



Catch-Up Course

सेतु सामग्री

कक्षा—9,10

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।

COMPETENCIES / SKILLS BASED LANGUAGE LEARNING POINTS FOR STD IX-X

- 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 संबन्धित कुछ सुझावात्मक प्रक्रिया दी गई है, जिनका उपयोग कक्षा-कक्ष प्रक्रिया में किया जा सकता है। ध्यान रहे ये प्रक्रिया मात्र सुझाव है न कि अंतिम। आप पाठ से संबन्धित नवाचारी प्रक्रियाओं 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 संबन्धित 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 संप्राप्ति हो सके।
- सुविधा के लिए प्रत्येक पाठ से संबन्धित गतिविधियों, क्रियाकलाप से संबन्धित पृष्ठों को भी अंकित किया गया है।
- पुनः सभी चिन्हित पाठों से संबन्धित 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 संबन्धित 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 पूरी 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

Class	LISTENING/SPEAKING READING/WRTNG	WRITING / COMPOSITION	GRAMMAR	VOCABULARY DEVELOPMENT
ix	<ul style="list-style-type: none"> • Writes paragraphs, essays, letters, applicaton, notice, dialogue etc. • Talks in simple English uses formulaic & polite expressions. • Uses ATLAS. 	<ul style="list-style-type: none"> • Theme of poem writing (L-7) • Summary of story/essay(L-8) • Paragraph/Essay Writing.(L-15) • Character sketch.(L-14)- She lived her dream.) • Informal letter. (L-9) - Sikkim • Note taking.(L-7) • Dialogue writing.(L-15)- The out sider • NOTICE WRITING.(L-10) My land 	<ul style="list-style-type: none"> • Punctuation Marks (L-3: The Raja's Dream. [Ex- full stop, dash, hyphen etc. • Degree of comparison • Determiners (L-3) • Direct-Indirect Speech (L-6) • Voice Change (L-9) Sikkim • Prepositions (L-13: My Shadow) • Modals (L-12: Beat The Clock) • Uses of different forms of verb. • Translation (Past Perfect Tense).(L-8) • Auxilliary Verb. 	<ul style="list-style-type: none"> • Rhyming Words • Related words-(L-15) • Antonyms, Synonyms-(L-16) • Phrasal Verbs -(Ex- putout, set out).(L-1,L-7) • One word substtution. (L-5) One Two Three • SIMILE -(L-4) Ice Cream Man • Pick Odd One Out-(L-6) Tess Buys a Miracle • Suffixes, Prefixes-(L-2) Sleep • Degrees of adjectives • LANGUAGE GAMES <ul style="list-style-type: none"> → WORD GRID → WORD CHAIN. → SCRABBLE etc.

<p>X.</p>	<ul style="list-style-type: none"> • Gives opinion about social issues like discrimination, poverty, pollution. • Participates in debate speech, essay competitions • Understands biographies, travelogues & conducts interviews. • Writes TELEGRAM in correct format. • Organises interviews. • Talks, reads about famous personalities of India or World and takes inspiration in real life. 	<ul style="list-style-type: none"> → Paragraph Writing – Dharam Juddha → TELEGRAM WRITING- YAYATI → Formal letter- Too Many People, Too Few Trees → Informal letter- My childhood. → Travel Experience - Kathmandu → Note Taking- My Childhood → Report Writing-Self Introduction. → Dialogue Writing. 	<ul style="list-style-type: none"> • Sequence of tenses- YAYATI • Use of Modals- Too Many People, Too Few Trees • Relative or Adjective Clauses- KATHMANDU • Conjunctions • Synthesis of sentences- My Childhood • Translation- My Childhood • Modal Auxilliary-The Grand Mother • Use of different forms of verb. • Prepositions- Self Introduction • SIMILE & METAPHOR- I Am like Grass. 	<ul style="list-style-type: none"> • Suffixes <ol style="list-style-type: none"> 1. Dharam Juddha 2. Blow, Blow Thou Winter Wind. • Correct the spelling- Too Many People, Too Few Trees • Phrases- Yayati • Synonyms-Antonyms -: Self Introduction. • Verb forms and their Use- KATHMANDU (V₁-V₅) • Re-arrange the letters to make meaningful words. • LANGUAGE GAMES <ul style="list-style-type: none"> – → WORD WEB → LETTER WHEEL → SCRABBLE → CROSS WORD PUZZLE.
------------------	--	--	--	---

शैक्षणिक सत्र 2021–22 के लिए तीन माह की सेतु सामग्री (catch up course)

कक्षा –9 (कक्षा–8 के बच्चे जो सत्र 2021–22 में कक्षा 9 में पढ़ रहे हैं, उनके लिए 60 कार्य दिवस की सामग्री)

