accept Devan their leader

2. Manager of a firm advertised - night watchman - applicants presented - manager not satisfied - found something wrong with each man - there was Raju - an applicant - sat in a corner - patiently waiting - his turn came - manager found nothing wrong in his appearance - questioned about his health - got the reply - I suffering from sleeplessness - manager happy - appointed him

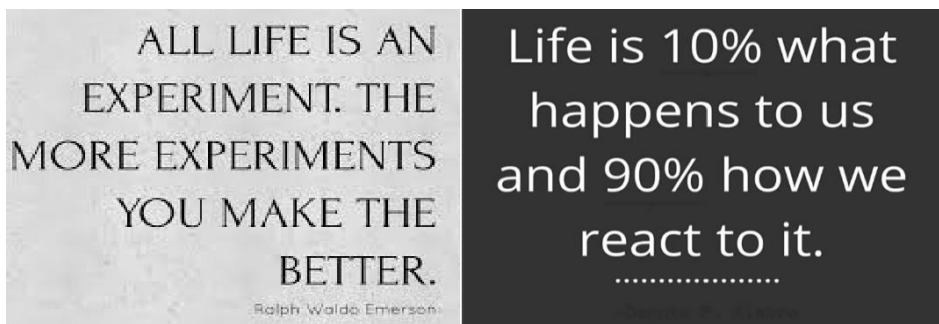
3. A boy - bad company - father brings apple - puts in cupboard - keeps a rotten apple among them - next day - all apples rotten - teaches a moral.

4. Mice in a house - afraid of the cat - hold a meeting - one proposes to tie a bell around cat's neck - all agree - who is to bell the cat? - no mouse offers - the cat appears - all run away

Collect interesting articles and quotations:

Collecting interesting articles and quotations helps students in developing their own interests in any field of their choice and developing their knowledge about famous sayings by great personalities.

Quotations on Life:



Quotations on Success:



Write any 2 quotations on:

1. God

2. Hard-work

3. Time

4. Mother

SKILL: REFERENCE

COMPETENCY: Decode the SMS language and collect source of materials.

I. Arrange the following words in which they are in dictionary :

1. sun, share, slip, sank
2. mother, man, matter, more
3. count, crow, correct, court,
4. ground, guess, greet, guard
5. purpose, person, power, particular
6. alone, attack, answer, advice
7. business, brother, behind, bodyguard
8. children, cold, control, cousin
9. except, early, even, edge
10. teacher, trainer, throwing, talent

II. Write it in the normal way:

- | | |
|------------------------|----------------------------------|
| 1. Plzcm b4 its 2 la8. | Please come before its too late. |
| 2. V R rdy 2 go. | We are ready to go. |
| 3. I cnot c d t pot. | I cannot see the tea pot. |
| 4. Hw r u ? | How are you ? |
| 5. Whr r u? | Where are you? |
| 6. R u bsy ? | Are you busy? |
| 7. Y r u sad? | Why are you sad ? |
| 8. Do d h wrk. | Do the homework. |
| 9. V l d mtch | We won the match. |
| 10. C u l8r. | See you later. |

III. Which source of information would you refer to know the details of the following :

1. Meanings, pronunciation form of the words like adjectives, nouns, verbs.- Dictionary
2. Basic information on every subject – Encyclopedia.
3. If you want to know the route to certain place- Map
4. If you want to locate a certain place of country – Map
5. If you want to know the synonym of the word – Thesaurus.

VALUES

COMPETENCY: Develop moral values through reading stories, poems etc

In the fragrant days of sunny April through the forest path he comes, comes evercomes, In the rainy gloom of July nights on the thundering chariot of clouds he comes comes evercomes The morning sea of silence broke into ripples of bird songs and the flowers were all merry by the road side and the wealth of Gold scattered through the rifts the clouds while we busily went on our way and paid no heed.

QUESTIONS:

1. Who do you think he comes, comes and evercomes in the above mentioned lines?
2. According to you What message does these line depict?
3. list the images relates to nature.

