



Catch-Up Course

सेतु सामग्री

कक्षा—6, 7, 8

विषय— अंग्रेजी



सहयोग— बिहार शिक्षा परियोजना परिषद्, बिहार
अकादमिक सहयोग— यूनिसेफ, बिहार

राज्य शिक्षा शोध एवं प्रशिक्षण परिषद्, पटना, बिहार द्वारा विकसित

शिक्षकों के लिए निर्देश

आप सभी अवगत हैं कि पिछले लगभग 10 माह से कोविड 19 के कारण विद्यालयों में बच्चों का पठन सहित अन्य शैक्षणिक कार्य बाधित रहा है जिसके कारण उनके सीखने की प्रक्रिया में बाधा उत्पन्न हो गई है। इस लंबे और त्रासद अंतराल ने इस दौरान सीखने के अपेक्षित अवसरों को, खास कर विद्यालय में, कम कर दिया जिसके कारण बच्चों में **Learning Gap** बढ़ गया है। अतः ये आवश्यक और अपेक्षित है कि इस **Learning Loss** या **Gap** को कम किया जाय। शिक्षा से जुड़े विभिन्न हितधारकों से व्यापक विचार-विमर्श के उपरांत राज्य स्तर पर यह निर्णय लिया गया कि बच्चों के सीखने सिखाने की प्रक्रिया को गति प्रदान करने और उनमें अगली कक्षा की दक्षताओं के प्रति तत्परता उत्पन्न हो सके, इसके लिए अगले तीन महीनों के लिए कोविड काल से संबन्धित कक्षा के लिए, अधिगम प्रतिफलों के आलोक में विषय वस्तु को इस तरह तार्किक और संतुलित रूप से कम करते हुए प्रस्तुत किया जाय कि **Learning Loss** या **Gap** को कम किया जा सके। इसके लिए तीन माह का **Catch-Up-Course** विकसित करते हुए पाठ्य-पुस्तक से उन सामग्रियों/विषय वस्तुओं/गतिविधियों की पहचान की गई जिनके माध्यम से बच्चों के **Learning Loss** या **Gap** को कम करते हुए अपेक्षित अधिगम प्रतिफल सुनिश्चित कर उन्हें अगली कक्षा के लिए तैयार और तत्पर किया जा सके। वस्तुतः चिन्हित सामग्री/विषय वस्तु/गतिविधियां, क्रियाकलाप तथा शिक्षण रणनीति पूर्व और अगली कक्षा के लिए सेतु का कार्य करेगी।

विकसित **Catch-Up-Course** और चयनित विषय वस्तु के आलोक में बच्चों में अपेक्षित अधिगम प्रतिफल सुनिश्चित हो सके इस हेतु निम्न तथ्यों को ध्यान में रखा जाना अपेक्षित है।

—कोविड— 19 की सुरक्षा से संबन्धित सभी विभागीय निर्देशों एवं प्रावधानों का पूर्णतः सावधानी से अनुपालन किया जाए।

— **Catch-Up-Course** कुल 60 दिनों के लिए विकसित किया गया है।

— पाठों के चयन का आधार अधिगम प्रतिफल और पाठ्यक्रम में शामिल **Themes** हैं। सभी **Themes** से संबन्धित पाठों की पहचान और चयन करने का प्रयास किया गया है।

—चिन्हित पाठों से संबन्धित अधिगम प्रतिफल या सीखने के प्रतिफल **Catch-Up-Course** में संबन्धित पाठ के साथ दिये गए हैं।

— सभी चिन्हित पाठों के लिए अधिगम संकेतक दिये गए हैं जिनके आलोक में बच्चों में अधिगम सुनिश्चित किया जाना अपेक्षित है।

– पुनः सभी पाठों के साथ बच्चों में सहज अधिगम सुनिश्चित किए जाने को ध्यान में रखते हुए उससे संबंधित कुछ सुझावात्मक प्रक्रिया दी गई है, जिनका उपयोग कक्षा-कक्ष प्रक्रिया में किया जा सकता है। ध्यान रहे कि ये प्रक्रियाएँ सुझाव मात्र हैं न कि अंतिम। आप पाठ से संबंधित नवाचारी प्रक्रियों का उपयोग करके अपनी प्रस्तुति को और भी सुगम बनाते हुए बच्चों के सीखने-सिखाने की प्रक्रिया को सहज और आकर्षक बना सकते हैं।

–सुझावात्मक प्रक्रिया के अंतर्गत पाठ से संबंधित गतिविधियां, क्रिया-कलाप की चर्चा की गई है जिन्हें कक्षा-कक्ष में सीखने-सिखाने की प्रक्रिया में शामिल किया जाना अपेक्षित है जिससे बच्चों का सीखना सुनिश्चित हो सके और अधिगम प्रतिफल की प्राप्ति हो सके।

– सुविधा के लिए प्रत्येक पाठ से संबंधित गतिविधियों, क्रिया-कलापों को उनके पृष्ठों के साथ अंकित किया गया है।

–पुनः सभी चिन्हित पाठों से संबंधित सीखने-सिखाने की प्रक्रिया को पूरा करने के लिए संभावित दिनों की संख्या भी सुझाई गई है जिसे ध्यान में रखा जाय।

– सीखने-सिखाने की प्रक्रिया में बच्चों को बातचीत करने, अपने अनुभवों को साझा करने और जहां तक संभव हो स्वयं से कर के सीखने का पर्याप्त अवसर दिया जाना अपेक्षित है। इससे बच्चों को कोविड 19 के कारण हुए विविध आघात (Trauma) और संबंधित दुष्प्रभावों से बाहर निकालने में मदद मिलेगी, बच्चे सहज हो सकेंगे, विद्यालय, कक्षा और अपने सहपाठियों के प्रति भी सहज हो सकेंगे।

– यह ध्यान रखा जाना आवश्यक है कि बच्चे पूरे शिक्षण-अधिगम प्रक्रिया में मानसिक और शारीरिक रूप से सहज बने रहे। सम्पूर्ण शैक्षिक प्रक्रिया और माहौल दबावमुक्त हो।

