

Class-6th

Paper boats



OBJECTIVES

Students will be able to -

- Recite the poem along with the required expression
- Learn how to express imagination.

P.K.TESTING

1. How will you define nature?
2. What can float in water?
3. Do you know how to make paper boats?

So, students now we will read a poem. 'PAPER BOAT', which is written by 'Rabindranath Tagore' who composed the National Anthem for two nations –India and Bangladesh.

Then the teacher will ask them their experiences of sailing boats.

VOCABULARY USED

- Bulging - swelling
- Fairies -small imaginary beings that have magical powers
- Lading - to cover or fill completely
- Shiuli -a small white flower

IMPORTANT SPELLINGS

- Shiuli
- Sailing
- Float
- Stream
- Lading

EXPLANATION WITH INNOVATING METHODS

Summary of the poem will be given at the outset and then the students will read it stanza-wise laying stress on certain words and phrases to introduce the theme of the poem. Difficult words will be marked and their meanings will be given.

Whilst reading the poem, pupils will be guided and encouraged to read with proper voice modulation.

PROCEDURE

ACTIVITY 1 (PAPER BOATS)

Students will be asked to make two colorful paper boats with glaze papers and to paste in their notebooks.



ACTIVITY (LANDSCAPE)

Pupils will be asked to draw a landscape of paper including water bodies, trees, boats, and so on.

STUDENT'S PARTICIPATION

Students will talk about the joy of sailing paper boats they will recite the poem loudly with proper voice modulation.

RECAPITULATION

References will be discussed in class

The fairies of sleep are sailing in them and the lading in their baskets fu of dreams.

- In what are the fairies of sleep sailing?
- What has the poem written on them?

Do you think the poet really sees the fairies?

ART INTEGRATION

Students will integrate drawing and imagination as they will make paper boats and draw an imagination landscape.

LEARNING OUTCOMES

- Pupils were able to recite poem with proper stress and intonation.
- Once the poem was explained, students were able to answer the question.

RESOURCES

Textbook

Chalk

Duster

Board

CO-SCHOLASTIC ACTIVITIES

Drawing

Photography

ASSESSMENT

Students will be judged by their art and efficiency in photography.

LINK : <https://www.youtube.com/watch?v=-qaPQnAhJCw>

Worksheet to be done in the class

A

1 **Questions**

2 What does the poet see when he looks up at
3 the sky?

4 The poem 'Paper Boats' is on a _____
5 experience

6 When does the poet float the paper boats?

7 Who is the poet of the poem?

8 The poet imagines that he has a _____
9 in the sky.

10 What does 'lading' mean?

11 Which flowers does the poet fill the boat
12 with?

13 Who are sailing in the paper boats according
14 to the poet?

15 "The fairies of sleep are sailing in them"
16 write the poetic device for the above lines.

17 What does the poet write on the paper
18 boats?

The Diamond Necklace



OBJECTIVES

Students will be able to

- Learn about words which are often confused
- Identify parts of a dictionary
- Frame polite questions to seek information
- Derive the meaning of unfamiliar terms in a text
- Develop their intellectual abilities

P.K TESTING

1. Have you ever borrowed something and lost it?
2. What did you do to fix the problem?

So, students today we will study a story of a lady who eagerly flaunts herself but actually hollow from inside.

VOCABULARY USED

Suffice, mortgaged, drastic, clasp, anguish, lavish, deceive, existence, frustration

IMPORTANT SPELLINGS

Advise, advice, Birth, berth, Loose, lose, Diary, dairy, Sight, site, Heal, heel

Difference between these words will be explained to the children

EXPLANATION WITH INNOVATIVE METHODS

The teacher will ask the students to read the chapter paragraph-wise. Each paragraph will be explained in detail marking difficult words and giving their meanings. **Simultaneously, some questions will be asked to them**

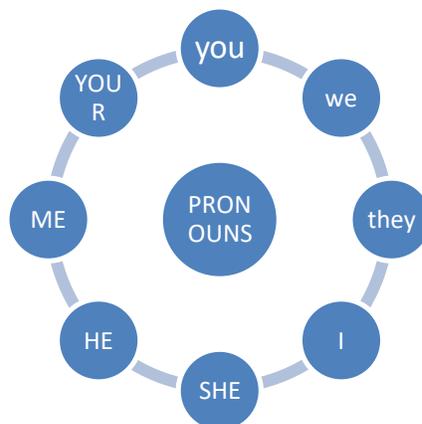
1. What made Mathilde upset?
2. What did she wear in the party?
3. What did Mathilde do after she lost her necklace?

In consultation with the students teacher will correct the answers given by the students and will write on the board.

DICTIONARY USED

Students will be encouraged to look up words from dictionary to know their meanings.

While reading the chapter, the teacher will make them underline some PRONOUNS and will explain them.



PROCEDURE



ACTIVITY (Picture Composition) Students will be shown a picture and they will write few lines on it.

STUDENT'S PARTICIPATION

Students will take part actively in the activities and will try to rearrange the dialogues to form a story and will write lines on the given picture.

Moreover, students will read the chapter paragraph wise and will underline difficult words. After reading, they will clear their doubts related to chapter.

RECAPITULATION

Students will be asked some references

After this, Mathilde and her husband spent their lives in great poverty

- a) *Why did Mathilde and her husband live in great poverty?*
- b) *Describe their condition.*
- c) *For how long did they live in such great poverty?*

Apart from this, students will be asked to narrate the story one by one.

Students will be given outline of the story which will be done from home.

ART INTEGRATION WITH OTHER DOMAIN

Students will become imaginative and will learn dialogue delivery.

LEARNING OUTCOMES

Students were able to identify pronouns in proper case and pronouns in number and person. Moreover, they were able to learn about words which are often confused.

Students will be able to

- Write a story from a given outline
- Identify parts of a dictionary.
- Differentiate between words often confused.

CO-SCHOLASTIC ACTIVITIES

Students learnt to be truthful,

ASSESSMENT

It is assumed that now children will be able to develop a story themselves.

RESOURCES USED TEXT BOOK, SMART BOARD, CHALK AND DUSTER

<https://www.youtube.com/watch?v=AuXiRChOCIO>

Worksheet to be done in the class

Complete the story

Mathilde Loisel was _____ and _____ but felt _____. She was married to a lowly _____ who could not give her luxurious life. She possessed no fancy _____ or _____, yet these were the only things she lived for. She had one _____ friend, Madame Forester, but refused to visit her because of the _____ it brings her.

Once, the couple was _____ to a formal party. He hoped that Mathilde would be _____ but she began to _____ because she did not have better _____. Then, her husband gave her _____ francs to buy a dress. And

suggested her to ask for _____ from her old friend. Madame Forester showed her _____ towards Mathilde and _____ her jewellery.

At the event, everyone wanted to _____ with her. At _____ a.m. both of them took a _____ back home. When they returned, she found her _____ was lost. They sold out their belongings to buy the same necklace. By the time they paid off all their debts, Mathilde had lost her _____ and _____.

One day she met her old friend and narrated the whole story and _____ change in her. On hearing this, Madame Forester exclaimed that hers was a _____ necklace. It did not cost more than _____ francs.



The Lost Child

OBJECTIVES

Students will be able to

- Identify synonyms and antonyms
- Learn to use indefinite and reflexive pronouns
- Learn about words ending with 'er', 'or', 'ar'
- Write a diary note

P.K. TESTING

1. Have you ever visited a fair?
2. With whom did you visit and when?
3. What did you buy there?
4. Did your parents deny to purchase anything you wanted to?

VOCABULARY USED

Brimming over - to be full of a strong emotion

Cautionary - warning

Capers - playful movement

Jostled -knocked or pushed roughly against someone in order to move past them

IMPORTANT SPELLINGS

Convulsed Disconsolate Shrieked Receding Converging

EXPLANATION WITH METHODS

The teacher will ask the students to read the chapter paragraph-wise. Each paragraph will be explained in detail marking difficult words and giving their meanings. **Simultaneously, some questions will be asked to them**

1. Which things were attracting the boy?
2. Why did the boy lag behind?
3. Why was the boy crying?
4. What were sweetmeat seller and flower-seller hawking?
5. What made the boy disappoint every time?

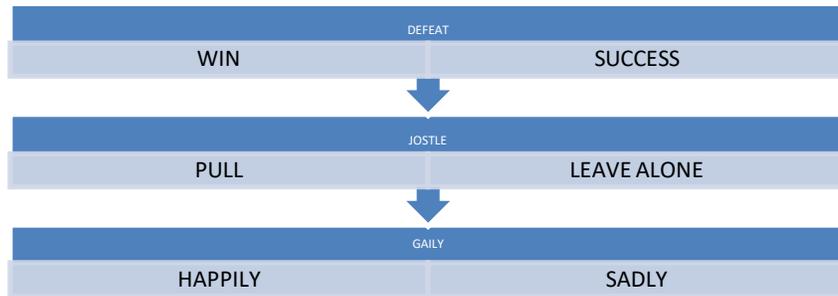
In consultation with the students teacher will correct the answers given by the students and will write on the board.

DICTIONARY USED

Students will be encouraged to look up words from dictionary to know their meanings.

While reading the chapter, the teacher will make them underline some words and will give their synonyms antonyms and meaning

ANTONYMS



PROCEDURE

The chapter will be made clearer to the students with the help of following activity –

ACTIVITY

Further, students will be asked share their own experience that they had in a fair organized by them in their school.

STUDENT'S PARTICIPATION

Students will read the chapter paragraph wise and answer the questions. They will show their enthusiasm in organizing fair in the school and make their every effort to make it successful.

RECAPITULATION

Students will be asked some references

**‘I WANT TO GO ON THE ROUNDABOUT PLEASE,
FATHER, MOTHER.’**

- **Who spoke these words? Where was he?**
- **What response did he get to his request?**
- **What were his feelings then?**

Apart from this, students will be given revision of synonyms and antonyms.

ART INTEGRATION WITH OTHER DOMAIN

Students will become imaginative and creative.

