

CLASS 8 - Second Language (English)

Dear Teachers,

This material is given to bridge the learning gap caused due to the Covid pandemic. Facilitators are expected to identify the learning gap of the students in Kushala activities. Facilitators are free to design and modify activities according to the need of their class. Facilitators should make sure that they are ready with the required TLMs and instructions before getting into the class.

Note to the teachers:

- These activities are based on a few learning outcomes.
- Teachers are free to use their own activities based on the level and strength of the class.

BANDHA

Day	Learning outcomes	Learning element	Suggested activities	Instructions to conduct the activity
Day 1	1. Uses polite expressions in conversations.	Uses Polite expressions in everyday conversations in different situations/shares simple exchanges	1.Introduction of polite expression 2.Simply polite expressions 3.More polite expressions 4. Polite expressions in different situations	Introduce different types of polite expressions and their structures with meanings. E.g., “Open the door please” “Please give me a paper” etc. E.g., “Could you please give me a pen” “Would you mind opening the window” etc. Introduce the polite expressions used in different situations. E.g., Hospital, Bank, Offices etc.
Day 2			1. Practicing the examples 2. Let us speak politely	Divide class into 4 groups, provide different situations and ask learners to practice the usages of polite expressions. Give some common expressions and ask learners to convert them into polite expressions. E.g., Give me your

			<p>3. Be polite in speaking</p> <p>4. Polite words with professionals</p>	<p>pen. (Could you please give me your pen?)</p> <p>Introduce different types of polite expressions used while speaking with different professionals. (E.g., with Police, nurse, teacher etc.)</p>
Day 3	2. Engages in conversation with people of different professions.	Uses given dialogues related to different professions to enact / comprehend the dialogues and answers comprehension questions based on the dialogues.	<p>1. Role play</p> <p>2. Dialogue cards</p> <p>3. Response to the situation</p> <p>4. Let us meet professionals</p>	<p>Provide different situations to learner with 2 or 3 characters. Learners speak according to the situation. Facilitator makes corrections if necessary. E.g., Patient consulting doctor. etc.</p> <p>Use dialogue cards with 2 or 3 exchanges and do the activity as above.</p> <p>Assign a learner, role of any profession; let other students converse with him/her.</p>
Day 4			<p>1. Skit</p> <p>2. Enact the scene</p> <p>3. Here is a situation</p> <p>4. Ask with professionals</p>	<p>Create a situation where all students can perform (Ex: market) and make learner to speak with people of different professions.</p> <p>Use any means (Dialogue cards, audio clips, and video) to make learners to act and engage in conversations.</p> <p>Assign learner, role of any profession, let other students ask questions about his/her profession.</p>
Day 5		Responds to questions related to different professions	1. I am..... (Any profession)	Write different professions in chits & put it in a box. Learners select a chit and enact as per

			<ol style="list-style-type: none"> 2. Ask me about my job 3. What you do? 4. Do you know my work? 	<p>the chit. Others ask questions about that profession. He/she responds to those questions.</p> <p>Make sure that learners speak about different professions and ask questions related to it. Provide necessary information if required.</p>
Day 6	3. Uses appropriate grammatical forms in communication.	Uses appropriate Verb forms/ adjectival forms/ possessive pronouns	<ol style="list-style-type: none"> 1. Change the time 2. Time line activity 3. Change the word according to the time. 4. I change with time! 	<p>Narrate any incident in simple present tense in 4-5 sentences. Then change it to simple past tense. Give one more incident and ask learner to change the tense.</p> <p>Draw a time line on the board and mark past, present & future time. Learners change the words according to the time and write under the time line.</p> <p>Provide words in chits. Learners change same words into other tenses.</p>
Day 7			<ol style="list-style-type: none"> 1. You can compare 2. Compare the objects 3. Compare the pictures 4. My words and your comparison 	<p>Using appropriate TLMs, introduce the three forms of comparison like, tall, taller, tallest etc. Explain how it changes according to the degree of comparison. Then ask learners to write comparisons using at least 5 adjectives.</p> <p>Use objects available in the surrounding and use them to comparison. E.g., this book is smaller than that one etc</p> <p>Divide the class into 3 or 4 groups. One group provides</p>

