

**Class : 5**  
**Subject : Grammar Cloud**

**Lesson :** The Sentence

**Date :** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Total number of periods required: 2**

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## Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Sentences
- Assertive sentences
- Interrogative sentences
- Exclamatory sentences
- Imperative sentences

## Teaching Resource Materials

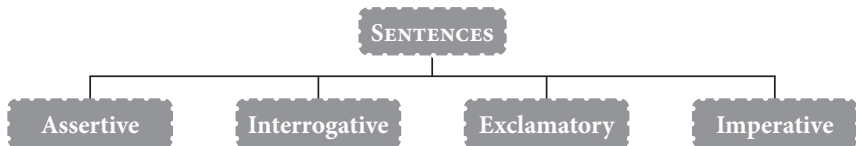
- Textbook: Grammar Cloud 5
- Punctuation stickers
- Verb cards and a bag
- Worksheet for practice as given below

## Warm Up

Before getting started, you can ask the following questions in class:

- What is your name?
- How will say to someone to give you a glass of water?
- How will you ask someone to help you?
- How will you tell someone that you won a game?

## Points to Discuss



- A group of words that makes a complete sense is called a sentence.

- A sentence always begins with a capital letter, has a verb and ends with a full stop (.), question mark (?) or exclamation mark (!).
- In English, there are different types of sentences.
- Sentences that end in a (.) full stop are called assertive sentences. They are statements.
- Sentences that end with a question mark (?) are called interrogative sentences.
- A sentence which gives request, command or direction is called imperative sentence. It usually begins with a verb. They also end with a full stop (.)
- The sentences that end with an exclamation mark (!) are known as exclamatory sentences. These sentences express sudden feelings of happiness, sorrow or surprise.
- The words Wow, Hurrah, Alas, Oh no etc., are words used for exclamations.

## Classroom Activity

### *Frame Sentences*

Divide the classroom into five different groups and give each group a group name that must be a punctuation mark. The fifth group will be named verb. Now, ask one student from each group to come forward. Ask the student from the verb group to come forward and choose a verb card from the bag. Now, the four students who belong to different punctuation groups will frame sentences on the verb that the student has chosen. In this way, every group will have four different types of sentences from the same verb. For example, if the chosen verb is **read**, then the four students will make sentences as follows:

**Student 1** : I read newspaper daily. (assertive)

**Student 2** : Do you like reading books? (interrogative)

**Student 3** : Read the story in front of the whole class. (imperative)

**Student 4** : Brilliant! You read the book. (exclamatory)

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Understanding				
Participation				
Discipline				
Vocabulary				
Accuracy				
Sentence formation				

## Classroom Activity

Use the following worksheet for practice.

### WORKSHEET

**Write whether the sentence is assertive, imperative, interrogative, or exclamatory.**

- a. \_\_\_\_\_ Watch out for the squirrel!
- b. \_\_\_\_\_ My great grandmother came to America as an immigrant from Russia.
- c. \_\_\_\_\_ Give the customer his refund for the broken fan.
- d. \_\_\_\_\_ You need some deodorant!
- e. \_\_\_\_\_ Did Robert exceed his goals?
- f. \_\_\_\_\_ How many raisins were in the bag?
- g. \_\_\_\_\_ Quit being so cautious!
- h. \_\_\_\_\_ Go get my screwdriver out of the workshop for me.
- i. \_\_\_\_\_ Make sure you pay your bills on time.
- j. \_\_\_\_\_ In her spare time she reads books on cooking.

- k. \_\_\_\_\_ The tiny sailboat overturned in the gale.  
l. \_\_\_\_\_ Do you like coconut milk?  
m. \_\_\_\_\_ The villagers were afraid that the volcano would erupt soon.  
n. \_\_\_\_\_ What an exceptional child this is!  
o. \_\_\_\_\_ Jan read an interesting story book.

**NOTE :** *This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.*

## **FUN TIME**

Once the lesson is completed, you can play the following games in the classroom.

### **Spin the wheel**

Call a student at random and ask him to spin the sentence wheel. On whichever type the wheel stops, he/she has to frame a sentence of that type.

### **Follow the commands**

Play this game with maximum 10 students at a time. Call 8 to 10 students to the front of the class and start giving them the commands such as:

Clap your hands.

Touch your toes.

Shake hands with two friends.

Count from 10 to 1 backwards.

The students who do not follow your instructions will be out of the game. You can play this game any number of times with different students and different instructions. This activity will help students understand about the imperative sentences involving commands.

### **Enrichment**

Have students brainstorm, identify, read, and write types of sentences.

## Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Creativity
- Sentence construction

## Life Skills

Making good decisions is a life skill every child should begin learning at a young age. Begin with basic decisions like chocolate versus vanilla ice cream, blue socks or white socks, playing with trains or playing with cars, and so on. When kids reach elementary school age they can begin learning about the rewards of good decisions and the consequences of bad decisions.

## Tips for Teachers

- The students have already learnt about sentences and their different types in the earlier classes. Begin the lesson by asking few questions about the topic to assess their knowledge and memory.
- Tell the rules of putting exclamatory mark with singular and plural nouns.
- You should work to have an attractive room that you as well as your students can appreciate and enjoy. This type of environment sets the tone for learning so take some time to make your room attractive and conducive to learning.
- You can make a chart showing few examples of all four types of sentences and paste it on the bulletin board of the classroom.
- You must be prepared each time that you walk into your classroom. Children know when their teacher has done their homework and they respect the fact that their teacher cares enough about their learning to prepare themselves to teach the lesson.
- Each day you should carefully plan your day by developing a daily schedule as well as a lesson plan.

**Class : 5**

**Subject : Grammar Cloud**

**Lesson : Subject and Predicate**

**Date : \_\_\_\_/\_\_\_\_/\_\_\_\_**

**Total number of periods required: 2**

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## Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Parts of a sentence—the subject and the predicate

## Teaching Resource Materials

- Textbook: Grammar Cloud 5
- Paper slips
- 2 containers/cans
- A3 size coloured sheets
- Worksheet for practice as given below

## Warm Up

Before getting started, you can write the following sentences on the board.

- Was Ram sick?
- Rita is playing in the balcony.
- Rahul was going to the market.
- Was Rahul going to the market?

Now, ask the following questions:

- Why are the words underlined?
- Do all sentences make sense?
- Are these sentences grammatically correct?

## Points to Discuss

- A sentence is a group words joined together to make a sensible statement. It has two parts.
- The part of the sentence that tells us, what or whom the sentence is about, is called the **subject**.

- The part of the sentence that tells us, something about the subject, is called the **predicate**.

## Classroom Activity

### *Who? Or What?*

This activity will help the students determining the subject in a sentence. To determine the subject of a sentence, first find the verb and then ask “who?” or “what?” For example,

The dog ran after the cat.

The book is lying on the table.

In the first sentence, the verb is “ran.” If we ask, “who ran?” the answer is, “the dog ran.” This is how we know that “dog” is the subject of the sentence. In the second sentence, the verb is “lying”. If we ask, “what is lying?” the answer is, “the book is lying.” Thus, “book” is the subject of the sentence. Tell them that the predicate always includes the verb, and tells something about the subject. Write few sentences on the board and ask students to first find the verb and then the subject by asking “who?” or “what?”

## Classroom Activity

### *Subject in the End*

Sometimes a sentence is in inverted order so the subject may come in the middle or at the end of the sentence. In this case also, first find the verb and then ask “who?” or “what?” For example,

Up went the balloon.

In this sentence, the verb is “went.” If we ask, “what went up?” the answer is, “the balloon went up.” Thus, the “balloon” is the subject of the sentence. Write the following sentences on the board and ask students to first find the verb and then the subject.

In the fall the leaves cover the ground.

In the city lived many poor people.

Over the fireplace were hanging the stockings for Santa.

From the thicket appeared the deer.

## Classroom Activity

### *The "Understood You"*

In imperative sentences, the subject is not explicitly written in the sentences. For example,

Go sit down in that chair.

Open the door.

Run fast.

In these sentences, if the subject is not named, we can assume that subject is "you." That is,

You go sit down in that chair.

You open the door.

You run fast.

**NOTE :** *The above activities are only for teaching and no assessment can be performed while carrying them out.*

## Classroom Activity

### *Subject And Predicate*

Divide students into two groups. One group will be "Subjects" and one group will be "Predicates." Give each student a slip of writing paper. The "Subject" group should write a subject on their slip of paper. Remember that it can be a person, place, thing or idea. Examples could be: The brown dog, Mother, The girl in the pink dress, The tiger, etc. The "Predicate" group should write the action part of the sentence making it as descriptive as possible. For example,

jumped from a tall building

cooked the delicious food.

is my best friend.

is the national animal of our country.

stood carefully in the party.

When completed put the subject strips of paper in one container and the predicate strips in another container. Each student should take one strip of paper from each container. Take turns reading the subject and predicate together as one sentence. You will have some crazy sentences and laughs while learning.



## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Understanding				
Participation				
Communication				
Pronunciation				
Task fulfilment				

## Classroom Activity

### *Simple or Compound*

Simple subject consists of single noun or pronoun, whereas compound subject consists of two or more nouns. For example,

**Ram** is running behind a dog. (simple subject)

**Ram and Shyam** are running behind a dog. (compound subject)

Now, divide the class into two groups—one for simple subjects and other for compound subject. Provide both groups an A3 size sheet. Write few sentences on the board with both simple and compound subjects. One group will write sentences with simple subject and the other will write the sentences with compound subjects. Once they have written the sentences, ask them to exchange their sheets and crosscheck their work. You can write the correct answers on the board. The group who writes all correct sentences wins.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Understanding				
Participation				
Accuracy				
Task fulfilment				
Team work				

## Classroom Activity

Use the following worksheet for practice.

### WORKSHEET

**Complete the following sentences with correct subject and predicate from the help box.**

a buzzing bee	flew the airplane	drove me to school
my closet	the space alien	watered the plants
the eye doctor all night	cut the boy's hair	barked the houseplant

- The gardener \_\_\_\_\_.
- The pilot \_\_\_\_\_.
- The little puppy \_\_\_\_\_.
- The barber \_\_\_\_\_.
- James' baby sister \_\_\_\_\_.
- \_\_\_\_\_ looked for nectar in the flower.
- \_\_\_\_\_ has lots of clothes in it.
- \_\_\_\_\_ checked my vision.
- \_\_\_\_\_ needs soil, water, and sunlight.
- \_\_\_\_\_ landed the UFO.

## **FUN TIME**

Once the lesson is completed, you can play the following game in the classroom.

### ***My Family***

Students should write few sentences about their families. Make sure each sentence has a subject and a predicate. Exchange the work with a partner. Circle the subjects in red and the predicates in green. Share with the class.

### **Enrichment**

Have students brainstorm, identify, read, and write meaningful and grammatically correct sentences.

### **Skills Developed**

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Creativity

### **Life Skills**

Teach students the basic communication skills while speaking to a teacher or a classmate. Ask them to maintain eye contact when communicating with others or when someone is taking to you. They should speak in a friendly tone. They should speak clearly and concisely. They should also maintain a correct posture and appropriate body language.

### **Tips for Teachers**

- Subject and Predicate are the two basic building blocks of any complete sentence; and a complete sentence is the first step in a student's journey in Grammar!

- Write an example sentence on the board and underline the subject once and the predicate twice.
- Ask students to write a short sentence in their notebooks and underline the different parts as you did. Then ask them to share their sentences as you write them on the board.
- Take students to the library and pick one of the story books. Get to identify the subjects and predicates in the sentences. Make sure that do not mark anything on the book. They should write separately in their notebook or on sheet of paper.
- Give them practice worksheets of subject and predicate.
- You can create a beautiful chart showing subject and predicate in different sentences and paste it on the bulletin board of the classroom.

**Class : 5**  
**Subject : Grammar Cloud**

**Lesson : Articles**

**Date : \_\_\_\_/\_\_\_\_/\_\_\_\_**

**Total number of periods required: 2**

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### **Learning Objectives**

At the end of this lesson the students will be able to learn about:

- Articles a and an
- Article the

### **Teaching Resource Materials**

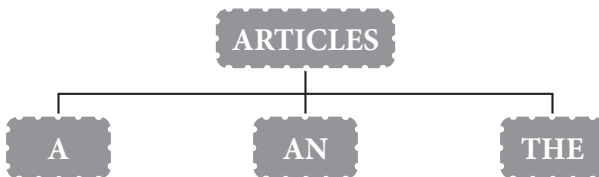
- Textbook: Grammar Cloud 5
- Picture cards
- Worksheet for practice as given below

### **Warm Up**

Before getting started, you can ask the following questions in class:

- When do we use article a?
- When do we use article an?
- When is the used?
- Do we see the vowel letter or the vowel sound to check whether the article 'an' should be used or "a"?

### **Points to Discuss**



- In English, the article a is used with the nouns starting with a consonant.
- Article an is used with nouns starting with a vowel sound.
- Article the is used for a particular person, place, animal or thing.

- If vowels like a, e, i, o, u make a consonant sound, we use the article 'a' only and vice-versa.
- We do not use 'the' with the names of the persons, names of the countries (except USA and UK) and with uncountable nouns.

## Classroom Activity

### *Picture Dictation*

This is another fairly well-known game, where one student describes a picture (given by the teacher) and others try to draw what they hear. This activity is a very natural place for the use of articles, especially the generalization that we use “a” the first time we talk about something and “the” the next time. For example,

An apple is lying on a table.

The apple is red in colour.

The table has four legs and is brown in colour.

A book is also lying on the table.

The book is of blue colour.

When the picture is finished, it can then be compared with the original. Give a golden star to the students who have drawn the picture correctly. Appreciate other students as well for their effort.

## Assessment Rubrics

**Each student can be graded on the basis of the following criteria:**

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfilment				
Knowledge				
Participation				
Confidence				

## Classroom Activity

### Identify the Sound

Write few phrases on the board—some of them will start with a vowel but consonant sound and others will start with a consonant but with a vowel sound. Ask students to tell which article (a/an) will be used before them. Before identifying the article, tell students the correct pronunciation of the word. For example,

\_\_\_\_\_ honest man ('ho' is pronounced as 'o' vowel sound)

\_\_\_\_\_ uniform ('u' is pronounced as 'ju')

\_\_\_\_\_ one hundred rupee note ('o' is pronounced as 'w' sound)

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Understanding				
Pronunciation				
Participation				
Accuracy				

## Classroom Activity

Use the given worksheet for practice.

## WORKSHEET

Complete the following sentences with a, an, the, or no article (-).

- a. I've got \_\_\_\_\_ rabbit and \_\_\_\_\_ dog. \_\_\_\_\_ rabbit is called Snowy and \_\_\_\_\_ dog is called Sunny.
- b. In \_\_\_\_\_ school photo, Kim is standing on \_\_\_\_\_ right and Harry is standing in \_\_\_\_\_ middle, next to \_\_\_\_\_ Headmaster.
- c. They found \_\_\_\_\_ Titanic at \_\_\_\_\_ bottom of \_\_\_\_\_ Atlantic Ocean.
- d. In \_\_\_\_\_ USA, most people go to work by \_\_\_\_\_ car.
- e. My uncle went to \_\_\_\_\_ clinic, because he had \_\_\_\_\_ ear infection.
- f. We went to \_\_\_\_\_ wedding, but we couldn't park near \_\_\_\_\_ Park, so we had to walk for ten minutes to reach \_\_\_\_\_ wedding.
- g. She decided to go to \_\_\_\_\_ top of \_\_\_\_\_ Eiffel Tower to take photos of \_\_\_\_\_ city.
- h. I know \_\_\_\_\_ Eskimo. He lives in \_\_\_\_\_ igloo near \_\_\_\_\_ Artic Circle.
- i. The man was sent to \_\_\_\_\_ prison for robbing \_\_\_\_\_ convenience store in \_\_\_\_\_ Meerut.
- j. There are two bedrooms, one with \_\_\_\_\_ double bed and one with \_\_\_\_\_ single bed. \_\_\_\_\_ windows of \_\_\_\_\_ large bedroom look onto \_\_\_\_\_ small garden.

**NOTE :** This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.

## FUN TIME

Once the lesson is completed, you can play the following game in the classroom.

### Tell the Article

Write as many words on the board as you can and call students at random to speak the correct article for the word. Make sure you use exceptions, like proper noun, uncountable nouns, words starting with a consonant but sounding like vowel, etc.



## Enrichment

Have students brainstorm, identify, read, and write definite and indefinite articles in the sentences.

## Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Listening
- Sentence construction

## Life Skills

Most children love to talk about themselves, and asking good questions is often the entry point for building friendships. Brainstorm with your students what types of questions they might ask. Do you play any sports? What do you like to do after school? How many brothers and sisters do you have? Who's your teacher? Children who master question-asking, listening, and follow-up are well-liked because they give people the opportunity to share about themselves.

## Tips for Teachers

- Students should know the difference between a, an and the.
- They should know that the articles **a** and **an** are used for singular item and article **the** is used for proper noun either singular or plural.
- Make book exercises time based.
- Explain few exercises in the classroom and give them as homework.
- Give them few practise worksheets based on the articles so as to make the concept clear.