LEARNING OUTCOMES

Students were able to

- Respond to the questions
- Read the chapter with proper stress and intonation. **RESOURCES**
Textbook Chalk Duster Board

CO-SCHOLASTIC ACTIVITIES

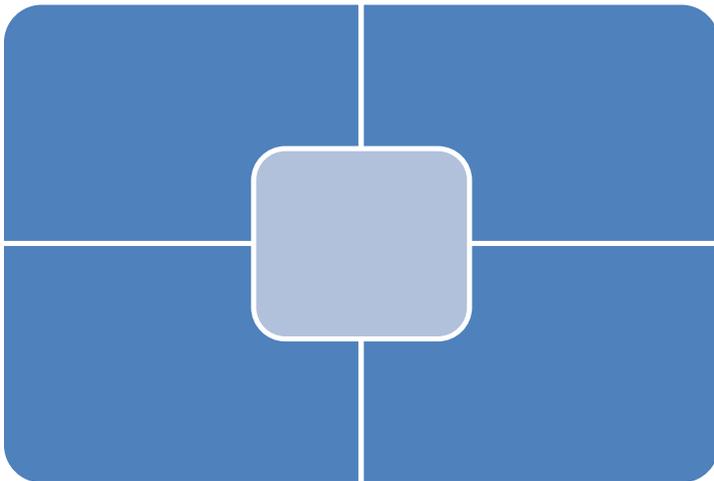
Fair organization Exhibition Intellectual games

ASSESSMENT Students will be judged by their creativity, imagination and thinking.

LINK :<https://www.learn cram.com/english-summary/the-lost-child-summary/>

WORKSHEET

Write any five character traits of the boy



Tick the correct option similar to

1. Disconsolate
(a) Very tired (b) very happy (c) very unhappy
2. Brimming over
(a) Middle of (b) to be full of (c) interior of
3. _____ consoled the boy when he was lost in the fair

- (a) A man (b) a lady (c) a child
4. A sweetmeat seller was selling
(a) Jalebi (b) rasgulla (c) both
5. The boy was attracted by
(a) Insects and worms
(b) Birds and worms
(c) None of these

TOPIC: THE WAY THROUGH THE WOODS (poem)



LEARNING OBJECTIVES:

- 1 To enable the students to recite the poem with proper rhythm and intonation.
- 2 To enable the students to enjoy the recitation of the poem.
- 3 To develop the students' power of imagination.
- 4 To enable the students to appreciate the poem.
- 5 To develop their aesthetic sense.
- 6 The students should be able to do literary appreciation.
- 7 They should be able to participate in group discussion.
- 8 They should be able to write the summary of the poem.

TEACHING AIDS:

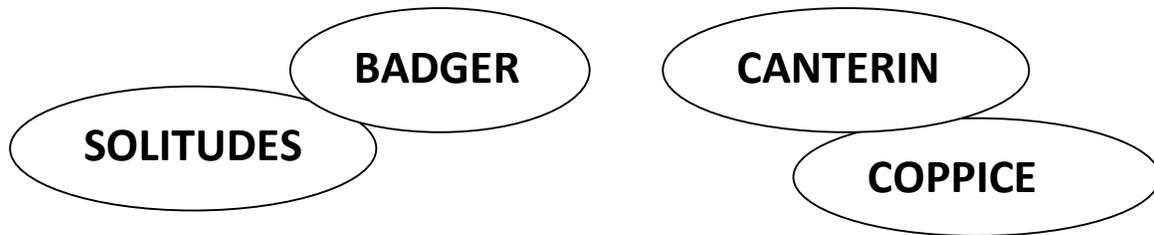
Blackboard, Smart board and text book.

PREVIOUS KNOWLEDGE TESTING:

- 1 Do you like poetry?
- 2 Have you heard about Rudyard Kipling?

- 3 What was Rudyard Kipling's most famous poem?
- 4 Do you love nature?
- 5 What are the various creatures that can be seen or heard in the forest?

NEW WORDS:



AIDS /INNOVATIVE METHODS USED:

1. Activity:

- a) Students will be asked to compose a poem on "Nature and Wildlife."



- b) Students will be divided into groups. They will be asked to collect any ten compositions of Rudyard Kipling and make a collage with them in their notebooks.
- 2) Subject Integration: Students will integrate drawing as well as craft. They will also learn presentation skills by preparing the poem and presenting it in front of the class.

CO-SCHOLASTIC ACTIVITIES:

Students will be asked to compose a poem.

PROCEDURE:

RUDYARD KIPLING

HE WAS THE AUTHOR OF

CONTENT

THE POEM IS A PECULIAR
PIECE ABOUT AN OLD
ROAD OVERTAKEN BY
TREES AND SHRUBS.

THEME

THE THEME OF THIS POEM IS



- 1 The poem will be read aloud in the class and students will follow.
- 2 The poem will be explained by giving examples.
- 3 New words and poetic devices will be explained.
- 4 Rhyme scheme and central idea of the poem will be discussed.
- 5 Reference to context will be discussed in the class.

PARTICIPATION OF STUDENTS:

1. Students will read the poem in the class.
2. Students will be brainstormed on what they understood by watching the poem on the smart board
3. They will be told to make something best out of waste.
4. They will be asked to make a collage in their notebooks.



RECAPITULATION:

Students will explain the poem. Few questions will be asked based on the poem.

HOME ASSIGNMENT:

Reference questions will be given as home task. Students will be asked to find out the rhyme scheme and poetic devices from the given stanzas.

LEARNING OUTCOMES:

1. Students will be able to read the poem aloud.
2. They will be able to explain the rhyme scheme and poetic devices.
3. They will be able to give answers to various question based on the poem.
4. They will be able to write the summary of the poem.

ASSESSMENT:

Poem composition and recitation competition will be conducted in the class. Home assignment and worksheets will be assessed.

LINK: <https://www.youtube.com/watch?v=NV2Xgj1p7tQ>



THE WAY
ENGLISH THROUGH THE
WOODS
WORKSHEET CLASS-VI

PAGE NO.
DATE :

Q1. Choose the correct option

- a) which of the following was NOT a cause of the change in the road?
- Someone shut the road.
 - People stopped travelling on the road.
 - weather affected the road.
 - war destroyed the road.

b) The sounds on the road the poet describes in the second stanza are really -

- otters whistling
- leaves in the trees
- soldiers riding along
- memories of the past

c) Kipling's purpose of writing this poem is to -

- entertain readers with beautiful description.
- advertise the road to travellers.
- inform others about poor highway management
- urge people to stay away from the place.



Q2. Identify the rhyme scheme of the following lines:-

yet, if you enter the woods
 of a summer evening late,
 when the night air cools on the trout-ringed
 pools
 where the otter whistles his mate.

Q3. Match the column A with column B

- | A | B |
|----------------|--------------|
| (a) swish of a | (a) cools |
| (b) ring doves | (b) brood |
| (c) otter | (c) skirt |
| (d) night air | (d) whistles |

Q4. Explain the lines "The lost roads through
 the woods
 But there is no road through the woods"

TOPIC: THE LAST LEAF



LEARNING OBJECTIVES:

1. To enhance fluency, intonation, stress and language function.
2. Children should be able to read and comprehend the chapter.
3. They should use vocabulary words in context.
4. The students should be able to write the character sketch.
5. To build up a habit of reading.
6. To make them analyze the relationship between characters and events in the story by using these literary devices.

TEACHING AIDS:

Blackboard, Smart board and Textbook

PREVIOUS KNOWLEDGE TESTING:

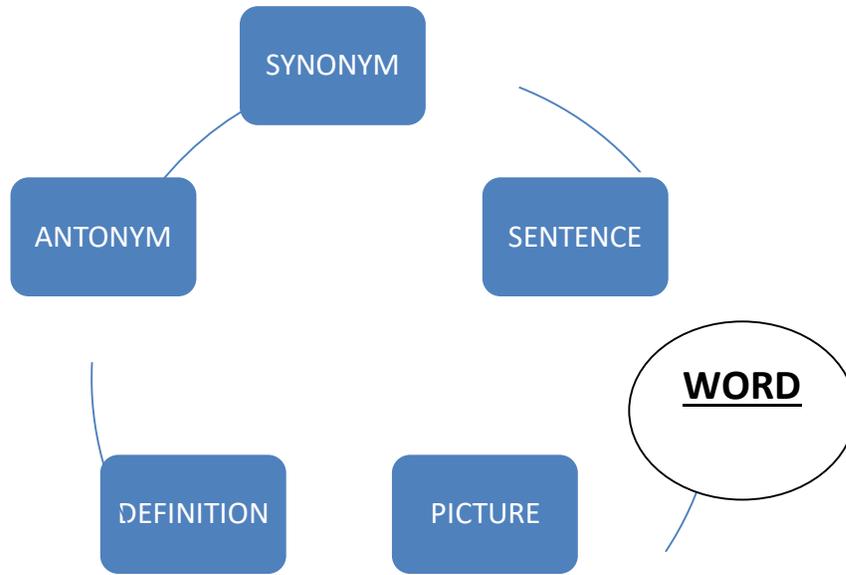
1. Have you ever been ill?
2. Did someone take care of you?
3. How did you feel?
4. In which season are people more likely to get sick? Why

VOCABULARY USED:

Word inference

Directions:

Place students in groups and have them infer the meanings of the words in bold font taken from the story. They can use the vocabulary chart.



In a little **district** of Washington Square the streets have run crazy and broken.

1. In November a cold, unseen stranger, whom the doctors called **pneumonia**, stalked about the colony.

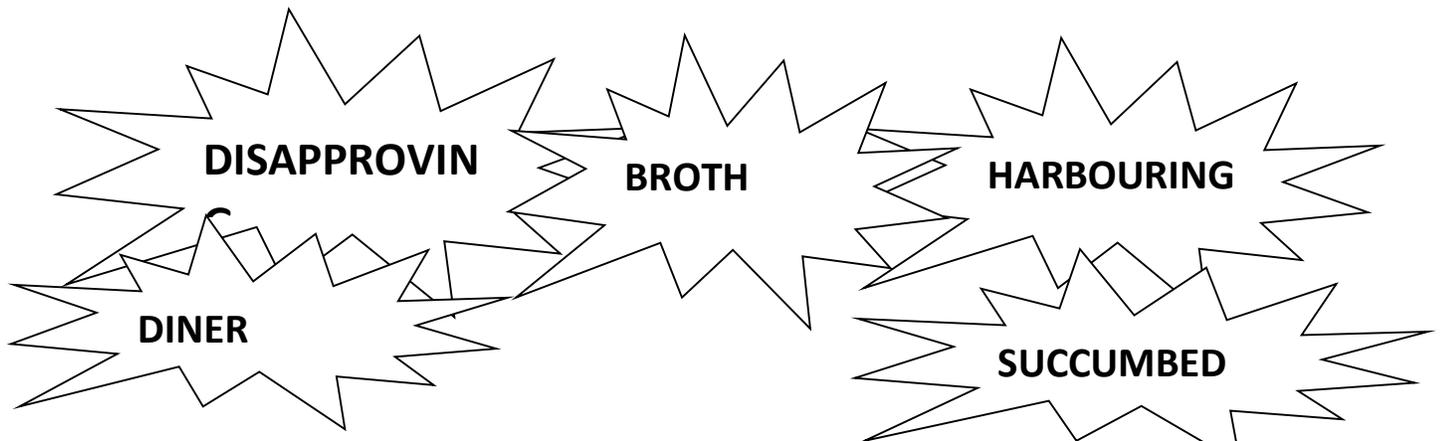
List of words for pronunciation drill

S.no	WORDS
1	Apartments
2	California
3	Harbouring
4	Ridiculous

Meanings of new words:

DINER, HARBOURING, DISAPPROVING, CONTEMPLATING, BROTH, SUCCUMBED.