POEM

If I should fail with greatful voice
to speak to you, ye mountains, and ye lakes And
sounding cataracts, ye mists and winds that
dwell among the hills where I was born If in
my youth I have been pure in heart
If mingling with world I'm content
with my modest pleasures and have lived
with God and nature communing removed from little enmities and desires The
gift is yours

QUESTIONS:

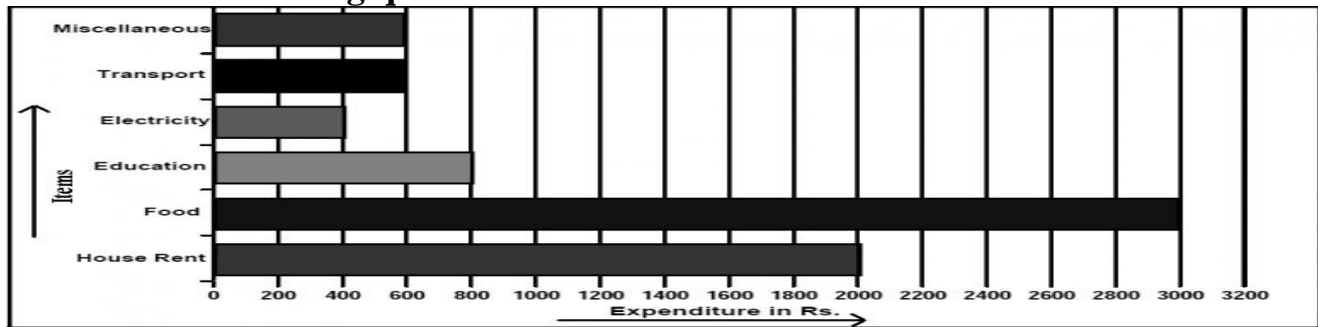
1. what does the value these line tells/ depict?
2. what is the modest pleasure according to you?
3. What does the phrase THE GIFT IS YOURS mean in this context?

I. Listen the following words attentively and distinguish the sounds. [The teacher reads]

1. catch, lodge, shift, same [voiced and voiceless consonant sounds]
2. catches, matches, buses, bushes, [Which sound is common at the end of each word]

II. Speak about the following. 3. Describe your school. 4. Tell any small story.

III. Read the following graph representing monthly expenditure of a family and answer the following questions



5. On what item the family has spent more?
6. What is the least expenditure of the family?

IV. 7. Given below a profile of P.T.Usha write a paragraph using the clues given below.

Born: 27/07/1964

Nationality: Indian.

Other Names: Payyoli Express, Golden Girl.

Employer: Indian Railways

Known for: Track and Field Athletics.

Awards: Padmashree

V. Write as directed.

8. National _____ [prayer, song, anthem] [match with the collocative word]
9. father, carpenter, cheque _____ [choose the word which has three syllable]

VI. Change the following sentences as directed.

10. Vidya is preparing tea. [Change into present perfect tense]
11. Chethan scored 90 marks in the exam. [Change into past progressive tense]
12. They completed their work. [Change into past perfect tense]

VII. Write as directed.

13. Harish is good at heart
[Which question word you need to get the answer 'Harish'] _____ Whom/Who
14. There are 20 girls in the class.
[Which Question word you need to get answer 'in the class'] _____ Why/Where
15. He is a minister ____ [a) Is he? b) Is n't he? c) was he? [Choose the question tag]
16. Jayanth did not go to school . [a) did he? b) does he? Does n't he? [Choose qn tag]

VIII. Complete the following quotation

17. Practice makes _____

IX. Write in the normal way the following SMS.

18. My frnd kn cl m l 8 r.

19. The book you read to know the pronunciation, meaning of the words. _____
[dictionary, thesaurus, encyclopedia, Map]

X. 20. If a person is always ready to help the people who are in trouble. Choose the quality you find in them. _____ [Cruelty, kindness, obedience, loyalty]

FORMATE – 1

School Name : _____

Bridge Course- 2018 – 19

Pre-Test and Post-Test Competency and Question wise Analysis

8th standard

Second Language : ENGLISH

s.L · No ·	Studen t s Names	Cmpt n cs	1		2		3		4		5		6			7					8	9	10	Total	
			Qn.No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	A	B
1		Pre-Test																							
		Post-Test																							
2		Pre-test																							
		Post-Test																							
3		Pre-Test																							
		Post-Test																							

FORMATE – 1 A

School Name : _____

Bridge Course- 2018 – 19

Pre-Test and Post-Test Competency and Question wise Analysis

9th standard

Second Language : ENGLISH

S. L . N o.	Name of the Students	Cmpt n cs	1		2		3		4	5		6			7				8	9			10	Total	
			Qn.No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	A	B
1		Pre-Test																							
		Post-Test																							
2		Pre-test																							
		Post-Test																							
3		Pre-Test																							
		Post - Test																							