Class:...9

subject...English

सीखने का प्रतिफल	अध्याय	अधिगम संकेतक	सुझावात्मक प्रक्रिया	अवधि(दिनों में)
Learning Outcomes	Chapter	Learning Indicators	Suggestive process	Duration(in Days)
<p>Reading & Comprehension</p> <ul style="list-style-type: none"> Narrates stories (real or imaginary) and real life experiences in English Reads Textual and non-textual material in English-Braille with comprehension 	Radiance -3 (L-3) The Raja's Dream	<ul style="list-style-type: none"> Reads and writes the summary of the text. Learners share their experience 	<ul style="list-style-type: none"> Make them guess the meaning of unfamiliar words on the basis of text. Ex:- Courtiers, unruffled etc Instruct them to write summary of the story. Let them think and tell the answers of Questions of chapter 'The Raja's Dream' Match the column 'A' with column 'B'. Ask them to read the story in group and discuss the main idea with learners Discuss about some professions ex:- 	3

<ul style="list-style-type: none"> • Identifies detail characters, main idea and sequence of ideas and events while reading 	<p>(L-6) Tess buys a miracle</p>	<ul style="list-style-type: none"> • Reads the text and comprehend it. • Prepares a list of various profession 	<p>driver, doctor, dentist, Lawyer etc and instruct them to prepare a list of professionals</p> <ul style="list-style-type: none"> • Match the column A of professions with column 'B' of what they do Ex:-Guitarist- A person who plays guitar. • Ask the learners to sketch pictures and display them in the class • Let them practice forming antonyms of words using dis, un,and, in etc ex:-Happy- unhappy Order-disorder 	
<ul style="list-style-type: none"> • Infers the meaning of unfamiliar words by reading them in context • Refers dictionary thesaurus and encyclopaedia as reference 	<p>(L-8) Measure for measure</p>	<ul style="list-style-type: none"> • Learner understands sign language/body language and respond • Asks questions and answers based on variety of 	<ul style="list-style-type: none"> • Help them to re-arrange the words to make meaningful words. As pypah=happy • Let the learners think whether true or false • Ask the learners to prepare biography of some famous person known to them e.g. Kalpana Chawla Mother Teresa. • Ask/ motivate the learners to take help of Internet. 	<p>3</p>

<p>book for meaning and spelling while reading and writing.</p> <ul style="list-style-type: none"> • Reads, compares contrasts, thinks critically and relates ideas to life • Reads a variety of text for pleasure e.g. adventure, stories biographies 	<p>(L-14) She Lived her Dream</p>	<p>text</p> <ul style="list-style-type: none"> • Prepare biodata and c.v. • Use dictionary/ thesaurus as reference book • Reads and discusses the important point. 	<ul style="list-style-type: none"> • Selecting unfamiliar words ask them to guess and write their meanings and there after check it with dictionary. • Let the learners think and write as mentioned page 139 	<p>3</p>
<ul style="list-style-type: none"> • Ask question different contexts and situations (e.g. based on text/beyond the text/ out of 	<p>(L-16) Harvesting Rain</p>	<ul style="list-style-type: none"> • Reads English texts, comprehend it and discuss in class. 	<ul style="list-style-type: none"> • Divide the learners into two groups for preparing questionnaire and write their answers. • Provide the opportunity to write synonyms and antonyms of a few words choosing from the text • Let the learners think and tell 	<p>3</p>

<p>curiosity) while engaging in conversation using appropriate vocabulary and sentences.</p>		<ul style="list-style-type: none"> • Writes synonyms and antonyms • Writes method of water conservation and present it in the class. 	<p>whether the statement is true or false</p> <ul style="list-style-type: none"> • Let the learners think and write the questions and answers as given in the chapter 	
<p>Poem</p> <ul style="list-style-type: none"> • Participate in debates poetry recitation/ skit etc. organised by school and such other organisations • Recite poems with rhythm and expression • Talk in English comfortably 	<p>(L-7) The Mountain and The Squirrel</p>	<ul style="list-style-type: none"> • Recites the poem with proper rhythm, action and intonation. • Have understanding of phrasal 	<ul style="list-style-type: none"> • Recite the poem with gesture and posture • Develop concepts of phrasal verb and let them use in sentences ex:- Take away:- He took away my mobile. • Let them think and tell about the poem The Mountain and The Squirrel • Let them think and write as given in the chapter. • Talk with learners regarding differently abled person 	<p>3</p>

