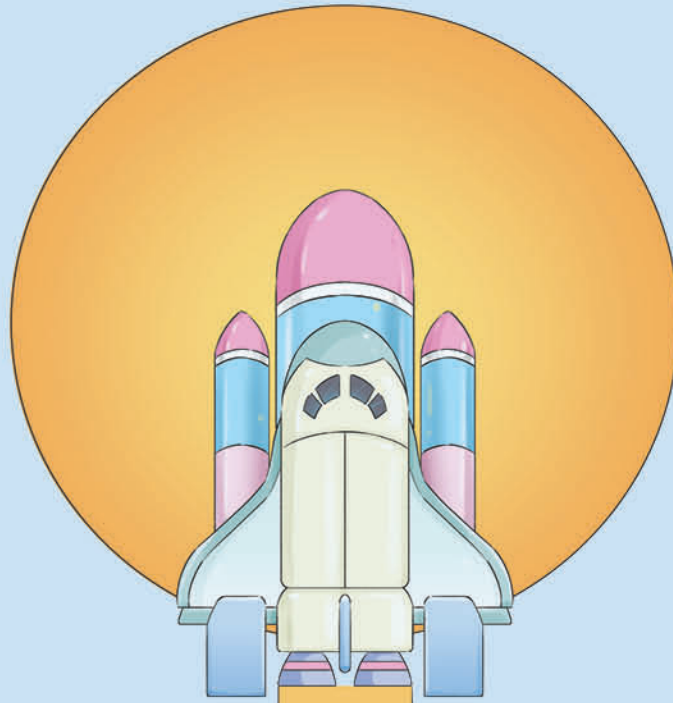




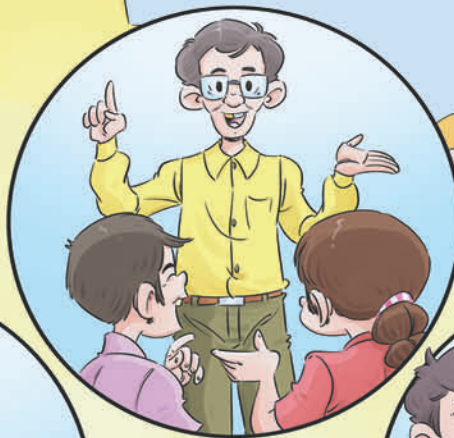
English

**Grade
6-8**



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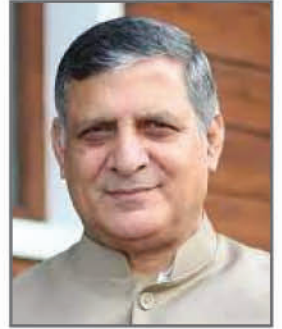
Teacher Manual





सन्देश

मुझे यह जानकर अति हर्ष हो रहा है कि राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद, हरियाणा, गुरुग्राम के द्वारा हरियाणा के विद्यार्थियों के लिए निदानात्मक शिक्षण हेतु सतप्रयास किया गया है। विद्यार्थी हमारे देश का भविष्य हैं अतः उनके आंतरिक एवं बौद्धिक गुणों को विकसित एवं समृद्ध करने के लिए सीखने की प्रक्रिया में रह गई त्रुटियों, न्यूनताओं एवं कमियों को दूर करने के लिए यह परमावश्यक कार्य था। वस्तुतः वही देश और राष्ट्र शिखरस्पर्शी सफलताएं प्राप्त कर सकता है जो सीखने और सिखाने के क्षेत्रों में निरंतर नवीन निदानात्मक प्रयोग करेगा। मैं इस प्रयास से देश के भावी समाज की कल्पना को सरकार होते हुए देख रहा हूँ। अतः मैं इस परियोजना के समस्त निर्माताओं को हार्दिक बधाई देता हूँ और उनके सुखद भविष्य की कामना करता हूँ।



कंवर पाल गुज्जर

शिक्षा मंत्री

हरियाणा सरकार





सन्देश

देश एवं प्रदेश में फैली हुई इस विषम परिस्थिति में अपने देश की आगामी धरोहर रूपी प्रतिभाशाली छात्रों के उज्ज्वल भविष्य के लिए मैं आपको इस पुस्तक के माध्यम से यह संदेश देना चाहता हूँ कि निसन्देह शिक्षक, विद्यालय में पूर्ण एवं प्रत्यक्ष रूप से बच्चों से रूबरू नहीं हो पाए हैं जिसके कारण छात्रों की अपेक्षित दक्षता में कुछ कमी आई है। मुझे आप पर पूर्ण विश्वास है कि आप अपनी सूझ-बूझ से अपने विषय को सरल और सुगम तरीकों से कार्यपत्रकों



एवं क्रियाकलापों के माध्यम से पाठ्यपुस्तक में छपी हुई दक्षताओं से बच्चों को सक्षम करने में समर्थ हो जाएंगे। यह भी हो सकता है कि बच्चे अपनी कक्षा के स्तरानुसार उस ऊँचाई तक नहीं पहुँचे हों फिर भी आप पूर्व की कक्षाओं पर आधारित दक्षताओं द्वारा बच्चों को अपनी सुदृढ़ शिक्षण सामग्री से लाभान्वित करने में सफल हो जाएँगे। परिणामस्वरूप बच्चे भी अपनी वर्तमान कक्षा के स्तर के अनुरूप अपनी योग्यता को प्राप्त करने में सफल हो जाएंगे।

पुस्तक में बच्चों को समूह में चर्चा करने के पर्याप्त अवसर प्रदान किए गए हैं ताकि बच्चे हम उम्र साथियों के साथ कार्य करते हुए सीख सकें और अपनी बात को व्यक्त कर पाएँगे तथा सीखने-सिखाने की प्रक्रिया के भागीदार बन सकेंगे। पुस्तक में कार्य करते समय बच्चों को बात करने परस्पर विचार विमर्श करने तथा विषयवस्तु को समझने के पर्याप्त अवसर प्रदान करें तथा उन्हें अभिव्यक्ति के लिए प्रेरित व प्रोत्साहित करें।


(डॉ. महावीर सिंह, भा.प्र.से.)