Important spellings will be discussed



AIDS OR INNOVATIVE METHODS USED:

1. **Activity:** Some of the themes in the story are death, friendship, love and sacrifice. Students will be asked to choose one of these themes and compose a poem or write an essay describing their thoughts about the theme.
2. Students will be asked to make beautiful cards with love messages.

Subject Integration: Students will integrate General knowledge, History and drawing. They will integrate language by learning reading and writing skills. They will also learn moral values.

CO-SCHOLASTIC ACTIVITIES:

A visit to an Old Age Home.

Composing a poem.

PROCEDURE:

1. The chapter will be introduced as a story which will make it more interesting for students.
2. Reading and explanation of the chapter will be done .The story will be read aloud in the class with proper voice modulation and intonation.
3. The chapter will be shown on the smart board for better understanding.
4. In order to increase vocabulary, the meanings of difficult words will be explained to students.

PARTICIPATION OF STUDENTS

1. The students will actively participate in the class by reading the chapter.
2. While explaining the chapter, students will be asked questions.
3. Students will watch the chapter on the smart board for better understanding
4. They will be asked to summarize the key points at the end of the chapter.

RECAPITULATION:

- Exercises given at the back of the chapter will be discussed.
- Short questions based on the chapter will be asked.
- Word meanings will be discussed.
- Reference questions will be done in the class.

HOME ASSIGNMENT:

- Questions/Answers discussed in the class will be given as home task.

- Character sketch will be done in the notebooks.
- Meanings of difficult words will be done in the notebooks.

LEARNING OUTCOMES:

1. Students will be able to read the chapter aloud with appropriate pause, intonation and pronunciation.
2. They will actively participate in the activity.
3. They will ask and respond to questions based on text.
4. They will be able to think critically, compare and contrast the characters.
5. They will also be able to infer the meaning of unfamiliar words by reading them in context

ASSESSMENT:

Poem recitation competition will be conducted. Home assignment will be given and worksheets will be conducted.

ACTIVITY AND WORKSHEET TO BE DONE IN THE CLASS

RESOURCES USED

<https://www.youtube.com/watch?v=4X7IjNyDETE>



1. **Make a power point presentation on the movie highlighting the following points{GROUP WISE}**

A.}Write about the author.

B.}Introduction of the story.

C.} About the characters.

D.}Moral of the story.

2. **QUIZ TIME!!!**

1.What disease does Johnsy have?

A .Autism

b. Cancer

c. Pneumonia

d. Antisocial

2.What is the difference between Johnsy and Sue?

A .Johnsy is a dreamer while Sue is a workaholic

b. Johnsy is a workaholic while Sue is a dreamer

c. Johnsy is ugly whie Sue is pretty

d. Johnsy is a boy while Sue is girl.

3.Mr.Newman's dream is to paint a masterpiece.

A .True

b. False

4. Where does the story take place?

a. California

b. Maine

c. Italy

d. New York city

5.Mr.Behrman died of cancer because

- a. True
- b .False

6.Johnsy is a boy

- A .True
- b. False

7.They live in

- A .Greenwich Village
- b. Ideal Village
- c. Village of Miami
- d. The New York Village

8.Mr.Behrman loves them

- A .True
- c. False

9.The story's theme is sacrifice

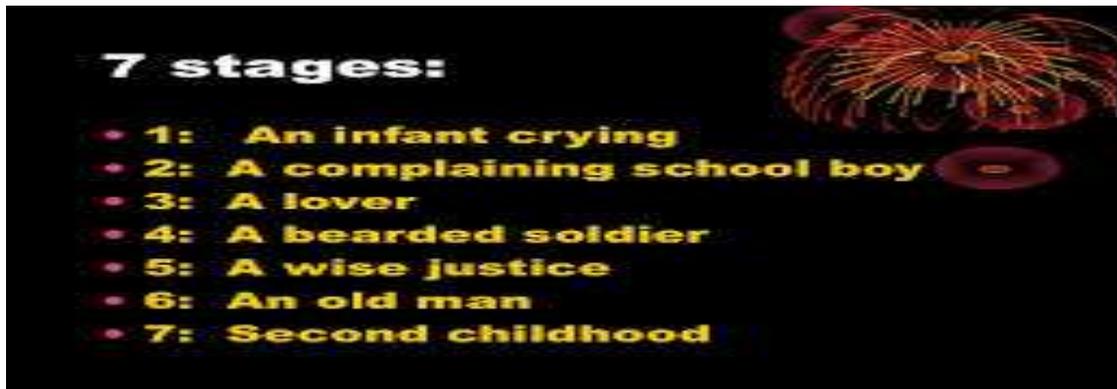
- A .True
- b. False

10.Johnsy and Sue are enemies?

- a. True
- b. False

3.Life isn't about sunshine and rainbows. But neither is it all gloom and darkness. It is mixture of good

TOPIC: ALL THE WORLD'S A STAGE



Objectives : a) To teach the students different kinds of adverbs and their usage.
b) To enable the students to speak and write correct English.
c) To make the students aware of the correct usage of adverbs.

Previous knowledge testing : Teacher will begin by asking :
(a) What do you know about William Shakespeare.
(b) Have you read, any work of William Shakespeare? Tell ? (most quotable writers)
(c) What do you mean by monologue?

Vocabulary : (a) mowling (b) pard
(c) puking (d) ballad
(e) puking

Important Spellings : (a) Satchel (b) pard
(c) furnance (d) reputation
(e) pantaloon

Explanation / Aids and Innovative Methods : Teacher will begin by introducing Shakespeare as the father of English literature. The most quotable writer. The poem Seven Stages of Man is an extract from the novel 'As you Like it'. Teacher will begin by asking the students, what according to them are the seven stages of man. Students will give varied answers. Poem will be read aloud in the class. Teacher will read the poem and the students will assist with proper stress and intonation. New words will be explained in the class. These will be discussed and explained by the teacher. Various poetic devices will be identified by students.

Students will be made to hear the poem recitation for better pronunciation and intonation by using the following link.

- Link : <https://m.youngtube.com/watch?v=ziXqEX6AwKA>

Procedure : Class will be divided into 7 groups and each one will be given each one of the age. Students will freeze, discuss their decisions, challenges, areas of confession and highlight moments of success.

Student's participation/ Activities : The procedure followed in the group will be enacted through a Mime.

Recapitulation : Students will be asked to summarise the poem representing each group.

- Assignment** : Students will complete the exercise on Metaphors and simile given in the book. These will further be discussed in class.
- Art Integration with other domain** : Theatre.
- Learning Outcome** : Enhanced soft skills and performing skills, better understanding of the poem, Team work.
- Resource** : Internet, Audio-visual aids, Blackboard, textbook.
- Co-Scholastic Activities** : Mime, Monologue (2 Mins on poem caged bird)
- Assessment** : Students will be assessed on their performance in Mime on expressions and actions.

WORKSHEET

1. Fill in the blanks :-

- According to Shakespeare, all the world is a _____ .
- Man passes through _____ stages from birth to death.
- First stage is that of an _____.
- Men are women are merely _____.

2. Match the following stages with their appropriate description:-

- | | |
|--------------|---|
| a) infant | 1. Treble, pipes and whistles in sound. |
| b) schoolboy | 2. full of strange oaths |
| , | barded like a pard. |

- | | |
|---------------------------|---|
| c) lover | 3. morning face creeping
like a snail. |
| d) soldier | 4. mewling and puking. |
| e) second
childishness | 5. sighing like a furnace,
like a woeful ballad. |

3. Choose the correct option for the following:-

1. All the world's a stage is an extended metaphor for :

- a) life shown in well known plays.
- b) seeing the well known plays.
- c) life of well known actors.
- d) life of man that comes to an end.

2. All have their 'exits and their entrances'.

Exits and entrances refer to :

- a) birth and death
- b) beginning and end of play
- c) coming and going of actors.
- d) end of the Shakespearean era.

TOPIC: THE ADVENTURES OF TOM SAWYER



- Objectives** : 1. Students will be able to make use of oxymoron.
2. Make use of oxymoron
3. Pronounce words correctly.
4. Write a travelogue
5. Develop their listening skills.

- Previous knowledge testing** : Teacher will begin by asking :
- (a) Do you help your parents in work.
 - (b) How do you help them?
 - (c) Do they fulfill all your wishes?
 - (d) What do you do if you want to get some work done?

- Vocabulary** : (a) drat (b) jauntily
(c) scruffy (d) cunningly
(e) lick (f) jeer

Important Spellings : (a) Scuffling (b) cunningly
(c) protested (d) reluctance
(e) hookey
(d) retorted

Explanation / Aids and Innovative Methods : Teacher will begin by introducing the novel 'Adventures of Tom Sawyer' by Mark Twain. Teacher will explain that the novel is a child's adventure story, it is also, however, the story of a young boy's transition into a young man. Teacher will have a discussion with students regarding the common areas where they disagree with their parents and how they try to resolve it. Chapter will be read aloud in the class. New words will be explained. Teacher will encourage the students to use these words in their day to day conversation. Teacher will explain the concept of travelogue to students. Oxymoron will also be introduced in the class.

Procedure : Students will be explained, how to create a travelogue. The concept will be introduced and explained in the class. Teacher will guide the students through preparing the same.

Student's participation/ Activities : (1) Students will follow the procedure instructed by the teacher and prepare a travelogue of any place that they visited. Students will decide on a particular story comprising of certain pleasant and unpleasant events. Students must include – description of the place, geographical location, weather and living condition. Describe some captivating sights – what you saw, tasted, heard, felt. Make it beautiful, by adding some pictures. Use your creativity.
(2) Class will be divided in groups. With the help of the points given by the teacher (pg.69) of textbook students will prepare a power point presentation on how to plan and train for an adventure trip.

Recapitulation : Teacher will encourage the students to summarise the chapter in their own words. To check the understanding of the students, teacher will ask the following questions :
(a) Give the adjectives to describe Tom Sawyer.

- (b) Why was Aunt angry with Tom?
- (c) What punishment was given by Aunt to Tom?
- (d) Who painted the fence?
- (e) Did the boys enjoy doing the task?

Assignment : Students will write a dairy entry about a time they got into big trouble. Have them write the punishment they received and whether or not they think it was fair. If they didn't feel it was fair, how would they have handled it?