<p>using formulaic and polite expression.</p> <ul style="list-style-type: none"> • Writes main ideas/ theme of the poem. • 	<p>(L-15) The Outsider</p>	<p>verbs</p> <ul style="list-style-type: none"> • Learners talk in English comfortably. • Reads materials other than the text e.g. news paper, advertisements 	<ul style="list-style-type: none"> • Discuss with learners in brief regarding Helen Keller, Stephen Hawking etc and motivate to read their work and write summary • Pick out as many rhyming words from the chapters as you can and write down in your copy <p>Ex:-bound – sound ,Run – fun</p> <ul style="list-style-type: none"> • Motivate the learners to think and write given in the exercise of chapters. 'The Outsider' 	<p>3</p>
<ul style="list-style-type: none"> • Grammar • Communicates accurately using appropriate grammatical forms: time • Punctuation mark 	<p>(L-3)The Raja's Dream</p>	<p>Use correct punctuation marks in writing</p>	<ul style="list-style-type: none"> • Use a variety of punctuation marks such as full stop, comma, bracket etc. in your writing to separate the sentences and to clarify their meaning. <p>Take the example mentioned in the chapter- Raja's Dream Page 22 to 27.</p>	<p>4</p>

<ul style="list-style-type: none"> • Direct and Indirect speech • Voice • Preposition 	<p>(L-6) Tess buys a Miracle</p> <p>(L-9) Sikkim</p>	<p>Interchange Direct speech to Indirect speech (Narration)</p> <p>Use sentences of voices in different context</p> <p>Uses preposition in</p>	<ul style="list-style-type: none"> • Develop understanding of interchanging Direct speech and Indirect speech and let them sufficient practices from chapter Tess buys a Miracle *page 52 to 59. • Develop the understanding of voices on the basis of texts and let them practice of their Interchange *page 89 to 93 • Pick out five active and passive sentences from Sikkim. • Develop the understanding of preposition on the basis of chapters and let the learners practice exercise given in chapter My Shadow Page -126 to 133 	<p>4</p> <p>4</p> <p>4</p>
--	--	--	---	----------------------------

<ul style="list-style-type: none"> • Modals 	<p>(L-13) My Shadow</p> <p>(L-12) Beat the Clock</p>	<p>different contexts.</p> <p>Use modals in different context</p>	<ul style="list-style-type: none"> • Develop the understanding of modals and let them practice the use of separate modals in different contexts. *page 115 to 120 • Teacher can take help of chapter "Beat The Clock" page 115 to 120 	<p>4</p>
--	--	---	--	----------

<p>Compositions & Speaking.</p> <ul style="list-style-type: none"> • Participates in different events such as • Debates, • Speech • Engages in conversation in English with students do a Role play in class. • Ask questions in different contexts and 	<p>(L-7)The Mountain and The Squirrel</p> <p>(L-6) Tess buys a Miracle</p> <p>(L-14) She Lived Her Dream</p>	<p>Participates in debate on 'Small things are not less. Costly than big ones.</p>	<ul style="list-style-type: none"> • Divide them into two groups and organise debate on "A needle is not as useful as a sword." • Motivate the students to present themselves on different topics such as "Small things are less costly than big ones: page 65 D • Assign some students the role of a Doctor and rest to enact the role of a patient . Give them a certain situation like having fever, stomach upset as mentioned in chapter Tess Buys a Miracle Page 59 E. • Organise questioning – activities among learners on their daily 	<p>19 days</p>
---	--	--	--	----------------

<p>situations (e.g. based context/ beyond text) while engaging in conversation vocabulary and accurate sentences.</p> <ul style="list-style-type: none"> • Prepare and write up after seeking information in Print • Notice board • Informal letter 	<p>(L-15) The Outsider (Activity)</p> <p>(L-10) My Land</p> <p>(L-16) Harvesting Rain</p>	<p>Writes notices, reports etc</p> <p>Writes a informal letter</p>	<p>routine as given in chapter She Lived Her Dream Page -145</p> <ul style="list-style-type: none"> • Circulate some questionnaires in the class to find out learners response given in chapter The Outsider page 153 • Help the learners in writing a notice in it's format given in chapter My Land page 100 E ; • Motivate the learners in writing an informal letter as given in chapter 'Harvesting 	
--	---	--	---	--

<ul style="list-style-type: none"> • Write a short paragraph 	<p>(L-9) Sikkim</p>	<p>Writes a short paragraph in English</p>	<p>Rain', 'Sikkim' Page 95 page 167,</p> <ul style="list-style-type: none"> • Motivate the learners to write a paragraph with proper beginning. middle and end. In chapter 'The Outsider' an example is given on page153 • Write a paragraph on the following topic "There is no life without humour " 	
<ul style="list-style-type: none"> • Dialogue 	<p>(L-15) The Outsider</p>	<p>Writes a dialogue on certain situation</p>	<ul style="list-style-type: none"> • Creat a situation in the classroom and ask the learners to write dialogue between a teacher and students or police and thief etc example is on page 59 F of chapter The Outsider 	