निदेशक

(गिरिवर दयाल सिंह)

राज्य शिक्षा शोध एवं प्रशिक्षण परिषद्

बिहार , पटना

COMPETENCIES / SKILLS BASED LANGUAGE LEARNING POINTS FOR STD VI-VII

Class	LISTENING/SPEAKING	READING/COMPREHENSION	WRITING/COMPOSITON	GRAMMAR+VOCABULARY
VI.	<ul style="list-style-type: none"> • Small group में conversation करते हैं। • Speech देते हैं। • Action words करके दिखाते हैं। Eg. Eat, Jump 	<ul style="list-style-type: none"> • Skimming • Scanning • Prediction 	<ul style="list-style-type: none"> • Process Writing • Paragraph Writing • Summary/Theme • Character & Sketch 	<ul style="list-style-type: none"> • Antonyms (L-7). • Arrange(Jumbled Words L-2) • Suffix/Prefix (L-5). • Wh-questions (L-2). • Word Web • Punctuation (L-13-Day Dream) • Direct/Indirect Speech • Degree of Comparison • Adjective
VII.	<ul style="list-style-type: none"> • Introduces self and others in English/Hindi. • Listens to others and shares their experiences. • Recites poems/stories with correct pronunciation • Sings in large/small groups. • Uses dictionary to find meaning of new words and uses it in right context. 	<ul style="list-style-type: none"> • Paragraph Writing – L-1 My Mother • Theme of poem- L-9 • Message Writing L-15 • Leave application L-15 • Essay Writing (Small essay). L-8 Madhubani Painting. 	<ul style="list-style-type: none"> • Conjunction L-3 • Preposition L-4 • Form Wh-questions (Change into interrogative L-12) • Auxilliary Verb (are/was) • Use of different forms of verb. L-14 • Direct-Indirect speech (Simple conversion) • Use of comma, Inverted comma, • Simple translation. L-11 <p>Eng to Hindi Eng to Mother Language</p>	<ul style="list-style-type: none"> • Similar meaning words. (L-11) Akbar and Birbal. • Opposite Words • Related Words-Madhubani Paintings (L-8) • Find Odd One Out- • One Word Substitution. • Rhyming Words— Discrimination (L-9) • Abbreviaions-(EXCUSES! Excuses! (L-15) <p>LANGUAGE GAMES</p> <ul style="list-style-type: none"> → CROSS WORD PUZZLE(Discrimination L-9) → SCRABBLE (Rikki Tikki Taw) (L-14)

VIII	<ul style="list-style-type: none"> • Identifies main idea/theme of poem or story. • Reads variety of texts from magazines. News paper etc. • Answers subjective, objective and HOTS question related to text. • Identifies the character sequence of story and talks about it. 	<ul style="list-style-type: none"> • Paragraph Writing (L-15) • Summary of Story/Essay (L-2) • Theme of poem (L-1)-Sympathy • Dialogue Writing (L-14) • Letter Writing(Informal)L-7) • Application other than school) Writing- (L-15) 	<ul style="list-style-type: none"> • Use of forms of verb (V₁,V₂,V₃,V₄,V₅) • Making comparison. • Adjective- Use- L-5 • Use of Had to (to show compulsion) • Sequence of tenses-1 • Auxilliary Verb – (an) uses. • Prepositions (With/Without) • Sentence and Clauses. • Degree of comparison. (L-9) • Translation-(L-2) 	<ul style="list-style-type: none"> • Synonyms-Antonyms • Suffixes and Prefixes. • Correction of mis-spelt words- • Rhyming words (L-1),(L-13) • Compound Words- • Uses of should • Uses of a, an (vowel, consonant sound). • LANGUAGE GAMES <ul style="list-style-type: none"> → WORD LADDER → TONGUE TWISTERS. → WORD CHAIN etc.
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शैक्षणिक सत्र 2021–2022 के लिए तीन माह की सेतु सामग्री।

कक्षा– 06 (कक्षा– 05 के बच्च जो सत्र 2021–2022 में कक्षा– 06 में पढ़ रहे हैं, उनके लिए 60 कार्य दिवस की सामग्री।)

Class- VI

Subject- English

सीखने का प्रतिफल	अध्याय	अधिगम संकेतक	सुझावात्मक प्रक्रिया	अवधि (दिनों में)
Learning outcomes	Chapters	Learning Indicators	Suggestive Process	Durati on (In Days)
<ul style="list-style-type: none"> Recites and shares English poems, games riddles, stories etc. with peers and family members. Expresses his opinions on familiar persons friends etc. Recites with proper rhyme and rhythm. understands the main theme of the poem and relates it with his daily life. Discusses on the title and picture of the text in small groups. speaks about the importance of mother and shares his experiences. 	<p>(FROM BLOSSOM-5) Lesson-01 .No Body's Friend (pg-01)</p> <p>Lesson-7 Lovely Moon (pg-49)</p>	<ul style="list-style-type: none"> poem की theme पर बातचीत करते हैं। अपने दोस्तों परिचितों के बारे में बताते हैं। पूरे हाव भाव, rhythm और rhyme के अनुसार recite करते हैं। 	<ul style="list-style-type: none"> शिक्षक बच्चों को छोटे समूहों में बांटकर poem पूरे हाव-भाव के साथ सुनाएँ और घर, परिवार, दोस्त, माँ, चंदा आदि के बारे में बात करें। शिक्षक poem को दैनिक जीवन से जोड़ते हुए दोस्त और माँ के महत्व को बताएँ। सही pronunciation, rhythm के साथ poem की theme पर चर्चा करें। rhyming word बताएँ ; eg- moon-soon (pg-49) lend-friend (pg-5) 	15