Art Integration with other domain : Art and Craft, Information and Technology, Geography.

Learning Outcome : Students will be able to transmit their ideas creatively into a travelogue. Students will learn how to plan a trip effectively.

Resource : Audio-visual aids, textbook, chalk board etc.

Co-Scholastic Activities : Art, Powerpoint Presentation.

Assessment : Students will be assessed on pictorial representation of the travelogue.

LINK: <https://www.youtube.com/watch?v=iRFix4HEPis&t=771s>

CLASS VI

THE ADVENTURES OF TOM SAWYER

I Answer the following in one word

Q1. On which river is the book set?

A1. _____

Q2. What was the name of Tom Sawyer's aunt?

A2. _____

Q3. What did Tom steal from aunt's closet?

A3. _____

Q4. Which game did Tom play?

A4. _____

Q5. Tom's punishment was to _____

A5. _____

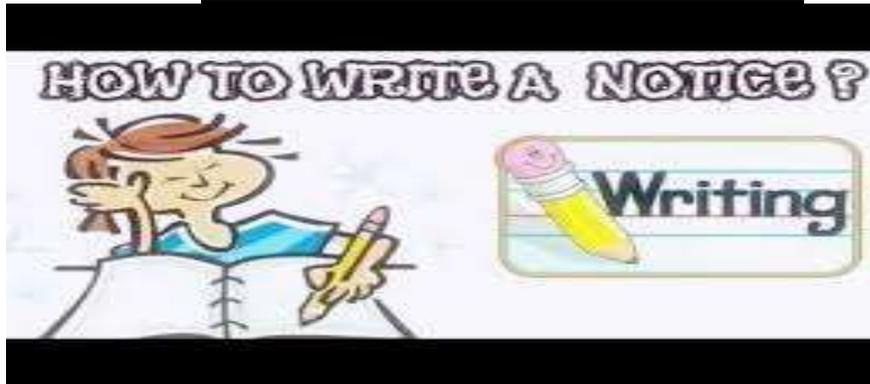
Q6. Write two synonyms on your own.

Q7. Write two personality traits of Aunt Polly.

Q8. State whether the following are true or false.

- a) Aunt Polly did not punish Tom.
- b) Tom enjoyed working on Saturdays!
- c) Tom made his friends do his work.

TOPIC: NOTICE WRITING



LEARNING OBJECTIVES:

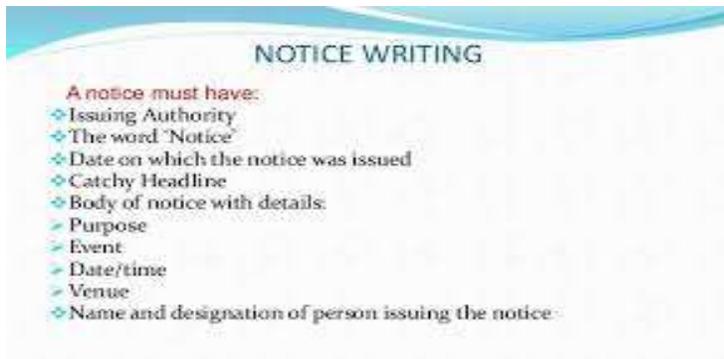
1. The students should learn about the importance of notice writing.
2. They should be able to learn the format of notice writing.
3. They should be able to analyze the structure and language needed for notice writing.
- 4.. They should understand that it is widely used by individuals and organizations to announce events and celebrations, births and deaths, occasions like inaugurations and sales, to issue public instructions etc.
5. They should feel that writing an effective notice is a kind of art that can be acquired with practice.
6. They should be able to write it in a clear style and easily understandable language.

TEACHING AIDS:

Blackboard, Smart board

PREVIOUS KNOWLEDGE TESTING:

1. Do you know what a notice is?
2. Why do we need to write a notice?
3. What is the concept of notice writing?
4. How can we write notice accurately?



AIDS OR INNOVATIVE
METHODS USED:

1.Activity:

1. Students will be divided into groups. They will be asked to write notices on various topics and make a collage with various notices.
2. A competition will be conducted in the class and students from various groups will be asked to write the notice on board.

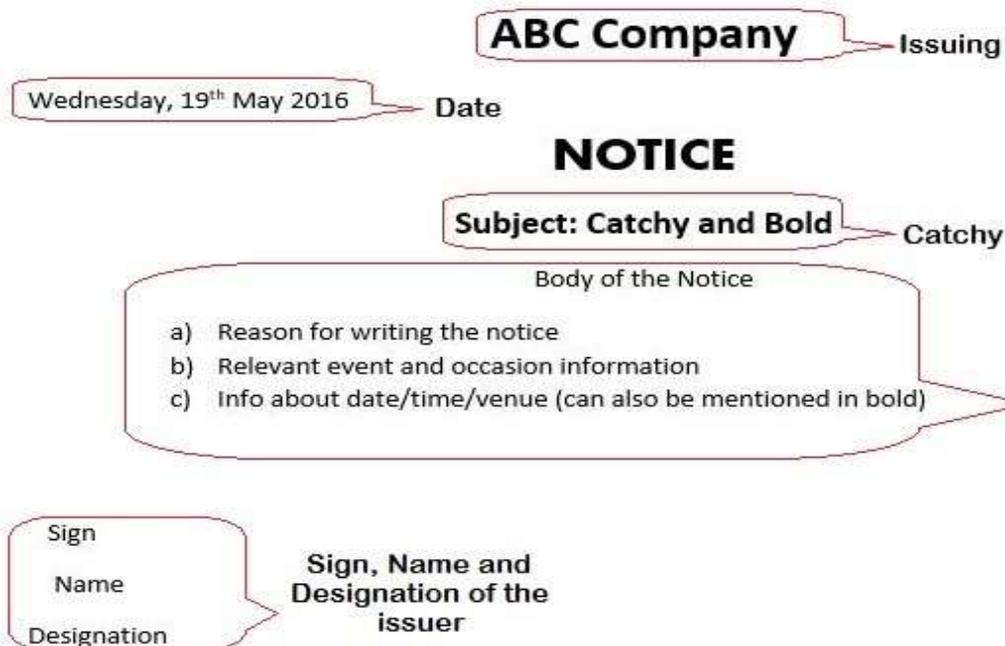
2.SubjectIntegration: Students will integrate art, language and drawing as they will make a collage with various types of notices and comic. They will also improve upon their imagination and skill.

CO-SCHOLASTIC ACTIVITIES:

Collage making competition will be conducted in the class. Discussion will be done on the rules for writing a notice.

PROCEDURE:

1. Students will be explained that the notice is an announcement or intimation of something as it conveys information to a group of people.
2. In other words it means a written or printed announcement; a condition of being formally notified.
3. Instead of just giving an oral explanation of the topic, a demo of a step-by-step process will be given through smart board that will help the students to easily connect it to theory.
5. Oral questions: This will encourage the students to ask questions and help and understand the areas that the students may find difficult to comprehend.
6. Students will be explained about the necessary ingredients for a notice.



PARTICIPATION OF STUDENTS

1. The students will actively participate in the class by performing the activity.
2. While explaining, students will be asked questions.
3. Students will perform the activity and write various notices in their notebooks.
4. They will be asked to summarize the key points at the end of the topic.

RECAPITULATION:

1. Important points for writing the notice will be discussed.
2. Test will be conducted in the class.

HOME ASSIGNMENT:

Students will be asked to write few notices on various topics in their notebooks.

LEARNING OUTCOMES:

1. Students will be able to write notices of various types.
2. They will actively participate in the activity.
3. They will be able to think critically.
4. They will be able to understand the need for writing notice.

ASSESSMENT:

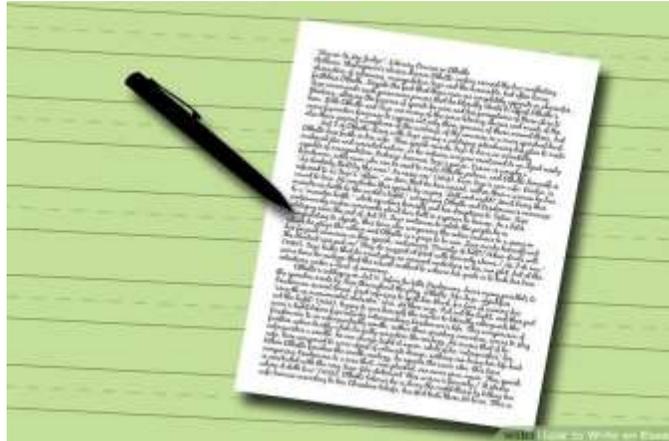
Home Assignment will be checked and black board test will be conducted.

PRACTICE QUESTIONS

You are Abhaya, the Sports Captain of D.A.V. Model School. Write a notice in 50 words for the school notice board informing the students about the inter-school basketball match to be played.

You are Kiran, School Captain of Kabir Model School, Rohtak. Write a notice informing the students about a debate competition to be held on 25th September.

paragraph writing



OBJECTIVE

1. To teach the students concept of paragraph writing .
2. To give them knowledge how to write accurately.
3. To in calculate a spirit of one's writing.

P.K. TESTING

1. How can we express our thoughts in a short manner?
2. Then a teacher will ask them the difference between a paragraph and an essay.

Then the topic will be introduced to the students.

METHODS USED TO EXPLAIN THE TOPIC

Black board will be used to explain the topic . They will be given some points to remember-

- Make a rough list of possible relevant points.
- Organize your ideas.
- Do not include any irrelevant material.
- Use expressions carefully maintaining fluency and accuracy.
- Stick to the word limit.

- Revise from fair draft.
- Make corrections ,if any.

Students will be shown a sample on the smart board.

PROCEDURE

Students will be given some value points on a topic and they will be framing sentences after that they will be encouraged to use lexical resources in there topic such as **MOREOVER , FUTHERMORE,DESPITE,INSTEAD OF , WHERE AS AND SO ON.**

The students will be given two minutes to prepare a paragraph with relevant points.

1. Then they will come one by one for speaking .
2. In this way, their grammatical mistakes will be pointed out and will be told the correct grammar.
3. They will learn time management.
4. Their fluency and accuracy will be assessed



Activity 1

THE CLASS will be split into groups groups and a topic will be chosen. The first student in each group will add a supporting line to the chosen topic. The student will, then, pass the paragraph to the next group who will add the other supporting line. **Activity 2**

Students will be given some sentences and they are tend to organize a paragraph.

For instance:

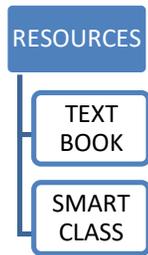
Last summer I started a dog washing business.

