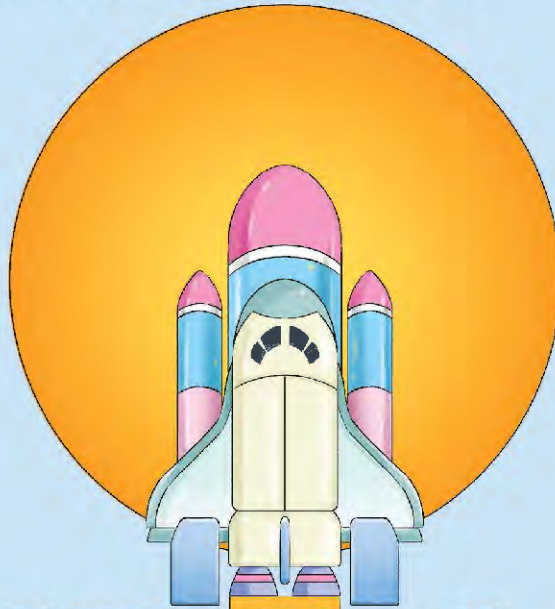


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# UD AAN

## Teacher Manual (Remedial)



**2023**

**ELEMENTARY EDUCATION DEPARTMENT, HARYANA**



## सन्देश

मुझे यह जानकर अति हर्ष हो रहा है कि राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद्, हरियाणा, गुरुग्राम के द्वारा हरियाणा के छात्रों के लिए निदानात्मक शिक्षण हेतु बेहद सफल-प्रयास किया गया है। छात्र हमारे देश का भविष्य होते हैं। अतः उनके आंतरिक एवं बौद्धिक गुणों को विकसित एवं समृद्ध करने के लिए वैश्विक महामारी के कारण सीखने की प्रक्रिया में रह गई त्रुटियों, न्यूनताओं एवं कमियों को दूर करने के लिए यह सराहनीय कार्य है। वस्तुतः वही राष्ट्र शिखरस्पर्शी सफलताएं प्राप्त कर सकता है जो सीखने और सिखाने के क्षेत्रों में निरंतर नवीन निदानात्मक प्रयोग करता रहे। मैं इस प्रयास से देश के भावी कर्णधारों की कल्पना को साकार होते हुए देख रहा हूँ। अतः मैं इस परियोजना को सार्थकता प्रदान करने वाले समस्त निर्माताओं को हार्दिक बधाई देता हूँ और उनके सुखद भविष्य की कामना करता हूँ।



**कंवर पाल गुर्जर**

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 निःसन्देह शिक्षक विद्यालय में पूर्ण एवं प्रत्यक्ष रूप से बच्चों से रूबरू नहीं हो पाए जिसके कारण छात्रों की अपेक्षित दक्षताओं में कुछ कमी रह गई है। मुझे आप पर पूर्ण विश्वास है कि आप अपनी सूझ-बूझ से अपने विषय को सरल और सुगम तरीकों से कार्यपत्रक एवं क्रियाकलापों के माध्यम से पाठ्यपुस्तक में छपी हुई दक्षताओं से छात्रों को सक्षम करने में समर्थ होंगे। यह भी हो सकता है कि छात्र अपनी कक्षा के स्तरानुसार उस ऊँचाई तक नहीं पहुँचे हों फिर भी आप पूर्व की कक्षाओं पर आधारित दक्षताओं द्वारा छात्रों को अपनी सुदृढ़ शिक्षण-सामग्री से लाभान्वित करने में सफल रहेंगे। परिणामस्वरूप छात्र अपनी वर्तमान कक्षा के स्तर के अनुरूप अपनी योग्यता को प्राप्त करने में सफल हो जाएंगे।



पुस्तक में छात्रों को समूह में चर्चा करने के पर्याप्त अवसर प्रदान किए गए हैं ताकि छात्र हम उम्र साथियों के साथ कार्य करते हुए सीख सकें और अपने विचार व्यक्त कर पाएंगे तथा सीखने-सिखाने की प्रक्रिया के भागीदार बन सकेंगे। पुस्तक में कार्य करते समय छात्रों को बात करने, परस्पर विचार विमर्श करने तथा विषयवस्तु को समझने के पर्याप्त अवसर प्रदान किए गए हैं तथा उन्हें अभिव्यक्ति के लिए प्रेरित व प्रोत्साहित करने का कार्य प्रशंसनीय है।

**डॉ. महावीर सिंह, भा.प्र.से.**

अतिरिक्त मुख्य सचिव

विद्यालय शिक्षा, हरियाणा, चण्डीगढ़







## 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 चुनौतीपूर्ण हो गया है। विद्यालय न आ पाने के कारण, उन्हें जो याद था, वह भी धीरे-धीरे विस्मृत होने लगा। छात्रों की अधिगम क्षमता भी क्षीण होने लगी, हालांकि विभाग द्वारा अनेकों ऑनलाइन कार्यक्रम चलाए गए हैं, तथापि कुछ छात्र औसत से भी कम स्तर पर पहुँच गए हैं। इस अभाव की पूर्ति हेतु विभाग द्वारा इस दिशा में प्रोजेक्ट 'उड़ान' के अन्तर्गत कक्षा 6 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 छात्रों 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 छात्र 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 सकें। 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 छात्र स्वेच्छा 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।

**डॉ. अंशज सिंह, भा.प्र.से.**

निदेशक, मौलिक शिक्षा, हरियाणा

एवम् राज्य परियोजना निदेशक

हरियाणा स्कूल शिक्षा परियोजना परिषद्





## आभार

कोरोना वैश्विक विपदा के दौरान छात्रों की शिक्षा में जो बाधाएँ उत्पन्न हुई हैं, उसी कमी को पूरा करने के लिए परिषद् के विशेषज्ञों ने अध्यापकों एवं छात्रों के साथ विचार-विमर्श के उपरांत गहन मंथन करके शिक्षा में गुणवत्ता हेतु एवं छात्रों की सीखने-सिखाने की प्रक्रिया को और सुदृढ़ करने के लिए छात्रों हेतु 'उड़ान' कार्यपत्रक एवं शिक्षकों के लिए शिक्षक-संदर्शिका का छात्रों एवं शिक्षकों के स्तरानुसार निर्माण किया गया है। इस शिक्षण-सामग्री की गतिविधियों का तुलनात्मक विश्लेषण, चर्चा, मनोरंजक उदाहरणों, सरल विधियों एवं अनुभवों के आधार पर तैयार किया गया है।



'उड़ान' कार्यपत्रक एवं शिक्षक-संदर्शिका के निर्माण में सम्मिलित व्यक्तियों एवं संस्थाओं के बहुमूल्य योगदान के लिए राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद् हरियाणा, गुरुग्राम आभार व्यक्त करती 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, राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद् 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 भी आभारी है।