<ul style="list-style-type: none"> • Character Sketch 	<p>(L-14) She Lived Her Dream</p>	<p>Write a character sketch known to you</p>	<ul style="list-style-type: none"> • With the help of the information motivate the learners to write a character- sketch of kalpana chawla as mentioned in chapter 'She Lived Her Dream page 146 	
<ul style="list-style-type: none"> • Chart-paper 	<p>(L-12)- Beat The Clock</p>	<p>Write a chart paper</p>	<ul style="list-style-type: none"> • Prepare a chart of Do's and Don'ts' for saving your study time. Teacher will guide the students from chapter 'Beat the clock' page 121 	
<ul style="list-style-type: none"> • Translation 			<ul style="list-style-type: none"> • Teachers will instruct the learners in translating the sentences into English as given in the text book. 	



Catch-Up Course

सेतु सामग्री

कक्षा— 10

विषय— अंग्रेजी



सहयोग— बिहार शिक्षा परियोजना परिषद्, बिहार

अकादमिक सहयोग— यूनिसेफ, बिहार

राज्य शिक्षा शोध एवं प्रशिक्षण परिषद् बिहार,पटना द्वारा विकसित

शैक्षणिक सत्र 2021–22 के लिए तीन माह की सेतु सामग्री (catch up course)

कक्षा –10 (कक्षा–9 के बच्चे जो सत्र 2021–22 में कक्षा 10 में पढ़ रहे हैं, उनके लिए 60 कार्य दिवस की सामग्री)

Class:....10

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"> • Gives introduction about self and other guests in English. • Understands and uses polite expressions like (1) May I..... (2) Would you like..... • Gives opinion about social issues, debates, discussion, speeches or 	<p>Lesson-1 DHARAM JUDDHA By- Arjun Dev Charan about (Gender sensitization and social awareness)</p>	<ul style="list-style-type: none"> • Learners are capable of introducing themselves and others • Learners very confidently use polite expressions like-(1) May I come in ? (II) Would you like to play? • Involves 	<ul style="list-style-type: none"> • Teacher asks opinion of learners about status/ identity of women in society. • Show chart of famous female personalities like Lata Mangeshkar, Sania Mirza, Aiswarya Rai, Kalpana Chawla and ask about the difference between women in their locality with that of these famous women. • Teacher organises role play on basis of text "DHARAM JUDDHA" • Teacher asks questions related to text in big/ small groups. Also discusses the main theme of GENDER Discrimination existing 	07 days

<p>commentaries etc.</p> <ul style="list-style-type: none"> • Takes part in role-play and speaks dialogue with correct pronunciation. • Tells the theme /main idea of text and relates it with real life situation • Compares, critically analyses/differentiates between characters of the text/story/ play etc. 		<p>actively in debate, group discussion on social issues-like- dowry, gender-bias etc.</p> <ul style="list-style-type: none"> • Understands theme, dialogue sequence of story/text etc. • Writes small paragraphs on general topics. • Creates new words-by adding suffixes like-less, ful, ed etc. • Writes text – related ques/answer with understanding 	<p>in our society Also motivates them to break this taboo and give equal status to woman.</p> <ul style="list-style-type: none"> • COMPOSITION- paragraph (page No-8, C₃) • Teacher asks to write a paragraph to friend emphasizing equality between men and women. • VOCABULARY(page No- 8 Q-D) <p>(1) Add suffix- Introduce suffix-less and asks to make new words- Ex-care-careless, Harm- Harmless.</p> <p>(2) Correct the spelling- Asks students to correct the misspelt words by using dictionary/text. Ex-Society-society, Deferent-Different</p>	
--	--	--	---	--