- Every Saturday, I have docut seven dog washing appointments.

- A few days later, my first neighbour's , skipper, was my first customer

STUDENT 'S PARTICIPATION

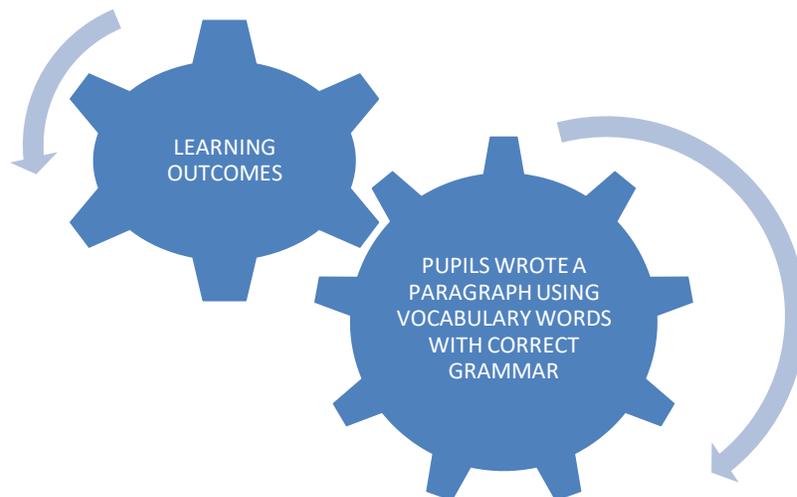
Students will prepare a paragraph on the given topic and will write in their notebooks. moreover, they will be encouraged to use vocabulary words so, they will try to add some new words in their paragraph with the help of the teachers.



RECAPITULATION

SOME IMPORTANT POINTS FOR WRITING A PARAGRAPH WILL BE DISCUSSED

LINK <https://www.learnbse.in/cbse-class-6-english-paragraph-writing/>



SUBJECT INTEGRATION

Students will be able to write a paragraph as their intellectual skills will be developed .

LEARNING OUTCOMES

Pupils Will be able to write a paragraph using vocabulary words with correct grammar.

Writing Clinic: Creative Writing Prompts (



Summer Holiday



Think about this before you start writing:

- **Make a choice:** Are you going to write about your last or your next summer holiday? (past tenses vs future tenses)
- What did you do? or What are you going to do?
- Where did you go? or Where will you go?
- Who did you go with? or Who is going with you?
- How long did it last? or How long are you planning to stay?
- Was it our first time there? or Will it be your first time there?
- How did you get there? or How are you going to get there?
- What did you see and do there? or What are you going to see and do there?
- Did you enjoy it? (explain why) or (Why) do you think you'll have a good time?



Now it's time to write. Use the box above to help you. You can illustrate your writing with pictures of your holiday if you want.

PS: Write on every other line so the teacher has some space to correct.

BIO SKETCH

OBJECTIVES:-

- ✚ Children should be able to write about a person/personality and define his/her traits in clear terms.
- ✚ To enable the students to frame biographical sketch of a person based on the hints given.

RESOURCES:

- Green Board
- Smart Board

AIDS/INNOVATIVE METHODS:-

ACTIVITY 1-

The students will be asked to paste a photograph of their favorite relative and write about their accomplishments, education, work and contribution.

ACTIVITY 2-

Students will be informed that they will be taking notes while watching a biography of a famous person. The teacher will ask the students about the common features their biographies shared. Each student will write their own biography of another person using some of the facts that the class gathers.

PROCEDURE:-

The students will be asked to interview their partner by asking the following questions-

- ✓ What is your name?

- ✓ When is your birthday?
- ✓ Who are your parents?
- ✓ What are your favourite activities at school?

The students may add more questions.

The next day the teacher will explain the format and objectives of Bio-sketch. The students will be explained that Biographical sketch provides a concise chronological summary of a person's life.

PARTICIPATION OF STUDENTS:-

The students will write the format of Bio sketch

HEADING

{CAPITAL LETTERS, UNDERLINED}

C

O

N [80-100 words]

T

E

N

T

SUBJECT INTEGRATION

{History will be integrated by discussing Bio-sketch of famous personalities.}

ASSIGNMENT:-

The students will be asked to write a Bio-sketch on 'Ruskin Bond'.

LINK : <https://performdigi.com/biographical-sketch-format-examples-worksheet/>

LEARNING OUTCOME:-

- The students were able to frame biographical sketch of a person based on the hints given.
- WORKSHEETS

4. Given below is a brief profile of P.G. Wodehouse. Write a short bio-sketch of the author in about 100 words with the help of the clues given below :

Born	— 1881
Father	— civil servant
Education	— Dulwich College
Married	— 1914
Profession	— writer, journalist — wrote 100 books — best known for his character — Jeeves
American citizenship	— 1955
Knighted	— 1975
Died on St. Valentine's day	— 1975 — age 93

4. Given below are some notes on the life and achievements of Vishwanathan Anand, a chess wizard. Use these notes to write his short biographical sketch.

VISHWANATHAN ANAND	
Birth	: 11 December, 1969 (Chennai, Tamil Nadu)
Popularly known as	: 'Visy', 'Lightning Kid'
Achievements	: * World Junior Chess Championship (1987) * India's First Grand Master (1988) * World Chess Champion (2000, 2007, 2008, 2010 & 2012)
Titles	: National Sub-Junior Chess Champion 1983; International Master (1984); Indian National Champion (1985); World Junior Chess Champion, Grandmaster (1987); FIDE World Chess Champion (2000); FIDE World Rapid Chess Champion (2003).
Awards	: Arjuna Award (1985); Padma Shri (1987); Rajiv Gandhi Khel Ratna Award (1991-1992); Padma Bhushan (2000); Chess Oscar (1997, 1998, 2003, 2004, 2007 & 2008); Padma Vibhushan (2007).
Personal Life	: Fond of reading, swimming and listening to music.



➤ **TOPIC: APPLICATION**

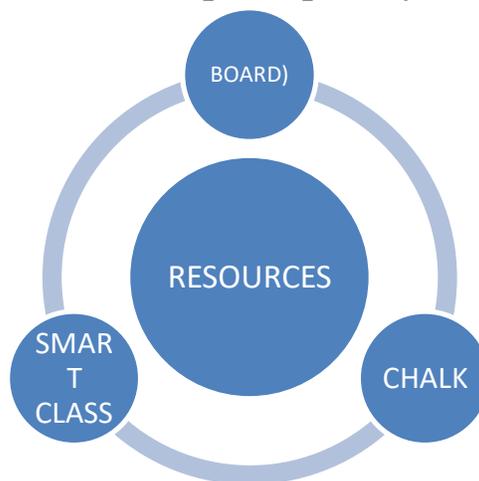


LEARNING OBJECTIVES

1. To inculcate the spirit of pride in one's learning.
2. To encourage the child to read on the topic of his interest.
3. To enhance fluency on language function.

P.K TESTING

1. What is a formal letter?
2. Why do we write an application?
3. Where is your school located?
4. How will you communicate with the principal if you want a leave ?



INNOVATIVE METHODS USED

activity 1(presentation) Students will be asked to make a presentation on applications

- Format
- Different parts
- Do's and don't

activity 2

Students will be divided into groups and will be asked to discuss different types of applications- formal and informal.

PROCEDURE

The principal

ABC school

XYZ city

Date:

Salutation:

Subject:

Content (about 2/3 paragraphs)

yours sincerely

ABC

PARTICIPATION OF STUDENTS

1. Students will write the application to the principal.

2. Students will participate in the quiz.
3. Students will identify the different parts of the application

STUDENTS LEARNED TO WRITE VARIOUS TYPES OF APPLICATIONS BY EXPRESSING THEIR EMOTIONS AND FEELINGS. THEY UNDERSTOOD THE GRAMMATICAL FORMS IN THE CONTENT

RECAPITULATION

1. *Students will be asked to identify different parts of the application.*
2. *Students will be asked various points regarding the format of the application.*
3. *A quiz will be conducted in the class based on the topic*

Art integration with other domain

Intellectual games

Learning outcomes

Students will be able to write an application with correct punctuation marks.

Resources

Duster, Chalk

Board, Textbook, smartclass

Co-scholastic activities

Presentation, Intellectual games

Assessment

Students will be assessed through their presentation.

LINK USED : <https://www.aplustopper.com/application-to-principal/>

HOME ASSIGNMENT

RELEVANT APPLICATIONS WILL BE TAKEN FOR PRACTICE

TOPIC- WRITING SKILL – INFORMAL LETTER

LEARNING OBJECTIVES-

Students will be able to compose a well structured letter, effectively and creatively..

Students will be able to improve social skills-‘ thank you’ and offering help or support.

Students will be able to exchange their ideas and opinions with others.

PREVIOUS KNOWLEDGE TESTING-

Following questions will be asked from the students-

Name some means of communication.

Which method of communication do you feel is the best?

PROCEDURE-

- 1. The teacher will explain the format.*
- 2. Simple guidelines will be given.*
- 3. One example will be dictated in the class.*

FORMAT-

Examination hall

XYZ City

Date

Salutation

C *OPENING- Take news from your friend and say*

O *something about*

N *¾ PARAS* *MIDDLE-Describe an event or main parts*

T **CONCLUSION**

E

N

T

Yours Lovingly/Affectionately

PQR/Name (If given)

LINK: <https://www.learninsta.com/informal-letter-writing-topics-for-class-6/>

HOME ASSIGNMENT-

You recently watched a movie that you think your cousin must also watch. Write a letter to him or her describing a movie.

Write a letter to your friend Rudra inviting him to spend summer vacations in Mumbai. You are Sakshi/Shaksham. You stay at 129, Navyug apartments, Pritampura, Delhi- 110034.

NOUNS



objectives

Students will be able to

1. Define noun
2. Identify various objects (door, ceiling etc.)
3. Use correct pronunciation while defining nouns
4. Use listening skills and subtle clues to solve answers.