**महाबीर प्रसाद**

निदेशक

रा.शै.अनु.प्रा.परिषद्

हरियाणा, गुरुग्राम



## निर्माण समिति

संरक्षक मंडल	डॉ. महावीर सिंह, अतिरिक्त मुख्य सचिव, हरियाणा सरकार, विद्यालय शिक्षा, हरियाणा, चण्डीगढ़। डॉ. अशंज सिंह, निदेशक, मौलिक शिक्षा, हरियाणा एवम् राज्य परियोजना निदेशक, हरियाणा स्कूल शिक्षा परियोजना परिषद्।
मार्गदर्शन	श्री महाबीर प्रसाद, निदेशक, राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद्, हरियाणा, गुरुग्राम।
मुख्य समन्वयक समिति	श्री अनिल शर्मा, संयुक्त निदेशक, रा.शै.अनु.एवं.प्र.परिषद् हरियाणा, गुरुग्राम। श्रीमती सुनीता पंवार, संयुक्त निदेशिका, रा.शै.अनु.एवं.प्र.परिषद् हरियाणा, गुरुग्राम। श्री रविन्द्र कुमार अहलावादी, उपनिदेशक, राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद्, हरियाणा, गुरुग्राम। श्रीमती कल्पना रश्मि गौड़, सलाहकार, शिक्षा शास्त्र विभाग, हरियाणा स्कूल शिक्षा परियोजना परिषद्। श्री सुनील बजाज, उपनिदेशक, राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद्, हरियाणा, गुरुग्राम। श्रीमती रितु चौधरी, उपनिदेशक, रा.शै.अनु.एवं.प्र.परिषद् हरियाणा, गुरुग्राम। डॉ. दीप्ति बोकन, अध्यक्षा, पाठ्यचर्या एवं शिक्षा शास्त्र विभाग, राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद्, हरियाणा, गुरुग्राम। श्रीमती बिंदु, अध्यक्षा, पाठ्यचर्या एवं शिक्षा शास्त्र विभाग, रा.शै.अनु.एवं.प्र.परिषद् हरियाणा, गुरुग्राम।
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अंग्रेजी	<p>श्रीमती किरण परुथी, अध्यापिका, रा.उ.वि. पलड़ा, गुरुग्राम</p> <p>श्रीमती योगिता विरमानी, अध्यापिका, रा.क.व.मा.वि. बादशाहपुर</p> <p>डॉ. सोना यादव, प्रवक्ता, जि.शि.एवं.प्र.संस्थान गुरुग्राम।</p> <p>डॉ. मनजीत कुमार, सहायक प्रोफेसर, जि.शि. एवं प्र. संस्थान मदीना, रोहतक।</p> <p>डॉ. निर्मल गुलिया, प्रवक्ता, डाइट माछरौली, झज्जर।</p> <p>डॉ. दिलबाग, सहायक प्रोफेसर, डाइट मोहरा, अंबाला।</p> <p>डॉ. अमरीता अरोड़ा, प्रवक्ता, रा.क.व.मॉ.वि. जैकबपुरा, गुरुग्राम।</p> <p>डॉ. आनंद कुमार, प्रवक्ता, रा.क.व.मॉ.वि. पिनंगवान, मेवात।</p> <p>श्रीमती मंजु, अध्यापिका, रा.व.मा.वि. सिविल लाइन, गुरुग्राम।</p> <p>श्रीमती प्रियंका यादव, प्रवक्ता, रा.क.व.मॉ.वि. बंचारी, पलवल।</p> <p>श्रीमती शीतल गुप्ता, बी.आर.पी., अंबाला।</p> <p>श्रीमती सुशीला, प्रवक्ता, रा.उ.वि. मुंडसा, झज्जर।</p> <p>श्रीमती रितु सिंधु, प्रवक्ता, एस.एल.आर.पी.आर., रा.व.मॉ.वि. पाली, फरीदाबाद।</p> <p>श्री कुलदीप सिंह मलिक, प्रवक्ता, रा.क.व.मॉ.वि. शामरी, सोनीपत।</p>
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# Teacher Manual

## Lesson : Who Did Patrick's Homework?

### WORKSHEET - 1

Pre-Requisite Competency - 413, 513

Competency Code - 614

#### 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.

## Lesson : Who Did Patrick's Homework?

### WORKSHEET - 2

Pre-Requisite Competency - 413, 513

Competency Code - 614

- 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

## **Lesson : The Kite (Poem)**

### **WORKSHEET - 3**

**Pre-Requisite Competency - 413, 513**

**Competency Code - 615**

#### **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





## Lesson : How the Dog Found Himself a New Master!

### WORKSHEET - 4

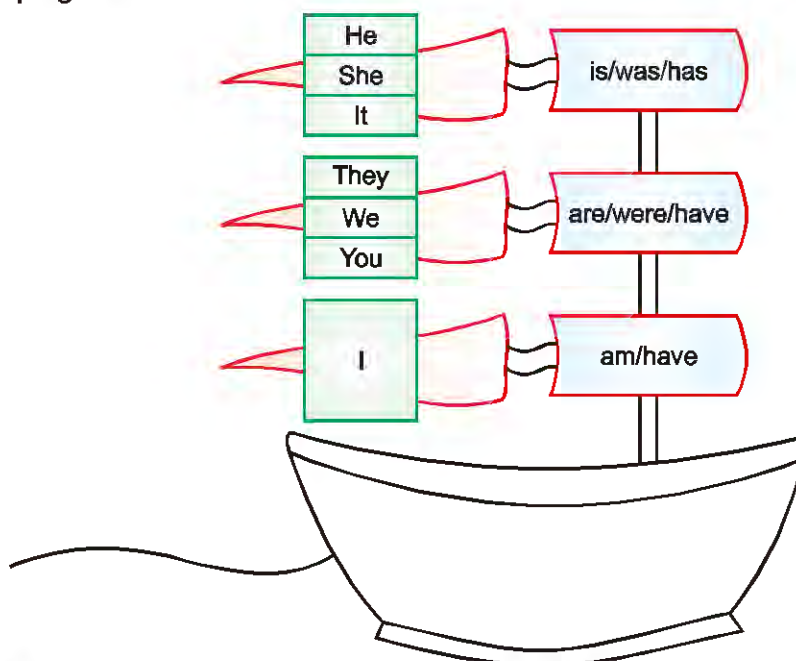
Pre-Requisite Competency - 413, 514

Competency Code - 614

**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.

## Lesson : How the Dog Found Himself a New Master!

### WORKSHEET - 5

Pre-Requisite Competency - 513

Competency Code - 614

#### 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

## Lesson : Who Did Patrick's Homework?

### WORKSHEET - 6

**Pre-Requisite Competency - 413, 513**

**Competency Code - 614**

- 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 5

## Lesson : A House, A Home (Poem)

### WORKSHEET - 7

**Pre-Requisite Competency - 406, 506**

**Competency Code - 605**

#### Jumbled Sentences

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

**Reference student workbook:** Worksheet 9

## Lesson : Who Did Patrick's Homework?

### WORKSHEET - 8

**Pre-Requisite Competency - 413, 414, 514**

**Competency Code - 616**

- 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 10A

## Lesson : The Friendly Mongoose

### WORKSHEET - 9

**Pre-Requisite Competency - 414, 514**

**Competency Code - 615**

**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 11

## Lesson : The Friendly Mongoose

### WORKSHEET - 10

**Pre-Requisite Competency - 414, 513**

**Competency Code - 615**

#### 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 10A, B



## Lesson : A Tale of Two Birds

### WORKSHEET - 11

Pre-Requisite Competency - 404, 406, 504

Competency Code - 604, 610

#### 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 10B

## Lesson : An Indian American Woman in Space: Kalpna Chawla

### WORKSHEET - 12

Pre-Requisite Competency - 503, 405

Competency Code - 603

**Lesson Objective:** Students can find simple information from tables and maps etc.

#### ACTIVITY - 1 : Bar Graph

The teacher will

- ask the students about the different types of weather.
- ask about the present-day weather and elaborate the responses collected from the students.
- write the names of the different types of weathers on the chalk board.
- cite some examples of different conditions of a particular weather.
- ask the students what they could see in the weather bar graph.
- ask them to speak loudly about the colours of bars.
- ask the name of the season written under the bars.
- Support the students to complete the Worksheet.