	Lesson-11 My Miracle Mother (pg-76)	<ul style="list-style-type: none"> ● माँ के बारे में, चंदा के बारे में बातचीत करते हैं और अनुभव साझा करते हैं। 	<ul style="list-style-type: none"> ● कविता से related activity कराएँ। जैसे माँ की, चाँद की तस्वीर बनाना। ● ● दिए गए picture के आधार पर अनुमान लगाना। ● कोई वस्तु देकर बच्चों को sharing की activity कराएँ। 	
<p>Picture description</p> <ul style="list-style-type: none"> ● Tells the sequence of events and infers the upcoming events ● Predicts the problem and relates it to the real life situations. ● Reading ● Reads text with comprehension, locates details and sequence of events. ● tries to read in pair or small groups. ● reads printed material in the surroundings such as advertisement , directions and question answer. 	Lesson-17 The Crocodile's Advice (pg-129) Lesson-2 The Smell of the Bread And the Sound of Money (pg-7) Lesson-5 2. An Act of Bravery (pg-31)	<ul style="list-style-type: none"> ● पाठ में दिए picture देखकर अनुमान लगाते हैं और संवाद बनाते हैं। ● समस्या को दैनिक जीवन से जोड़ते हैं और समाधान निकालते हैं। ● बच्चे पाठ में दिए कहानी को अपने शब्दों में बताते हैं। 	<ul style="list-style-type: none"> ● शिक्षक पाठ में दिए चित्रों को दिखाते हुए बच्चों से संबंधित प्रश्न पूछें, जैसे—क्या दिख रहा है? crocodile, fox से क्या कह रहा होगा? तुम ऐसी स्थिति में क्या करते ? ● शिक्षक संवाद बनाने को कहें और चित्र के आधार पर कहानी गढ़ने को कहें। ● घटनाक्रम लिखने को कहें। (sequence) ● पात्रों के बारे में लिखने Draw करने को कहें। ● शिक्षक छोटे समूहों में बच्चों को पढ़ने दें और मार्ग दर्शन करते रहें। ● कहानी की loud reading कराएँ। ● छोटे-छोटे समूहों में बाँटकर पाठका passage पढ़कर question frame करवाएँ और दूसरे समूहों को उत्तर देने को कहें। ● Discussion पाठ Day Dream के आधार पर positive और negative aspects discuss कराएँ। ● कठिन शब्दोंकासहीpronunciation कराएँ। 	15

	<p>Lesson-10 The Ant and the Grashopper (pg-68)</p> <p>Lesson-13 Day Dream-folk tale (pg-92)</p>			
<p>Drama/ Role play</p> <ul style="list-style-type: none"> • students understand the story and take part in discussion • Create dialogues and enact the story by role-play. • compare different characters of drama and analyse. • Relate it to the real life situation <p>Writing</p> <ul style="list-style-type: none"> • makes mother's day card and write five- six sentences on mother • students listen to the Teacher and write • write small rhymes. 	<p>Lesson-2 The smell of the Bread and the Sound of Money (pg-7)</p> <p>Lesson-9 Birbal's Wit (pg-61)</p> <p>Lesson-11 My Miracle Mother (Poem) (pg-76)</p> <p>Lesson-10 The Ant And The Grasshopper (pg-75) (Pg-76)</p>	<ul style="list-style-type: none"> • बच्चों संवाद को अच्छी तरह बोल पाते हैं। • role-play script के अनुसार कर पाते हैं। • विभिन्न पात्रों की तुलना एवं विश्लेषण करते हैं और दैनिक जीवन से जोड़ते हैं। <ul style="list-style-type: none"> • बच्चों माँ के लिए कार्ड बनाकर 4-5 वाक्य लिख पाते हैं। • बच्चे छोटे-छोटे rhyme बना पाते हैं, लिखते हैं। 	<ul style="list-style-type: none"> • शिक्षक bakery items के बारे में Interactive reading करके सुनाएँ। • कहानी पर बातचीत करवाते हुए बच्चों को role-play करने को कहें। • Group में बांटकर Akbar-Birbal की कहानी का role-play करवाएँ। <ul style="list-style-type: none"> • शिक्षक बच्चों से activity करवाते हुए रंगीन कागज पर Mother's Day Card तैयार करवाएँ। • माँ से संबंधित या किसी भी प्रकार की rhyme लिखवाएँ। • शिक्षक जोर से कोई Passage पढ़ें और बच्चों को लिखने कहें। 	15

<p>Writes the steps of preparing any recipe.</p> <ul style="list-style-type: none"> • writes physical appearance of different animals. • Draw the pictures of different species. • Write short paragraph on • Benefits of living with grandparents • festival celebration • The challenge that I faced. • writes in english from verbal, visual clues. • uses new words in writing. 	<p>Lesson-2 The Smell of Bread and Sound of Money (pg-16)</p> <p>Lesson-17 The Corcodile's Advice</p> <p>Lesson-6 The Old Man & His Grandson (pg-48)</p> <p>Lesson-9 Birbal's Wit</p>	<ul style="list-style-type: none"> • understands and writes the steps of process writing • Animals के physical appearance के बारे में बताते हैं। • आसपास / दैनिक जीवन में दिखने वाले, पशु, वस्तु आदि के चित्र बनाते हैं। • विभिन्न विषयों पर छोटे-छोटे वाक्यों में paragraph लिखते हैं। • नए शब्दों का writing में use करते हैं। 	<ul style="list-style-type: none"> • शिक्षक बच्चों को छोटे-छोटे समूहों में बांटकर अलग-अलग recipe के steps (process writings) का अभ्यास करवाएँ। • Flash card दिखाएँ और उन चित्रों के आधार पर बच्चों से drawing करवाएँ और उनके बारे में 4-5 वाक्य लिखने को कहें। • शिक्षक verbal/visual clue देकर बच्चों को short paragraph लिखने को कहें। • Benefits of living with grandparents, festival celebration eg- Holi • The challenge that I faced. 	
<ul style="list-style-type: none"> • Grammar & Vocabulary • Uses the an antonyms from the context . • Uses dictionary for references. • Frames Wh-questions and answers them. • Rearranges jumbled letters in a meaningful word. • Makes new word by adding suffix and prefix. • Combines sentences using suitable conjunctions . • Uses correct punctuation in speech and writing. 	<p>Lesson-17 The Crocodile's Advice (pg-135) pg-10</p> <p>Lesson-2 The Smell of Bread and sound of Money pg-11</p> <p>Lesson-5 An Act of Bravey</p>	<ul style="list-style-type: none"> • बच्चे antonym, synonym जानते हैं। • Dictionary use करत हैं। • jumbled words को arrange करते हैं। • suffix/prefix जोड़कर new word बनाते हैं। 	<ul style="list-style-type: none"> • विभिन्न गतिविधियों द्वारा opposite और synonyms के concept को विकसित करें और match the column, flash board गतिविधियाँ कराएँ। • dictionary का प्रयोग करना सिखाएँ। • jumbled word को arrange करने का अभ्यास कराएँ। eg- moyne- money • root word, suffix, prefix के concept को समझाते हुए नए शब्दों के निर्माण से होने वाले 	15