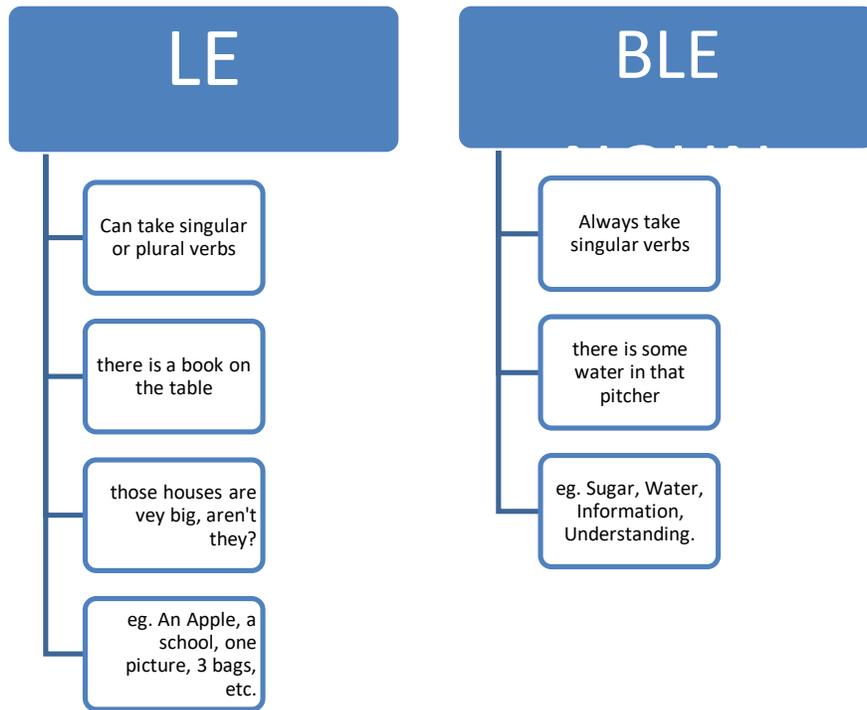
P.K TESTING

1. Students will be asked some names of animals.
2. Then they will be asked to name some material around them.
3. They will be asked few questions related to countable and uncountable nouns .for example
 - a) Milk
 - b) Pencils
 - c) Music
 - d) Snow
 - e) Train

methods used to explain the topic

Students will be asked to name any person, place, thing or any animal. Further they will be explained the topic in detail .After in detail after explaining the topic students will be given some slips where different nouns will be written and then they will pick up clip and suppose to tell them types there types and games will be played of names, place, thing, animal .In this way they will be able to comprehend the topic easily.

difference between countable and uncountable nouns

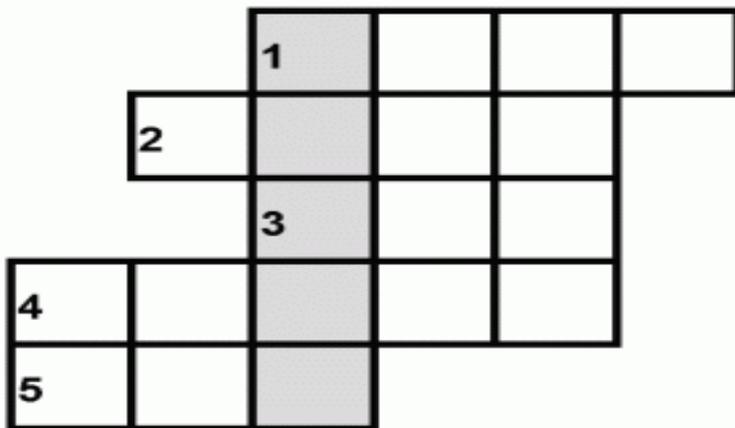


Procedure

ACTIVITY 1

Students will be divided into groups and will be told to make a CROSSWORD on

NOUNS



ACTIVITY 2

Students will be asked to prepare a chart of different nouns

ACTIVITY 2

Students will be asked to do a role play on collective nouns by making different nouns on charts and then students will be able to identify the collective nouns.

participation OF STUDENTS

Pupils will take part in the game actively. They will show interest in the game and will recognize all the nouns as asked by the teachers.

Recapitulation

Students will be asked few questions to answer

ABSTRACT NOUN

1. Able
2. Love
3. Skill
4. Amaze
5. Mercy

collective nouns



1. A_____ of cattle
2. A_____ of sticks
3. A_____ of sailors

Homework

1. I have lost my _____ of keys.
2. Gandhi ji was famous for his _____.
3. The festival of _____ falls on 31st December.
4. A _____ of wolves attacked the cows
5. I felt a lot _____ when I fell off the stairs

Students of class 7 will be given collective nouns from books

Art integration with other domain

Intellectual games

Learning outcomes

Students will be able to differentiate between types of nouns and will be able to learn collective nouns.

Resources

Duster

Chalk

Board

Textbook

Smart class

Co-scholastic activities

Preparation of chart, Art, Intellectual games

ASSESSMENT- Identification of Nouns

LINK : <https://www.cbsetuts.com/cbse-class-6-english-grammar-kinds-noun/>



Masculine and Feminine GENDER NOUNS



1. Match the feminine gender with the masculine gender

- heroine
- wife
- queen
- lass
- landlady
- manageress
- hostess
- mistress
- widow
- millionairess

- lad
- landlord
- hero
- host
- husband
- king
- manager
- master
- millionaire
- widower

2. Unjumble and write the masculine gender and then match with the feminine gender:

- | | | |
|------------|-------|--------------|
| oract | _____ | conductress |
| thaur | _____ | empress |
| chelorba | _____ | lady |
| ybo | _____ | headmistress |
| grbroomide | _____ | heiress |
| ductconor | _____ | actress |
| erempor | _____ | spinster |
| tlegennam | _____ | author |
| masheadter | _____ | bride |
| lher | _____ | girl |

3. How quickly can you fill in these masculine genders?

- | | | | | | |
|-------------|----------|--------|--------|-----|-----|
| monk | murderer | nephew | prince | sir | son |
| step-father | uncle | waiter | wizard | | |

- | | | | |
|-------------|-------|-----------|-------|
| daughter | _____ | murderess | _____ |
| nun | _____ | waitress | _____ |
| witch | _____ | niece | _____ |
| step-mother | _____ | aunt | _____ |
| madam | _____ | princess | _____ |

4. In each sentence change the **masculine** noun to the **feminine** gender.

- The nephew _____ dressed up as a wizard _____.
- The prince _____ spoke to his step-father _____.
- The bachelor _____ congratulated the bridegroom _____.
- The heir _____ was a real gentlemen _____.
- The emperor _____ and the king _____ shook hands.
- The murderer _____ was not a hero _____.

Name: _____

Date: _____

Time: ____ : ____ - ____ : ____

A **collective noun** is a noun that describes a group of people, animals or things. Like, a 'herd' of cows.

Complete each sentence with a collective noun from the box.

bouquet	orchestra	gang	herd	rookery	family
fleet	orchard	pride	panel	colony	gaggle

1. I gave my mom a bouquet of flowers on her birthday.
2. We watched an _____ of musicians rehearse in the theater.
3. A _____ of ships arrived at the docks right on time.
4. I wrote a story about a man getting robbed by a _____ of thieves.
5. An _____ of apple trees is a great place to climb and eat.
6. A _____ of lions is not something I would want to disturb!
7. My friend and I walked to the river to feed a _____ of geese.
8. My sister received a _____ of ants for her ant farm today.
9. Jackson said his _____ is a kind, generous one.
10. The _____ of wild horses nearly ran us over!
11. We saw a _____ of penguins at the zoo today.
12. The _____ of judges did not give any perfect scores.

Learning Objective: To identify the genders.

Write the type of gender (masculine, feminine, neuter or common) for the following words. For masculine and feminine genders, change their genders.

1. emperor -
2. parent -
3. monk -
4. maid servant -
5. shepherd -
6. deer -
7. table -
8. filly -
9. stag -
10. ewe -
11. teacher -
12. horse -
13. duck -
14. cat -
15. book -

Scanned with Can

Verbs



objectives

students will be able to

1. Define verbs
2. Identify verbs in various sentences
3. Use verbs in present, past and future

P.K TESTING

1. Students will be asked about the teacher's action. What is the teacher doing? They will be asked more actions words done in the class?
2. Then they will be asked these action words are called?

Then the topic will be introduced to them

LINK:<https://www.learncbse.in/cbse-class-6-english-grammar-verb/>

methods used to teach the topic

1. Black board will be used to explain the topic

2. Apart from it, some live examples will also be given to the students to show them difference among present ,past , future ,past participle and present participle.
3. Students will be doing different actions and they will learn different forms of verbs.

Procedure

Students will be explained the difference between transitive and intransitive verbs .they will be given several sentences to make the concept clear

1. Students will be given flash cards of jumbled words and they will try to form sentences.
2. While making sentences they will be introduced with all verbs and their forms

participation of students

Pupils will actively participate in rearranging the flash cards they will take interest in answering .they will be writing present ,past ,future , past participle and present participle verbs in their notebook.

Three forms of verbs will be asked to them and they will answer quickly

Recapitulation

Students will be asked three forms of verbs-

<u>WORDS</u>	1 ST FORM OF VERB	2 ND FORM OF VERB	3 RD FORM OF VERB
LIGHT	LIGHTED	LIGHTED	WILL LIGHT
HELP	HELPED	TAUGHT	WILL HELP
TEACH	TAUGHT	TAUGHT	WILL TEACH
BRING	BROUGHT	BROUGHT	WILL BRING
BUY	BOUGHT	BOUGHT	WILL BUY

Homework

Students will be given back exercise from bbc and grammar book

Art integration with other domain

Intellectual games

Learning outcomes

Students will be able to differentiate between types of verbs and will be able to identify them in sentences.

Resources

Duster, Chalk, Board, Textbook, smartclass

Co-scholastic activities

Preparation of chart Art

Intellectual games

Assessment

Identification of different verbs and its uses.

Correct the Verbs

In each sentence below at least one verb is used incorrectly. Rewrite each sentence with the correct verb.

1. I done my homework last night.

2. They seen the movie already.

3. The boys have ate all the pie.

4. We drived to the beach and swim in the ocean.

5. The lady selled popcorn at the zoo.

6. The girls wants to talk to the teacher.

7. The choir sanged my favorite song.

8. The players carries the bats and balls to the gym every day.

9. The cat sleeped in front of the fire.

10. He believe that winter are coming early.

TOPIC: THE SENTENCE



LEARNING OBJECTIVES:

- To teach the students the concept of Sentence.

- To make them understand the usage of different types of sentences.
- To make the students identify subject and predicate in a sentence.
- Students should be able to demonstrate understanding of sentence parts and types.
- They should be able to identify basic sentence pattern.
- They should be able to write meaningful sentences using basic sentence patterns.

TEACHING AIDS:

Black board, smart board and grammar book.

PREVIOUS KNOWLEDGE TESTING:

A few statements will be written on board. Students will be told to write (yes) in front of those which are form a sentence and write (no) in front of those which do not form a sentence.



- 1) A pleasant day
- 2) What a pleasant day it is!
- 3) Dangerous tides
- 4) Do you come here for a walk?

- 1) Which statements form a sentence in the above examples?
- 2) Why do you think it is a sentence?
- 3) What is a sentence made up of?