### **ACTIVITY - 2 : Roma's Day in the forest**

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The teacher will

- ask the students to give the name of the trees they have seen.
- write the name of some trees given by the students on the chalk board.
- add the name of the trees given in the bar to the list on board.
- cite some examples related to a visit to garden or forest.
- support the students to complete the Worksheet.

### **ACTIVITY - 3 : Votes for the fruit**

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The teacher will

- explain some interesting facts about fruits like their importance in diet.
- ask students their favourite fruit one by one and write on the chalk board.
- encircle the most favourite fruit of the class.
- motivate the students to read the bar graph carefully.
- help the students to complete the activity.

### **ACTIVITY - 4 : Train Timetable**

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The teacher will

- show the students a timetable made on the chalk board and ask what information it includes.
- explain the class timetable details like: classes and their timings.
- draw a given timetable for a train on the blackboard.
- explain them the importance and use of the timetable (information about some trains and their timings).
- Help the students to complete the activity.

### **ACTIVITY - 5 : Drawing Room Objects**

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The teacher will

- ask the students about the position of the objects available in classroom.
- highlight the prepositions of place in the responses of the students.
- read out the given sentences and explain them to the learners.
- further explain prepositions given in the box with examples from the classroom.
- Help the students to complete the activity.



## ACTIVITY - 6 : Maps & Directions

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The teacher will

- explain to the learners about all four directions and eight cardinal points.
- motivate some volunteers TO STAND UP and try to point out the directions.
- ask them to look at the given pictures and explain briefly about all positions.
- further, explain the pictures shown in the activity.
- support the students to complete the activity.

## Lesson : Words (Poem)

### WORKSHEET - 13

Pre-Requisite Competency - 504, 406

Competency Code - 606

**Lesson Objective:** 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.

## ACTIVITY - 1 : Unseen Passage

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The teacher will

- give some real-life examples like; visit to a market, and what was happening there.
- ask the students to read the paragraph and help them understand.
- motivate the students by giving some cues of the probable answers.
- help the students to write the answer carefully in the given space.

## ACTIVITY - 2 : Telephonic Message

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The teacher will

- read out the telephonic conversation to the learners.
- write all the conversations on the blackboard.
- make the students play the role of two speakers mentioned in the conversation
- further explain all the questions related with conversation
- help the students to write the answer carefully in the given space.

## ACTIVITY - 3 : Visit of Two Friends

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The teacher will

- cite some interesting incidents during a visit to market.
- read the paragraph loudly.
- write important points, name, and place on chalk board.
- ask some general questions related to day-to-day lives of the students.





#### **ACTIVITY - 4 : Know yourself**

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The teacher will

- introduce herself/himself in a very interesting manner.
- tell his/her Birthday.
- write name of One/Two Friends on chalk board.
- tell them days of the week.
- write the information on the chalk board.

### **Lesson : A Different Kind of School**

#### **WORKSHEET - 14**

**Pre-Requisite Competency - 505, 407**

**Competency Code - 604**

**Lesson Objective: Students can identify the main idea of a passage and describe character traits.**

#### **ACTIVITY - 1 : Enjoy the Week**

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The teacher will

- show a calendar to the learners and ask them about the days of the week.
- give loud recitation of the poem with appropriate stress and intonation.
- ask the students to recite the poem loudly in chorus and individually also.
- ask the students to respond orally to all day wise activities given in the poem.
- ask students to write the responses in their notebooks.

#### **ACTIVITY - 2 : Interesting Story**

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The teacher will

- read the paragraph loudly for the learners.
- explain the paragraph in both the languages to the learners.
- ask the questions and give the options orally.
- further ask them to write in their notebook.

#### **ACTIVITY - 3 : Plants and their Food**

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The teacher will

- ask the students about the importance of Plants in our daily life.
- take a round of green area/lawn of the school with all the students by showing them varieties of plants and trees.
- motivate the students to plant at least one tree on their birthday every year.
- help the students to complete the different activities in the work book.





## Lesson : Taro's Reward

### WORKSHEET - 15

**Pre-Requisite Competency - 408, 506**

**Competency Code - 607**

**Lesson Objective:** Students can express his/her views/opinions about any event / incident / experience/story orally and can write it in 5-7 lines.

#### ACTIVITY - 1

The teacher will ask simple questions as follows:

- What is the difference between wild animal & domestic animal?
- Where have you seen these animals?
- The teacher will explain the importance of the Zoo in simple and interesting language with appropriate gestures/expressions/sounds.
- The teacher will divide the students into groups.
- Each group is to be given the name of an animal.

The group will try to:

- Produce the sound of that particular animal.
- Highlight the specialities like size, colour and appearance.

#### ACTIVITY - 2

- The teacher shall give at least 2 clues for each picture/animal.
- The students are able to correlate their own experiences with the ideas given by the teachers.
- The teacher shall re-write the name of the animals on the chalk board with their specification i.e. habitat, type of food etc.

## Lesson : Who I Am?

### WORKSHEET - 16

**Pre-Requisite Competency - 412, 511**

**Competency Code - 611**

**Lesson Objective:** Students can build grade 5 appropriate vocabulary using crossword puzzles, world chains etc.

#### ACTIVITY - 1

- The teacher will write some letters in jumbled way and ask the students to make some meaningful words.
- The teacher will write these words and their meanings on the chalk board.
- The students will be motivated to find out and encircle the meaningful words from the puzzle given in the worksheet.



## ACTIVITY - 2

- The teacher will ask some simple but thought-provoking questions, Like: What is baby of a dog called? Some students will respond with correct answer.
- The teacher will write the correct response on chalk board.
- The teacher will help the students to complete Match the Following activity.

## ACTIVITY - 3

- The teacher will write some jumble words like; namog, erhcate etc.
- Then the teacher will write the correct words formed with the help of the above words.
- The teacher will help the students to make the correct words from the jumbled words given in the worksheet.

## Lesson : Fair Play

### WORKSHEET - 17

Pre-Requisite Competency - 512

Competency Code - 613

**Lesson Objective:** Students can search for word meanings in the dictionary using alphabetization.

## ACTIVITY - 1

Teacher will write down all the alphabets on the black board and ask students to write it on their paper as well. After that, he/she asks the students to follow the following steps:

### Step-I: Line up the words

For example, let us use a set of words like fox, flower, faint, fainting and fail.

Fox, flower, faint, fainting, fail.