**Class : 5**

**Subject : Grammar Cloud**

**Lesson : Parts of Speech**

**Date : \_\_\_\_/\_\_\_\_/\_\_\_\_**

**Total number of periods required: 3**

## Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Different parts of speech
- Identifying parts of speech in a sentence

## Teaching Resource Materials

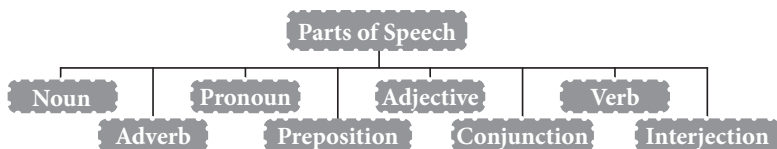
- Textbook: Grammar Cloud 5
- 25 blank flash cards
- 8 brown bags
- A ball
- Any story book

## Warm Up

Before getting started, you can write these sentences on the board, and ask students to label all the nouns, verbs and adjectives:

- Shikha and Mohit are best friends.
- Nancy has a cat named Patch.
- John went shopping at the mall.
- The lion slept peacefully in the bright sunlight.
- Rajan has a bat and ball.
- A colourful butterfly is sitting on a pretty flower.
- A giraffe has a long neck.

## Points to Discuss



## Classroom Activity

### Let's Revise

Start the lesson by telling the names of all parts of speech, and asking the definition of each part. As students have already learnt about all the parts in earlier classes, this activity will help them revise the concept. It will also help you assess their previous knowledge.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Memory				
Confidence				

## Classroom Activity

### Speech Bag!

Write the name of one of the 8 parts of speech on every paper bag. Have your kids write down 25 different words, one on each flashcard. Encourage them to think of a variety of words. Help your kids identify the part of speech belonging to each word and placing it in its corresponding paper bag. Choose one word from each paper bag, and ask your kids to use the words to form a sentence. They will receive one point for each word they used correctly in the sentence. Play until you have used up all of the flashcards. Count up the points that each student has received to determine the winner. If the verb needs to be conjugated to make a sentence work, or you need to include articles like “the”, help your kids incorporate them into the sentences. You can start with simpler sentences only containing a noun and verb if you want to work up to the longer sentences. When you have used all the flashcards, place them back into the correct bag and then play again.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Pronunciation				
Vocabulary				
Sentence formation				

## Classroom Activity

### *Parts of Speech Charades*

Write down a variety of words, phrases or sentences using nouns, verbs, and adjectives, on index cards. (For example, “The angry man ran.”) Place the cards in a hat or bag. Draw a card without anyone seeing and read it. Now act out what the card says. Then ask students to identify different parts of speech in each sentence.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfilment				
Knowledge				
Participation				

## **FUN TIME**

Once the lesson is completed, you can play the following games in the classroom.

### **Parts of Speech Scavenger Hunt**

Read a book together and challenge your students to pick out as many parts of speech as possible. You can mix things up by asking for verbs that end in “ing” or adjectives that are colours, or nouns that begin with the capital letter.

### **Grammar Ball**

Sit in a circle with the students and give a ball to any one of the student in the circle. Name one of the parts of speech. The student with the ball says a word that correlates with that part of speech. Then he rolls the ball to the next student and that student says another word that correlates with that part of speech. Once someone can no longer think of another word then it is time to start again with a new category.

### **Enrichment**

Have students brainstorm, identify, read, and write parts of speech in various sentences.

### **Skills Developed**

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Creativity
- Sentence construction

### **Life Skills**

Sharing is an important social skill. Children need to learn shar-

ing so they can make and keep friends, and play cooperatively. Young kids need assistance learning to share objects – toys, books, markers, etc. Play games with the students that involve sharing and turn-taking. Learning to share can be a challenge for young children, but sharing is a skill they need for play and learning throughout childhood. As they get older, kids need to learn to share about themselves in a way that doesn't sound boastful but helps others get to know them. Yes, share about yourself to help others get to know you, but also ask questions and listen to what others have to say. Sharing the spotlight is an important skill. Let others be in the high beam sometimes.

### **Tips for Teachers**

- Be kind towards the students. You are not only their teacher but a guide to social life. Your kind behaviour will allow them to adopt humanity and kindness towards other people.
- Be friendly towards students but don't be their friends. You must provide a comfortable environment to students so that they can share their problems with you.
- Students will learn their limits and behaviors from you. Your behavior and its consistency will decide your student's consistency.
- Whatever qualities you want to inculcate in your students you must model it to them first.
- Classroom activities are best resource for indulging students in self-learning. Encourage them to participate actively.

**Class : 5**  
**Subject : Grammar Cloud**

**Lesson : Nouns**

**Date : \_\_\_\_/\_\_\_\_/\_\_\_\_**

**Total number of periods required: 2**

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### **Learning Objectives**

At the end of this chapter, the students will be able to learn about:

- Nouns
- Common and proper nouns
- Countable and uncountable nouns
- Abstract and collective nouns

### **Teaching Resource Materials**

- Textbook: Grammar Cloud 5
- Paper slips with some concrete and abstract noun written on them
- Two empty boxes, labelled with C (concrete) and A (abstract)
- A very large chart of groups of objects, animals, people etc. (for collective noun)
- Name tags of collective nouns for the chart
- Worksheet for practice as given below

### **Warm Up**

Before getting started, you can ask the following questions in class:

- What do you understand by the term common noun?
- Can you name some common nouns in the classroom?
- Can you give some examples of proper nouns?
- Which is countable noun—rice or a bowl of rice?
- What is the difference between the words ‘honesty’ and ‘honest’?
- What do you call a group of lions in a jungle?

### **Points to Discuss**

- Noun is a naming word for a person, place, animal or thing.

- A noun which gives common name to persons, animals, places or things, which are of the same kind, is known as common noun.
- A noun which gives special name to particular persons, animals, places or things is known as proper noun.
- An abstract noun is the name of some quality, action or state which we can only think of or feel, but can never touch or see.
- A collective noun is collection of persons, animals or things taken together or considered as one whole.
- Nouns which can be counted are countable nouns.
- Nouns which cannot be counted are uncountable nouns.

## Classroom Activity

### *Catch the ball!*

Call out a noun and toss the ball to a student. The student who catches the ball has three seconds to answer the type of noun. If he/she could not speak in three seconds or drops the ball will sit down and wait for another turn. If she/he correctly answers, they will through the ball to another student while calling out a noun.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Discipline				
Vocabulary				



## Classroom Activity

### *Common versus Proper Noun*

Divide the class into two groups. The members of one group will speak out a common noun one by one and the members of the other group will say a proper noun for the same common noun. For example, if a student of the common noun group says “monument”, then the student of the proper noun group will say “Taj Mahal”.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Participation				
Vocabulary				
Knowledge				
Team work				

## Classroom Activity

### *Concrete versus Abstract Noun*

Place paper slips of different concrete and abstract noun on the table. Also, place the two boxes labelled with “C” and “A”. Call two students at a time and ask them to first discuss and then pick one concrete and one abstract noun from the table and put them in the respective boxes. If the pair put nouns in wrong boxes, they will lose the game.

Once all the concrete and abstract nouns are put into the boxes, divide the board into parts and write “Concrete” in one column and “Abstract” in another. Take out one paper slip and stick in the respective column. At the end, have students revise the given list of concrete and abstract nouns.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Participation				
Accuracy				
Discipline				
Communication				
Team work				

## Classroom Activity

### *Make sentences*

Write few abstract nouns on the board and ask students to write their own sentences using them. You can give the following abstract nouns to them.

love, hate, hope, freedom, happiness, anger, beauty

Ask them to exchange their work with their partners and let them cross check each other's work.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Participation				
Vocabulary				
Sentence formation				
Task fulfilment				

## Classroom Activity

Use the following worksheet as practice material.

### WORKSHEET

**Read the following sentences. Underline the noun and write its type in the given blank.**

- a. Always speak the truth. \_\_\_\_\_
- b. Honesty is the best policy. \_\_\_\_\_
- c. King Ashoka was known for his war. \_\_\_\_\_
- d. A committee of five was appointed. \_\_\_\_\_
- e. We saw a fleet of ships in the harbour. \_\_\_\_\_
- f. He gave me a bunch of grapes. \_\_\_\_\_
- g. London is on the river Thames. \_\_\_\_\_
- h. Cleanliness is next to godliness. \_\_\_\_\_
- i. Wisdom is better than riches. \_\_\_\_\_
- j. Winston Churchill was one of the greatest Prime Minister of England. \_\_\_\_\_

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Discipline				
Vocabulary				

**NOTE :** This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.

## **FUN TIME**

Once the lesson is completed, you can play the following games in the classroom.

### **Frame your sentence**

Call students one by one on the board and ask them to frame a sentence that has at least two noun types. They will write it on the board. The student who will identify all the nouns and name its type will have the next turn.

### **Look and Tell**

Open the chart showing different groups of people, animals, or objects and show it to the students. Now, point at different groups and introduce them with the concept of collective noun. For example,

A group of players is called a team.

A group of cows is called a herd.

Paste the name tags under the collective nouns and ask students to read out loud. Then, shuffle the name tags and call students at random to paste the correct name tags of the collective nouns.

### **Enrichment**

Have students brainstorm, identify, read, and write different types of nouns in the given sentences.