आमुख

राष्ट्रीय शिक्षा नीति 2020 के उद्देश्यों के दृष्टिगत विद्यालय स्तर पर बच्चों की कक्षा के स्तरानुसार सीखने-सिखाने की प्रक्रिया को सुदृढ़ व समृद्ध बनाना है। प्रायः यह भी देखने में आया है कि गत वर्षों में वैश्विक महामारी के प्रकोप के कारण बच्चों का नियमित कक्षा शिक्षण अत्यंत बाधित रहा है। अधिकांश बच्चे वर्तमान कक्षा स्तर से पिछड़ गए हैं। बच्चे कक्षा के अनुरूप दक्षताएँ अर्जित करने में असमर्थ रहे हैं। ऐसी स्थिति में उनके लिए उपचारी शिक्षण की आवश्यकता है। अतः विभाग के निर्देशानुसार एस.सी.ई.आर.टी. हरियाणा, गुरुग्राम ने कक्षावार व विषयवार विद्यार्थियों के लिए कार्य-पुस्तिका एवं शिक्षक-संदर्शिका का निर्माण किया है। विद्यार्थियों के लिए जो कार्यपत्रक तैयार किए हैं एवं गतिविधियां सम्मिलित की गई हैं, वे कक्षा के स्तरानुसार सरल, रोचक, परिवेश पर आधारित एवं ज्ञानपरक हैं। कार्यपत्रक में दी गई विषयवस्तु बच्चों को न केवल कक्षा-कक्ष के अनुरूप लाने में सहायक सिद्ध होगी, अपितु उन्हें परिवेश पर आधारित जानकारी हेतु परिवार, समाज, बाल-साहित्य, समाचार-पत्र, पुस्तकालय आदि से भी जुड़ने का अवसर प्रदान करेंगी।



कक्षावार व विषयवार शिक्षक-संदर्शिका अध्यापकों के लिए इस उद्देश्य से तैयार की गई है कि विद्यार्थियों को कार्यपत्रक में वर्णित गतिविधियाँ कराने हेतु दिशा-निर्देश समझकर अपना कार्य निसंकोच कर सकें। मुझे पूर्ण विश्वास है कि शिक्षक साथी इस कार्य को रुचिपूर्वक व तन्मयता के साथ करेंगे तथा बच्चों के शिक्षण अभाव की पूर्ति करते हुए उन्हें वर्तमान कक्षा-स्तर के समकक्ष लाने में समर्थ होंगे। मैं सभी निर्माण-समिति के सदस्यों एवं शिक्षक साथियों द्वारा इस दिशा में उत्कृष्ट कार्य करने के लिए शुभकामनाएँ देता हूँ।

निदेशालय उन सभी सुझावों का भी स्वागत करेगा जो कार्यपत्रक के स्वरूप को विस्तार देने और निखारने में सहायक होंगे।

(**डॉ. जे. गणेश्वर, मा.प्र.से.**)
राज्य परियोजना निदेशक





प्राक्कथन

सीखने-सिखाने की प्रक्रिया में शिक्षक, शिक्षार्थी तथा कक्षा वातावरण की विशेष भूमिका होती है। एक शिक्षक ही शिक्षार्थी का भविष्य निर्माता होता है। भविष्य की नींव कक्षा-कक्ष में निर्मित की जाती है। किसी भी राष्ट्र की सुदृढ़ नींव के लिए जरूरी है कि प्राथमिक स्तर से ही शिक्षण प्रक्रिया को सरल, सुगम, रोचक एवं प्रभावी बनाया जाए। इसी स्तर पर बच्चे की सीखने की प्रक्रिया का प्रारंभ होता है। सीखना व सीखे गए ज्ञान को अर्जित करना, अर्जित ज्ञान को व्यावहारिक जीवन में कब, कहाँ और कैसे क्रियान्वित करना है यह सब सिखाना जहाँ सामान्य परिस्थितियों में शिक्षक के लिए चुनौतीपूर्ण होता है, वहीं पर गत दो वर्षों के दौरान कोरोना जैसी वैश्विक महामारी ने बच्चों की दिनचर्या को एकदम ही बदल दिया है। ऐसी स्थिति में बच्चों को पढ़ाना शिक्षकों के लिए और भी चुना. तीपूर्ण हो गया है। विद्यालय न आ पाने के कारण, उन्हें जो याद था, वह भी धीरे-धीरे विस्मृत होने लगा है। बच्चों की अधिगम क्षमता भी क्षीण होने लगी है, हालांकि विभाग द्वारा अनेकों ऑनलाइन कार्यक्रम चलाए गए हैं, तथापि कुछ बच्चे औसत से भी कम स्तर पर पहुँच गए हैं। इस अभाव की पूर्ति हेतु विभाग द्वारा इस दिशा में प्रोजेक्ट 'उड़ान' के अन्तर्गत कक्षा 4 से 8 तक विषयवार कार्यपत्रक तैयार करने का प्रयास किया गया है, जिसमें अधिगम दक्षताओं को आधार मानकर ऐसी अनेकानेक गतिविधियाँ तैयार की गई हैं जिन्हें करने के उपरांत विद्यार्थियों का अधिगम संवर्धन करने के साथ-साथ उन्हें कक्षा के समकक्ष लाने में भी सफलता मिलेगी। कार्यपत्रक बनाते समय इस बात का विशेष ध्यान रखा गया है कि सभी बच्चे रुचिपूर्वक स्वयं कार्य करें। सभी की सक्रिय प्रतिभागिता हो ताकि उनमें रचनात्मक प्रवृत्ति का विकास हो तथा परिवेश से जुड़ाव अनुभव करते हुए वे स्वतंत्र अभिव्यक्ति करने में समर्थ हों सके। इसके अतिरिक्त प्रत्येक कक्षावार व विषयवार शिक्षक संदर्शिका का भी निर्माण किया गया है, जिसमें कार्यपत्रक के सुझावों के अनुसार गतिविधियों को करने हेतु शिक्षक के लिए आवश्यक दिशानिर्देश दिए गए हैं।



इस कार्यक्रम की सफलता का दायित्व आप सभी शिक्षकों पर निर्भर है, शिक्षक कक्षा-कक्ष में ऐसा वातावरण निर्मित करें जिसमें बच्चे स्वच्छता के साथ संजोए गए कल्पना रूपी सपनों को साकार करने के लिए ऊँची उड़ान भरने योग्य बन सकें।

उक्त पुस्तिकाओं के निर्माण हेतु सभी प्रतिभागी सदस्यों व शिक्षकों द्वारा दिए जाने वाले सुझावों का भी मैं सदैव स्वागत करता हूँ।