### Step-II: Make Groups of look-alike words keeping the actual alphabetical order:

Fainting, faint, fail, fox, flower

### Step-III: Write the words in sequence from the left hand side those are similar.

Fainting, faint, fail, fox, flower

**Step-IV** Yes... now we have come to alphabets “a”, “o” and “l”. Look at the alphabet and find out which of these letters comes first in the alphabet?

Place more words accordingly.

- Fainting
- Faint
- Fail



**Step-V: Well done! Now we have 'fainting' and 'faint' which comes first? Yes, you are right "faint" comes first. Wow! You all have done a good job. The dictionary is according to the alphabetical order.**

Fail, Faint, Fainting, Flower, Fox

Now students we will find the meaning of these words from the dictionary and try to complete the activity 1 & 2 in the worksheet.

## **Lesson : A Game of Chance**

### **WORKSHEET - 18**

**Pre-Requisite Competency - 413, 513**

**Competency Code - 614**

**Lesson Objective: 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 why- questions.**

#### **ACTIVITY - 1**

Teacher will

- ask the students to name the things which they can see in the classroom.
- ask the students names of their family members and friends and the name of places, they visited.
- ask the students to speak 4-5 sentences about their favorite player, actor, singer, leader and explain them the use of Pronouns with the help of suitable illustrations.
- explain the action words by asking the students the daily routine for the next activity in the worksheet.
- divide students into two groups. Group 'A' will speak the affirmative sentence one by one and Group 'B' will change the sentences to the negative sentences.

## **Lesson : Desert Animal**

### **WORKSHEET - 19**

**Pre-Requisite Competency - 514**

**Competency Code - 614**

**Lesson Objective: Students can identify and appropriately use adjective, adverb, preposition of time and place, direct/indirect speech, tenses, conjunctions and punctuation.**

#### **ACTIVITY - 1**

The Teacher will explain the meaning and use of adverb and adjective with the help of suitable illustrations.

1. The old woman walked across the street very carefully.
2. We get all the food directly from the farmers.

3. The hot sun shone brightly in the sky.

Help of mother tongue may be taken while explaining the underlined adverbs & Adjectives.

### ACTIVITY - 2

- Explain preposition of time and place to students with Examples.

Write these sentences on chalk board; highlight the preposition used in them.

**THE BOOK IS ON THE TABLE.**

**SHE WILL COME IN THE EVENING**

**THEY ARE PLAYING IN THE GARDEN**

Time	Place
At 5 o'clock,	In Delhi,
at noon,	in the garden,
in the morning, on	on a page,
on Sunday	at bus stand etc.
in July	On the table

### ACTIVITY - 3

- Explain the punctuation marks i.e., capital letter, full stop, comma, and questions mark (?)  
**she is working in delhi under the guidance mr. rohit, chairman of the company**
- The teacher will write this sentence on chalk board and then re-write it with all the correct punctuation taking the responses of the students into consideration. Some more sentences may be written highlighting the punctuation marks used.

### ACTIVITY - 4

- The teacher will write the sentences on chalk board and highlight the conjunction used in these sentences with the help of suitable illustrations and examples from real life situations.

**I need a pen and some paper to write some notes.**

**They are playing with a ball**

**Teacher can speak English but she is speaking Hindi.**

Motivate and help the students to attempt each of the sentences carefully given in the worksheet.

## Competency Tracker (Class 6)

Competencies	ENG405	ENG406	ENG407	ENG408	ENG412	ENG413	ENG503	ENG504	ENG505	ENG506	ENG511	ENG512	ENG513	ENG514
Write student name														
Student 1														
Student 2														
Student 3														
Student 4														
Student 5														
Student 6														
Student 7														
Student 8														
Student 9														
Student 10														
Student 11														
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Student 26														
Student 27														
Student 28														
Student 29														
Student 30														

नोट: कक्षा/विषय अध्यापक, कक्षावार पाठ्यक्रम की मासिक बाट के संदर्भ में [www.scertharyana.gov.in/syllabus/distribution of syllabus](http://www.scertharyana.gov.in/syllabus/distribution%20of%20syllabus), पर उपलब्ध मासिक बाट को ध्यान में रखते हुए, शिक्षक संदर्शिका में संबंधित विषय/अध्याय की तैयारी के लिये, दी हुई दक्षता सूची का इस्तेमाल करें तथा छात्रों की परीक्षा संबंधी तैयारी करवाना सुनिश्चित करें।



# Teacher Manual

## Lesson : Three Questions

### WORKSHEET - 1

Pre-Requisite Competency - 514, 614

Competency Code - 714

#### 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.

## Lesson : Three Questions

### WORKSHEET - 2

**Pre-Requisite Competency - 514, 614**

**Competency Code - 714**

#### 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.



## Lesson : A Gift of Chappals

### WORKSHEET - 3

Pre-Requisite Competency - 514

Competency Code - 714

#### 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 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.

## Lesson : The Squirrel (Poem), The Rebel (Poem)

### WORKSHEET - 4

Pre-Requisite Competency - 501, 601

Competency Code - 701

#### 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.

## Lesson : A Gift of Chappals

### WORKSHEET - 5

**Pre-Requisite Competency - 511, 611**

**Competency Code - 711**

#### 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.

## Lesson : A Gift of Chappals

### WORKSHEET - 6

**Pre-Requisite Competency - 513, 615**

**Competency Code - 713**

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.

### 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.

### 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 question s— 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?

## Lesson : The Tiny Teacher

### WORKSHEET - 7

Pre-Requisite Competency - 514, 615

Competency Code - 713

### 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.

## Lesson : The Tiny Teacher

### WORKSHEET - 8

Pre-Requisite Competency - 514, 615

Competency Code - 713

#### 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



## 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.

## Lesson : Bringing up Kari

### WORKSHEET - 9

**Pre-Requisite Competency - 504, 604**

**Competency Code - 704**

**Lesson Objective:** To make students understand and respond to questions based on day-to-day life experiences, an article, story or poem heard or read.

- First of all, teacher should discuss day-to-day life experiences with the students.
- Such topics should be discussed through which students can learn values.

- This activity can simultaneously enhance speaking and listening skills of students.
- Motivate the students to share their day-to-day experiences.
- Help the students to complete the worksheet properly.

## Lesson : The Cop and the Anthem

### WORKSHEET - 10

**Pre-Requisite Competency - 501, 601**

**Competency Code - 701**

**Lesson Objective:** Identify the main idea, character, with traits, sequence of ideas and event.

- Teacher starts the lesson by discussing his favourite movie / TV programme.
- He/she tells them about the main characters and story of the movie/TV programme.

Then he / she can ask the following questions from the students: -

- (a) Their favourite movie.
- (b) Their favourite cartoon show.
- (c) Favourite character from the same.
- (d) What do they like most about the character and why.

Make a table of this information on the blackboard as follows:

Name of Student	Name of his/her favourite movie/ TV programme	Name of favourite. character in That movie/TV programme

Guide the students to pick up the word from table A and write it in the table B.

Teacher can play any story or video clip on the smart board.

Then he /she ask the required student to come forward for Role Play to narrate the story.