FORMATE - 2

School Name : _____

CLASS: 8th Standard

Action Plan for Remedial Teaching

Second Language: ENGLISH
(After Pre Test Analysis)

S.L No.	Basic Competencies	Finding weaknesses and problems	Remedial measures/ Activities	No. of Periods
1.	Listen attentively and respond to the different vowel and diphthong sounds.			
2.	Speak with correct pronunciation and the way of speaking.			
3.	Read comprehend, interpret, infer the passages, pictures, graphs and tables			
4.	Write good hand writing with proper punctuations and techniques			
5.	Know the use of prefixes, suffixes and antonyms.			
6	Use and usage of parts of speech; nouns, adjectives, verbs and prepositions			
7	Write simple sentences and transform the sentences			
8	Create and fill up the incomplete dialogues			
9	<i>Rearrange the words in an alphabetical order.</i>			
10	<i>Develop moral values through reading stories, poems etc</i>			

FORMATE - 2 A**School Name : _____****CLASS: 9th Standard****Second Language: ENGLISH****Action Plan for Remedial Teaching (After Pre Test Analysis)**

S.L No.	Basic Competencies	Finding weaknesses and problems	Remedial measures/ Activities	No. of Periods
1.	Listen attentively and respond to the different consonant sounds.			
2.	Speak properly with paralinguistic features and the way of speaking.			
3.	Read comprehend, analyses, skim, scan and infer the passages, pictures, graphs and tables.			
4.	To write profiles, to edit paragraphs with proper punctuation marks.			
5.	Identify the collocative words, syllables and re-arranging jumbled letters			
6	Practice the different form of tenses.			
7	Frame the questions and tags.			
8	Create interest in collecting literary articles and quotations.			
9	Decode the SMS language and collect source of materials.			
10	Develop moral values through reading stories, poems etc			

BRIDGE COURSE -2018 -19**FORMATE-3**

School Name : _____

CLASS: 8th Standard**Second Language: ENGLISH****The students who come under Remedial Teaching (After Post Test Analysis)**

S.I No.	Name of the Students	Time bound -1 By the end of September										Time bound-2 By the end of December									
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
1																					
2																					
3																					
4																					
5																					
6																					
7																					
8																					

BRIDGE COURSE - 2018 -19**FORMATE – 3 A**

School Name : _____

CLASS : 9th Standard**Second Language: ENGLISH****The students who come under Remedial Teaching (After Post Test Analysis)**

S.I No.	Name of the Students	Time bound -1 By the end of September										Time bound-2 By the end of December									
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
1																					
2																					
3																					
4																					
5																					
6																					
7																					
8																					

***** THE END *******

WORK FROM HOME JULY -2020

Name of the Teacher: Shri. NAGAPPA MANGALAGATTI

GOVT HIGH SCHOOL UDBAL (U) TQ SINDHANUR DIST RAICHUR

SUBJECT: ENGLISH

ASSIGNMENT- 08

SL NO	CLASS	NAME OF THE TOPIC / LESSON	QUIZ BANK / QUIZ (DONE / NOT DONE)	PREPARED DATE	REMARKS
01	10	DIRECT AND I NDIRECT SPEECH	WORK DONE	22.07.2020	
02	10	CORRECT FORM OF THE VERB	WORK DONE	23.07.2021	
03	10	ARTICLES	WORK DONE	24.07.2022	
04	10	CONJUCNTIONS	WORK DONE	25.07.2023	
05	10	WH QUESTIONS	WORK DONE	26.07.2024	
06	10	HOMOPHONES	WORK DONE	27.07.2025	
07	10	DEGREES OF COMPARISON	WORK DONE	28.07.2026	
08	10	LANGUAGE FUNCTION	WORK DONE	29.07.2027	
09	10	COOLOCATIVE WORDS	WORK DONE	30.07.2028	
10	10	ACTIVE AND PASSIVE VOICE	WORK DONE	31.07.2029	



TEACHER'S SIGN
(NAGAPPA MANGALAGATTI)