(अंशज सिंह, भा.प्र.से.)
निदेशक मौलिक शिक्षा
हरियाणा





आभार

कोविड वैश्विक विपदा के दौरान विद्यार्थियों की शिक्षा में जो बाधाएँ उत्पन्न हुई हैं, उस कमी को पूरा करने के लिए परिषद् के विशेषज्ञों ने अध्यापकों एवं छात्रों के साथ बात करके शिक्षा में गुणवत्ता हेतु एवं विद्यार्थियों की सीखने-सिखाने की प्रक्रिया को और सुदृढ़ करने के लिए छात्रों हेतु कार्यपुस्तिका एवं शिक्षकों के लिए संदर्शिका का बच्चों के स्तरानुसार निर्माण किया गया है। इस शिक्षण सामग्री की गतिविधियों, तुलनात्मक विश्लेषण, चर्चा, मनोरंजक उदाहरणों, सरल विधियों एवं अनुभवों के आधार पर तैयार किया गया है।



इस कार्यपुस्तिका एवं संदर्शिका के निर्माण में सम्मिलित व्यक्तियों एवं संस्थ.ओं के बहुमूल्य योगदान के लिए राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद् हरियाणा, गुरुग्राम आभार व्यक्त करता है।

परिषद् इस संदर्शिका की परिकल्पना को साकार करने एवं आपके हाथों तक पहुँचाने के लिए प्रत्यक्ष एवं अप्रत्यक्ष रूप से जुड़े हुए सभी व्यक्तियों के अथक प्रयासों की सराहना करती है।

इस संदर्शिका के पुनरावलोकन एवं तकनीकी सहयोग में परिषद्, एन.सी.ई.आर.टी. के विषय विशेषज्ञों का आभार व्यक्त करती है, इन्होंने अपने अथक प्रयासों से समयानुसार अपने अनुभवों से लाभान्वित किया है।

परिषद् के इस प्रोत्साहन हेतु सम्पूर्ण स्कूल शिक्षा विभाग, हरियाणा सरकार के नेतृत्व का मैं हृदय से आभार व्यक्त करता हूँ।

इस कार्यक्रम से संबंधित विभिन्न गतिविधियों में मौलिक शिक्षा विभाग एवं शिक्षा परियोजना, पंचकूला की पहल व परामर्श एवं सक्रिय भूमिका के लिए परिषद् उनका धन्यवाद करती है।

इस संदर्शिका के प्रकाशन के लिए परिषद् शिक्षा विभाग हरियाणा के योगदान के लिए आभार ज्ञापित करती है।

विवेक कालिया
निदेशक
रा.शै.अनु.प्रशि.परि.
हरियाणा, गुड़गाँव



निर्माण समिति

संरक्षक मंडल	डॉ. महावीर सिंह, अतिरिक्त मुख्य सचिव, हरियाणा सरकार, विद्यालय शिक्षा, हरियाणा, चण्डीगढ़। डॉ. जे.गणेशन, राज्य परियोजना निदेशक, हरियाणा स्कूल शिक्षा परियोजना परिषद् डॉ. अशंज सिंह, निदेशक, मौलिक शिक्षा, हरियाणा।
मार्गदर्शन	श्री विवेक कालिया, निदेशक, एस.सी.ई.आर.टी. हरियाणा, गुरुग्राम
मुख्य समन्वयक समिति	श्री रविन्द्र कुमार अहलावादी, उपनिदेशक, एस.सी.ई.आर.टी. हरियाणा, गुरुग्राम श्री सुनील बजाज, उपनिदेशक, एस.सी.ई.आर.टी. हरियाणा, गुरुग्राम डॉ. दीप्ति बोकन, अध्यक्ष, करीकुलम एवं पेडागॉजी विभाग, एस.सी.ई.आर.टी. हरियाणा, गुरुग्राम श्रीमती कल्पना रश्मि गौड़, सलाहकार, पेडागॉजी विभाग, हरियाणा स्कूल शिक्षा परियोजना परिषद्
मुख्य सलाहकार	प्रो. मंजु जैन, सेवानिवृत्त अध्यक्ष, प्रारंभिक शिक्षा विभाग, एन.सी.ई.आर.टी. नई दिल्ली डॉ. अनूप कुमार राजपूत, प्रो. एवं अध्यक्ष, प्रकाशन विभाग, एन.सी.ई.आर.टी. नई दिल्ली डॉ. रमेश कुमार, सह आचार्य, प्रारंभिक शिक्षा विभाग, एन.सी.ई.आर.टी. नई दिल्ली डॉ. आर.मेघनाशन, प्रोफेसर, एन.सी.ई.आर.टी. नई दिल्ली
विषय विशेषज्ञ एवं समन्वयक समिति	श्रीमती पूनम यादव (परिवेश अध्ययन) श्रीमती राजेश यादव (हिन्दी) श्री नंद किशोर वर्मा (गणित) डॉ. विजेन्द्र गौड़ (अंग्रेजी) श्रीमती रूबी सेठी (परिवेश अध्ययन)
अंग्रेजी	श्रीमती सोना यादव, प्राध्यापिका, डाईट गुरुग्राम श्रीमती किरण परुथी, अध्यापिका, रा.उ.वि. पलड़ा, गुरुग्राम श्रीमती योगिता विरमानी, अध्यापिका, रा.क.व.मा.वि. बादशाहपुर

Content

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- **GRADE - 7 : TEACHER MANUAL** 7 – 15
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Teacher Manual

ACTIVITY - 0

Teacher manual – List of activities

- The teacher will ask students to make a list of things that they use in daily life in their preferred language such as English/Hindi (such as Rubber, light, bulb etc) .
- Once the students have written down words that are typically English words in Hindi, explain to students that these are actually English words. Note: These will increase confidence and comfort of the student with the language.
- Now conduct the following activity and encourage the children to speak.

Speaking

- The teacher will ask students to think about their favourite actor/sportsperson/friend.
- He/she will ask the students to imagine that they have invited this person to their village.
- **Demonstrate a short introduction—**
 - Good afternoon/good evening (name of that person) My name is I am a teacher. I live in Ambala. I am years old. I like reading books and teaching children.
 - The teacher will make groups of 5-7 students.
 - Each student in the group will introduce himself/herself using the same format.
 - Ask students to think about their own introduction.

ACTIVITY - 1

Code : ENG 409, 513

- Ask the students to identify various things in class and list them on the blackboard
- Ask the students to make a sentence on any quality of the object.