AIDS/INNOVATIVE METHODS USED:

Activity:

FUN TIME

- Students will be asked to play in pairs. They will give letters to each other and will have to frame sentences with that letter. The sentence could be – Interrogative, Exclamatory, Declarative or Imperative.

For example:

Letter ‘O’- Oh God! I will have to wait for the next train. (Exclamatory)

Subject Integration:

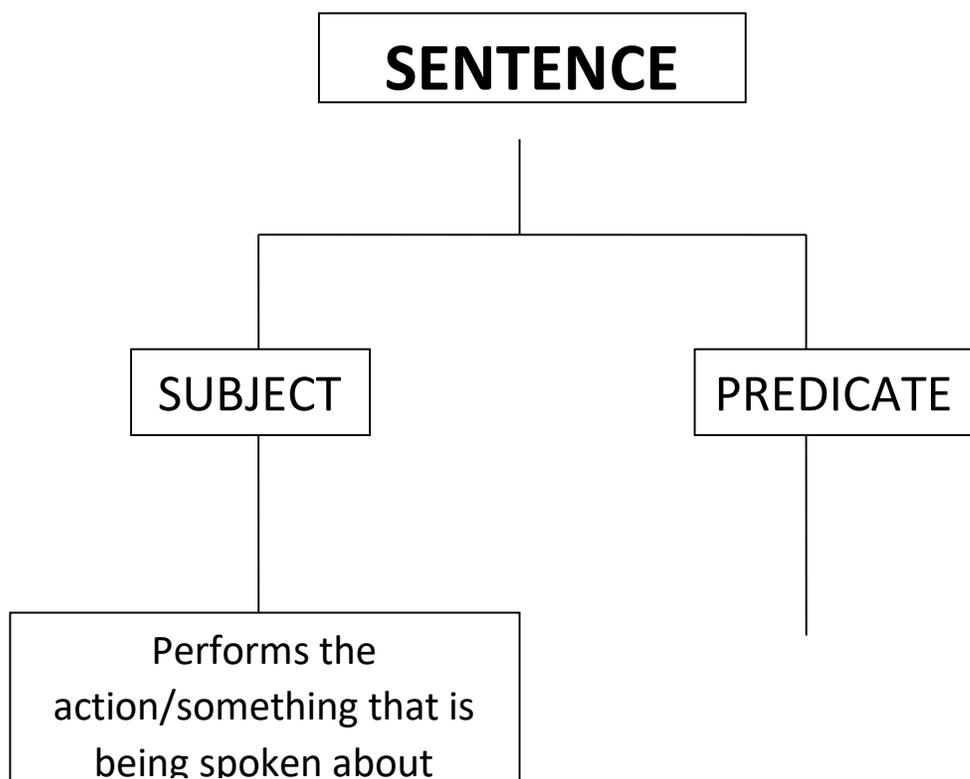
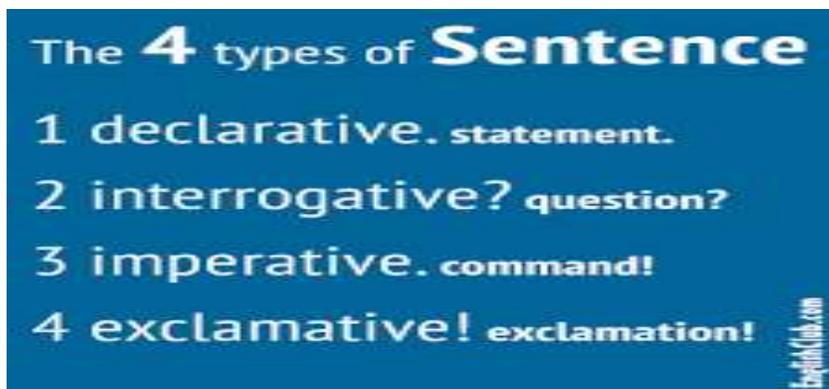
Creating a conversation will integrate dialogue delivery and help the students in improving their spoken. Moreover framing sentences using letters will enhance their skill.

CO-SCHOLASTIC ACTIVITIES:

Game will be played in the class which will help in clearing their doubts. Discussion will also be done in the class.

PROCEDURE:

- Definition: A sentence is a group of words that makes complete sense. It is made up of two parts: a subject and a predicate.



Describes a subject

TYPES OF SENTENCES:

Sentences are categorized as:

DECLARATIVE SENTENCES

THE SENTENCES THAT DECLARE A FACT OR A STATEMENT. THEY ARE ALSO CALLED ASSERTIVE SENTENCES.

IMPERATIVE SENTENCES

A SENTENCE THAT MAKES A REQUEST, GIVES INSTRUCTIONS, A WARNING OR AN ADVICE.

INTERROGATIVE SENTENCES

THESE ARE THE SENTENCES THAT ASK A QUESTION.

EXCLAMATORY SENTENCES

THESE ARE THOSE SENTENCES THAT EXPRESS STRONG EMOTIONS LIKE SURPRISE, ANGER,

RECAPITULATION:

- Exercises in the book will be completed.
- Tests will be conducted in the class.

LINK: <https://www.cbsetuts.com/cbse-class-6-english-grammar-sentence/>

HOME ASSIGNMENT:

Students will be given strips of colored paper with words or phrases written on it. Students will have to arrange words or phrases accordingly to form a sentence.

LEARNING OUTCOMES:

- Students will be able to identify the basic sentence pattern.
- They will be able to speak and write grammatically correct sentences.

- They will be able to differentiate the basic sentence pattern from one another by discussing with peers.

ASSESSMENT:

Home assignment will be given. Worksheets and quiz will be conducted in the class.

Now let's take a pop quiz.

You have an answer sheet on which to record your answers.

You may use these abbreviations: dec.(declarative), imp.(imperative),ex. (exclamatory), int. (interrogative).

5. Have you made a decision yet?
6. The girl in the white jacket is lost.
7. The Bulldogs won the game in the last three minutes!
8. Give me a piece of pizza.
9. I did not finish my homework.
10. Where is my science book?
11. Please come with me to the movies.
12. I made a perfect score on this test!
13. Why is John late for our date?
14. Open your locker immediately.

REVISION WORKSHEET
CLASS VI (ENGLISH)
THE SENTENCE

Q1. Read the sentences given below and identify whether they are declarative, interrogative, exclamatory or imperative.

1. Are you ready to leave?
2. I lost my wallet at the mall.
3. Dam it! Lost my wallet at the concert.
4. Please take off your shoes at the door.
5. Where did I leave my blazer?

Q2. Read the following sentences and insert an appropriate punctuation mark at the end of each sentence.

1. Where were you on Sunday evening
2. Stand up
3. How dare you call my names
4. Aryan and Aman are twins.
5. Did you do your homework

Q3. Read the sentences given below and transform them according to the instructions given in brackets.

1. I am a young girl. (Affirmative to Negative)
2. What a cool place this is ! (exclamatory to declarative)
3. 'Sit down ,and keep quiet".(command to request)
4. Sania Mirza is a great tennis player.(declarative to exclamatory)
5. Heena is the tallest of all.(declarative to interrogative).

Q4. Circle the subject and underline the predicate in the following sentences

1. The great Apes are found primarily in Africa.
2. My parents read the newspaper daily.
3. The train had left the station.
4. Mohit likes to play tennis.
5. Arteries pump oxygenated blood to all parts of the body.

TOPIC: ARTICLES

- Objectives** :
- 1) To teach the students the concepts of articles.
 - 2) To make the students aware of the correct use of articles.
 - 3) To enable the students to use the articles correctly.
 - 4) To teach the students about indefinite and definite articles and their usage.

- Previous knowledge testing** :
- 1) Define an article.
 - 2) What do you mean by definite article ?
 - 3) What do you mean by indefinite article?
 - 4) How do you identify both?

- Explanation / Aids and Innovative Methods** :
- Teacher will write on board
- Give me the blanket.
 - Give me a blanket.

Students will then be asked to turn to a partner and discuss the difference between the two sentences. Invite the students to share their thinking. Students will be taught that

'the'	'a', an'
definite article because it refers to a specific noun.	are indefinite articles because they refer to a more general sense of the noun.

In the example, the first sentence asks for a specific blanket while the second sentence is requesting any blanket.

Students will be taught that indefinite article 'an' is used before words that start with a vowel sound (a, e, i, o, u) words spelled with a constant but are pronounced with a vowel sound must use 'an' (eg an hour, an MLA)

Nouns beginning in a vowel but pronounced with a constant sound use the indefinite article 'A' eg. (a university, a unicorn)

- Student's participation/ Activities** : 1) Students will compose a song telling the uses of article.
2) Students will be asked to look around and frame three sentences each using each article.
- Recapitulation** : To check the understanding of the chapter teacher will write few fill up/ sentences on the board to be filled with articles. Students will come and fill with appropriate articles.
- Assignment** : Exercises from essentials of Grammar and BBC will be given as homework which will later be discussed in the class.
- Art Integration with other domain** : Music
- Learning Outcome** : Identification and differentiation of the objects in and around the classroom and integrating it with grammar.
Clear understanding of concept.
Integration of tense with grammar.
- Resource** : Audio Visual Aids, BBC and Grammar Book.
- Co-Scholastic Activities** : Students will learn team work, reading will be enhanced, student will learn to draw and learn from real life things.
- Assessment** : Students will be assessed on worksheets to them in the class.

LINK:

<https://www.learnbse.in/cbse-class-6-english-grammararticles/>

Fill in the blanks using a/an/the.

1. I want to ask question now.
2. It is nice day today.
3. Mohini works in office.
4. man was crossing the road.
5. She works in factory.
6. There is huge statue of Rani Lakshmbai at the square.
7. Yours is inspiring story.
8. Where is Statue of Liberty situated?
9. He belongs to different school of thought
10. Do you know where library is?

GRAMMAR CHECK

(Worksheet)

Q: Fill in the blanks with appropriate articles. If there is no need, put a cross mark (X)

1. _____ apple is _____ fruit.
2. _____ umbrella is _____ useful thing.
3. My sister got _____ best student award.
4. _____ elephant never forgets.
5. You are _____ hour late.
6. _____ Mumbai Queen is an express train which runs from Pune to Mumbai.
7. William Wordsworth was _____ great poet.
8. London is on _____ Thames.
9. This is _____ first time I have visited _____ village.
10. Do you speak _____ German?
11. I ate _____ apple, _____ egg and _____ loaf of bread.
12. _____ earth moves round _____ sun.