### **Skills Developed**

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Creativity
- Sentence construction

## Life Skills

Whenever the teacher asks something in the classroom, ask students not to answer it immediately. Tell them if they know the answer, they should first raise their hand. When the teacher asks, they should first stand up and then answer the question. Effective discipline is important for maintaining a positive atmosphere in the classroom and supporting students' learning.

## Tips for Teachers

- The concept of noun has already been discussed in earlier classes. Revise the concept by asking questions on different types of nouns. After revising the concept you can either give all the textbook exercises as homework or some of it. But make sure you discuss all exercises so that the students are clarified with the questions. The worksheet should be done in class and should be time based.
- Encourage all of your students to participate in your lesson and if a student gives a wrong answer, encourage and help them to succeed by helping them come up with the correct answer by giving clues, asking questions and probing them.
- Develop a method to call on each one of your students and don't let a few of your talkative ones dominate the class.
- Whatever qualities you want to inculcate in your students you must model it to them first.
- Classroom activities are best resource for indulging students in self-learning. Encourage them to participate actively.

**Class : 5**

**Subject : Grammar Cloud**

**Lesson : Nouns : Possession**

**Date : \_\_\_\_/\_\_\_\_/\_\_\_\_**

**Total number of periods required: 2**

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## **Learning Objectives**

At the end of this chapter, the students will be able to learn about:

- Noun possession
- Apostrophe ('s)
- Use of apostrophe with singular and plural nouns

## **Teaching Resource Materials**

- Textbook: Grammar Cloud 5
- Picture cards

## **Warm Up**

Before getting started, you can ask the following questions in class:

- What is Rahul's pet called?
- When do we celebrate Teachers' day?
- How is Alia's mother?
- Where did you keep Meera's bag?
- Where is Karim's restaurant?

## **Points to Discuss**

- A noun that denotes the possessor or owner of something is known to be in the possessive case.
- The possessive case for a singular noun is formed by an apostrophe ('s).
- The plural nouns themselves end in s therefore, the possessive case is formed by taking only an apostrophe (') after them.
- The plural nouns that do not end in s form their possessive case by taking an apostrophe (') after them.

## Classroom Activity

### *Elephant in the Room*

Ask your students “What is an elephant like?” You may wish to show a picture of an elephant that students can use as reference. Have student volunteers answer the question in a complete sentence either in words, on the board, or in their notebooks. Then together as a class, rewrite the sentence using a possessive noun. For example, a student might say, “An elephant has big ears.” You can rewrite the sentence as, “An elephant’s ears are big.” You can continue the activity with other animals or objects.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Discipline				
Vocabulary				
Sentence formation				

## Classroom Activity

### *Plurals*

Have small groups or partners brainstorm different plural nouns together. Make sure students come up with plural nouns that end in “s” and those that do not end in “s”. Then have a student use the word to create a possessive plural noun and another partner can use the word in a sentence. For example, if a partner brainstorms the word “butterflies”, another partner can write “butterflies’ wings”, and another partner can write, “Butterflies’ wings are colourful.” Encourage students to look over each other’s work and share their sentences with other groups.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Understanding				
Participation				
Vocabulary				
Sentence formation				
Team work				

## Classroom Activity

Use the following worksheet for practice.

### WORKSHEET

**Write the correct possessive form of the nouns.**

- The food of the dog \_\_\_\_\_
- The car of my Mom \_\_\_\_\_
- The pencil of Bob \_\_\_\_\_
- The blanket of the baby \_\_\_\_\_
- The dresses of the girls \_\_\_\_\_
- The toy of the child \_\_\_\_\_
- The balls of the boys \_\_\_\_\_
- The room of the teacher \_\_\_\_\_
- The bone of the dog \_\_\_\_\_
- The book of the library \_\_\_\_\_

**NOTE :** This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.

## FUN TIME

Once the lesson is completed, you can play the following games in the classroom.



## Picture Hunt

Stick different picture cards at different places in the classroom. Pair up the students. Have students go around the room, look at the pictures and write down the possessive noun and what the noun owns. For example, in the picture provided, students would write girl's dog. The goal is for students to find as many pictures as they can and write the correct possessive noun next to it. You should monitor students for understanding of the concept.

## Missing Apostrophe

This is also a pair activity. Call two students at a time and ask one of them to write two sentences that incorporate possessive apostrophes, but leave the apostrophes out. The other student will insert the apostrophes in the correct places.

## Enrichment

Have students research how to handle instances of the possessive apostrophe with non-living nouns such as the walls of the room or the colour of your pants, then report back to the class.

## Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Creativity
- Research

## Life Skills

Good manners make a child lovable. Teacher should tell students different good manners. One of the most basic and foremost is to dress-up. Personal grooming is important as it makes children a nice and confident person. It creates a sense of discipline in them and makes them people friendly.

## Tips for Teachers

- Draw a large apostrophe on the board: the kind with a circle and a curled tail, not just a vertical line.
- Tell students that this curly symbol has many uses in the English language. Ask students to turn to a neighbor to think of two uses.
- Share out the uses of the apostrophe (for example, contractions, possession) and give some examples of each.
- Make sure the pair activity does not create chaos. If it does, call a few pairs in the first and after they have completed their task, call the rest of the pairs.
- Maintain discipline among students.
- Ask student to keep the picture cards back on the table one by one.
- Focus on book exercises by first explaining them to the students.
- Give more attention to the students who hesitate to participate in group activities.

**Class : 5**

**Subject : Grammar Cloud**

**Lesson : Nouns : Gender**

**Date : \_\_\_\_/\_\_\_\_/\_\_\_\_**

**Total number of periods required: 2**

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## **Learning Objectives**

At the end of this chapter, the students will be able to learn about:

- Masculine noun
- Feminine noun
- Common noun
- Neuter noun

## **Teaching Resource Materials**

- Textbook: Grammar Cloud 5
- Flash cards of gender names

## **Warm Up**

Before getting started, you can ask the following questions in class:

- What are the typical examples of masculine gender?
- Can you name some examples of feminine gender?
- Are non-living things masculine or feminine?
- What do you understand by common gender noun?

## **Points to Discuss**

- A noun that denotes a male is said to be of the masculine gender.
- A noun that denotes a female is said to be of the feminine gender.
- A noun that denotes both male and female is said to be of the common gender.
- A noun that denotes neither a male nor female is said to be the neuter gender.

## **Classroom Activity**

**Find the Gender**

Place the flash cards of the genders on your table and call students one by one. Ask them to pick one card and tell its gender (M, F, C or N). If it shows masculine, find its feminine gender in the rest of the cards and vice versa. If it is common or neuter gender, put the card back to the table.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Accuracy				
Participation				
Vocabulary				

## Classroom Activity

### *Gender Neutrality*

In recent years, male specific language has fallen out of use. Words like mankind, fireman, steward, steward and policeman have been replaced with gender neutral words (humankind, firefighter, flight attendant, and police officer). In groups of three or four, have your students brainstorm as many male specific or female specific words as they can. (Think along the lines of job titles.) Have groups share their lists with the class. Then have groups work together to list the gender neutral forms that speakers use today. Finish out the class with a small group discussion with the following questions.

- In your opinion, are there some jobs that are more appropriate for men than women and vice versa?
- How have men's and women's roles changed in society over the last fifty years? How are they likely to change in the next fifty years?
- What is your opinion on using gender neutral words rather than male or female specific ones? What effect do you think that has had on how society views men and women?

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Vocabulary				
Communication				
Discipline				

## FUN TIME

Once the lesson is completed, you can play the following game in the classroom.

### Children's Toys and Clothing

Divide students into two groups—one with girls and the other with boys. Have the students in two groups brainstorm as many male specific or female specific toys and clothing. For example, girls can think of dolls, kitchen sets, teddy bear, frocks, skirts, etc.; whereas boys can think of action figures, weapons, cars, balls, shorts, shirts, etc. Have groups share their lists with each other. Then have groups work together to list the gender neutral toys such as building blocks, clay, cycles, etc. This activity will help them think beyond the gender-specific things.

### Enrichment

Have students brainstorm, identify, read, and write gender nouns.

### Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication

- Vocabulary
- Pronunciation
- Creativity
- Logical thinking
- Decision making

## **Life Skills**

In today's society gender neutrality is becoming more widely accepted. Gender neutral toys equalize children's opportunities to develop a wide range of concepts and skills. They also help counter-act some stereotypes that limit children's thinking about what and who they can and should be.

## **Tips for Teachers**

- Tell students the rules of changing the masculine gender to feminine and vice versa.
- Tell them to complete the textbook exercises in the classroom itself.
- All persons may be created equal, but not everything is the same when it comes to men and women. Language, behaviour and responsibilities are all affected by a person's gender—some for good and some for ill. Because gender differences can be a controversial topic among your students, these activities will challenge your students to think for themselves and express their opinions, therefore, make sure the class environment does not get sour and every discussion that takes place is in favour of the right behaviour.