For example:

Blackboard It is black

Chalk It is used for writing

Tree That is a huge/large tree. It gives us wood.

Notebook We write in it

Office Principal Mam sits in office



- Use this activity to teach the students about naming words as nouns (blackboard, chalk, tree, Principal mam etc.), describing words as adjectives (black, large, etc.), action words as verbs (used, give, write, etc.) and words used in place of noun as pronoun (It, that, use).
- Teacher is suggested to give a brief description about Noun & its types, adjectives, action words, pronoun.
- The teacher can use the situations from daily school life to give more examples for the above mentioned concepts.
- Ask students to practice exercises on nouns, verbs, adjectives and pronouns in workbook.
- You can conduct different activities to enforce nouns, verbs, adjective & pronouns. For example:

Enforcement Activity – Nouns

- The teacher will ask the students to name the different things they can see in the classroom. (the teacher can make it a competition between two groups).
- The teacher will explain: The name of a person, object, place, animal/bird, materials, feelings etc are nouns. Share some examples of each—boy, woman, Pushpa, Syed, Delhi, station, kite, cup, tiger, pigeon, wood, loneliness etc.

Reference student workbook: Exercise 1, student workbook & so on

ACTIVITY - 2

Code : ENG 409, 513

Separation & Building Game

- Write some words on the blackboard (Uncomfortable, beautiful, disconnect) and pronounce them slowly & correctly.
- Steps for playing the ‘Separation & Building Game’:
 - ❑ The students will be asked to separate the words (that is Un + comfort + able, beauty + full, dis + connect)
 - ❑ Ask to make new words using these separated parts (like unable, comfortless, wonderful, disable, connection, reconnect, beautician, beautification, comforting)
 - ❑ Teach the students about prefix (Un, Dis, Re) and suffix (able, ful, ble)

Reference student workbook: Exercise 2, 3

ACTIVITY - 3

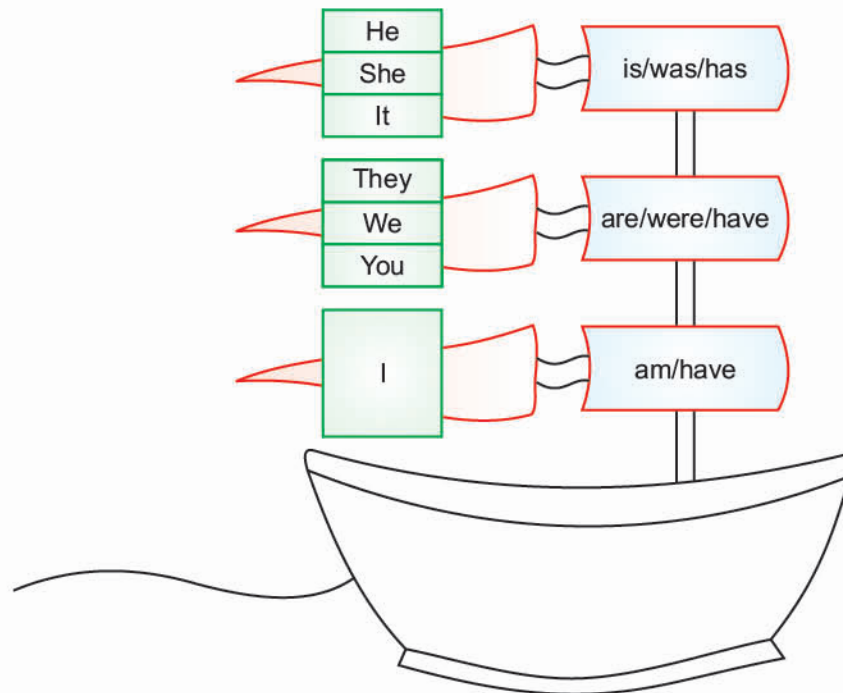
Code : ENG 413, 514

Part A: Introduce simple, past & past participle forms

- Teacher will tell the students about the use of simple, past and past participle forms of verb and then will illustrate few of verbs, its forms and its usage in sentences.
- Ask the students to do Worksheet 3 and conduct the following sub-activities in class



Part B: Use of helping verbs



- Ask the students to solve the following image in worksheet 3
- Once completed, teach the student about the difference between singular and plural helping verbs (Is/was/has: Singular Helping verbs used with singular nouns and pronouns; Are/were/have: Plural helping verbs used with plural nouns and pronouns)
- **Note:** I/You are special pronouns which are considered as plural always

Part C: Introduce - ing forms

- Conduct an activity in the class where you give the following instructions:
 - Start clapping, Stop clapping
 - Start laughing, Stop laughing
 - Start tapping, Stop tapping
- Now ask simple questions in the class.
 - What are you doing? (**Expected answer:** We are learning.)
 - What am I doing in the class? (**Expected answer:** You are teaching.)
- Similarly you can ask other questions like – (What is gardener/peon doing?, What were you doing in the evening?/Are you eating something?/Where are you going?/Where are you coming from?)
- End the activity by explaining the use of 'ing' form of verb with helping verbs is, am, are, was, were like (1) XYZ sir was teaching in VIII class (2) Principal Mam is sitting in the office (3) Students are playing in the ground.

ACTIVITY - 4

Code : ENG 514

Adjective, Comparative & Superlative

- Ask three of the students of different heights (tall, middle height & shortest) to stand in front of the class.
- She/he will ask the students : how will you describe their height?
- The teacher introduces the words compare and the terms for comparison, eg, tall, taller tallest.

Write the following example on the black board :

..... is tall. But is taller than
..... is the tallest among the three girls.

- Ask one of the students to fill in the blanks on the black board.
- Teacher will explain the adjectives & its comparative and superlative degrees (by giving examples of group of three students of different heights) and will guide the students to see Worksheet 4
- Ensure that students understand when to use the following forms:
 - ❑ big → bigger → biggest
 - ❑ expensive → more expensive → most expensive

Note: These are regular comparatives and superlatives

- Teach the students about irregular comparatives and superlatives using the following examples:

Good	better	Best
bad	worse	Worst
far	farther	Farthest
less	lesser	least

Reference student workbook: Worksheet 4

ACTIVITY - 5

- Teacher will read the passage from the workbook with correct pronunciation and intonation
- Help the students to identify nouns, verbs, adjectives, pronouns from the passage & relate them to their types

Reference student workbook: Worksheet 6



ACTIVITY - 6

Jumbled Sentences

- Teacher will explain the formation of the sentences
- Guide them to do worksheet number

Reference student workbook: Worksheet 10

ACTIVITY - 7

Code : ENG 502

- The teacher will divide the student into groups.
- She/he will ask the groups to discuss what types of signs or notices have they seen? (in case students are not aware of what a notice is teacher will have to explain it.) Examples – ‘No Parking’ in a street, ‘Please Keep the Station Clean’ etc.
- The teacher may give each group a location -- a street, a hospital, at a railway or bus station and a school for the discussion.
- The student groups will share their list/s.
- The teacher will then discuss the reason/purpose of a notice—to share information, to ask for help, to advertise/sell/buy etc.