## Lesson : Tree (Poem)

### WORKSHEET - 11

**Pre-Requisite Competency - 504, 604**

**Competency Code - 704**

- Teacher reads the sentences given for the story with correct pronunciation and asks the class to speak aloud after him/her.
- Then teacher divides the class into four five groups and motivate the students to find out the main idea of the story and the characters in it about whom they read.
- Ask the students to share their findings with each other and try to give an appropriate idea or message of the story.





## Lesson : Gopal and the Hilsa Fish

### WORKSHEET - 12

**Pre-Requisite Competency - 506, 607**

**Competency Code - 706**

**Lesson Objective:** The Students can respond to questions by gathering information from notice, charts, diagrams etc.

Paste instruction in the class room before the lesson starts.

1. Paper having text "EXIT" should be pasted on the wall above the exit door of the class.
2. Paper having text 'PUSH' or 'PULL' should be pasted on the door of the Classroom.
3. Paste "USE ME" on the dustbin.
4. Then ask them to see what is written on the signboard pasted outside the door.
5. Ask the students to go through the Notice given in Workbook carefully.
6. The teacher shall motivate the students to write the responses of the question in the worksheet.

## Lesson : The Ashes That Made Trees Bloom

### WORKSHEET - 13

**Pre-Requisite Competency - 606**

**Competency Code - 703**

**Lesson Objective:** Students can infer meaning from familiar and unfamiliar grade 6 appropriate text by understanding the context

1. Let the students read the paragraph carefully by underlining the new words.
2. The teacher will also give loud reading of the text with proper stress and intonation.
3. The teacher will try to make a link between the central idea of the text with the real life.
4. Now, motivate the students to express their opinion on the text one by one.
5. The students will be asked to tick the correct answer given in the worksheet.

## Lesson : Quality

### WORKSHEET - 14

**Pre-Requisite Competency - 605**

**Competency Code - 702**

**Lesson Objective:** Students can respond to questions by gathering information from notices, charts, diagrams, etc.

1. First of all, the teacher should divide the students into groups.
2. Teachers can draw simple bar graphs ask them questions related to it.
3. Students always learn better in group, this will be indeed a fun activity through which students can also learn values like cooperation, teamwork, etc.
4. This activity can also be done for enhancing their notice/ writing skills too, by giving them clues in the form of fill ups,
5. Students should be motivated to fill in the blanks and answer the question given in worksheet.



## Lesson : Expert Detectives

### WORKSHEET - 15

Pre-Requisite Competency - 605

Competency Code - 702

**Lesson Objective:** The Students can respond to questions by gathering information from notice, charts, diagrams etc.

1. The teacher will make a bar graph on chalk board giving some information related to the subject available for 7th class.
2. Some questions related to this graph will be asked.
3. The responses will be highlighted in the class.
4. Help the students to fill in the blanks given in the worksheet.

## Lesson : The Invention of Vita-Wonk

### WORKSHEET - 16

Pre-Requisite Competency - 611

Competency Code - 707

**Lesson Objective:** Students can infer meaning from familiar and unfamiliar grade 6 appropriate text by understanding the context.

1. Let the students read the paragraph carefully by underlining the new words.
2. The teacher will also give loud reading of the text with proper stress and intonation.
3. The teacher will highlight the life and success of Dr. APJ Abdul Kalam.
4. The students will be given chance to express their opinion on the text.
5. The students will be motivated to tick the correct answer given in the worksheet.

## Lesson : Fire, Friend & Foe

### WORKSHEET - 17

Pre-Requisite Competency - 612

Competency Code - 711

**Lesson Objective:** Students can use synonyms, antonyms appropriately in sentences.

#### Activity 1 to 4

1. Teacher will divide the class in two groups/teams i.e A & B.
2. Teacher will ask team A' to write a word on black board like; COME.
3. Team 'B' will answer opposite of that word. Like; GO
4. More examples should be cited.
5. She/he will explain the need of antonyms & synonyms in language.
6. Help them to complete the worksheet by giving some hits/cues if required.

## Lesson : Remembering the Tiger

### WORKSHEET - 18

Pre-Requisite Competency - 606

Competency Code - 705

**Lesson Objective:** Students can infer meaning from familiar and unfamiliar grade 6 appropriate text by understanding the context.

1. The teacher will ask the students to look at the picture carefully and find out how many characters and objects are there.
2. The teacher will stimulate the students to give responses.
3. Help them to complete the worksheet by giving some hits/cues if required.

## Lesson : Invention of the Wonk

### WORKSHEET - 19

Pre-Requisite Competency - 614

Competency Code - 713

**Lesson Objective:** Students can identify and appropriately use collective and abstract nouns, reflexive pronouns, relative pronouns, degrees of adjectives; and make nouns from adjectives and adjectives from nouns; and use same words as nouns and verb.

1. The teacher will ask the students to look at the picture carefully and find out how many characters and objects are there.
2. The teacher will stimulate the students to give responses.
3. Help them to complete the worksheet by giving some hits/cues if required.

## Lesson : Fire, Friend & Foe

### WORKSHEET - 20

Pre-Requisite Competency - 615

Competency Code - 713

**Lesson Objective:** Students can identify and appropriately use punctuations, correct sentence structures, suffixes, conjunctions, tenses, prepositions and articles.

#### ACTIVITY - 1

Teacher should explain all rules and guidelines regarding punctuation like

- a. What is punctuation?
- b. Why it is important?
- c. Where is it used?

Then teacher should give small practice in the class for each punctuation mark and ask students to solve worksheet or exercise in student worksheet.

#### ACTIVITY - 2

- a. Teacher should explain conjunctions as connecting / joining words.
- b. Its types and their usage and ask students to go through worksheet to understand the usage and sample sentences.
- c. Teacher can ask students to identify, underline or circle conjunction words in given sentences any given chapter of English book.



### ACTIVITY - 3

- a. Real life articles can be placed in different positions.
- b. Students should be asked to tell their position using preposition words.
- c. Student should be told all the rules regarding vowels, consonants and articles.
- d. Teacher can ask students to see the picture and fill in the blanks using prepositions.

## Lesson : The Story of Cricket

### WORKSHEET - 21

Pre-Requisite Competency - 616

Competency Code - 716

**Lesson Objective:** Students can identify and appropriately use direct-indirect speech, active and passive voice, second conditional sentences, negative sentences, assertive sentences and interrogative sentences.

### ACTIVITY - 1 to 3

1. Teacher should explain all rules and guidelines regarding Sentence like;
  - a. What do you know about Sentence & its types?
  - b. Sentence-Structure of all types.
  - c. Their usage with daily life examples.
2. Then the teacher should give small practice in the class for each type of sentence.
3. Ask students to solve worksheet or exercise in student worksheet.

## Lesson : A Bicycle in Good Repair

### WORKSHEET - 22

Pre-Requisite Competency - 616

Competency Code - 715

**Lesson Objective:** Students can identify and appropriately use direct-indirect speech, active and passive voice, second conditional sentences, negative sentences, assertive sentences and interrogative sentences.

### ACTIVITY - 1

1. Teacher should explain active – passive rules better if it is done in connection with tenses as its types and their usage.
2. Ask the students to go through worksheet to understand the usage and sample.
3. Mock drill to convert from active to passive will be enjoyed by students if done with full physical involvement.