				adjectives to other group, the other group uses those words to compare.
Day 8			<ol style="list-style-type: none"> 1. Is this yours? Game 2. Find the owner game 3. Yes its mine, no its not mine 4. Words of possessions 	<p>Learners stand in a circle, one learner stands in the middle, shows any object (e.g., bag) and asks anyone in the circle “Is this your bag?” gets reply as “No it’s not mine” “yes it’s mine” “it’s his/her” etc. Learners use appropriate personal pronoun.</p> <p>Introduce the words of possessions which learners missed out in games.</p>
Day 9	4. Narrates stories / real incidents.	Narrates real life situation from one’s own life / narrates a story read from a book/ film	<ol style="list-style-type: none"> 1. Unforgettable incidents 2. My special birthday 3. Favorite celebration 4. My favorite festival. 	<p>Ask learners to narrate any real incident. E.g., Memory of monsoon days. Learners narrate in 4-5 simple sentences.</p> <p>Ask learners to narrate the special things done on their birthdays.</p> <p>Ask learners to narrate their favorite celebration at school.</p> <p>Ask learners to narrate their favorite festival celebrated at home.</p>
Day 10			<ol style="list-style-type: none"> 1. My favorite film 2. My favorite story. 3. My favorite person 4. My good habits 	<p>Ask learners to narrate the story of their favourite movie or book in a few sentences.</p> <p>Ask learners to narrate about their favourite story, person and good habits in a few sentences. Focus on narrative skills. Encourage learners to use own sentences.</p>

Day 11	5. Participates in different activities organised by school.	Debates on the given topic/ organises ideas/ completes/ writes short rhymes	<ol style="list-style-type: none"> 1. Advantages of TV 2. Disadvantages of mobile. 3. My holidays 4. Participate in debate 	<p>Ask each learner to tell one advantage of TV. List points on the board.</p> <p>Ask learners to speak a few sentences on the topic 'My holidays'. Make necessary corrections, if needed</p> <p>Give a topic relevant to 7th std learners and make two groups and conduct debate.</p> <p>E.g., Pros & cons of online learning.</p>
Day 12			<ol style="list-style-type: none"> 1. Poem writing 2. Complete the rhyme 3. Change the poem lyrics 4. Write rhyme with given clues 	<p>Describe/ Display any picture in the classroom then ask learners to write a poem/ rhyme on that picture. E.g., sunset scene / sketch of village life.</p> <p>Give an incomplete rhyme. Learners complete the rhyme by filling the blanks.</p> <p>Ask learners to change the lyrics of poem by replacing with suitable alternative words.</p>
Day 13	6. Thinks critically and responds to questions based on texts, events, character or ideas.	Discusses Historical events / guesses causes for a historical event / narrates causes and effects of events/ narrate familiar stories	<ol style="list-style-type: none"> 1. Discussion 2. Guess the causes of event. 3. Narrate the effects of events. 4. Imagine yourself as a freedom fighter. 	<p>Narrate any historical event and ask critical questions. E.g., Jallianwala Bagh massacre event. Why did this incident happen? How did it affect the freedom struggle? How could this incident have been prevented? Etc.</p> <p>Narrate any other historical event, ask learners to guess the causes and also the effects. This activity can be done in</p>

				group as well. Ask learner to imagine himself to be a freedom fighter and speak about his experiences.
Day 14			<ol style="list-style-type: none"> 1. Discussion 2. Change the climax of the story. 3. Change the characters 4. Comment on the characters. 	<p>Narrate any familiar story and ask questions. E.g., “The Hare & the Tortoise”. Why did the rabbit sleep in the midway?</p> <p>Would the rabbit have slept if it had run with some other animal?</p> <p>Ask learners to change the ending of the story with their own idea.</p> <p>Ask learners to change the story by replacing the characters. E.g., Instead of hare use fox or panther etc.</p> <p>Ask learners to comment on the behaviors of the characters of the story.</p>
Day 15	7. Reads aloud stories / recites poems with appropriate pause intonation and pronunciation.	Reads stories & poems	<ol style="list-style-type: none"> 1. Pick & read activity 2. I read your story / text. 3. Read the newspaper aloud 4. Read the texts glued to the wall 	<p>Different types of text and poems are put in a box. Learner picks and reads aloud the with proper pause, intonation and pronunciation. Give necessary feedback.</p> <p>Provide learners newspaper cuttings and ask them to read it aloud.</p> <p>Glue different types of texts on the wall. Learners move to the wall and read the texts aloud.</p> <p>Instruct learners to collect any</p>