Reference student workbook: Worksheet 11A

ACTIVITY - 8

Code : ENG 504

Student can write a story/process in a logical sequence.

- The competency addressed through the lesson is sequencing of a process. The teacher will start the lesson with a discussion about the process of cooking.
- She/he will divide the students into pairs. The teacher will ask the students to discuss and share process of cooking a regular food item such as tea, maggi etc.

Reference student workbook: Worksheet 12

ACTIVITY - 9

Code : ENG 504

Comprehension

- The teacher will start the class by writing the words ‘family’ and ‘healthy diet’ on the blackboard.
- She/he will ask the students if they know the meaning of the word. If the students are unable to answer, she/he will explain the meaning.
- The teacher will form groups of 5 students each and give one word to each groups.
- Each group is instructed to discuss the meaning and write observations related to these words.



- The teacher will ask one of the student from each group to write these on the blackboard as other students in the group share their observations.

Reference workbook: Worksheet 11A, B

ACTIVITY - 10

Code : ENG 506

Writing/Expressing Opinions

- Start the class by making statements for which the students have to express their opinions. Eg, red is the best colour, the age for voting should be 30 years, watching TV is good etc
- Let students express their opinion for each of the statements.

Explain: We all have our different ways of thinking so we all have different opinions about many topics. Some are simpler topics like favourite food or colour and others are more serious for example should all we make fun of others etc. It is important that we also think about the reasons for our opinions. Eg, I believe we should not make fun of others because they may feel hurt OR I like to eat ice cream because it is sweet and cold.

- The teacher will introduce the language which may be used to express opinions — I believe or I feel, I prefer, In my opinion....

Reference workbook: Worksheet 11B



Teacher Manual

ACTIVITY - 1

Code : ENG 514

Grammar – Adverbs

Lesson Objective: Student can identify and use adverbs appropriately

- The teacher will ask for volunteers—ask one of the volunteers to speak softly and the other one to speak loudly.
- The teacher will ask the other students—what is doing? For both the volunteer students.
- The teacher will the ask—How is she/he speaking? (**Expected answer:** loudly and softly)
- Teacher will write on the blackboard— is speaking loudly. is speaking softly.
- The teacher will ask about action verbs and introduce the concept of adverbs.
- The teacher will begin by writing two sentences on the board that contain an adverb, such as “She/he is running swiftly” and “She is speaking loudly.”
- Circle the words, “swiftly” and “loudly” and explain that they are both adverbs.
- An adverb modifies other adverbs, verbs, adjectives, clauses, or sentences. When an adverb is used in a sentence, it will answer one of the following questions:
How?
When?
Where?
How often?
How much?
- **Examples to discuss in class:** Silently, the children watched as the snake steadily moved past them.
The dog ate quickly.
There were strangers everywhere, so he played nearby.
- Support students to complete Worksheet.

Grammar – Degrees of Comparison

Lesson Objective: Student can use the positive, comparative and superlative degrees of adjectives.

Activity :

- The teacher will ask three of the students of different hair lengths or height to stand in front of the class.
- She/he will ask the students : how will you describe their hair/height?
- The teacher introduces the words compare and the terms for comparison, eg, long, longer, longest.
- **Example:** 's hair is long.
.....'s hair is longer than 's.
.....'s hair is the longest among the three girls.
- He/he will write these sentences on the board.

Explain: Long is an adjective in the positive form, longer is an adjective in the comparative form. Longest is an adjective in the superlative form. When two persons, places or things are compared, what form of adjective do we use? When three or more persons, places, or thing are being compared, you use the superlative degree of the adjective.

Comparative adjectives are a type of adjectives used for highlighting the difference between two objects, or two nouns.

The following is a sentence that uses a comparative adjective:

My cat is younger than that cat.

In this sentence, the word "younger" is the comparative adjective. We can do another example:

Superlative adjectives are used to distinguish objects or nouns, if there are three or more things which are being compared. Specifically, they're used to distinguish the highest degree of a noun.

For example, the following sentence contains a superlative adjective: The last house is the largest.

The word "largest" in this sentence is the superlative adjective.

- The teacher will share that generally, comparative adjectives are formed by adding -er at the end and superlative adjectives by adding—est at the end.

ENG 514 Students can identify and appropriately use adjectives, adverbs, prepositions of time and place, direct and indirect speech, tenses, conjunctions and punctuations

ACTIVITY - 3

Code : ENG 514

Listening/Speaking – Daily Conversation

Lesson Objective: Students can identify different types of responses in daily conversations and practice the same.

Time: 35 minutes

Teaching Process

Activity :

- The teacher will revise the basic introduction conversation from the previous lesson.
- **Teacher:** In our daily life we use English for different purposes like seeking permission, requesting etc.
- The teacher will request two students to perform a role play for different situations. For every situation, the volunteers will respond in English.
- The teacher will read the situations— you are meeting someone for the first time, you want to enter a room, you are late for a meeting, you want to buy something from a shop, you want to borrow a pen from someone, you want to ask someone for directions to reach the station etc.
- The teacher will provide inputs/correct the students whenever necessary.
- The teacher will support the students to complete worksheet.
- The students can practise the speaking activity with their partners.

ACTIVITY - 4

Code : ENG 601

Prose and Poems

Lesson Objective: Students can list differences between a prose and a poem.

Activity :

- The teacher will divide the students into groups.
- She/he will ask each group to read/remember a chapter they have read and a poem they have read from their textbook.
- Ask them to discuss and write down the similarities and differences between the two.
- The teacher through discussion/s will ensure that the following points are explained.
 - ❑ The similarity is that both are written to communicate something to others.
 - ❑ The divisions are not clear cut, but here are some generally accepted differences.
 - ❑ Prose — Most everyday writing is in prose form. The language of prose is typically straightforward without much decoration. Ideas are contained in sentences that are arranged into paragraphs.