**Class : 5**  
**Subject : Grammar Cloud**

**Lesson :** Nouns : Number

**Date :** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Total number of periods required: 2**

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### Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Singular noun
- Plural noun

### Teaching Resource Materials

- Textbook: Grammar Cloud 5
- Worksheet for practice
- Word search chart

### Warm Up

Before getting started, you can ask the following questions in class:

### Points to Discuss

- Singular noun stands for one person, animal, place or thing.
- Plural noun stands for more than one person, animal, place or thing.

### Classroom Activity

**NOTE :** *The concept of singular and plural nouns has been taught in previous class. Use the following worksheet for practice and revising the concept.*

### WORKSHEET

**1. Read the following sentences and change them into singular or plural, as required.**

- a. The boy had a baseball in his hand. \_\_\_\_\_
- b. You stole my ideas and made them yours. \_\_\_\_\_

- c. The children were playing basketball in the court. \_\_\_\_\_
- d. Can you bring me a glass of water? \_\_\_\_\_
- e. The lady wore the black dress in the party. \_\_\_\_\_
- f. You cannot move a mountain. \_\_\_\_\_
- g. Where are my books? \_\_\_\_\_
- h. I need to buy a new dress for the trip. \_\_\_\_\_
- i. These movies are really boring. \_\_\_\_\_

## 2. Write the plural of the following singular nouns.

bird		ship	
bus		dish	
delay		hair	
thief		monkey	
city		fish	
man		dowry	
deer		eye	
pyjamas		foot	
tea		rice	

**NOTE :** This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.

## Classroom Activity

### Find the Plural

Prepare a word search on a large chart paper that will be visible to students from a distance. Put the chart on the board. Write the singular words on a side of board. Now call out students at random to find the plural of the given singular noun words in the word search.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:



Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Participation				
Task fulfilment				
Knowledge				
Spellings				

## FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

### Compose

Make pairs of students and ask them to compose a poem, skit or a speech on environment. They must underline all the nouns and mark singular noun with green colour and plural noun with orange highlighter.

### We go together

Divide the class into groups with five students in each group. Ask the members of each group to make a list of at least 10 things that are always used in plurals (usually in pair). For example, scissors, pliers, trousers, jeans, etc. Make this activity time based. The group which completes the activity early will be the winner.

### Enrichment

Have students brainstorm, identify, read, and write singular and plural nouns in their surroundings.

### Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Creativity
- Companionship

## Life Skills

Students should learn cleaning after themselves right from childhood. Start with age-appropriate tasks that include making the bed, arranging things in cupboard, watering plants, etc. Also, think of the daily messes your kids make and how they can clean up after themselves.

## Tips for Teachers

- Make a list of singular and plural nouns and get it photocopied. Give this sheet to each student in the class and ask them to paste it in their notebook. Ask them to learn the words thoroughly.
- Make a habit of demonstrating behaviour you want to see, as many studies show that modeling effectively teaches students how to act in different situations.
- Talking about a activities or other relatable topic, be sure to:
  - ★ Use polite language
  - ★ Maintain eye contact
  - ★ Let one another speak uninterrupted
  - ★ Raise concerns about one another's statements in a respectful manner

**Class : 5**  
**Subject : Grammar Cloud**

**Lesson :** Nouns : Pronouns

**Date :** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Total number of periods required: 3**

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## Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Pronoun
- Types of pronoun
- Personal, interrogative and demonstrative pronoun
- Reflexive, emphatic and possessive pronoun

## Teaching Resource Materials

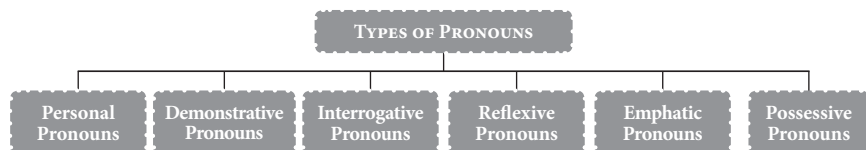
- Textbook: Grammar Cloud 5
- Worksheet for practice as given below
- A ball
- Paper slips
- Timer

## Warm Up

Before getting started, you can write the following paragraph on the board and ask students to underline all the pronouns in it.

“Anna decided at the beginning of her first semester of college that she would run for thirty minutes every day. She knew that she would be taking a literature class with a lot of reading, so instead of buying hard copies of all the novels her teacher assigned, Anna bought the audio books. That way she could listen to them as she ran.”

## Points to Discuss



- Pronouns which replace the names of people, animals and things are called **personal pronouns**.
- Pronouns that point out or demonstrate persons or things are known as **demonstrative pronouns**.
- Pronouns which ask questions are known as **interrogative pronouns**.
- Pronouns that reflect the actions done by the subject upon it are called **reflexive pronouns**.
- Pronouns which are used to show emphasis are known as **emphatic** or **emphasizing pronouns**.
- Pronouns that show possession or sense of belonging are known as **possessive pronouns**.

### Classroom Activity

#### Run and touch the object

Get everyone to stand up. Say things that are in the classroom using the demonstrative pronouns and students must run and touch those objects. So, for example, if you say “These are pencils”, students must touch the pencils nearest the teacher, as it is all in relation to the location of the teacher. Other example could be:

- Those are curtains.
- This is a dictionary.
- Those are scissors.
- These are desks.

### Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Participation				
Discipline				
Spontaneity				

## Classroom Activity

### The “Wh” Family

Divide the class into five groups and assign a name from “Wh” family to each group. That is, name the groups as “Who”, “What”, “Whom”, “Whose”, and “Which”. Have students in each group write at least five sentences of starting with the given interrogative pronoun. For example, the members of “Who” group will write the sentences with “Who”.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Understanding				
Participation				
Sentence formation				
Task fulfilment				
Team work				

## Classroom Activity

Use the following worksheet for practice.

### WORKSHEET

#### 1. Circle the right pronouns in the story given below.

Last night I/me went out to play with a friend. We/us played jump rope and chased spiders before the moon came out. Mine/my mother came out to find me/my. When her/she found I/me my mother told me/I it was time for bed. When I/me said good-bye to my friend her/she told me us/we would play again tomorrow.

Today I/me ate ice cream and it was very tasty. After lunch, we/us went to play in the park. There were swings, slides, and see-saws. Me/my and Jane went on the see-saw together. She/her laughed loudly when us/we played. It was very fun. After a while we/us went back with my mom, and her/she took us/we home again.

**2. Tell which pronouns in the following sentences are reflexive and which are emphatic.**

- a. I myself heard his remarks. \_\_\_\_\_
- b. We often deceive ourselves. \_\_\_\_\_
- c. I myself went to the market and bought it. \_\_\_\_\_
- d. Don't touch that electric wire. You will hurt yourself.  
\_\_\_\_\_
- e. John himself was not aware of the plan. \_\_\_\_\_
- f. You must believe me. I myself heard him shout at her.  
\_\_\_\_\_
- g. The terrorist shot himself. \_\_\_\_\_

**NOTE :** *This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly*

## **FUN TIME**

Once the lesson is completed, you can play the following games in the classroom.

### **Catch 'n' speak**

Throw the ball to a student and give him a pronoun type. He/she will frame a sentence within few seconds or else will throw the ball back to you. If the student answers correctly, he/she will throw the ball to any other student calling out a pronoun type. The game will be continued until all students get a chance at least once.

### **Time's Up!**

Divide class into three to four groups; keep the timer at 30 seconds. Now, draw a paper slip from the table and read out the type of pronoun from the slip and start the timer. Students have to make as

many sentences as possible with the pronoun type. After 30 seconds call out 'Time's Up' and ask one student from each group to count the total number of sentences they have made. The group with most correct sentences wins.

## **Enrichment**

Have students brainstorm, identify, read, and write the pronouns in the sentences.

## **Skills Developed**

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Team spirit

## **Life Skills**

A leader is somebody who takes initiative and responsibility of people working with him. Leadership qualities include, decision making, understanding different capabilities and abilities of team members and encouraging them to perform better. Before becoming a team leader you must be a team player.

## **Tips for Teachers**

- Start the lesson with a little introduction through the warm up exercise.
- Explain different types of pronouns with suitable examples. Make sure that the students clearly understand the difference between reflexive and emphatic pronouns.
- Use a stop watch or a timer during time based activity.
- Encourage them to behave well in the class.
- Tell them the meaning of team work and team spirit and team leader.
- Take in account of students who initiate more and those who does not.

**Class : 5**  
**Subject : Grammar Cloud**

**Lesson : Adjectives**

**Date : \_\_\_\_/\_\_\_\_/\_\_\_\_**

**Total number of periods required: 4**

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### **Learning Objectives**

At the end of this chapter, the students will be able to learn about:

- Adjectives
- Adjective of quality, quantity and number
- Demonstrative adjective
- Interrogative adjective
- Possessive adjective

### **Teaching Resource Materials**

- Textbook: Grammar Cloud 5
- Worksheet for practice as given below
- Blank bingo paper boards printed on paper
- Objects such as ball, bag, duster, flower or anything easily available in the classroom

### **Warm Up**

Before getting started, you can ask the following questions in class:

- What do you understand by the following words: beautiful, red, angry, light, intelligent, expensive, blue, tall, big etc.?
- What is the definition of adjective of number? How is it different from adjective of quantity?
- What do the words like my pen, your house, his dog, their car denote?
- Can you give some examples of interrogative and demonstrative adjectives?