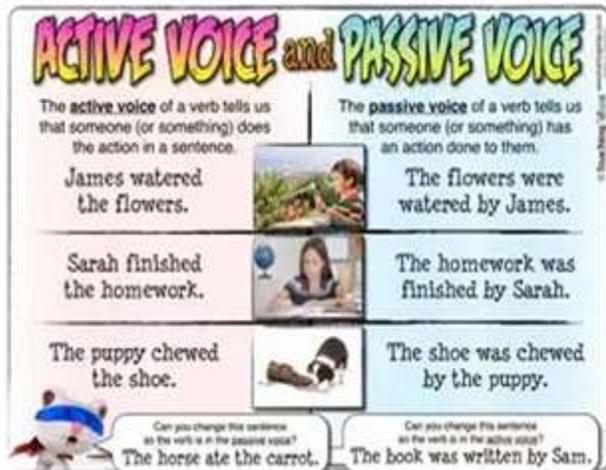
Explain whether sentences given below are correct or not with reference to the use of articles.

1. He is the European.
 2. Do you like butter?
 3. Art is the wonderful subject.
 4. I want to drive car,
 5. She eats the apple every day.
 6. I need a water.
 7. Who is the man?
 8. Radha has got new mobile phone but its not an android phone.
 9. Should I take admission into an university or a college after completing my high school?
 10. All the committee members have arrived at on decision.
-

LESSON PLAN CLASSVI:ENGLISH ACTIVE AND PASSIVE VOICE

OBJECTIVES:

- Children should be able to differentiate between active and passive voice.
- To identify the voice of the verb in each sentence.



- To enable them to rewrite the sentence changing the voice from active to passive and vice versa.

PREVIOUS KNOWLEDGE TESTING:

Revision of the tenses will be taken up.

EXPLANATION WITH INNOVATIVE METHODS/RESOURCES:

Black Board, Smart Board, Grammar Book, BBC.

PROCEDURE/PARTICIPATION OF STUDENTS:

ACTIVITY1-A game will be played with the students;

- ✚ There will be three groups of cards with two subgroups in each.
- ✚ Move from active to passive choose a subject card.
- ✚ Choose a subject card, a verb card and an object card.
- ✚ Place the card from left to right and then change their position from right to left.
- ✚ Student will write responses on the sheet.

RECAPITULATION:

- The topic will be explained with the help of smart class to the students.
- All the rules will be explained with the help of examples.

SUBJECT INTEGRATION:

- Intellectual skills will be improved.
- Passive voice is a favourite grammar area to use for quizzes.
- A history quiz will generate examples of the past passive.

LEARNING OUTCOME:

- The students will be able to understand the various rules for changing from active to passive.
- The students learned why and when the passive voice is used.

ASSESSMENT: Relevant exercises will taken up for revision in the class.

<https://www.learnbse.in/cbse-class-6-english-grammar-active-and-passive-voice/>

Passive Voice

Present Simple
AM/IS/ARE+ Past Participle

Past Simple
WAS/WERE + Past Participle

Future Simple
WILL +BE+ Past Participle

Present Continuous
AM/IS/ARE+ BEING + Past Participle

Present Perfect
HAVE/HAS+ BEEN+ Past Participle

Rewrite the sentences in Passive Voice:

1. I clean my room every day.

2. Tom bought a nice present yesterday.

3. Ann will sing a beautiful song.

4. Ben repaired my computer yesterday.

5. My sister is making a tasty cake now.

6. We have bought tickets to the concert.

7. Helen teaches French at school.

8. They grow strawberries every year.

9. Tim sent an SMS to his friend.

10. She has written a test today.

11. They visited that museum yesterday.

12. I am watching a football match now.

13. Pam has found the keys in the table.

14. Mona is washing the clothes now.

15. You have made a lot of mistakes.

16. Bill will bring sandwiches.

17. They attend lectures every day.

18. We are meeting the relatives now.

19. He will copy this text.

20. He has bought a new car.

21. We are playing volley-ball now.

22. Our teacher explained the rule.

23. She translates the texts every day.

24. She is watching a comedy film now.

25. He put the candle on the table.

26. Pam has bought a new ring recently.

27. He will correct the mistakes.

28. I have got a beautiful present.

29. The cat dropped the vase yesterday.

30. I am playing the piano now.

31. He has turned off the TV set.

32. We receive e-mails every day.

33. Nick is eating an ice-cream now.

34. She will lend money to her friend.

35. I visit Paris every year.

36. He has already prepared the report.





Active & Passive Voice

When a sentence is written in active voice, the subject of the sentence performs the action. In a sentence written in the passive voice the subject receives the action.

Circle "Active Voice" if the sentence is written in active voice, and "Passive Voice" if its written in passive voice.

1. The bug was snatched by the spider. Active Passive
2. The cat caught the mouse. Active Passive
3. The spider snatched the bug. Active Passive
4. The woman swallowed a fly. Active Passive
5. The award was won by his team. Active Passive
6. The ride was enjoyed by many. Active Passive
7. The money was won by the girl in pink. Active Passive
8. The bird snatched the worm. Active Passive
9. The boy won the computer award. Active Passive
10. The science award was won by the girl. Active Passive

For more worksheets visit www.letsshareknowledge.com

TOPIC: TENSES

LEARNING OBJECTIVES:

To teach the concept of tenses.

To make them understand the usage of tenses and three forms.

To make them able to differentiate between different forms of tenses.

To make them enable to give examples of different forms of tenses.

TEACHING AIDS:

Blackboard, Smart board and Grammar Book

PREVIOUS KNOWLEDGE TESTING

1. Define noun
2. Define verb
3. What do you mean by the word 'Tense'?

AIDS OR INNOVATIVE METHODS USED:

3. **Activity:** Students will be asked to change a sentence in different forms of tenses. They will be divided into groups and they will play a quiz by asking questions from each other. They will try to change the sentence according to the tense given by the other team.
4. **Subject Integration:** This will help in developing the intellectual skills of the students.

PROCEDURE:

DEFINITION: The word 'tense' is derived from latin word "tempus", which means 'Time'. A verb indicates the time of an action, event or condition by changing its form.

RULES:

	SIMPLE FORMS	PROGRESSIVE FORMS	PERFECT FORMS	PERFECT PROGRESSIVE FORMS
PRESENT	1st form +s/es	am/is are + 1 st form + ing	Have/has + 3 rd form	Have/has been +1 st form + ing
PAST	2 nd form	was/were + 1 st form +ing	Had + 3 rd form	Had been + 1 st form + ing
FUTURE	Will/shall + 1 st form	Will be + 1 st form +ing	Will have + 3 rd form	Will have been + 1 st form + ing

PARTICIPATION OF STUDENTS

Students will be asked to label the sentences with their appropriate tenses.

For example: You speak

They had spoke

We spoke

We had been speaking

I shall/ will be speaking

RECAPITULATION:

- 1) Exercises will be discussed.
- 2) Short questions based on the topic will be asked.
- 3) They will be asked to solve various exercises on the smart board.
- 4) They will be made to write down the various rules of using different forms of tenses with examples of each type.
- 5) Various exercises will be solved from the grammar book.

HOME ASSIGNMENT:

- 1) Exercises will be discussed in the class will be given as home task.
- 2) Exercises will be given to be solved in the grammar book.

LEARNING OUTCOMES:

- ✚ .Students will be able read sentences aloud with appropriate pause, speed and pronunciation.
 - ✚ They will actively participate in the activity.
 - ✚ They will be asked to respond to questions based on topic.
 - ✚ They will be able to think critically, compare and contrast the different forms of tenses.
 - ✚ They will also infer the meaning of tenses
- LINK : <https://www.learnbse.in/cbse-class-6-english-grammar-tenses/>

WORKSHEET



simple past / simple present / will-future

I. Fill in the missing form in the correct tense. Watch out for signal words.

- a) Walter _____ (go) to school last week.
- b) Why _____ you always _____ (sleep) in front of the TV?
- c) What _____ you _____ (do) next year?
- d) We _____ (not/celebrate) our anniversary in 2050.
- e) Tom _____ (stay) at home on Mondays.
- f) Where _____ you often _____ (sit)?
- g) How much money _____ your father _____ (earn) every month?
- h) Yesterday we _____ (not/watch) birds.
- i) Where _____ (be) you two days ago?
- j) Who _____ (stand) behind the curtains last night?
- k) They rarely _____ (buy) some milk in the supermarket.
- l) When _____ you _____ (meet) your best friend the last time?
- m) My classmate always _____ (read) books.
- n) What _____ you _____ (think), if your brother _____ (steal) your money?
- o) Why _____ (be) you here now?
- p) I _____ (not/hear) you because I was listening to music.
- q) We _____ (clean) your apartment after you had had a party there.
- r) Last night we _____ (cannot/stand) the smoke.
- s) Why _____ you always _____ (talk) about me?
- t) If you _____ (leave), I _____ (miss) you.
- u) _____ (not /eat) during lessons.
- v) My sister _____ (water) the plants every day.
- w) Last Christmas I _____ (not / get) any presents.
- x) In the evenings my parents _____ (not/play) cards.
- y) _____ I _____ (know) you? I haven't met you before.
- z) Please, _____ (help) me.

TENSE MIX

1. Birds (fly) _____ south in winter.
2. (some students in Ceuta, wear) _____ uniforms?
3. Look! The snowman (melt) _____ because the sun (shine) _____.
4. My mother (wear, not) _____ a blue uniform at school.
5. (you ever swim) _____ in the sea?
6. I want (play) _____ golf with him.
7. The boys (play) _____ a football match next weekend.
8. (eat, not) _____ sweets in the classroom.
9. Our dog (bark) _____ at the milkman every morning.
10. He loves (look) _____ at the birds.
11. The soldiers (march) _____ in front of Queen Elizabeth.
12. (you, always, play) _____ the violin at night?
13. My brother and I (do) _____ a very difficult exercise for our English teacher.
14. Cows like (eat) _____ green grass.
15. Many students (go) _____ to Seville last year with their history teacher.
16. The students (be) _____ very quiet this morning.
17. Everybody (look) _____ at the aeroplane because it (land) _____ with serious difficulty.
18. The animals in the zoo (can, not) _____ (hunt) _____. They (eat) _____ and (drink) _____ in their cages. The zoo vet (look) _____ after them.
19. My mother (buy) _____ my English book in October.
20. Please, (take) _____ the novels from the table and (put) _____ them on the shelf.
21. Some women (walk) _____ up Monte Hacho in the morning. They (can, not) _____ (run) _____ because they (be) _____ very fat.
22. How long (it, take) _____ Valeria to do her homework?
23. (John, open) _____ the windows after lunch? Oh, yes! It (be) _____ very hot.
24. Mary (wear) _____ a blue dress last Christmas.
25. My parents (meet) _____ his parents last summer.
26. The doctor (help) _____ people at the hospital. Today he (go) _____ to a summer camp because he (go) _____ to work there for two months.