HEAD MASTER'S SIGN

Quizzes created by

Sri Udaya, Teacher, GHS Siddapura, Kundapura. Udupi

QUIZ1 PASSIVE VOICE GHS SIDDAPURA,KUNDAPURA docs.google.com	QUIZ2 'Wh' Questions GOVT HIGH SCHOOL SIDDAPURA,KU... docs.google.com	QUIZ3 QUESTION TAGS GOVT HIGH SCHOOL SIDDAPURA, KUNDAPURA Choose the best alterna... docs.google.com	QUIZ4 COLLOCATIVE WORDS GOVT HIGH SCHOOL SIDDAPURA,KUNDAPURA Choose the best alternative docs.google.com
QUIZ 5 SYLLABLE GOVT HIGH SCHOOL SIDDAPURA,KUNDAPURA Choose the ... docs.google.com	QUIZ6 PREPOSITION GOVT HIGH SCHOOL SIDDAPURA,KU... docs.google.com	QUIZ 7 CONJUNCTION GOVT HIGH SCHOOL SIDDAPURA, KUNDAPURA Choose the best al docs.google.com	QUIZ 8 USE RIGHT FORMS OF WORD GOVT HIGH SCHOOL SIDDAPURA, KUNDAPURA Choose the best alterna... docs.google.com
QUIZ 9 USE RIGHT FORM OF VERBS GOVT HIGH SCHOOL SIDDAPURA,KU... docs.google.com	QUIZ 10 DEGREES OF COMPARISON GOVT HIGH SCHOOL SIDDAPURA Choose the best alternative docs.google.com	QUIZ 11 LANGUAGE FUNCTION GOVT HIGH SCHOOL SIDDAPURA,KUNDAPURA choose the ... docs.google.com	QUIZ 12 PREFIXES GOVT HIGH SCHOOL SIDDAPURA, KUNDAPURA Choose the best alterna... docs.google.com
QUIZ13 USE PHRASES GOVT HIGH SCHOOL SIDDAPURA, KUNDAPURA Choose the best alterna... docs.google.com	QUIZ 14 USE PRIMARY HEPLING VERBS GOVT HIGH SCHOOL SIDDAPURA,KUNDAPURA Choose the best alternative docs.google.com	QUIZ 15 MODAL AUXILIARY VERBS GOVT HIGH SCHOOL SIDDAPURA,KUNDAPURA Choose the ... docs.google.com	QUIZ16 ARTICLES GOVT HIGH SCHOOL SIDDAPURA,KUNDAPURA Choose the ... docs.google.com
Quiz 17 Parts of Speech GOVT HIGH SCHOOL SIDDAPURA,KUNDAPURA Choose the ... docs.google.com	QUIZ18 REARRANGE THE WORDS GOVT HIGH SCHOOL SIDDAPURA,KUNDAPURA Choose the ... docs.google.com	QUIZ 19 HOMOPHONES GOVT HIGH SCHOOL SIDDAPURA,KUNDAPURA Choose the ... docs.google.com	QUIZ 20 INDIRECT SPEECH PART 1 GOVT HIGH SCHOOL SIDDAPURA,KUNDAPURA Choose the ... docs.google.com
QUIZ 21 INDIRECT SPEECH PART 2 GOVT HIGH SCHOOL SIDDAPURA, KUNDAPURA Choose the best alterna... docs.google.com	QUIZ 22 FINITE& NON FINITE VERBS GOVT HIGH SCHOOL SIDDAPURA,KUNDAPURA Choose the ... docs.google.com	QUIZ 23 INFINITIVE FORM OF VERB GOVT HIGH SCHOOL SIDDAPURA,KUNDAPURA Choose the ... docs.google.com	QUIZ 24 One word for the given statement GOVT HIGH SCHOOL SIDDAPURA,KU... docs.google.com
QUIZ25 One word for the given statement(PART2) GOVT HIGH SCHOOL SIDDAPURA,KU... docs.google.com	QUIZ 26 COMBINE THE SENTENCES PART 1 GOVT HIGH SCHOOL SIDDAPURA,KU... docs.google.com	QUIZ 27 COMBINE THE SENTENCES PART 2 GOVT HIGH SCHOOL SIDDAPURA,KU... docs.google.com	QUIZ 28 COMBINE THE SENTENCES PART 3 GOVT HIGH SCHOOL SIDDAPURA,KU... docs.google.com

WORK FROM HOME JULY -2020

Name of the Teacher: Shri. NAGAPPA MANGALAGATTI

GOVT HIGH SCHOOL UDBAL (U) TQ SINDHANUR DIST RAICHUR

SUBJECT: ENGLISH

ASSIGNMENT - 9

HOW DID YOU USE THE TIME IN DEVELOPING YOUR PROFESSIONAL SKILLS AND PROFICIENCY DURING WORK FROM HOME PERIOD?