<ul style="list-style-type: none"> • Reads the text with understanding. Refers to dictionary to find meaning of new words. • Understands characters, main idea of text. • Understands the sequence/ events of the text. Thinks and relates the situation with real life. • Compares, critically thinks/differentiates between characters of the text/story. • Infer the difficult/unfamiliar words-meaning with reference to 	<p>Lesson-2 YAYATI By- C. RajgopalaChari about (Mythology & Human Relationship)</p>	<p>g.</p> <ul style="list-style-type: none"> • Learners read text with proper pronunciation. • He understands the characters, their role and sequence of story • Deduces meaning of new words from the context. • Answers High Order Thinking Questions which include deeper thinking. • Understands 	<ul style="list-style-type: none"> • Teacher asks learners about golden period of life childhood, youth, old age? • Teacher reads the lesson and discusses the theme and sequence of story in large/small groups. • Teacher motivates them (learners) to frame questions and ask other groups to answer. • Teacher asks questions related to text-"YAYATI" Ex-(HOTS Ques)= (i) How would you have responded if you were the fourth son? (ii) Is it right for a father to make such a request? <ul style="list-style-type: none"> • COMPOSITION- Telegram writing. (page-18, Ques-C) • Teacher explains importance of telegram and explains its format. • Teacher provides topic for telegram writing and asks students to practice it <p style="text-align: center;">❖ VOCABULARY</p> <ul style="list-style-type: none"> • PHRASES • Teacher explains meaning of phrases 	<p>07 days</p>
---	---	---	--	----------------

<p>the context.</p> <ul style="list-style-type: none"> Writes answers of subjectives, objectives & Hots questions. Writes telegram with understanding Understands the sequence of tenses 		<p>simple phrases and uses them in sentence making.</p> <ul style="list-style-type: none"> Understands the sequence of tenses-i.e. simple present, present continuous, present perfect, present perfect continuous etc. 	<p>given in text and ask students to form sentences using phrases.</p> <p>❖ GRAMMAR- Sequence Of Tenses-Teacher explains the sequence of tenses using clauses(principle+ subordinate)</p> <p>A. Ex-I know</p> <ul style="list-style-type: none"> → What he does → What he is doing → What he has done → What he has been doing. etc 	
<ul style="list-style-type: none"> Learners develop critical thinking and develop sense of social awareness, environment ,conservation and drawbacks of overpopulation & 	<p>Lesson-04 Too Many People, Too Few People By- Moti Nisani about</p>	<ul style="list-style-type: none"> Students express their ideas on environmental issues like growing population, less rain fall etc. 	<ul style="list-style-type: none"> Teacher starts the discussion forming small groups about topic- Deforestation, Over Population Its effect On Development Of Country, Causes And Effects. Teacher reads the text explains its meaning also asks learners to read and understand the ill effects of deforestation, population explosion. 	<p>07 days</p>

<p>pollution</p> <ul style="list-style-type: none"> • Express their views, participate in debate about deforestation, desertification, rising population/pollution and its health hazards. • Knows the meaning of new words using dictionary and glossary after lesson. Like-flux, sobering, tantamount etc. • Understands text and relates it with real life. • Understands modals and their usage in writing • Learners understand type of letters, formal and informal. 	<p>(Environmental factors affecting human life)</p>	<ul style="list-style-type: none"> • Reads the lesson with confidence, proper pronunciation and understanding • Critically thinks and answers the HOT questions. • Knows the meaning/spelling of words in text. • Tells about type of letters and their format and writes informal letters. • Uses basic modals in sentences 	<ul style="list-style-type: none"> • Teacher asks questions related to text –"TOO MANY PEOPLE TOO FEW TREES " Ex- (HOS Ques) (1) How does rising population damage the quality of life? ❖ VOCABULARY= correct spelling (D₁), Synonyms(D₃) Teacher explains the meaning of synonyms and gives practice exercises. (a) GRIM- HORRIBLE (b)AFFLUENT-WEALTHY. • Motivates them to correct spelling (a) contineu-continue (b) probelm-problem ❖ COMPOSITION(C₃): Teacher explains types of letter. FORMAL-INFORMAL • Ask learners to write letters to friend about need of population control. ❖ GRAMMAR (E-1): Teachers explain uses of modals- may,can, could, must, should. Ex-'may' to indicate possibility, wish, permission. 	
---	---	---	--	--

Writes simple informal letter		formation with understanding.	'can' to indicate ,power, capacity, ability etc. Teacher gives exercise (fill in the blanks) to fill with appropriate modals.	
<ul style="list-style-type: none"> • Learners read the text with correct pronunciation and understanding of new words. • Understands TRAVELOUGUE and its form of writing. Its importance for students and they write their own travel experiences. • They tell about cultural/ language/ geographical differences between our country and Nepal 	Lesson-07 Kathmandu . By Vikram Seth (Travelogue)	<ul style="list-style-type: none"> • Students read the lesson with correct pronunciation and understanding. • They talk about their experiences during any historical or religious place visited recently. • Students अलग- अलग स्थानों के cultural ,geographical and language differences के 	<ul style="list-style-type: none"> • Teacher starts with a class room discussion about the historic/ sacred places they have visited. • Teachers asks to list down the holy places of BIHAR or Other states known to students. • Teacher reads the text and explains meaning of text explaining all new words Ex-protudes, quills. • Teacher asks questions related to text in big/small groups or individually. Teacher help children to solve all subjective/objective/HOTS Questions. Ex-(HOTS Ques) (i) Religious diversity and tolerance is in built in Indian society. (ii) Development and beautification of historical places. ❖ VOCABULARY-VERB FORMS[C-2] Teacher 	07 days