### **Points to Discuss**

- Words that describe nouns and pronouns are called **adjectives**.



- The adjectives which tell us, of what kind—a person, place, animal or thing is, are called **adjectives of quality**.
- The adjectives which tell us how much of a thing is meant are called **adjectives of quantity**.
- The adjectives which tell us how many persons, places, animals or things are meant are called **adjectives of number**.
- The adjectives which are used to point out persons, places, animals or things are called **demonstrative adjective**.
- The adjectives which show the ownership and are used before nouns are called **possessive adjectives**.
- **Interrogative adjective** is an adjective which asks a question or inquires about something.

## Classroom Activity

### Classmate Bingo

This bingo game is to be played using the pictures of your students. Start the game by giving each student a blank bingo board, and ask them to fill in the spaces with positive adjectives that might describe a person. Then, instead of pulling adjectives randomly, show random pictures of your students (one student per photo) as well as other teachers and students they might know. Now, ask students to cross out the adjectives that according to them are best suitable for the person in the picture. This activity will help students to see only the good qualities of their peer group as well as other persons.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Positive thinking				
Vocabulary				

## Classroom Activity

### Adjective of Quantity and Adjective of Number

Both types of adjectives indicate the amount of noun in the sentence however, there are some differences between them. Tell the basic differences between the two types of adjectives to the students.

- Adjectives of quantity show the approximate quantity of noun whereas adjectives of number express the exact number of the noun in sentence.
- Adjectives of number indicate the number of noun (one, two), or its position in a certain order (first, second) in the sentence.
- Adjective of number is used with countable nouns whereas adjective of quantity is used with uncountable nouns.
- Adjective of number is classified into three types:
  - ★ definite numeral adjectives: one two, first, second, etc.
  - ★ indefinite numeral adjectives: all, few, several, etc.
  - ★ distributive numeral adjectives: each, every

Adjectives of Quantity	Adjectives of Number
I have <b>enough</b> money.	I have <b>10 rupees</b> in my pocket.
There is <b>some</b> water in the pot.	The <b>fourth</b> boy in the row is the monitor.
There is so <b>much</b> noise in the class.	There are <b>many</b> clocks in the show-room.
There is a <b>little</b> rain outside.	I have <b>few</b> pencils in my pencil box.

Now, divide the class into two groups and ask each group to brainstorm some more examples of both type of adjectives.

**NOTE :** This activity is only for teaching and no assessment can be performed while carrying it out.

## Classroom Activity

### *Describe the Objects*

Show the students a ball and ask them to describe it by using different adjectives. Record the responses of the students on the board. Ask them to tell about its colour, shape, size, etc. When they have described the ball, show them another object, say, bag, flower, duster, table or chair and ask them to describe each object with different set of adjectives.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Participation				
Communication				
Vocabulary				

## Classroom Activity

### *Any Three*

Ask the students to create the following table in their notebooks. They must work in pairs and think about any three things they see in the classroom and fill the table with different kinds of adjectives. The first is done as example.

Thing/object	Size	Colour	Shape	Quality	Quantity
Table	Big	Brown	Rectangular	Hard	Two

### Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Participation				
Vocabulary				
Task fulfilment				
Team work				

### Classroom Activity

Use the following worksheet for practising types of adjectives.

## WORKSHEET

### 1. Underline the adjective and write its type in the box provided.

- a. A small girl hurt herself with a pointed nail.
- b. The basket on the table is full of flowers.
- c. The dog chased the naughty monkeys.
- d. Ram is an obedient servant.
- e. This book is about mysterious monster.
- f. Few men do not agree with the solution.
- g. These mangoes are very tasty.
- h. The old man is her relative.
- i. Ria has long and curly hair.
- j. The new teacher manages her class smartly.
- k. Dia wrote many poems.
- l. Please, lend me some money.
- m. There are thirty five students in my class.

### 2. Fill in the blanks with suitable adjectives in the sentences given below.

- a. There was very \_\_\_\_\_ oil in the bottle.
- b. The girl is looking \_\_\_\_\_ in yellow frock.
- c. \_\_\_\_\_ children are practising for Republic Day.
- d. I wore \_\_\_\_\_ sari yesterday.
- e. Look at \_\_\_\_\_ puppy.
- f. Is \_\_\_\_\_ pen yours?
- g. My friend entertained us with his \_\_\_\_\_ act.
- h. \_\_\_\_\_ mangoes are very tasty.
- i. I don't want to buy \_\_\_\_\_ house.
- j. Ayushi is the most \_\_\_\_\_ girl in the class.
- k. The boy is dragging a \_\_\_\_\_ box.
- l. Please, give me \_\_\_\_\_ eggs.
- m. \_\_\_\_\_ bag is yours.

**NOTE :** This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly

## **FUN TIME**

Once the lesson is completed, you can play the following games in the classroom.

### **Spot the adjective**

The teacher reads out a story. The students raise their hands every time they hear an adjective. Alternatively, the teacher can distribute copies of a simple story. The students can spot the adjectives and colour them.

### **Make a chain**

Ask a student to randomly think of any adjective. The next person has to think of an adjective with the last letter of the previous adjective. Keep going till everyone gets a chance.

### **Enrichment**

Have students brainstorm and write five adjectives about any of their toys like doll, car, bat, etc. or any animal they like.

### **Skills Developed**

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Creativity
- Thinking

### **Life Skills**

Teacher should inform students about compliments. Compliments are words of praise given to others to make them feel good about themselves. It is a social characteristic that students must have. Com-

plimenting is a two way road. If you receive a compliment then you can also reply in a compliment. If you receive a compliment always reply with a thank you first.

## **Tips for Teachers**

- Briefly discuss the different types of adjectives with examples.
- Clearly explain the difference between the following adjectives in which the students may get confused:
  - ★ Much and many : Much is used with uncountable nouns (rice, water, coffee), whereas many is used with countable nouns (people/women/meetings/books).
  - ★ Little and few : Little is used with uncountable nouns (rice, water, coffee), whereas few is used with countable nouns (books/pencils/cars).
  - ★ Each and every : Each is used with separate or individual items; whereas every refers to a group or list of three or more things.
- Briefly explain about interrogative adjectives by giving suitable examples. Also, tell about exceptions in which “What” and “Which” are not used as the interrogative adjectives.
- Tell the difference between the use of “This and That” and “These and Those”.

**Class : 5**

**Subject : Grammar Cloud**

**Lesson : Degrees of Comparison**

**Date : \_\_\_\_/\_\_\_\_/\_\_\_\_**

**Total number of periods required: 3**

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## **Learning Objectives**

At the end of this chapter, the students will be able to learn about:

- Adjective degrees
- Positive, Comparative and Superlative degrees

## **Teaching Resource Materials**

- Textbook: Grammar Cloud 5
- Worksheet for practice as given below

## **Warm Up**

Before getting started, you can ask the following questions in class:

- How will you compare the following:  
two tall buildings, four action movies, a performance with another performance, etc.

## **Points to Discuss**

- We use adjectives to compare persons or things. When we make these comparisons we use adjectives in different forms.
- The positive degree simply denotes the existence of some quality in the thing or person we speak about. It is used to show no comparison.
- The comparative degree denotes a higher degree of quality than the positive. It is used to show comparison between two persons or things.
- The superlative degree denotes the highest degree of quality than the positive. It is used to compare more than two persons or things.



## Classroom Activity

**NOTE:** Students have been taught degree of adjectives in previous class. Revise the concept through following activity and teach them the rules of converting comparative into superlative and then use the given worksheet for practice.

### These Are the People in Your School

Give your students 10 adjectives that can be used to describe people. You may want to include adjectives like old, young, tall, fat, happy, funny, etc. Then challenge them to write a sentence using the superlative form of each adjective. The sentence should be about a person in the school. Once the sentences are completed, each person should write a list of the school members who appeared in their sentences. Pairs of students should then exchange lists of people but keep their sentences to themselves. Each person should ask questions about their partner's list and try to match each person to their superlative adjective. For example, a student might ask, "Is our sports teacher healthiest person in our school?" The other student should answer with a yes or an explanation. "Yes, he is the healthiest." Give your groups ten to fifteen minutes to ask each other questions, and then see who in your class figured out the most school member qualities!

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Task fulfillment				
Knowledge				
Sentence formation				

## Classroom Activity

### Heavy, Heavier, Heaviest

Call three students at a time and give them one adjective say, **heavy**. Now, ask them to speak out sentences of the word **heavy** in all the three degrees of comparisons. Give them a one minute time to think and discuss among themselves. They can say:

The elephant is **heavy**.

The elephant is **heavier** than the horse.

The elephant is the **heaviest** animal in the jungle.