1	<p>The most important thing that I did not know how to create blogger. I have been searching youtube and watching many videos and now I m able to create any blogger without any difficulty. I have been reading so many books using e-library, websites, apps etc. I have been interacting with my colleagues and students.</p>
2	<p>Think about my professional growth plans. I consider using some of my homebound time to learn more about myself and my career options. I could read a book about career planning, test out career options with online job simulations, or use free introspection tools, such as myIDP. These things will help me reflect on the skills I have, brainstorm skills I'd like to develop, and think about where I see myself headed in the future.</p>
3	<p>Meditation or focus power: I learnt not to dismiss meditation as a spiritual gimmick. It is a powerful mental tool that increases your focus and output in tasks, enhances quality of decision making and increases productivity through efficient task switching. Start by as low as 10 minutes a day and move up to 30 minutes but do it daily to see results in 2-3 weeks. I could use any meditation app or simply close your eyes and focus on the tip of your nose, mentally observing each breath going in and coming out. The biggest short-term impact is a drop in stress levels.</p> <p>P.T.O</p>

Increased application of knowledge:

When you teach you tend to live up to the learning. A student will listen to tips on marathon running from an athlete and not from a couch potato. As a teacher, I feel accountable to my students and have the motivation to set a personal example by implementing the learnings in my own life.

There is nothing more frustrating for a teacher than a learner who is endlessly struggling to grasp the content. When I learn to teach, I get constant feedback on my communication skills from the learners whose absorption capacity depends on my ability to convey information. My communication improved and spilled over into my career.



TEACHER'S SIGN
(NAGAPPA MANGALAGATTI)

HEAD MASTER'S SIGN

Prepared by
Mr. NAGAPPA MANGALAGATTI
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Cell No:8867444345

WORK FROM HOME JULY -2020

Name of the Teacher: Shri. NAGAPPA MANGALAGATTI

GOVT HIGH SCHOOL UDBAL (U) TQ SINDHANUR DIST RAICHUR

SUBJECT: ENGLISH

ASSIGNMENT - 10

Suggestions and Strategies to improve in students' involving and learning during the period pandemic covoid 19.

sl no	Suggestions and Strategies
1	<p>Plan a routine together</p> <p>Try to establish a routine that factors in age-appropriate education programmes that can be followed online, on the television or through the radio. Also, factor in play time and time for reading. Use everyday activities as learning opportunities for your children. And don't forget to come up with these plans together where possible.</p>
2	<p>Take your time</p> <p>Start with shorter learning sessions and make them progressively longer. If the goal is to have a 30- or 45-minute session, start with 10 minutes and build up from there. Within a session, combine online or screen time with offline activities or exercises.</p>
3	<p>Protect children online</p> <p>Digital platforms provide an opportunity for children to keep learning, take part in play and keep in touch with their friends. But increased access online brings heightened risks for children's safety, protection and privacy. Discuss the internet with your children so that they know how it works, what they need to be aware of, and what appropriate behavior looks like on the platforms they use, such as video calls.</p> <p>Establish rules together about how, when and where the internet can be used. Set up parental controls on their devices to mitigate online risks, particularly for younger children. Identify appropriate online tools for recreation together - organizations like Common Sense Media offer advice for age-appropriate apps, games and other online entertainment. In case of cyberbullying or an incident of inappropriate content online, be familiar with school and other local reporting mechanisms, keeping numbers of support helplines and hotlines handy.</p> <p>Don't forget that there's no need for children or young people to share pictures of themselves or other personal information to access digital learning.</p>

4	<p><u>Stay in touch with your children's education facility</u></p> <p>Find out how to stay in touch with your children's teacher or school to stay informed, ask questions and get more guidance. Parent groups or community groups can also be a good way to support each other with your home schooling.</p>
5	<p>Repeat some of the lessons you taught in class. Especially for those students who are missing the classroom environment, this will probably help activate their memory of being part of a community and remind them that they are still part of one. For example, in your email you can say something like, "Remember when we talked about this and ..."</p>



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