	(pg-36) Lesson-13 Day Dream (pg-98-99) The Arab & his Camels pg-59	<ul style="list-style-type: none"> • दोवाक्योंकोजोड़नेके लिए सही conjunction का प्रयोग करतेहैं। • punctuation mark का सही प्रयोग करते हैं। 	<p>शब्द परिवर्तन पर चर्चा करें और अभ्यास कराएँ। eg- inspect+ or= Inspector teach+er =teacher</p> <ul style="list-style-type: none"> • conjunction का सही प्रयोग बताते हुए अभ्यास करवाएँ। eg- and, but, as, etc. • comma और inverted comma का बोलने और लिखने में अभ्यास कराएँ। 					
<ul style="list-style-type: none"> • Direct speech औरIndirect speech को समझतेहैं। • Direct speech कोInterchange करतेहैं। • Adjectives एवंDegree of comparisonकासही use करते हैं। 	Lesson-14 Three Little Pigs (pg-106-109) Lesson-15 The Blind Beggar (pg-118)	<ul style="list-style-type: none"> • Direct speech को समझते हुए Indirect speech में Interchange करते हैं। • आसपास की वस्तुओं का उदाहरण और degree of comparsionका सही प्रयोग करते हैं। 	<ul style="list-style-type: none"> • पाठ के context के आधार पर direct speech और indirect speech की समझ विकसित करें और अभ्यास कराएँ। <table border="1" data-bbox="1304 646 1740 834"> <tr> <td>eg- direct speech- Ago, here</td> <td>indirect speech- before there etc.</td> </tr> <tr> <td></td> <td></td> </tr> </table> <ul style="list-style-type: none"> • पाठ के आधार पर Adjectives तथा Degree of comparisonकी समझ विकसित करने के लिए गतिविधियाँ कराएँ। eg- Good – Better – Best Old – older - oldest 	eg- direct speech- Ago, here	indirect speech- before there etc.			
eg- direct speech- Ago, here	indirect speech- before there etc.							



Catch-Up Course

सेतु सामग्री

कक्षा— 7

विषय— अंग्रेजी



सहयोग— बिहार शिक्षा परियोजना परिषद्, बिहार
अकादमिक सहयोग— यूनिसेफ, बिहार

राज्य शिक्षा शोध एवं प्रशिक्षण परिषद्, पटना, बिहार द्वारा विकसित

शैक्षणिक सत्र 2021–22 के लिए तीन माह की सेतु सामग्री (catch up course)
 कक्षा –7 (कक्षा–6 के बच्चे जो सत्र 2021–22 में कक्षा 7 में पढ़ रहे हैं, उनके लिए 60 कार्य दिवस की सामग्री)

Class....VII

Subject- English

सीखने का प्रतिफल	अध्याय	अधिगम संकेतक	सुझावात्मक प्रक्रिया	अवधि (दिनों में)
Learning Outcomes	Chapters	Learning Indicators	Suggestive process	Duration(in Days)
<p>POETRY- Reading and comprehension.</p> <ul style="list-style-type: none"> • Listens to others and share their experiences confidently. • Recites and shares poems, songs, riddles, tongue twisters etc. • Recites poem with rhythm, proper tone, loud voice & correct pronunciation. • Recites poem in large small groups or individually. • Knows about poet of the poem Theme/ motive of poem. • Express their 	<p>POEMS Lesson-01 My Mother</p> <p>Lesson-9 Discrimination By- Janet S Watford</p>	<ul style="list-style-type: none"> • Listens to teachers/ others attentively and share their own experiences confidently. • Discusses about warmer, theme, main idea of the poem. • Recites the poem aloud with expression, proper tone, stress & rhythm. • Expresses their feeling about mother, hawkers, social issues etc. • Participates in group discussion, role play, debate etc. 	<ul style="list-style-type: none"> • Teacher starts a discussion in class with students taking help of warmer to bring attention to the topic. Ex- whenever you are in pain whom do you remember first? • Teacher acts as facilitator to help them relate daily life experiences with poem or given texts. • Teacher talks about title and picture of poem with learners. Ex- My Mother, Discrimination. • Recite the poem aloud with expression, proper tone, stress and correct pronunciation. • Ask learners to recite/ read the poem in large/ small groups, pair and individually. • Teacher motivates learners to talk about their mother, different street hawkers, their way of selling goods like bangles, clothes, toys, beauty products etc. 	10