				story or poem for the next class.
Day 16			<ol style="list-style-type: none"> 1. Loud reading 2. My partner's collection 3. Read the surprise passage. 4. Read a familiar passage 	<p>Ask the learner to read the story/poem aloud which he/she has brought, with proper intonation and pronunciation.</p> <p>Exchange the texts, ask learners to read it aloud to the class. Observe the pronunciation & intonation.</p> <p>Provide passage and ask them to read it aloud to the whole class.</p> <p>Ask learner to read any familiar passage aloud. E.g., from the textbook.</p>
Day 17	8. Reads a variety of texts for pleasure. Ex: comic stories, fairy tales etc.	Reads and enjoys Comic books/ short stories / fairy tales	<ol style="list-style-type: none"> 1. Reading comics 2. Reading small story cards. 3. Change the names of the characters of story and read again. 4. Read a fairy tale 	<p>Divide class into 3 groups. Give a comic strip/ stories to read in group then let learners share their opinion about the comic.</p> <p>Provide learner with small story cards. Learners read and understand it.</p> <p>Ask learners to change the names of the characters in the story and read it again.</p> <p>Provide 3-4 small fairy tale stories and ask learners to read it in groups.</p>
Day 18			<ol style="list-style-type: none"> 1. Enact the story 2. Dialogues of the story. 3. Favorite fairy tale. 4. Let me tell a 	<p>Help the learners prepare role-play based on the story read the previous day and practice in groups and enact it to the whole class.</p> <p>Ask learners to repeat the</p>

			poem	<p>dialogues from the story. (group activity)</p> <p>Ask learners to tell their favorite fairy tales in a few sentences.</p> <p>Ask learners to read / tell their favorite poem.</p>
Day 19	9. Identifies the different types of sentences.	Identifies/ uses different types of sentences/ changes types of sentences from one type to another	<ol style="list-style-type: none"> 1. Introduction 2. Examples 3. Add an example 4. Categorize the sentences 	<p>Introduce different types of sentences. (assertive, interrogative, exclamatory, imperative)</p> <p>Introduce multiple examples for each types of sentence.</p> <p>Learners add one example each to different types of sentence.</p> <p>Provide chits with different types of sentence. Learners categorise it into 4 types.</p>
Day 20			<ol style="list-style-type: none"> 1. Put me in the right box 2. Can you label my type? 3. Where I belong to? 4. Tell me what kind of sentence. 	<p>Place 4 boxes on the table labeled with the types of sentences. Give chits in which different types of sentences are written. Learner categorizes and drops the chits into the respective box.</p> <p>Provide opportunities to learners to give own examples.</p>
Day 21			<ol style="list-style-type: none"> 1. Change me 2. Let us change the type 3. Complete the sentence. 4. One situation & many type of sentences 	<p>Divide class into 4-5 groups, give different types of sentences to the groups, and ask them to change it to any other type of sentence. E.g., "This is a table" can be changed as "Is this a table?" etc.</p> <p>Provide incomplete examples to</p>

				<p>different type of sentences. Learners complete it according to the type.</p> <p>Provide one situation and introduce different type of sentences for it . Let learners give more examples.</p> <p>E.g., 'This is a beautiful rose' 'Oh what a beautiful rose!' 'is this a beautiful rose?' etc</p>
Day 22	10. Refers to dictionary for meaning and spelling.	Uses Dictionary to find meaning/ arranges words in dictionary order/ finds synonyms and antonyms	<ol style="list-style-type: none"> 1. Find the meaning 2. Arrange the words in the dictionary order. 3. Reverse the alphabetical order 4. Find 5 synonyms for each word. 	<p>Divide class into 3 to 4 groups then give them a list of 20 unfamiliar words, ask them to find meaning in a given span of time. Give inputs regarding the usage of dictionary.</p> <p>Give explanations to the dictionary codes if necessary. Give unfamiliar words to search.</p>
Day 23			<ol style="list-style-type: none"> 1. Arrange our list in right order. 2. Find the antonyms 3. Write the sounds. 4. Introduce the unknown word 	<p>Divide the class into 2 groups- one group gives any random 10 words to another group, they arrange them in alphabetical order and find their meanings in a given time.</p> <p>Divide the class into 4 groups. Give them list of 10 words, ask them to write the phonetic sounds using dictionary.</p> <p>Ask Each group to introduce any one unknown word using dictionary. Give complete information about the word.</p>