The activity can be repeated with different adjectives such as funny, large, beautiful, intelligent, clever, etc.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Team work				
Knowledge				
Vocabulary				
Sentence formation				

## Classroom Activity

Give the following worksheet for practice.

## WORKSHEET

### 1. Complete the following sentences with correct degree of comparison.

- a. My brother's handwriting is \_\_\_\_\_ mine.
- b. Everest is the \_\_\_\_\_ peak in the world.
- c. Mary is the \_\_\_\_\_ beautiful of all the four sisters.
- d. The elephant is the \_\_\_\_\_ land animal in the world.
- e. I am \_\_\_\_\_ in cricket than in football.

### 2. Rewrite the sentences given below using different degrees of comparison.

- a. Shakespeare is the most famous of all writers in English.

\_\_\_\_\_

- b. Iron is more useful than any other metal.

\_\_\_\_\_

- c. I earn as much money as Ram.

\_\_\_\_\_

- d. China is larger than India.

\_\_\_\_\_

- e. Greenland is the largest island in the world.

\_\_\_\_\_

- f. Air is lighter than water.

\_\_\_\_\_

- g. I am taller than my brother.

\_\_\_\_\_

- h. Shyam is the strongest boy in the class.

\_\_\_\_\_

**NOTE :** This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.

## FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

## Charades

Place few adjective slips in an empty box and call students one by one to take out one slip from the box. The student will act out the word which is written on the slip and the other students have to guess the word. The first one who got the word correctly will get a special prize. The words could be heavy, fat, funny, beautiful, poor, expensive, etc.

## Guess the Degree

Speak out few sentences involving degrees of comparison of the adjectives. For example,

Ramesh is the most intelligent student in the class.

Sita is a beautiful girl.

I am taller than my brother.

Have students tell the correct degree of comparison in each sentence. Ask students to raise their hands if they know the answer to avoid chaos in the class.

## Enrichment

Have students complete the sentences with appropriate degrees of comparison of the adjectives.

## Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Critical thinking
- Analysing
- Sentence construction
- Team work

## Life Skills

A student's self-esteem has a significant impact on almost everything he or she does—on the way he/she engages in activities, deals with challenges, and interacts with others. Self-esteem also can have a marked effect on academic performance. Low self-esteem can lessen a student's desire to learn, ability to focus, and willingness to take risks. Positive self-esteem, on the other hand, is one of the building blocks of school success; it provides a firm foundation for learning. Help every student feel important in the class. You might give the student an important classroom job or find ways in which he/she can help others. Tell the student you are giving him/her the responsibility because you are confident he/she can do it well.

## Tips for Teachers

- Tell students that there are mainly two ways to change a positive degree to comparative degree: by adding -er to the end of the word and by adding “more” to the front of the word.
- Similarly, there are two ways to change a positive degree to superlative degree: by adding -est to the end of the word and by adding “most” to the front of the word.
- Tell them about some words which do not follow the above-mentioned rules, such as good, little, bad, etc.
- Give them a list of some of the commonly used adjectives with their comparative and superlative form. Tell them to learn the list by heart.
- Praise the students in a specific and genuine way to improve their self-esteem.
- Celebrate hard work. It your duty to motivate students and pay more attention to weak students. But if any student good or weak has performed well you must appreciate him/her.
- Make sure the students behave well in the group activities so as to maintain the decorum of the class.

**Class : 5**  
**Subject : Grammar Cloud**

**Lesson : Verbs**

**Date : \_\_\_\_/\_\_\_\_/\_\_\_\_**

**Total number of periods required: 2**

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## **Learning Objectives**

At the end of this chapter, the students will be able to learn about:

- Verbs
- Transitive verbs
- Intransitive verbs
- Be, has and doing verbs

## **Teaching Resource Materials**

- Textbook: Grammar Cloud 5
- Coloured sheets and coloured pencils
- Worksheet for practice as given below

## **Warm Up**

Before getting started, you can ask the following questions in class:

- What is a verb?
- Are verbs only the action words?
- What is the difference between transitive and intransitive verb?
- Can you give an example of a “be” verb?

## **Points to Discuss**

- A verb is a doing word. It describes an action. It also express what a person or thing is, what a person or thing has or what a person or thing does.
- There are three types of verbs: doing verbs, be verbs and has verbs
- **Doing verbs** words tell what a person, animal or thing- “noun” – does.
- **Be verbs** words tell what a person, animal or thing- “noun” – is.

- **Has verbs** words tell what a person, animal or thing- “noun” – has.
- The sentence that has an object after the verb a **transitive verb**.
- The sentence that has no object after the verb is an **intransitive verb**.

## Classroom Activity

### Thumbs Up!

Divide the board in two columns. Write some examples of transitive verbs in one column. In the second column, write same sentences as in the first column but without their object. This way you will have similar sentences but as intransitive verbs. Now, ask the students to read the sentences, one from transitive verb column and other from intransitive verb column and observe the difference. Ask them what did they observe? After the discussion, write few sentences on the board. For every sentence, they will thumbs up if the sentence is transitive and will thumbs down if it is intransitive.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Understanding				
Participation				
Communication				
Discipline				

## Three Types of Verbs

Divide the class into three groups. Assign the name “Doing Verbs”, “Be Verbs” and “Has Verbs” to each group, respectively. Give each group few coloured sheets and coloured pencils. Give each group

the 10 minutes time to write as many sentences as possible containing the type of verb as that of their group name. For example,

**Group 1** : I am a boy. (Be verb)

**Group 2** : The sun shines in the morning. (doing verb)

**Group 3** : I have an extra pencil. (has verb)

Ask the students to write the verb in different colour so that it is highlighted. The group who writes maximum correct sentences wins.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★ ★ ★ ★ ★	Very good ★ ★ ★ ★	Good ★ ★ ★	Average ★ ★
Accuracy				
Participation				
Task fulfilment				
Sentence formation				
Team work				

## Classroom Activity

Use the following worksheet for practice.

### WORKSHEET

#### 1. Choose the best answer:

a. Maggie and Carol \_\_\_\_\_ good friends.

i) am      ii) are      iii) is      iv) isn't

b. Sue \_\_\_\_\_ a science teacher.

i) are not      ii) is      iii) are      iv) am



c. Mark Steven \_\_\_\_\_ a student at Kennedy High School.  
It \_\_\_\_\_ an old school.

i) am / is    ii) are / is    iii) is / am    iv) is / is

d. Margarita \_\_\_\_\_ from Spain. I \_\_\_\_\_ from Turkey.

i) is / am    ii) are / is    iii) am / is    iv) is / are

e. You and I \_\_\_\_\_ at the same age.

i) am    ii) isn't    iii) are    iv) is

**2. Write whether each sentence contains a transitive or intransitive verb:**

a. He opened the gate. \_\_\_\_\_

b. My mother does not eat chick. \_\_\_\_\_

c. He always keeps his books properly. \_\_\_\_\_

d. She crossed the road with me. \_\_\_\_\_

e. You must speak politely. \_\_\_\_\_

f. The class enjoyed the movie. \_\_\_\_\_

g. The sun is shining. \_\_\_\_\_

h. He always keeps his valuable in a box. \_\_\_\_\_

i. The water is boiling. \_\_\_\_\_ - \_\_\_\_\_

**NOTE :** This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.

## FUN TIME

Once the lesson is completed, you can play the following game in the classroom.

### Hear and Speak!

You start reading the following sentences. After you finished reading students will tell whether the verb in the sentences was transitive or intransitive verb. Try to play this game at a quick pace.

1. She advised me to consult a doctor.
2. Let's invite your cousins as well.
3. I waited for an hour.
4. I received your letter in the morning.

5. I am going to send her some flowers.
  6. He has changed a lot since he got married.
  7. Suddenly the child woke up.
  8. The loud noise woke me.
  9. Let's discuss your plans.
  10. I heard a lovely song in the morning.
- You can add more sentences of your choice.

## Enrichment

Have students read the sentences and understand the transitive and intransitive verbs.

## Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Creativity
- Pronunciation
- Team work
- Spontaneity

## Life Skills

When you teach a lesson in the class, it is quite possible that some of the students may not understand the topic in one shot. They may have some doubts. Encourage students to ask questions from you and clear their doubts in the class itself.

*“The art and science of asking questions is the source of all knowledge.”*

*–Thomas Berger*

However, tell them that they should first raise their hand. When the teacher asks them to stand up, then stand up and ask the question. Tell them to remember that only one person can speak at a time to avoid any kind of chaos in the classroom. This will help maintain the decorum of the class.

## Tips for Teachers

- Begin the lesson by revising the concept done in the earlier classes.
- Write the following poem on the board and ask students to write the poem in their notebook and underline the verbs in it.

### Play!

I jump, I shake.  
I dance, I hop.  
I like to move,  
I cannot stop.  
I run outside.  
I leap, I skip.  
I bounce, I slide.  
I swing, I flip.  
But I'm still careful!  
I don't trip.