<p>opinion about poem orally.</p> <ul style="list-style-type: none"> • Answers the question of familiar and unfamiliar texts orally. 		<ul style="list-style-type: none"> • Shares poems, folks, songs, lokes, riddless tongue twisters etc. • Comprehends the poem and answers related question. 	<ul style="list-style-type: none"> • Motivate learners to write a few lines about their mother, life of hawkers social issues,life casteism, untouchability, poverty, gender biasness etc. • Motivate learners to speak confidently. • Motivate learners to laugh & then explain benefits of laughing for sound health. 	
<ul style="list-style-type: none"> • Uses synonyms, antonyms, appropriately according to the context. • Talks about warmer given in each chapter and relates it with his real life experiences. <p>• PROSE- Reading and comprehension.</p> <ul style="list-style-type: none"> • Reads with correct pronunciation and with application of punctuation marks. • Understands the text and other oral messages, information on 	<p>STORY</p> <p>Lesson-7 A Mother's Love</p> <p>Lesson-11 Akbar and Birbal</p>	<ul style="list-style-type: none"> • Writes objective and subjective type questions related to poem. • Talks about/ writes about summary of the poem and hidden meaning. <ul style="list-style-type: none"> • Listens to others attentively and speaks confidently related to text also relates the story to real life situation. • Reads the story with understanding and narrates it with expression. 	<ul style="list-style-type: none"> • Suggest some, comic shows or movies, short funny videos to watch and also practice tongue twisters like- she sells sea shells on the sea-shore कच्चा पापड़ पक्का पापड़ आदि। to make classroom environment friendly. • Ask learners to share jokes, riddles , songs in the class. • Ask questions related to text and motivate every child to answer, according to the poem read. <ul style="list-style-type: none"> • Teacher talks to learners about food habits, mutual love,co-operation of son and daughter with mother. Motivate them to share their personal experiences. • Tell the story to learners in sequential way and learners will listen carefully & attentively.(A Mother's Love, Akbar and Birbal) • Ask learners to read the story silently 	<p>12</p>

<p>notice board or other sources.</p>		<ul style="list-style-type: none"> Writes the incidents of story in sequence & understands them and writes summary. 	<p>and write/ narrate it in dialogue form. ex- for role play.</p> <ul style="list-style-type: none"> Conduct group/discussion/debate on topics "Role of parents in life." or "LUXURIOUS LIFE VS SIMPLE ACTIVE LIFE" etc. 	
<ul style="list-style-type: none"> Responds to announcements, instructions made in class or assembly. Takes dictation of words/ phrases / simple sentences/ short paragraphs. Understand theme of lesson/ story. Reads a Variety of texts from story book, magazines newspapers etc. and identifies main idea, characters sequene of ideas an relates to real life. Refers to dictionary to find meaing of new words. 	<p>Lesson-10</p> <ul style="list-style-type: none"> Bamboo Curry <p>Dialogue-</p> <ul style="list-style-type: none"> Excuses! Excuses. 	<ul style="list-style-type: none"> Writes dictation of new words related to text. Uses dictionary to find meaning of new words, Synonyms, Antonyms etc. Enjoys story telling and is keen to find more stories from different sources viz-magazine, internet etc. Writes dialogue for role play from the story and act in role play. 	<ul style="list-style-type: none"> Talks to learners about their food habits. The food cooked in their houses daily, on festivals or in parties. Ask them to write preparatory method of any one dish like kheer. Introduce learners with Akbar and Birbal. Ask them to narrate more stories of them. Motivate to participate in group discussion, conversation. Praised Birbal's wit and sense of humour and ask them to use such attitudes in daily life. Ask learners to find meaning of words from dictionary and find their synonyms & Antonyms. Conduct dictation/ paragraph writing class to improvise their writing abilities. Motivate every child to narrate story in dialogue form & preparae for role play. (from- EXCUSES! EXCUSES) Asks learners to draft, revise and write summary/ theme/ motive of story. Motivate them to learn the grammatical topics covered in lesson 	

			and use it during writing process.	
<ul style="list-style-type: none"> • Participates in group discussion, debate role play. • Visits video library, youtube or browses NET to get different material related to the text. • Reads with correct pronouncation and to seek information about famous personalities from different sources like magazines, internet. • Prepares bio-data of self and others. Conducts interview. • Answers questions related to the text. 	<p>BIOGRAPHY</p> <p>Lesson-6 Saina Nehwal.</p>	<ul style="list-style-type: none"> • Answers all comprehension question related to story with ease & perfection. • Takes interest in listening and discussing about biographies of famous persons. • Give a brief introduction of other famous personalities known to him. • Prepare questionnaire in order to conduct interview. • Do project work on the famous people using ICT(Internet, Mobile, Youtube etc.) 	<ul style="list-style-type: none"> • After summary, dialogue writing, narration of story asks learners to comprehend the story an answer all objective/ subjective question related to lesson. • Talk to learners about their interest in music, songs (mother language/ Hindi/ English) their favourite songs and also favorite sport. • Give a brief introduction of Lata Mangeshkar and Saina Nehwal (The great Badminton player). • Divide the learners in small groups and ask them to read the text silently and then discuss among themselves. • Ask learners to present a brief introduction of Saina Nehwal. Organise an interview activity (one child becomes interviewer and other a fomous personality/ politician/ Mukhiya etc). • Prepare brief biodata of SAINA NEHWAL 	3
<ul style="list-style-type: none"> • Writes summary of text they read with comprehension and proper sequence of ideas. • Describes pictures on basis of visual/ 	<p>ESSAY</p> <p>Lesson-8</p> <ul style="list-style-type: none"> • Madhuba -ni 	<ul style="list-style-type: none"> • Read the text and relate it with their day to day experiences. • Writes summary of text. • Drafts, revises and 	<ul style="list-style-type: none"> • Talk with learners about the way we communicate and the ways animals talks or share ideas. • Ask about different forms of arts they know and introduce them to Madhubani Art (Bihar) • Ask them to discuss the ideas of the 	3