<p>(KATHMANDU)</p> <ul style="list-style-type: none"> Writes paragraph on any important holy place they visited and narrate their travel experience. Understand all verb forms and their proper usage. Writes synonyms and use phrases in sentence making. Understands relative clauses and their use in sentence combination. 		<p>बारे में चर्चा करते हैं।</p> <ul style="list-style-type: none"> Students verb के पाँचों forms को समझते हैं और उनको sentence formation में use करते हैं। Atlas में जगह पहचानते हैं। Students travelogue को समझते हुए स्वयं के किसी religious/historical visit को travelogue के रूप में लिखेंगे। Relative या Adjective clause को समझकर वाक्य निर्माण करता है। 	<p>explains and asks about different verb forms-$v_1, v_2, v_3, v_4,$ and v_5 Ex-Love(v_1), Loved(v_2), Loved(v_3), Loving(v_4), Loves(v_5).</p> <ul style="list-style-type: none"> Teacher gives exercises related to correct form of verb. <ul style="list-style-type: none"> ❖ COMPOSITION:- Travel Writng Experience [C₃] Teacher asks children to write a travelogue on their recent visit to any historical or religious place taking idea from the given chapter. Show Kathmandu in Atlas. ❖ GRAMMAR-Relative Or Adjective Clauses (E,E.1) Teacher explains that an relative or adjective clause qualifies a noun or a pronoun by providing some information. Ex-who, whom, which, What, whose, that, etc. Teacher provides example to use clauses in combining two sentences with some information. Ex-I Went to Mr. Roy. He is my physiotherapist => I went 	
--	--	--	---	--

			to Mr. Roy, who is my physiotherapist.	
<ul style="list-style-type: none"> • Learner understands different professions and is capable of using appropriate vocabulary and words for conversation. • Reads different types of text, like adventurous, science fiction, biographies, autobiographies etc and understands difference between them. • Uses ATLAS to locate places. • Talks about MISSILE MAN OF INDIA- Dr. APJ Abdul 	<p>Lesson-8 MY CHILDHOOD – Dr A.P.J. Abdul Kalam (Taken from his book "WINGS OF FIRE")</p>	<ul style="list-style-type: none"> • Participates in discussion and share their experience. • Writes summary of story/ text they read. • Critically thinks and raise questions on diff. social, issues. • Uses dictionary to find meaning of new words • Gives a brief introduction of any personality. • Talks about 	<ul style="list-style-type: none"> • Teacher asks-who is the Missile Man Of India? –Do you have any childhood experience? • Learners tell about the life sketch of Dr. A.P.J. Abdul Kalam- The scientist and the President of India. • Tell about his awards-Padma Bhushan, Padma Vibhushan and Bharat Ratna. • Asks to use Dictionary • Show Rameshwaram, his birth place on Atlas • Tell about situation of country during world war II , the religious discrimination prevailing in society that time, struggles of Abdul Kalam through out his life and his dedication towards making India- A Nuclear Power while reading the text. • Asks learners to answer the objective, subjective and 'HOTS' questions. • Ask the learner for group discussion in small / big groups- 	08 days

<p>Kalam.</p> <ul style="list-style-type: none"> • Understands his biography and takes inspiration in life to work for nation in any possible way • Tells about his contribution for making country a nuclear weapon state and awards won by him. 		<p>innovations, nuclear advancement and position of India as a weapon power..</p>	<p>TOPIC-Your Role Model Or Inspiration In Life</p> <ul style="list-style-type: none"> • HOTS questions: (1) should there be discrimination in society on basis of caste and religion? 	
<ul style="list-style-type: none"> • Understands the text related words on context of lesson and know their word meaning • Writes answers of subjective objective and "HOTS" Questions. • Uses conjunctions, to form compound 	<p>MY CHILDHOOD – Dr. A.P.J. Abdul Kalam.</p>	<ul style="list-style-type: none"> • Knows types of letter – formal and informal(in correct format). • Takes notes from a given text and differentiates between biography and autobiograph 	<p>❖ COMPOSITION (A) –Letter Writng (C₃) -Ask to write a letter to friend describing Kalam's childhood and how it inspires you to the path of success? (B) NOTE- Taking: Guide to prepare notes from Biography- The Shehnai Of Bismillah Khan Autobiography- My Childhood. Comparing socio-economic and religious situation in both times and contribution of both legends in Music & Missile.)</p>	