### ACTIVITY - 2

1. Teacher should explain direct- indirect / reported speech rules.
2. Game can be played, the student may be asked to convert direct speech to indirect.
3. In the classroom also, real life examples can be used in different situations and students should be asked to tell their responses one by one.



## Competency Tracker (Class 7)

Competencies	ENG501	ENG504	ENG505	ENG506	ENG511	ENG513	ENG514	ENG601	ENG604	ENG605	ENG606	ENG607	ENG611	ENG612	ENG614	ENG615	ENG616
Write student name																	
Student 1																	
Student 2																	
Student 3																	
Student 4																	
Student 5																	
Student 6																	
Student 7																	
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नोट: कक्षा/विषय अध्यापक, कक्षावार पाठ्यक्रम की मासिक बाट के संदर्भ में [www.scertharyana.gov.in/syllabus/distribution of syllabus](http://www.scertharyana.gov.in/syllabus/distribution%20of%20syllabus), पर उपलब्ध मासिक बाट को ध्यान में रखते हुए, शिक्षक संदर्शिका में संबंधित विषय/अध्याय की तैयारी के लिये, दी हुई दक्षता सूची का इस्तेमाल करें तथा छात्रों की परीक्षा संबंधी तैयारी करवाना सुनिश्चित करें।

# Teacher Manual

## Lesson : The Best Christmas Present in the World

### WORKSHEET - 1

Pre-Requisite Competency - 615

Competency Code - 813

**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



## Lesson : The Tsunami

### WORKSHEET - 2

Pre-Requisite Competency - 714, 615

Competency Code - 816

#### 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 auxilliary 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."



## Lesson : The Best Christmas Present in the World

### WORKSHEET - 3

Pre-Requisite Competency - 713, 615

Competency Code - 813

#### 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?

## Lesson : How the Camel got his hump

### WORKSHEET - 4

Pre-Requisite Competency - 713, 615

Competency Code - 813

#### 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 : The Ant and the Cricket (Poem)

### WORKSHEET - 5

Pre-Requisite Competency - 615

Competency Code - 805

#### 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.

## Lesson : The Tsunami

### WORKSHEET - 6

Pre-Requisite Competency - 615

Competency Code - 814

#### 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.

## Lesson : How the Camel got his hump, The Selfish Giant

### WORKSHEET - 7

Pre-Requisite Competency - 702, 703

Competency Code - 804, 805

#### 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.

#### 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.

## Lesson : The Ant and the Cricket (Poem)

### WORKSHEET - 8

Pre-Requisite Competency - 702, 703

Competency Code - 805

#### 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.

## Lesson : Geography Lesson (Poem)

### WORKSHEET - 9

Pre-Requisite Competency - 707

Competency Code - 805

#### ACTIVITY - 1

#### 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.

### ACTIVITY - 2

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.

## Lesson : Glimpses of the Past

### WORKSHEET - 10

**Pre-Requisite Competency - 605, 705**

**Competency Code - 803**

**Students can identify the main idea of a passage/text.**

### ACTIVITY - 1 : 'Main Idea Tree'

A tree provides very interesting option to depict the main idea and other details of the text. The trunk/stem of the tree represents the main idea, because it holds all the branches together.



Students use the space on the stem/trunk to write the main idea and branches may be used to depict the other important details.

**TLM:** Teacher can draw tree with branches on the green board. Chart may be prepared. He may provide A4 sheets to students to draw their own idea tree.

## Lesson : The Summit Within

### WORKSHEET - 11

**Pre-Requisite Competency - 614, 714**

**Competency Code - 814**

**Students can identify and use adverbs, degree of adjectives, words such as 'can/ cannot', 'could/ could not', articles, frame questions and form adjectives from nouns and verbs.**

#### ACTIVITY - 1 : How often? (Adverb of Frequency)

*(often, rarely, always, sometimes, never, usually, daily, annually, weekly etc.)*

Teacher will divide the class in groups of five. Then he/she will assign one adverb of frequency to each group. He/she will give the groups 5-7 minutes to think of activities that they do with that frequency.

For example:	Daily	:	We play football daily.
	Never	:	I never harm animals.
	Usually	:	Our teacher usually comes on bicycle.

#### ACTIVITY - 2 : Let Us Do

First of all teacher has to select 10-15 action words (Verbs) and write them on ten paper slips fold them and place them in a box. Teacher should select such action words that the students can understand and act easily. For example, teacher may use: Walk, speak, read, write, play, dance, sit, stand, spin etc. Teacher asks the students one by one to take out the slip from the box and act. Then the teacher speaks out the adverb one at a time and student must follow teacher's command. For example, the action word is 'Write'. The student enact to write then the teacher asks 'Quickly', slowly, beautifully, neatly, angrily etc. and the students enacts as he/she gets the input as the command goes. Repeat the same with different action verbs one by one.

**TLM:** Ten paper slips with verbs (action words written on them).





## Lesson : The Great Stone Face-I

### WORKSHEET - 12

Pre-Requisite Competency - 605, 702

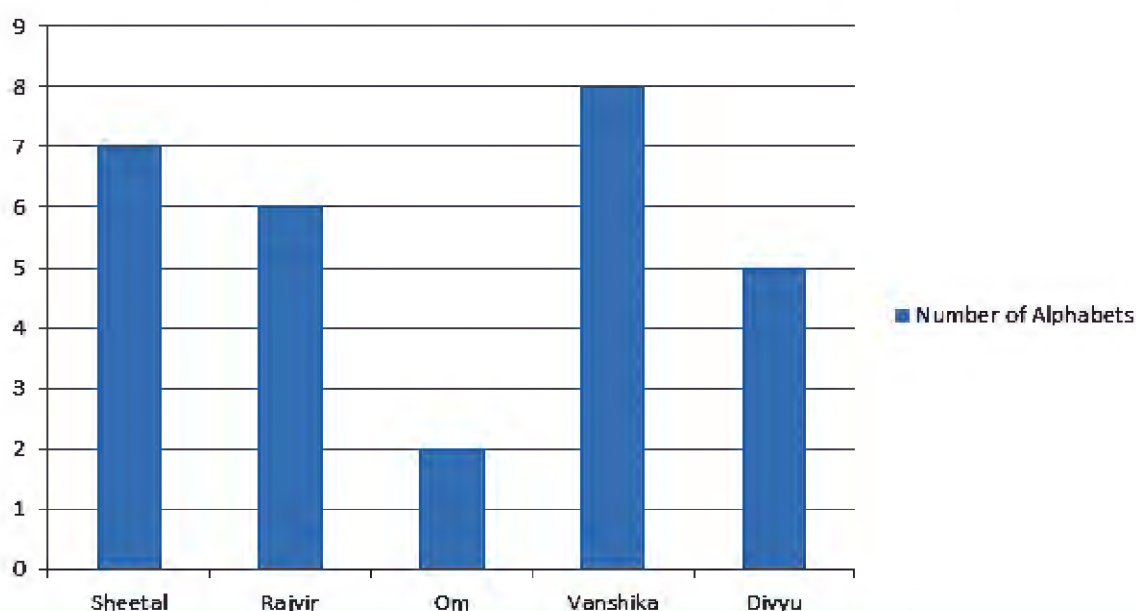
Competency Code - 807

Students can select relevant information from notice board, newspaper, Internet, tables, charts, diagrams, maps etc.