<p>audio in verbal or written form.</p> <ul style="list-style-type: none"> • Uses art to integrate it with learning. • Understands and uses grammatical items in context. <p>• VOCABULARY/ WORD POWER</p> <ul style="list-style-type: none"> • Uses dictionary to check meaning spelling, similar meaning word & opposite words. • Deduces word meaning from clues in text. • Finds small words from a given big word. 	<p>Painting</p> <p>Synonyms and Antonyms Lesson-11</p> <ul style="list-style-type: none"> • Akbar and Birbal (C-1 and C-2) <p>Rhyming Words Lesson-9</p> <ul style="list-style-type: none"> • Discrimination (D-1) • Word formation (C-1) <p>Lesson-8 Madhubani Painting</p>	<p>writes short paragraph.</p> <ul style="list-style-type: none"> • Uses dictionary to find antonyms synonyms of words used. <ul style="list-style-type: none"> • Reads the text/poem/ essay with understanding. • Knows the way to find meaning in dictionary. • Finds synonyms antonyms from text by write dictionary. ex- Happy- Glad(s) Fresh- Stale (A) 	<p>text for critical thinking.</p> <ul style="list-style-type: none"> • Motivate them to find meaning of unfamiliar words using dictionary and deduce from contexts. • Ask learners to write food habits of animals, specialities of Madhubani Art of Mithila Region. <ul style="list-style-type: none"> • Ask learners to read text with understanding and raise question and write answers on the basis of their reading. • Create understanding about words with similar meaning (synonyms) and words with opposite meaning (Antonyms). • Ask learners to find meaning of new word and deduce meaning from text. • Ask learners to find synonyms and antonyms for given words. Ex- Synonyms: children- kids, Happy- glad, Sad- Gloomy. Antonyms: Fresh-stale, Go- Come, Empty- Full etc. 	<p>5</p>
<ul style="list-style-type: none"> • Understands rhyme and finds rhyming words from poem or 	<p>Related Words- L-8</p>	<ul style="list-style-type: none"> • Deduces meaning from the context of lesson. 	<ul style="list-style-type: none"> • Discuss concept of rhyming words- words ending with similar sounds. ex- pan-can- Ran- Ban (ending with 	<p>5</p>

<p>by himself.</p> <ul style="list-style-type: none"> • Understand s commonly used abbreviation and uses them correctly. • Participates in language games like scrabble, cross word puzzle, pick odd one out, remove extra letter to make meaningful sentences etc. 	<p>Madhubani Panting(C-2)</p> <p>Abbreviations Lesson-15 Excuses! Excuses (C-2)</p> <p>LANGUAGE GAMES Lesson-14 (1). Scrabble Rikk Tikki Tawi. (2). Cross Word Puzzle Discrimination.</p>	<ul style="list-style-type: none"> • Understands the full form of abbre – viations and then knows their proper uses. ex- Doctor- Dr. Late-late Physical Education-PE etc. • Understands rhyming words like pan-can-man , late-gate- fate etc. • Shares poems, jokes, riddles, tongue tuisters etc. • Participates in different language games and involvevs in increasing word power. 	<p>an)</p> <p>Bell- Hell- Tell (ending with – ell).</p> <ul style="list-style-type: none"> • Provide maximum examples and excrcises to practice rhyming words. • Introduce them with activities for word formation ex- Write a big word like- International and ask them to find new words from the letters of this word. like-In, Inter, Not, National etc. • Teacher shows posters, banners, Name boards and other materials to show different abbreviation and explain their full forms to them. • Organise many language games ex- Scrabble • Cross word puzzle. 	
<ul style="list-style-type: none"> • Composition • Reads a variety of texts and understands the given message . • Writes small messages to friends/ families/ 	<p>Message Writing Lesson-4 Do Animals Share Ideas (E-1)</p>	<ul style="list-style-type: none"> • Responds to oral /written messages. • Writes messages in proper way for different situations. • Writes biodata of self and others. • Describes pictures in words. 	<ul style="list-style-type: none"> • Introduce students with different types of messages children come across the days. SMS, MMS, text messages, verbal, pictoral etc. • Motivate them to explain different messages and create messages by themselves. • Ask the learners about understanding of paragraph writing. It's starting, 	<p>6</p>

<p>school etc.</p> <ul style="list-style-type: none"> Writes paragraph on simple topics coherently with appropriate beginning, middle and end of topic. Writes leave application to the Headmaster in correct format. 	<p>PARAGRAPH WRITING Lesson-10 Bomboo Curry (E-2)</p> <p>Leave Application Excuses! Excuses Lesson-15</p>	<ul style="list-style-type: none"> Writes the incidences of story, play in sequence grammatically correct. Writes paragraphs using appropriate words phrases sentences etc. Writes letter formal/ informal for different purposes. Writes/ Describes social issues using cartoons/comic strips etc. 	<p>middle body and conclusion should be in relevance with topic.</p> <ul style="list-style-type: none"> Ask students to draft short paragraphs on our family, animals, school, process of making particular food etc. Introduce children with formal and informal letters and their types, place of usage. Introduce them with correct format of writing leave application. Ask them to write leave application for 4 days to HM. Motivate them to write about different social issues using cartoons / comic strips etc. 	
<p>❖ GRAMMAR</p> <ul style="list-style-type: none"> Understands the meaning of conjunction and their usage. Knows some simple conjunctions like 'and' and 'but' and way of using them in joining sentences. Understands and uses grammatical items related to every lesson. Understands 	<p>CONJUNCTION Lesson-3 Lata Mangeshkar (Ques-D)</p> <p>ACTIVE & PASSIVE VOICE Lesson-8</p> <p>Madhubani</p>	<ul style="list-style-type: none"> Know about type of sentences simple, compound complex. Uses conjunction to join two simple sentences. Understands the difference between verb and auxiliary verb. Uses auxiliary verb are/ was in correct grammatical context and 	<ul style="list-style-type: none"> Write 3 sentences simple, compound, complex on blackboard and ask students to differentiate among them and discuss the difference. Simple- We go to school, compound- He loves pizza and noodles. Complex- As it was raining boys were late for school. Then discuss the joining word in compound sentences as conjunction. Introduce use of- and, but Motivate them to join many other simple sentences using different conjunctions. 	7