Day 24			<ol style="list-style-type: none"> 1. Treasure word game 2. Use the hints - guess the word 3. Word chain game 4. Find the suffixes / prefixes 	<p>Divide class into 4-5 groups then give clues about treasure word. The group which finds the word quickly is the winner. E.g., "I am an 8 letter word", "starts with H", "people get medicine here" etc. Use at least 25 words from the 7th std textbook.</p> <p>Play the word chain game. (Like anthyakshari)</p> <p>Learners find right prefixes and suffixes using the dictionary.</p>
Day 25	11. Infers the meaning of unfamiliar words by reading them in context.	Recognises New words/ guesses their meaning in context while reading a text/ uses a dictionary to finds the meaning of the new word	<ol style="list-style-type: none"> 1. I can crack the passage 2. List out the unfamiliar words. 3. Guess the meaning. 4. Write the meaning in home language 	<p>Give a paragraph of 8-10 lines. Learners read and underline the unfamiliar words.</p> <p>Ask learners to list out the unfamiliar words from the passage.</p> <p>Guess the meaning of the unfamiliar words in English or home language and write them. Then read the passage again and try to understand it.</p>
Day 26			<ol style="list-style-type: none"> 1. Replace the unfamiliar words. 2. Rewrite the passage in home language 3. Translate to English 4. Substitute the unknown words 	<p>Learners replace the unfamiliar words of the passage with the guessed meaning. And try to understand the passage.</p> <p>Learners rewrite the passage in their home language. Read it to the whole class.</p> <p>Ask learners to translate the passage to English in simple words.</p> <p>Ask learners to read it again and try to understand the unfamiliar words.</p>

Day 27			<ol style="list-style-type: none"> 1. Let us find in dictionary 2. Rewrite the passage with dictionary meaning 3. Here is the story 4. I understood the passage. 	<p>Learners use a dictionary and find the meaning of the new words and compare it with their guess. Learners rewrite the paragraph with actual meaning.</p> <p>(Repeat activity with different paragraphs for better practice)</p> <p>The above mentioned 3 days' series of activities for the same learning outcome are to be done using the same passage only. Focus on the learning outcome. Modify the activities according to the need of the class</p>
Day 28	12. Writes notice, formal letters, descriptions.	Writes/ completes a Notice	<ol style="list-style-type: none"> 1. Observe the notices 2. List out the features of a notice 3. Complete the notices 4. Fill the details of a given notice 	<p>Present different notices. Give learners incomplete notice and ask them to complete.</p> <p>Learners list out the features of a notice. E.g., date, matter, conclusion etc. by seeing a sample notice.</p> <p>Give incomplete notices to the learner and ask them to fill the blanks so as to get a meaningful notice.</p>
Day 29		Identifies parts of a formal letter / Writes a formal Letter	<ol style="list-style-type: none"> 1. Letter writing 2. Introduction to letter writing 3. Sample leave letter observation. 4. Copy the leave letter 5. Write leave letter to class 	<p>Introduce formal letter writing. Give importance to the aspects of letter writing. E.g., writing date, addressing, subject, conclusion, signature etc.</p> <p>Provide some sample formal letters and ask learners to observe and note down the features of the letter.</p> <p>Provide one sample leave letter</p>

			teacher.	and ask learners to copy it. Focus on the positions of aspects like date, place, signature etc. Ask learners to write a leave letter to their class teacher. Make necessary corrections.
Day 30		Writes a Descriptive text	<ol style="list-style-type: none"> 1. My favourite food. 2. Guess me! 3. Can you tell? 4. Describe the object. 	Describe your favourite food in 5-6 sentences without naming it. E.g., "My favourite food is made from Ragi" "It is round in shape" "It can be swallowed with sambar" etc. Let the learners guess the food. Then learners write descriptions about their favourite food in a sheet of paper and display it. Others try to name the food. (This activity can be repeated using any other concept such as describing house, pet etc.).