<p>sentences</p> <ul style="list-style-type: none"> • Translates sentences from Hindi to English with understanding. • Translates sentences from ENGLISH TO HINDI with understanding • Writes letters/paragraph on different topics. 		<p>y</p> <ul style="list-style-type: none"> • Understands conjunction, connectors and uses them in combining sentences • Translates sentences bilingually using grammatical features correctly with understanding. 	<p>❖ (E₁) GRAMMAR:</p> <ul style="list-style-type: none"> • Discuss uses of conjunction for connecting sentences- Ex-As, since, while, then, until, etc. • Synthesis-(1) He worked hard. He felt tired . (2) He is a wise man. This is well known. Translation: Ask them to translate sentences bilingually. (A)Hindi TO English (B)English TO Hindi 	
<ul style="list-style-type: none"> • Reads poem, riddle, song for enjoyment and shares his experiences • Recites poem with proper rhythm, intonation and 	<p>Poetry chapter-01 The Grandmother –By Ray Young Bear</p>	<ul style="list-style-type: none"> • Understands & tells about types of families. • Shares their experiences based on observation. • Recites the 	<ul style="list-style-type: none"> • Asks students about their bonding with their parents relatives specially Grandmother. • Recite poem and explains its meaning, theme. • Read with correct pronunciation, tone and rhythm. • Motivate students to talk about social relationship . Nuclear and 	<p>06 days</p>

<p>proper pronunciation</p> <ul style="list-style-type: none"> • Expresses his feelings, bonding, with family members • Answers simple subjective, objective and HOTS questions related to poem. • Uses modal auxiliaries for sentence formation • Uses correct preposition for fill in the blanks. • Translation using- If I were- --- 		<p>poem with expression, rhythm and action.</p> <ul style="list-style-type: none"> • Writes the main idea of the poem • Reads and respond to questions related to poem • Uses modals for correct sentence completion. • Translates Hindi sentences into English. 	<p>joint families. Benefits and drawbacks.</p> <ul style="list-style-type: none"> • Ask to write answer to questions related to poem and write summary • HOTS questions (1) Do grandparent need equal attention as young kids?(2) Increase in nuclear families is deteriorating family values. Discuss. <ul style="list-style-type: none"> ❖ VOCABULARY: (E) Modal Auxiliary –Ex-can , could, may might, shall should,will would etc. Give exercise related to modals [For Details Refer To Class VI] • E.2 Fill in the blanks exercise for use of proper preposition. (D.2) practice exercise of synonyms. [Damp-Moist] [Away-Far] <ul style="list-style-type: none"> ❖ GRAMMAR(G) Ask them to translate Hindi sentences into English. 	
<ul style="list-style-type: none"> • Reads poems, riddles songs for enjoyment and shares his 	<p>Poetry chapter-03 Blow, Blow, Thou</p>	<ul style="list-style-type: none"> • Understands and discuss about human values and its 	<ul style="list-style-type: none"> • Start discussion with different seasons, types of clothes worn is different season etc • Motivate students to discuss in big/ 	<p>06 days</p>

<p>experiences.</p> <ul style="list-style-type: none"> • Recites poem with proper rhythm, tone and pronunciation • Understands theme of the poem and relates it to real life situations. • Answers the questions related to text. Critically thinks and answers HOTS question. • Participates in group discussion, write composition. • Differentiates between same word acting as verb as well noun. Ex-Rain (noun) Rain (Verb) • Forms new words 	<p>Winter Wind By- William Shakespeare</p>	<p>importance in real life situation.</p> <ul style="list-style-type: none"> • Recites the poem with expression and rhythm. • Asks and respond to a variety of comprehension questions. • Understands and use of grammar (verb forms) in proper sentence formation. • Understands suffixes and uses for word formation 	<p>small groups on different human virtues like honesty /truth /gratitude etc.</p> <ul style="list-style-type: none"> • Explain the poem, its theme and ask them to relate this with real life situations. • Read with proper tone, pronunciation and rhythm. • Ask them to write question-answers related to poem.Hots questions-(1) Explain why gratitude is a mark of civility? <ul style="list-style-type: none"> ❖ VOCABULARY (1) correct the spelling (D.1) Ex Breeth-Breath (2)Use of similar words as verb-noun etc.(D.2) LOVE(N)-> Love is immortal LOVE(V)->My mother loves me. • Add suffixes after word to form new words. Ex - Hope+ful=Hopeful Hope+fully=Hopefully Hope+less =Hopeless Hope+lessness=Hopelessness etc., Hope+s=Hopes. <ul style="list-style-type: none"> ❖ GRAMMAR=Explain different form of verb-(v1 to v5). Act(v1)- 	
--	--	--	--	--