<p>auxiliary verbs (are/was) and their usage while writing.</p> <ul style="list-style-type: none"> • Understands basic prepositions and their criterion on basis of place, motion, time & date. 	<p>Painting (Ques-D-1)</p> <p>PREPOSITION</p> <p>Lesson-4</p> <p>Do Animals Share Ideas. (Ques-D-1)</p>	<p>converts active into passive voice.</p> <ul style="list-style-type: none"> • Understands preposition and its usage. • Their distribution on basis of place, motion or time/date is known to him. 	<ul style="list-style-type: none"> • Discuss the difference between main verb and auxiliary verb. • Explain them- ways and rules to convert – active into passive voice or passive into active voice. • Active voice- subject – acts on verb. passive voice- subject is a recipient of verb's action. Ex- I do my homework- My homework is done. • Explain preposition as a word or phrase before noun or pronoun to show place, time direction etc. • Ask learners to use prepositions in different context with understanding. ex- at, on, in, for, between, among, into, across etc. 	
<ul style="list-style-type: none"> • Talks/ discusses or writes about types of sentences • Understands features of interrogative sentences. • Converts simple sentences into interrogative sentences. • Understands and explains about all forms of verb (V₁, V₂, V₃, V₄, V₅) 	<p>Forming Interrogative sentences With Questions Lesson-12</p> <p>The Talking Potato (Q-D1)</p> <p>Correct Form of Verb (V₁, V₂, V₃, V₄, V₅) Lesson-14</p>	<ul style="list-style-type: none"> • Children differentiate between types of sentences and tell about features of interrogative sentences. • Tell about different (wh- questions) like who, why, what, when etc. • They write grammatically correct sentences using wh- 	<p>Very briefly tells students about types of sentences- statement, imperative, interrogative and exclamatory with more focus on interrogative sentences.</p> <ul style="list-style-type: none"> • Provide different exercises like dialogue writing, story completion for formation of wh-question like who, why what when , whom etc. • Discuss about 5 forms of verb in classroom. ex- Go- (V₁), Went(V₂), Gone(V₃), Going(V₅), Goes(V₅) • Discuss different verb forms with different tenses- present, past, future etc. • Ask students to read the lesson and 	7

<ul style="list-style-type: none"> • Writes/ completes sentences using right form of verb. • Translates sentences from Hindi to English and English to Hindi with correct grammatical features items in context. 	<p>RIKKI TIKKI TAWI (Q-D-1)</p> <p>TRANSLATI ON Lesson-11 Akbar and Birbal (Q-F-1,F-2)</p>	<p>questions and using correct form of verbs.</p> <ul style="list-style-type: none"> • Translates simple sentences from Hindi to English and English to Hindi • Uses basic rules of grammar (sub-verb relation) while- translating 	<p>pick sentences of different tenses (present, past, future tense) from text.</p> <ul style="list-style-type: none"> • Ask students to translate sentences from English to Hindi and Hindi to English in past tense. • Provide students with more and more practice exercises to translate. 	
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Catch-Up Course

सेतु सामग्री

कक्षा—8

विषय— अंग्रेजी



सहयोग— बिहार शिक्षा परियोजना परिषद्, बिहार
अकादमिक सहयोग— यूनिसेफ, बिहार

राज्य शिक्षा शोध एवं प्रशिक्षण परिषद्, पटना, बिहार द्वारा विकसित

शैक्षणिक सत्र 2021–2022 के लिए तीन माह की सेतु सामग्री।

कक्षा– 08 (कक्षा– 07 के बच्चे जो सत्र 2021–2022 में कक्षा– 08 में पढ़ रहे हैं, उनके लिए 60 कार्य दिवस की सामग्री।)

Class- Viii

Subject- English

सीखने का प्रतिफल	अध्याय	अधिगम संकेतक	सुझावात्मक प्रक्रिया	अवधि (दिनों में)
Learning Outcomes	Chapters	Learning Indicators	Suggestive Process	Duration (In Days)
<ul style="list-style-type: none"> • Reads aloud stories with appropriate pause, intonation and pronunciation. • Reads textual/ non-textual materials in English with comprehension. • Asks and responds to questions based on texts (from books or other resources) and out of curiosity. 	<p>L-2. Krishna And Sudama.</p> <p>L-10. The Lost Child</p>	<ul style="list-style-type: none"> • Shares the ideas on familiar topics. • Reads various types of texts to find the main idea. • Raises questions and gives answers orally and in writing based on a variety of texts. 	<ul style="list-style-type: none"> • Talk with learners about need and importance of friends and friendship, motivate them to share their experiences. • Narrate the story of Krishna And Sudama. • Ask learners to read the story silently and infer the main idea. • Ask them to raise questions and give answers based on the reading of the text. • Help learners to do exercises of page- 12, 13, B-1 and B-2 of Krishna And Sudama • Page- 79, 80,81 B-1 and B-2 of The Lost Child. 	22

<ul style="list-style-type: none"> Recites the poem, with appropriate pause, intonation and pronunciation 	<p>L-1- Sympathy</p> <p>L-13- Running Through The Rains</p>	<ul style="list-style-type: none"> Engages in conversation/ talks with teachers/ colleagues. Recites the poem with appropriate pause, intonation and pronunciation. Discusses the main idea of the poem. 	<ul style="list-style-type: none"> Talk with learners about the pictures, warmer, and the story given in the lessons, motivate them to share their ideas. Recite the poem with appropriate pause, intonation and pronunciation. Motivate the learners to recite the poem in small groups and then individually. Help the learners to write the main-idea of the poem with appreciation. 	
<ul style="list-style-type: none"> Speaking & composition skill Participates in different activities in English such as Role play Debate 	<p>L-10- The Lost Child</p> <p>L-2- Krishna and</p>	<ul style="list-style-type: none"> Writes dialogue for the story and does role play. Participates in debate/ speech. 	<ul style="list-style-type: none"> Give a situation to the learners to act their own part. Example is given in chapter 'The Lost Child'. There can be more situations like "Child and Shopkeeper". Let them discuss the Topic. 'A Friend in need is a friend indeed' Divide the students in two 	<p>2</p> <p>3</p>