#### ACTIVITY - 1 : Name Graph

Teacher will divide the students in groups of five. He will then ask the students to write the spelling of their names and count the number of alphabets in their names. For example Sheetal has seven alphabets in her name. Teacher will give them A4 sheet and ask them to draw a graph of the alphabets in their names. Ask them to compare the size of the bar graphs and identify the longest and the shortest name. Same activity can be repeated with different objects also.

Example Group 1: Sheetal, Rajvir, Om, Vanshika, Divyu



## Lesson : The Treasure within

### WORKSHEET - 13

Pre-Requisite Competency - 606, 707

Competency Code - 804

Students can infer the meaning of familiar and unfamiliar words in context.

#### ACTIVITY - 1 : Guess the word

The teacher divides the class into two groups. He assigns one word to each group and asks the students to write as many synonyms of the word. The students are free to use dictionary

or any other helping material. After 2-3 minutes the teacher asks one group to read out all the synonyms one by one. Then he asks the second group to identify the word. If they guess the right word, teacher give their team one mark. It can be repeated with different words. The same activity can be repeated several times.

**TLM:**

- Teacher can use flash cards written with different unfamiliar words.
- Dictionary
- Electronic gadgets like mobile, tablet etc.

## Lesson : Bipin Choudhary's Lapse of Memory

### WORKSHEET - 14

**Pre-Requisite Competency - 612, 711**

**Competency Code - 811**

**Students can derive word meanings from clues in context while reading a variety of grade 7 appropriate texts.**

#### ACTIVITY - 1 : Vocabulary Building Sharpen Your Brain

The teacher divides the students in group of five. He provides them a text containing some unfamiliar words. He asks students to identify the unfamiliar words from the text. Teacher only observes the activity of students. Once the students make a list of unfamiliar words, the teacher asks them to use context clues to find the meaning of the unfamiliar word. After they finish the activity the teacher discusses the words.

**TLM:** Comprehension passage (3-4 lines) containing some unfamiliar words.

## Lesson : The Great Stone Face-II

### WORKSHEET - 15

**Pre-Requisite Competency - 604, 703**

**Competency Code - 803**

**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.**

#### ACTIVITY - 1 : Everyday activities

This is an individual activity. The teacher will give A4 sheet to every child. He may provide them with colouring kit. He asks them to write the activities carried out by them in their normal routine from getting up in the morning till they go to bed at night. They are free to decorate the sequence by writing or drawing. Then the teacher may ask only one student to narrate his routine to the whole class. In this way the teacher can encourage students to write diary every night before sleeping.

**TLM:** A4 sheets and colour kit.





### ACTIVITY - 2 : WRW (watch, remember and write)

The teacher will show some interesting video clip to the students. Teacher may ask very simple questions like how many characters were there in the video clip? Which character was their favourite and why? Then he will ask students to narrate the events that happened in the video in the sequence.

**TLM:**

- Audio-Visual aid (TV, Mobile phone or Smart classroom).
- Interesting video clip.

## Lesson : This is Jody's Fawn

### WORKSHEET - 16

**Pre-Requisite Competency - 614, 713**

**Competency Code - 813**

**Students can identify and use same word as nouns and verbs, 'if' clause, correct form of verbs, contractions, tenses, determiners and conjunctions.**

### ACTIVITY - 1 : Help The Superstar X

This is noun and verb sort game. It is designed especially for students. After they learn the definition of nouns and verbs, they are asked to help Superstar X (An imaginary character) to find nouns and verbs from the chart. Teacher asks students one by one to identify one noun and one verb from the displayed chart.

**TLM:** Teacher has to prepare a chart with different nouns and verbs written on it.

## Lesson : Grammar & Composition

### WORKSHEET - 17

**Pre-Requisite Competency - 616, 716**

**Competency Code - 816**

**Students can identify subject and predicate and change sentences from assertive to negative, to interrogative and to exclamatory sentences.**

### ACTIVITY - 1 : Identify and Write

Teacher defines subject and predicate in the sentence and then writes down sentences on the black-board one by one and asks the students to identify SUBJECT part and PREDICATE part from the sentence and write down in the columns below. This exercise will be repeated many times before the worksheet is given to students.

**Examples:** Raju plays football.

My mother cooks food for us.



S.No.	Sentence	Subject	Predicate
1	Raju plays football.	Raju	Plays football.
2	My mother cooks food for us.	My mother	cooks food for us.

These Classroom activities are merely suggestive and the teacher can improvise or add according to the need of the classroom.

## Lesson : Grammar & Composition

### WORKSHEET - 18

Pre-Requisite Competency - 616, 716

Competency Code - 816

**Competency: Identification of different types of sentences (Assertive, Interrogative, Exclamatory and Imperative).**

#### ACTIVITY - 1 : Hot Seat

Take four chairs and put labels (exclamation, command, statement or question) behind it. They should not be visible to the students. Select four students at a time to sit on the hot seats. Ask them to choose their seat in a random manner. Now after they sit, teacher will tell them about their labels. Now show them a topic through a flash card and ask them to frame the sentence according to their label. For Example:

**Flash Card shows 'Teacher'**

**Student 1:** I like my teacher.

**Student 2:** Who is your teacher?

**Student 3:** What a brilliant teacher he is!

**Student 4:** The teacher advised the student to work hard.

Same activity can be carried out by replacing the word 'Teacher' with 'Park', 'Chair' etc.

**TLM:** Flash card to show theme word and Four labelled chairs.

#### ACTIVITY - 2 : Reading with Comprehension

This activity is based on skill of stimulus variation and needs correct face expression and modulation of voice. The teacher will find some authentic piece of writing for assessing voice modulation and non-verbal features. The teacher himself can carry out this activity or may select the students who are fluent in spoken language. The teacher for this activity will make sentences on any topic (May be taken from their textbook). These sentences will include all the types of sentences (exclamation, command, statement or question). Teacher will ask any student to read a sentence (one by one) using expression and relevant actions. Other students will guess the type of sentence.

For example: Water is very important for us.

Don't waste water.

Do you drink water?

What a fantastic way to recycle water!

**TLM:** Sentences written on Flash cards.



## Lesson : A Visit to Cambridge

### WORKSHEET - 19

Pre-Requisite Competency - 616, 715

Competency Code - 815

**Students can use modal auxiliaries, direct/ indirect statements and questions, active and passive voice.**

#### ACTIVITY - 1 : Change the Room (Activity on active passive voice)

This activity is very interesting and helpful in learning active and passive voice. This activity can be performed individually and to make it more competitive teacher may divide the class into teams. Send one member from each team out of the room for 1-2 minutes. In the mean time the teacher with the help of students moves and makes changes in the room and then calls the students in the room. The teacher asks them to tell as many things as possible that have been changed in the class. Teacher may award one point for each correct change noticed by the student. It's important to set a time limit so that the activity can be repeated with a number of students. Teacher should tell the language to be used to express the change as:

"The table has been moved"

Repeat the exercise with one sentence pattern and then the other.