- ❑ There are no line breaks. The first word of each sentence is capitalized.
- ❑ Poetry — Poetry is typically reserved for expressing something special in an artistic way.
- ❑ The language of poetry tends to be more expressive or decorated, with comparisons, rhyme, and rhythm contributing to a different sound and feel.
- ❑ Lines are arranged in stanzas. Poetry uses line breaks for various reasons. Lines can be very long or be short.

- Support students to complete worksheet.

ENG 601 Students can respond verbally/in writing to questions based on day-to-day life experiences, an article, story or poem heard or read.

ENG 606 Students can infer meaning from familiar and unfamiliar grade 6 appropriate text by understanding the context. *The last house is the largest.*

The word “largest” in this sentence is the superlative adjective.

- The teacher will share that generally , comparative adjectives are formed by adding -er at the end and superlative adjectives by adding—est at the end.
- Complete worksheet.

ACTIVITY - 5

Code : ENG 611

Vocabulary Development — Antonyms and Synonyms

Lesson Objective: Student can use synonyms and antonyms appropriately.

Activity :

- **Teacher:** In our English classes, we have studied what are antonyms and synonyms. Let us revise these with a quiz.
- The teacher will divide the class into 2-4 teams.
- The teacher explains the quiz—the teacher will write a pair of words on the blackboard. The groups will take turns to answer if the pair is of synonyms/antonyms or neither.
- The teacher will write different pairs. (a few examples are here — Day: night, large : big, small : tiny, noisy : quiet, open : shut, table : chair, simple : easy achieve : fail, leave : depart, lock : key, rock : stone etc.)
- Let the students answer.
- The teacher will ask them to complete worksheet.

Vocabulary Development**Activity :**

- The teacher starts the class with a game of opposites.
- She/he instructs the students to do the opposite of what she/he says.
- Teacher's Instructions- stand up, sit down, put your hands up, look down, turn right, keep quiet, make noise etc
- The students are already aware of the idea of opposites. The teacher will introduce the term antonyms to the students.
- Teacher will divide the students into two teams.
- The teacher will play a quiz of/for antonyms. As the teacher says a word the team (whose turn it is) will say the antonym of that word. (sample list is given below).

Word List: Slender, sour, weak, remember, dark, wild, nervous, nothing, exciting, disappear, wild etc

- Support the students to complete worksheet.

Vocabulary – Using Prefixes

Lesson Objective: Students can use appropriate prefixes to create antonyms.

Activity :

- The teacher will start the session by quoting a few antonym pairs in class – happy and unhappy and possible and impossible.
- The teacher will highlight the fact that by adding some prefix/es we can create the antonym of a word.
- A prefix is a group of letters that has been added to the front of a word, thereby changing the meaning of that word.

PREFIX + WORD = NEW WORD

- The teacher will focus on three prefixes to make antonyms—un, in and im.
- She/he will divide the students into pairs. The teacher will ask each pair to think of antonym pairs that use the prefixes — un, im and in.
- Share examples — happy-unhappy, capable-incapable, possible-impossible.
- Complete worksheet.

Students can use synonyms, antonyms appropriately in sentences

Grammar – Introduction to Tenses

Lesson Objective: Students can identify tenses-past and present continuous.

Time: 35 minutes

Teaching Process:

Activity :

- The students are aware of verbs and basic tenses from earlier lessons.
- The teacher will start by writing the sentence-- A dog is walking in the park.
- The teacher will ask the students if they can explain the meaning of this sentence. What is the difference between walks and walking?
- The teacher will introduce the present continuous tense.
- She/he will use the following sentences to support student practice. Murli is learning to drive.
- I am living with my sister until I find a house.
- Next the teacher will introduce the past continuous tense- its usage and form.
- Ask students to complete worksheet.

Framing Questions

Lesson Objective: Students can frame wh questions based on the answers.

Activity :

- The teacher will start : today we will be reversing what we normally do. We generally answer questions but today we will have the answers and we will ask/frame questions.
- The teacher may share some examples—if the answer is – my name is Jyoti, Imagine what must have been the question? – What is your name?
- The teacher will explain the structure of a question:
Question word (see list below) + auxiliary verb + subject + main verb
E.g. Where does Razia study?
Question Words—who, when, where, how, what, why etc
- The teacher will divide the students into pairs.
- She/he will write some sentences on the blackboard. Each pair must frame questions for that sentences.
My name is Savita.
He is locking the gate.
They go to a library to study.
- Help students complete worksheet.

Grammar — Conjunctions

Lesson Objective: Students can identify and appropriately use basic conjunctions.

Activity :

- The teacher should start with these questions:
Tell me the names of two fruits that you like to eat.
What outdoor games do you like the most?
- The teacher will write the answers on the blackboard , as shown here — Suraj likes bananas.
Suraj likes apples.
- **Teacher:** you can see that these are two sentences. Can you find a way to combine the two?
- The teacher will write “and” on the blackboard. He/she will point to the word “and” and ask :
What is this word? Can we join the two sentences and write Suraj likes bananas and apples?
The word “and” is helping us join two simple sentences to make one.
- The teacher will explain :
A conjunction is a part of speech that is used to connect words, phrases, clauses, or sentences.
A conjunction is a word that shows the relationship between two words, phrases, or clauses.

Share with them the mnemonic **FANBOYS**.

F – for A – And N – nor B – but O – or Y – yet S – so

- Explain the use/s of conjunctions.
And is used to join or add words together in a sentence. e.g. They ate and drank.
Or is used to show alternatives as in a sentence. e.g. He will be here either on Monday or Tuesday.
But is used to show opposite or contrast in a sentence. e.g. She is small but strong.
So is used to show result in a sentence. e.g. I was tired so I went to sleep.
Because is used to express reason. e.g. I watch TV because I like it.
- The teacher will support the students to use conjunctions to combine sentences in worksheet.

Grammar— Verbs and Tenses

Lesson Objective: Students can practice verbs and verb tenses.

Activity :

- Revise tenses – simple and continuous

- Ask students the following questions.
 - ❑ What have you brought for lunch?
 - ❑ Do you have a headache?
 - ❑ Where has Anish gone?
- If we talk about a period of time that continues from the past until now, we use the present perfect tense. How is this represented on a timeline? Ask a student to draw a timeline on the board. Then discuss that a series of X's are used to indicate an action has happened in the past, and has a result in the present (now).