	Sudama		set of groups. one can speak in favour and other set can speak against it.	
<ul style="list-style-type: none"> • Speak about dialogues, short films, news and radio- audio programmes on suggested activities. • Dialogue 	L-14 Birbal Outwits the Cheat	<ul style="list-style-type: none"> • Writes story from comic strips / dialogue from story. 	<ul style="list-style-type: none"> • Instruct the learners to form dialogues with the help of chapter 'Birbal Outwits The Cheat' page 120, 121; provide the learners other situation apart from book to write their dialogue. 	2
<ul style="list-style-type: none"> • Write descriptions/ narratives showing sensitivity to gender, environment or cultural diversity. • Paragraph 	L-13 Running through the Rain	<ul style="list-style-type: none"> • Reads a variety of materials other than text book, think critically and write paragraph. 	<ul style="list-style-type: none"> • Discuss with learners about environment and provide them some topics related to it as given in chapter Running Through The Rain page 111. • "Grow more trees, get more rain" or "Trees" the source of rain" . • Use the text book for more paragraph writing. 	4
<ul style="list-style-type: none"> • Writes formal letter, paragraph, email, application etc. • application 	L-15 The Girl With Crutches	<ul style="list-style-type: none"> • Uses the rules of grammar in writing and makes it in format of application. 	<ul style="list-style-type: none"> • Motivate the learners to write an application in different situation. one example is given in chapter 'The Girl With Crutches' 	2

<ul style="list-style-type: none"> • letter • Grammar • Use appropriate grammatical forms in communication • Use of 'Had to' • Adjective 	<p>L-7 Japan- The Land of the Rising Sun</p> <p>L-2 Krishna and Sudama</p> <p>L-5 I had a Dove</p>	<ul style="list-style-type: none"> • Writes letters, articles on basis of written clues. • Understands and uses grammar in context in verbal and written expression. 	<p>page 128,129.</p> <ul style="list-style-type: none"> • Ask the learners to write a letter as one example is given in chapter 'Japan' page-57. • Ask the learners to do exercise mentioned on page-15. Tell them difference between 'had' and 'had to' • Ask the learners to find out the describing words from chapter 'I had a Dove', page 40 to 42. • Describe about adjective with example. 	<p>2</p> <p>2</p> <p>3</p>
<ul style="list-style-type: none"> • Making comparison 	<p>L-9 These Simple</p>	<ul style="list-style-type: none"> • Produces details/ main ideas coherently using 	<ul style="list-style-type: none"> • Do activity to make learners understand and use grammar (Degree of 	<p>4</p>

<ul style="list-style-type: none"> Sequences of tense Conjunction 	<p>Things</p> <p>L-12 Suraj and Tutu</p> <p>L-15 The Girl with Crutches</p>	<p>appropriate vocabulary and grammar in context.</p> <ul style="list-style-type: none"> Understands and Use the rules of grammar. Uses conjunction in various context. 	<p>Comparison) in context. Take the help of chapter " These simple Things" page No. 70- 72.</p> <ul style="list-style-type: none"> Instruct the learners to form correct sequences of tense. Principal clause + subordinate clause such types of information is mentioned in chapter Suraj and Tutu page No- 99 to 102 Do activity to make learners understand and use conjunctions in various contexts. page No 127, 128 	<p>4</p> <p>3</p>
<ul style="list-style-type: none"> Vocabulary Prefixes 	<p>L-16 Books- Our Best Friends</p>	<ul style="list-style-type: none"> Does activity to understand prefixes. Summaries story with sentences one by one. 	<ul style="list-style-type: none"> Ask and instruct learners to choose words from chapters that take prefix such as Un+ like = Unlike. Provide them more words as given, in chapter Books - Our Best Friend page 136, 137 	<p>1</p>

<ul style="list-style-type: none"> • Arrange the sentences • Translation 	<p>L-2 Krishna And Sudama</p> <p>L-12 Suraj and Tutu</p>	<ul style="list-style-type: none"> • Uses correct form of tenses and sentences in writing. 	<ul style="list-style-type: none"> • Ask the learners to make a meaningful passage by arranging the sentences as given on page no 16 of chapter Krishana and Sudama. Provide them more opportunity to do such activity. • Ask the learners to translate Hindi to English and English to Hindi using appropriate form of verbs and sentences. one example is given in chapter Suraj and Tutu page- 103. 	<p>1</p> <p>5</p>
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अंग्रेजी

लेखन

नाम	विद्यालय/संस्थान का नाम
डॉ० रामसज्जन सिंह	यू० एम० एस० बाँस काठी, पटना सदर
रश्मि बाला बरनवाल	एम० एस० गोरेया कोठी, बालक सिवान
माधुरी कुमारी	पटना हाई स्कूल गर्दनीबाग, पटना
डॉ० आरती कुमारी	राजकीय उच्च माध्यमिक विद्यालय, मुजफ्फरपुर
विनय कुमार पाण्डेय	यू० एम० एस० करकटगढ़, कैमूर

अकादमिक सहयोग—राज्य शिक्षा शोध एवं प्रशिक्षण परिषद् बिहार के संकाय सदस्य

- डॉ० किरण शरण, संयुक्त निदेशक (डायट)—सह—विभाग प्रभारी भाषा एवं सामाजिक विज्ञान विभाग
- डॉ० रश्मि प्रभा, विभाग प्रभारी, विज्ञान एवं गणित शिक्षा विभाग
- डॉ० रीता राय, विभाग प्रभारी, अध्यापक शिक्षा विभाग
- डॉ० वीर कुमारी कुजूर, विभाग प्रभारी, शिक्षण शास्त्र, पाठ्यचर्या, पाठ्यक्रम एवं मूल्यांकन विभाग
- श्री राम विनय पासवान, विभाग प्रभारी, दूरस्थ शिक्षा विभाग
- डॉ० स्नेहाशीष दास, विभाग प्रभारी, विद्यालयी शिक्षा विभाग
- डॉ० राधे रमण प्रसाद, विभाग प्रभारी, शारीरिक, कला एवं क्राफ्ट विभाग
- डॉ० राजेन्द्र प्रसाद मंडल, विभाग प्रभारी, शोध, योजना एवं नीति विभाग
- श्री तेजनारायण प्रसाद, व्याख्याता, विज्ञान एवं गणित शिक्षा विभाग
- डॉ० अर्चना, प्रभारी, शिक्षा मनोविज्ञान विभाग
- श्रीमती विभा रानी, समन्वयक जनसंख्या शिक्षा कोषांग
- श्रीमती आभा रानी, सम्प्रति व्याख्याता, एस० सी० ई० आर० टी०., पटना