**TLM:** Classroom and its objects

#### ACTIVITY - 2 : Chain Game

This activity is very interesting and helpful in learning active and passive voice. This activity can be used with a variety of tenses. This activity can be performed better in teams. Teacher should divide the class into two teams. He asks them to stand in two lines facing each other. Teacher will give a word to start the game like 'TEA' and ask students to make sentences of passive voice using a pattern from lesson. (Teacher may tell them one pattern) The game starts as a student from one team create a sentence and then the student from the opposite team forms another sentence. Teacher may repeat the same process until someone either repeats or can't think of any new sentence. The winning team gets one point. Again the teacher starts the same with a new word.

For Example the sentences for the word 'TEA' may be:

It is grown in Assam.

It is used all over the World.

It is sold in packs.

It's used to avoid laziness.

**TLM:** Though no specific TLM is required as students play active participation in the game yet Teacher can use flash cards to give the words to students.



## Competency Tracker (Class 8)

Competencies	ENG604	ENG605	ENG606	ENG612	ENG614	ENG615	ENG616	ENG702	ENG703	ENG705	ENG707	ENG711	ENG713	ENG714	ENG715	ENG716
Write student name																
Student 1																
Student 2																
Student 3																
Student 4																
Student 5																
Student 6																
Student 7																
Student 8																
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## List of Competency (Class 6-8)

Competency code	Competency description
ENG409	Students can rearrange up to 6 jumbled words into meaningful sentences
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
ENG502	Students can read printed script on the classroom walls, notice board, in posters and in advertisements
ENG503	Students can find simple information from tables and maps etc.
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
ENG505	Students can identify the main idea of a passage and describe character traits
ENG506	Students can express his/her views/opinions about any event/ incident/ experience/ story orally and in 5-7 written sentences
ENG511	Students can build grade 5 appropriate vocabulary using crossword puzzles, word chains, etc.
ENG512	Students can search for word meanings in the dictionary using alphabetization
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
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
ENG602	Students can read familiar and unfamiliar 4 – 6 paragraphs
ENG603	Students can select information from notice boards, tables, charts, diagrams, maps, etc.
ENG604	Students can read a variety of grade 6 appropriate texts and identify main ideas, characters, character traits, sequence of ideas and events and relate to them with his/her personal experiences by answering questions such as 'Has this happened to you?' 'What would you do in a similar situation?' etc.
ENG605	Students can respond to questions by gathering information from notices, charts, diagrams, etc.
ENG606	Students can infer meaning from familiar and unfamiliar grade 6 appropriate text by understanding the context
ENG607	Students can express his/her views/opinions in 8-10 sentences on topics like school discipline, value of sports/art etc.
ENG608	Students can coherently write a paragraph, story etc. with focus on appropriate beginning, middle, and end
ENG609	Students can write two paragraphs using simple text prompts by using their background knowledge. e.g., describing one's own dreams and how to make it come true, writing about an experience
ENG610	Students can construct an 8-10 sentences story with a beginning, middle and end from picture clues



Competency code	Competency description
ENG611	Students can use synonyms, antonyms appropriately in sentences
ENG612	Students can derive word meanings from clues in context while reading a variety of texts. e.g., when asked 'My friend was forlorn as her dog had died. What does the word forlorn mean?'
ENG613	Students can refer to a dictionary to check meaning and spelling, and to suggested websites for information
ENG614	Students can identify and appropriately use collective and abstract nouns, reflexive pronouns, relative pronouns, degrees of adjectives; and make nouns from adjectives and adjectives from nouns; and use same words as nouns and verb
ENG615	Students can identify and appropriately use punctuations, correct sentence structures, suffixes, conjunctions, tenses, prepositions and articles
ENG616	Students can identify and appropriately use direct-indirect speech, active and passive voice, second conditional sentences, negative sentences, assertive sentences and interrogative sentences
ENG701	Students can participate in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz on a given topic and uses new vocabulary
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
ENG705	Students can identify the main idea of a passage/text
ENG706	Students can express his/her views/opinions both orally and in writing about complex/abstract topics like fairness, equality, etc.
ENG707	Students can infer the meaning of familiar and unfamiliar words in context
ENG708	Students can write informal and formal letters
ENG709	Students can use their imagination to rewrite stories and poems to express their views
ENG710	Students can write meaningful paragraphs (10-12 lines each) to describe/ narrate factual or imaginary situations in speech
ENG711	Students can derive word meanings from clues in context while reading a variety of grade 7 appropriate texts
ENG712	Students can refer to a dictionary to check meaning and spelling, and to suggested websites for information
ENG713	Students can identify and use same word as nouns and verbs, 'if' clause, correct form of verbs, contractions, tenses, determiners and conjunctions
ENG714	Students can identify and use adverbs, degree of adjectives, words such as 'can/ cannot', 'could/ could not', articles, frame questions and form adjectives from nouns and verbs
ENG715	Students can use modal auxiliaries, direct/ indirect statements and questions, active and passive voice
ENG716	Students can identify subject and predicate and change sentences from assertive to negative, to interrogative and to exclamatory sentences

Competency code	Competency description
ENG801	Students can engage in conversations in English with people from different professions such as bank staff, railway staff, etc. using appropriate vocabulary
ENG802	Students can read a variety of grade 8 appropriate texts for pleasure e.g., adventure stories and science fiction, fairy tales, non-fiction articles, narratives, travelogues, biographies, etc.
ENG803	Students can think critically to identify, compare, and contrasts details, characters, main ideas and sequence of ideas in a story and relate them to their life
ENG804	Students can respond to a variety of questions on familiar and unfamiliar grade 8 appropriate texts verbally and in writing
ENG805	Students can read, ask, and respond to questions based on a variety of grade 8 appropriate texts, justifying answers with reason/textual evidence
ENG806	Students can express and justify his/her views/opinions both orally and in writing about complex/ abstract topics like accepting differences, bullying, etc.
ENG807	Students can write emails, messages, notices, formal letters, personal diary, report, short personal/ biographical experiences, etc.
ENG808	Students can write descriptions/narratives showing sensitivity to gender, environment, and appreciation of cultural diversity
ENG809	Students can write dialogues for/from a story. e.g., writing dialogues for the characters or making a narrative from given dialogues
ENG810	Students can write a coherent and meaningful paragraph through the process of drafting, revising, editing and finalizing
ENG811	Students can derive word meanings from clues in context while reading a variety of grade 8 appropriate texts
ENG812	Students can refer to a dictionary, thesaurus, and encyclopedia to find meanings and spelling of words while reading and writing
ENG813	Students can identify and use same word as nouns and verbs, 'if' clause, correct form of verbs, contractions, tenses, determiners and conjunctions
ENG814	Students can identify and use adverbs, degree of adjectives, words such as 'can/ cannot', 'could/ could not', articles, frame questions and form adjectives from nouns and verbs
ENG815	Students can use modal auxiliaries, direct/ indirect statements/ questions/ commands/ requests, active and passive voice
ENG816	Students can identify subject and predicate and change sentences from assertive to negative, interrogative and exclamatory sentences



## NOTES