Past—x—x—x—x—x—x—NOW —→ Future

The tense can be identified strictly by looking at the verb.

- Prakash is looking for his keys. He can't find it. He has lost his keys. (He lost it and he has not found it.
- Put an 'X' to the left of 'now' indicating it happened in the past. Continue the 'X' till the point 'Now', to indicate he still does not have them.
- As we see the form of the verb used for perfect tenses is called participle form and is often different from present and past forms.

Subject Present Participle Verb

I / We / You / They have read / liked / worked / lived / watched / flown.

He / She / It has read / liked / worked / lived / watched / flown.

- The past perfect tense is used to go further back in time when we are talking about the past. It can make it clear that something had already happened at the time we are talking about.

Past Perfect Simple Timeline

- We form the past perfect simple by using the auxiliary verb had and the -ed form of the regular verb (the past participle) irregular verb forms have to be learned:

For example:

"I had already done the shopping by the time she came home."

"I was late for work, by the time I arrived the client had already left."

- Ask students to complete worksheet.

ACTIVITY - 12

Code : ENG 615

Grammar – Jumbled Sentences

Lesson Objective: Students can put words in correct order for sentence formation.

Activity :

- The teacher will write the following on the blackboard:
treasure / inside / you / the / is / hiding



- She/he will ask the students if they can rearrange the words and share the correct sentence.
- The teacher will emphasize the point that when the words are out of order, no one can understand the message.
- The teacher will guide the students to arrange the words in the correct order for sentence formation.
- To rearrange a jumbled sentence into correct order: (teacher reference)
 1. **For statements:** subject + functioning verb + (preposition) object.
Treasure (subject) is hiding (verb) inside (preposition) you (object).
 2. **For questions (interrogatives):** Yes or no answer questions— verb + subject + (preposition) object. Is (verb) the treasure (subject) inside (preposition) you? (Object)
 3. **Wh questions:** wh interrogative word + verb + subject +(preposition) object. Where (interrogative word) is (verb) the treasure (subject) hiding?

ACTIVITY - 13

Code : ENG 615

Grammar Revision

Lesson Objective: Student can revise and practice grammar concepts.

Activity :

- The lesson is for the revision of basic grammar concept.
- The teacher will complete a revision based on the needs of the students.
- The teacher will instruct the students about the questions in worksheet.
- She/he will ask the students to complete worksheet.

ENG 615 Students can identify and appropriately use punctuations, correct sentence structures, suffixes, conjunctions, tenses, prepositions and articles

Teacher Manual

ACTIVITY - 1

Code : ENG 615

Lesson Objective: Students can identify and appropriately use basic conjunctions.

Activity :

- The teacher should start with these questions:
Tell me the names of two fruits that you like to eat.
What outdoor games do you like the most?
- The teacher will write the answers on the blackboard, as shown here — Suraj likes bananas.
Suraj likes apples.
- Teacher: you can see that these are two sentences. Can you find a way to combine the two?
- The teacher will write “and” on the blackboard. He/she will point to the word “and” and ask: What is this word? Can we join the two sentences and write Suraj likes bananas and apples? The word “and” is helping us join two simple sentences to make one.
- The teacher will explain:
A conjunction is a part of speech that is used to connect words, phrases, clauses, or sentences.
Conjunction is a word that shows the relationship between two words, phrases, or clauses.
Share with them the mnemonic FANBOYS.
F – for A — And N — nor B — but O — or Y — yet S — so
- Explain the use/s of conjunctions.
And is used to join or add words together in a sentence e.g. They ate and drank.
Or is used to show alternatives as in a sentence e.g. He will be here either on Monday or Tuesday.
But is used to show opposite or contrast in a sentence e.g. She is small but strong.
So is used to show result in a sentence e.g. I was tired so I went to sleep.
Because is used to express reason e.g. I watch TV because I like it.
- The teacher will support the students to use conjunctions to combine sentences

Grammar – Verbs and Tenses

Lesson Objective: Students can practice verbs and verb tenses.

Teaching Process:

Activity :

- Revise tenses – simple and continuous
- Ask students the following questions:
What have you brought for lunch?
Do you have a headache?
Where has Anish gone?
- If we talk about a period of time that continues from the past until now, we use the present perfect tense. How is this represented on a timeline? Ask a student to draw a timeline on the board. Then discuss that a series of X's are used to indicate an action has happened in the past, and has a result in the present (now).
The tense can be identified strictly by looking at the verb.
- Prakash is looking for his keys. He can't find it. He has lost his keys. (He lost it and he has not found it.
- Put an 'X' to the left of 'now' indicating it happened in the past. Continue the 'X' till the point 'Now', to indicate he still does not have them.
- As we see the form of the verb used for perfect tenses is called participle form and is often different from present and past forms.

Subject Present Participle Verb

I / We / You / They have read / liked / worked / lived / watched / flown.

He / She / It has read / liked / worked / lived / watched / flown

- The past perfect tense is used to go further back in time when we are talking about the past. It can make it clear that something had already happened at the time we are talking about.

Past Perfect Simple Timeline

- We form the past perfect simple by using the auxiliary verb had and the -ed form of the regular verb (the past participle) irregular verb forms have to be learned:
- For example:
"I had already done the shopping by the time she came home."
"I was late for work, by the time I arrived the client had already left."

Grammar – Jumbled Sentences

Lesson Objective: Students can put words in correct order for sentence formation.

Teaching Process:

Activity :

- The teacher will write the following on the blackboard:
treasure/inside/you/the/is/hiding
- She/he will ask the students if they can rearrange the words and share the correct sentence.
- The teacher will emphasize the point that when the words are out of order, no one can understand the message.
- The teacher will guide the students to arrange the words in the correct order for sentence formation.
- To rearrange a jumbled sentence into correct order: (teacher reference)
 1. **For statements:** subject + functioning verb + (preposition) object.
Treasure (subject) is hiding (verb) inside (preposition) you (object).
 2. **For questions (interrogatives):** Yes or no answer questions— verb + subject +(preposition) object. Is(verb) the treasure (subject) inside (preposition) you? (Object)
 3. **Wh questions:** wh interrogative word + verb + subject +(preposition) object. Where (interrogativeword) is (verb) the treasure (subject) hiding?