<p>using different suffixes. Ex-ing, ly, en. etc.</p>			<p>Acted(v2), Acted(v3), Acting(v4), Acts(v5)</p> <ul style="list-style-type: none"> • Gives more exercises fill in the blanks related to different verb form. 	
<ul style="list-style-type: none"> • Identifies and write main idea/ theme of the poem. • Recites poem in groups and individually with appropriate pause and intonation. • Thinks critically and talk about position of women in society and Gender discrimination • Uses dictionary to find meaning of new words and understands the difference between root 	<p>Poetry chapter-06 Self-Introduction ->By-Neerada suresh</p>	<ul style="list-style-type: none"> • Learners share their experiences • Recites poems/songs with rhythm expression. • Writes the main idea of the poem in sequence. • Corrects spelling and forms new words using suffixes/ • Uses preposition "with" to fill in the blanks. • Writes report 	<ul style="list-style-type: none"> • Start with a small/large group discussion on the household works (कार्य) done by mother and father at home. • Read the poem and ask students to recite4 poem with rhythm and expression. • Motivate them to write their own poem/song and sing in the class. • Ask learners to write the answers subjective objective or HOTS question. • HOTS Question (1) Compare between role of a housemaker with that of working woman. (2) Write about role of woman behind success of a man. ❖ VOCABULARY=(1) Synonyms(D.1) Ask to write synonyms of the given words 	<p>06 days</p>

<p>word and suffix.</p> <ul style="list-style-type: none"> • Uses preposition "WITH" in different contexts with understanding • Writes report for different situations. 		<p>after visiting some historical place or slum.</p>	<p>using dictionary. Ex –cost-price, value, Silence-quietness, still</p> <ul style="list-style-type: none"> ❖ GRAMMAR(E.1) preposition "with"-to express possession. Ex (1) He is a lady with beautiful voice. <p>(3)I saw a boy with callipers etc</p> <ul style="list-style-type: none"> ❖ COMPOSITION-Report Writing (F) <p>Ask them to visit a tribal area/ prepare a report on their living</p>	
<ul style="list-style-type: none"> • Shares their experiences about given topic and relate theme of poem with real life situations. • Reads/recites poem with proper rhythm&pronunciation • Comprehends poem and write the question related to poem. • Discusses in 	<p>Poetry- chapter-07 I am like grass. –By Pash</p>	<ul style="list-style-type: none"> • Expresses his views, opinions, experiences very well and relate theme with real life situations • Recites poem with proper stress intonation rhythm. • Understands the theme of 	<ul style="list-style-type: none"> • Start with a small/ large group discussion about-(1)Quality of grass (2) How to face challenging life. (3) Life After Covid -19 • Compare the situation of grass with that of present situation after COVID-period(to rise again/ flourish inspite of challenges/ destruction) etc. • Read poem, explain theme and ask to compare it with real life situation • Ask to write answers of question related to poem. ❖ COMPOSITION=Paragraph/lett 	<p>06 days</p>

<p>group about topic like nature is best teacher</p> <ul style="list-style-type: none"> • Writes letter/ paragraph • Understand SIMILE & METAPHOR and uses it while writing 		<p>the poem and answer related to text.</p> <ul style="list-style-type: none"> • Writes letter/ paragraph in proper format • Differentiate s between SIMILE and METAPHOR and use it in daily life. 	<p>er writing.(C.3)</p> <p>Ask them to write a paragraph or letter to your friend about situation of BIHAR during Covid Break.</p> <ul style="list-style-type: none"> ❖ VOCABULARY: Correct The Spelling(D.1) • Ask them to correct spelling. • Ex-signepost-signpost unvercety-university ❖ GRAMMAR: SIMILE & METAPHOR (E) <p>Simile-introduced by words as like and as.</p> <p>Metaphor-It is an imaginative way of describing something by referring to something else.</p> <p>Ex (1) She is innocent as cow. (2)He fought like a lion.</p>	
---	--	--	--	--

अंग्रेजी

लेखन

नम	विद्यालय/संस्थान का नाम
डॉ० रामसज्जन सिंह	यू० एम० एस० बाँस काठी, पटना सदर
रश्मि बाला बरनवाल	एम० एस० गोरया कोठी, बालक सिवान
माधुरी कुमारी	पटना हाई स्कूल गर्दनीबाग, पटना
डॉ० आरती कुमारी	राजकीय उच्च माध्यमिक विद्यालय ब्रहमपुरा ,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