Comprehension – Reading Notices and Maps

Lesson Objective: Students can answer questions based on reading notice and maps.

Teaching Process:

Activity:

- The teacher will ask two students to volunteer for a role play.
- The topic is asking for directions (e.g. one student is new to the school and is asking the other for directions to reach the Principal's room from the School gate).
- Let the students complete the role play. The teacher will support the students with appropriate words if needed.
- The teacher will then talk about using maps to find directions.
- She/he will use worksheet to help students understand a map. Support students to complete it.

Lesson Objective:

Students can answer questions based on passage and express opinion.

Teaching Process:**Activity :**

- The teacher will/may revise comprehension methods used earlier.
- She/he will instruct the students to read the passage in worksheet.
- The teacher will divide the students into groups of 5-7.
- She/he will ask the students to discuss the questions in their groups. Suggested questions—
 - Can you identify the main idea of the passage?
 - Can you identify three new words and explain their meaning?
 - Can you summarize the passage ?
- The teacher will ask the groups to share their answers.
- She/he will end the class with a summary of the discussions.

Comprehension – Sequencing Events

Lesson Objective: Students can use key words to sequence events.

Activity :

- The teacher will start the class by asking the students to share their morning routine with their partners. Ask 1-2 pairs share.
- The teacher will write down the key steps on the blackboard.
- Similarly, ask student pairs/groups to write down steps for making tea. Write the key steps on the blackboard.
- The teacher will talk about putting things/event in an order or sequence.
- She/he will introduce some signal words (given below) that help to identify the sequence of an event/story etc.

Before

First

Second

Third

Next

Then

Later

Eventually

Finally

- The teacher will support the students to complete worksheet.

ACTIVITY - 7

Code : ENG 703

Comprehension – Sequencing Events

Lesson Objective: Students can use key words to sequence events.

Activity :

- The teacher should quickly revise sequencing and use of signal words with the students.
- Ask them to complete worksheet.

ACTIVITY - 8

Code : ENG 704

Comprehension – Compare and Contrast.

Lesson Objective: Students can compare and contrast from given passages and answer questions based on the passage.

Activity :

- The teacher will bring two similar objects (example two soaps or toothpastes etc).
- The teacher will divide the students into groups.
- The teacher will show/give the two objects to each group.
- The teacher will ask the groups to think of two similar and two different things about the objects and list them.
- The teacher will give some time for discussions and ask the groups to share their answers.
- **Teacher:** This is called comparing and contrasting two objects. Teacher will explain it in local language if the need is felt. Write the words on the blackboard.



Comprehension – Compare and Contrast

Lesson Objective: Students can compare and contrast from given passages and answer questions based on the passage.

Activity :

- The teacher will revise the concept of compare and contrast from the previous lesson.
- Next, the teacher will ask the students to remember two characters from either the same chapters/stories or from different chapters/stories.
- The teacher will then guide the students to complete a compare and contrast exercise for the same.
- The teacher will support the students to complete worksheet.

Comprehension – Inferring from Text

Lesson Objective: Students can infer from a written passage.

Activity :

- The teacher will narrate the following to the students-- imagine you are sitting at your desk doing your homework when you hear a loud booming sound and hear pattering against the window. You don't actually see anything, but you can infer there is a thunderstorm outside.
- This is called inferring.

Teacher to explain: proficient readers understand that writers often tell more than they actually say with words. They give you hints or clues that allow you to draw conclusions from information that is implied.

Using these clues to “read between the lines” and reach a deeper understanding of the message is called inferring. We engage in inference every day.

We infer people are thirsty if they ask for a glass of water.

- The teacher will share an example. Write the sentence on the blackboard.
Let's go swimming to cool off!
What season is it?
(a) Summer (b) Winter
- The teacher will use the following passage to illustrate how to infer.

My wife and I were packing our bags. We made sure not to forget our shawl and sweaters. I wasn't sure if I would get cold and cough again so I made sure to pack some medicine for that.

- Ask students to work in groups/pairs and come up with inferences.

Comprehension – Inferring from Text

Lesson Objective: Students can infer from a written passage.

Activity :

- Revise the discussion from the previous day.
- Support students to complete worksheet.

List of Competencies

Competency code	Competency description
ENG409	Students can rearrange up to 6 jumbled words into meaningful sentences
ENG513	Students can identify and appropriately use nouns, pronouns, verbs, affirmative and negative sentences, contractions of do not/ did not and cannot/ was not and frame wh- questions
ENG413	Students can use nouns, adjectives (comparative and ending with -ing), conjunctions, prepositions, prefix and suffix, tenses and linkers such as first, next etc. to indicate connections between words and sentences in speech and in writing
ENG514	Students can identify and appropriately use adjectives, adverbs, prepositions of time and place, direct and indirect speech, tenses, conjunctions and punctuations
ENG502	Students can read printed script on the classroom walls, notice board, in posters and in advertisements
ENG504	Students can answer questions (starting with what, how, where, why) in 3-5 sentences using recall, analysis, and sequencing based on grade 5 appropriate passage
ENG506	Students can express his/her views/opinions about any event/ incident/ experience/ story orally and in 5-7 written sentences
ENG514	Students can identify and appropriately use adjectives, adverbs, prepositions of time and place, direct and indirect speech, tenses, conjunctions and punctuations
ENG601	Students can respond verbally/in writing to questions based on day-to-day life experiences, an article, story or poem heard or read
ENG611	Students can use synonyms, antonyms appropriately in sentences
ENG615	Students can identify and appropriately use punctuations, correct sentence structures, suffixes, conjunctions, tenses, prepositions and articles
ENG615	Students can identify and appropriately use punctuations, correct sentence structures, suffixes, conjunctions, tenses, prepositions and articles
ENG702	Students can select relevant information from notice board, newspaper, Internet, tables, charts, diagrams, maps etc.
ENG703	Students can read a variety of grade 7 appropriate texts and complete character analysis, sequencing of ideas and events and relate them with his/her personal experiences
ENG704	Students can think critically and make inferences, e.g., compare and contrast two/three characters/events
ENG707	Students can infer the meaning of familiar and unfamiliar words in context

Class 6-8: Mulyankan Soochi

Competencies	ENG409	ENG513	ENG413	ENG514	ENG502	ENG504	ENG506	ENG514	ENG601	ENG611	ENG615	ENG615	ENG702	ENG703	ENG704	ENG707
Write student name																
Student 1																
Student 2																
Student 3																
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