The main aim of this poem to show an importance of physical activities in a child's life.

- Clearly explain the difference between the transitive and intransitive verbs. Tell them that a transitive verb is an action verb that always takes a direct object. The direct object always answers the question "What?" or "Whom?", but not "When?", "Where", or "How".

For example,

I am writing with a pencil. (Intransitive because it is not answering "What?")

I am writing a story with a pencil. (Transitive because it is answering "writing a story")

**Class : 5**  
**Subject : Grammar Cloud**

**Lesson : Adverbs**

**Date : \_\_\_\_/\_\_\_\_/\_\_\_\_**

**Total number of periods required: 2**

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### **Learning Objectives**

At the end of this chapter, the students will be able to learn about:

- Adverbs
- Formation of adverb
- Adverbs of manner
- Adverbs of time
- Adverbs of frequency
- Adverbs of place

### **Teaching Resource Materials**

- Textbook: Grammar Cloud 5
- Plain sheets of paper and coloured markers
- Few bags with cards of nouns and adjectives written on them from which adverbs can be created

### **Warm Up**

Before getting started, you can ask the following questions in class:

- How fast do children walk?
- Where are we standing?
- When will the lunch bell ring?
- Where is the principal's office?
- How will you go back to your house?

### **Points to Discuss**

- The words that tell us **how** a thing is done, **where** it is done and **when** it is done are called **adverbs**.
- The words that tell us how the action takes place are called how adverbs or **adverb of manner**.

- The adverbs that tell us where the actions have taken place, are called where adverbs or **adverb of place**.
- The adverbs that tell us when the actions have taken place, are called when adverbs or **adverb of time**.
- An **adverb of frequency** tells us how often an action happens.

## Classroom Activity

### Add to Sentences

Write a simple sentence on a sheet of paper such as, “She eats lunch.” Students then add adjectives and adverbs to the sentence. They will add to the sentence with different-coloured markers, and read the whole sentence. Identify the adverbs as a class when students finish the activity.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfilment				
Knowledge				
Understanding				

## Classroom Activity

### Creating the Most Creative

Provide your students with few verbs, adverbs, or adjectives. Tell them to write down a story with the help of all these words. They have to use at least five or six of them. After that they will read their stories and the class can vote on the most creative one.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Content and idea				
Participation				
Understanding				
Task fulfilment				
Creativity				

## Classroom Activity

### *Make Sentences*

Divide the class into five groups and name them “Time”, “Place”, “Manner”, Degree” and “Frequency”. Give each group a blank sheet of paper. Now, ask the students of each group to write at least 10 sentences of the type of adverb they have been assigned the name. For example, “Time” group will write 10 sentences indicating the time of action. The group who completes the task accurately in less time wins.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Participation				
Accuracy				
Task fulfilment				
Sentence formation				
Team work				

## Classroom Activity

Use the given worksheet for practice.

### WORKSHEET

**1. Underline the adverbs in the following sentences and state their kind.**

- I went to the market in the morning.
- The dog sat lazily in the shade of the tree.
- The man grumbled loudly while cleaning the table.
- I often visit my grandparents.
- It is extremely hot today.
- Please wait patiently.
- The technician fixed the problem easily.
- They serve hot pan cakes there.
- I am waiting here for my daughter.
- He laughed merrily.
- We will leave today.
- She is standing outside.

**2. Complete the sentences with the most suitable adverb.**

slowly      carefully      beautifully      well      loudly      carelessly  
easily excitedly      finally      suddenly      quickly      quietly

- a. Come here \_\_\_\_\_. You have to see this!
- b. We knew that she had got the job when we saw her \_\_\_\_\_ talking on the phone.
- c. He \_\_\_\_\_ put the vase on the table. It fell to the floor.
- d. Sharon is throwing a party on Saturday. She \_\_\_\_\_ finished her PhD.
- e. Let's walk \_\_\_\_\_. I don't want to be the first one at the meeting.
- f. Alex \_\_\_\_\_ put up the bookshelves. It was too difficult for me to do on my own.
- g. Everything happened so \_\_\_\_\_. We had to move to California in less than a month.
- h. Why does he always have to talk so \_\_\_\_\_. You can hear him in the next room!
- i. Although she speaks five languages, she did not do \_\_\_\_\_ on the translation exam.
- j. I was so surprised. His new apartment was \_\_\_\_\_ decorated.

**NOTE :** This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.

## FUN TIME

Once the lesson is completed, you can play the following game in the classroom.

### Make Adverbs

Make groups of 6-8 students. Give each group the bag of adjectives and nouns. A student will pick a card from the bag. They will have to convert the word into adverb and frame a sentence. For example, quick-quickly, day-daily, etc.

### Adverb Mania!

Divide the class into five groups—one for each type of adverb.



Divide the board into five columns and write “When”, “Where”, “How”, “How much” and “How often”. Assign the same names to the groups. Now, ask the students of each group to speak out the adverbs that come under their category of adverb. For example, “When” students can say:

Soon, early, tomorrow, yesterday, recently,

Write all the adverbs under the correct category on the board. Correct the students if they tell the wrong adverb or under the wrong category. This activity will help students learn the adverbs of each type.

## **Enrichment**

Have students read a short story or poem and underline each adverb that they find.

## **Skills Developed**

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Understanding
- Team work
- Sentence construction

## **Life Skills**

Teach students the basic etiquettes while working in groups. Tell them to say “please” and “thank you”; and appreciate each other’s work. Always be polite and share things in the group activity. Work quietly and do not disturb other groups. Do not peep into others’ work.

## **Tips for Teachers**

- Tell students that adverbs play a critical role in grammar by providing an extra level of information and detail. They also answer critical questions, such as when, where, or how.

- Start the lesson by explaining the basic categories of adverbs. Then, move into a series of exercises where students can practice constructing sentences using a variety of adverbs.
- Discuss how there are adverbs that provide descriptions of time, location, and the manner of events or actions.
- After you have completed the lesson, open the floor to any student questions about sentence construction and adverbs.
- The above-mentioned activities require a lot of discipline. Make sure least chaos is made during the games and activities.

**Class : 5**  
**Subject : Grammar Cloud**

**Lesson :** Prepositions

**Date :** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Total number of periods required: 3**

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### Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Prepositions
- Preposition of time
- Preposition of direction
- Preposition of place

### Teaching Resource Materials

- Textbook: Grammar Cloud 5
- Paper bags
- Picture cards

### Warm Up

Before getting started, you can write the following sentences on the board and ask students to underline the preposition in them:

- My mother is in the kitchen.
- The boy is in the park.
- The book is on the table.
- I like to travel by train.
- There is a park near our house.

### Points to Discuss

- A **preposition** is a word placed before a noun or pronoun to show in what relation the person or thing denoted by the noun stands to something else.
- The prepositions on, at, in, are often used to denote time and are called **prepositions of time**.

- The preposition which shows the relation of a noun or a pronoun with other words in a sentence, in terms of position, is known as the **preposition of position/place**.
- The prepositions that show the relation of a noun or pronoun with other words in a sentence, in terms of its movement or direction are called **prepositions of direction**.

## Classroom Activity

### Paper Bag Neighbourhoods

In this art/grammar activity, students will create their own model town based on the directions you give them. Start by giving each student written directions on how to build a paper bag house. Your directions should include specifics locations for windows, doors, etc. These directions should include prepositions.

If you like, have several different versions of the directions so that not everyone's house looks the same when it's complete, or give different directions for schools, libraries and public service buildings. You can also let students decorate their houses. Then give the class instructions on how to arrange the houses into a town.

You'll need a large area of your classroom or a blank bulletin board to hold the completed town. Make sure your town description also includes prepositions to specify where each building should go (e.g. the police station is across the street from the school). Have students work together to put their roads, landmarks and houses in the correct positions in the town.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Participation				
Task fulfilment				
Understanding				
Team work				
Neatness				
Motor skills				

## Classroom Activity

### The Town!

After the model is complete, form groups of 5 students and give them 20 minutes to prepare a story or a skit that will involve prepositions of time, place and direction. After 20 minutes, call each group and let them perform.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Communication				
Participation				
Task fulfilment				
Sentence formation				

## FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

### Look and Tell

Show students a picture of a messy room, a garden view, a market place or anything. Frame questions that will have answers with prepositions in them. For example, for a picture of market place you can ask, where is the grocery store?, On which day people come the most to a market? etc.

### My Ideal Bedroom

Pair up the students and tell the students in each pair to describe their ideal bedroom to each other. With their partners, they have to write a detailed description of their ideal home, using prepositions of place. Once finished, the pairs can join another pair. The

first pair can describe their dream bedroom and the other pair can sketch it. How accurate will they be in drawing each other's bedrooms?

## **Listen and Draw**

Divide the class into teams, say a sentence and then have them take turns drawing it on the board. If you say 'the dog is behind the chair', the students have to draw a corresponding image, which can be graded according to speed or accuracy, depending on which is more enjoyable for the class.

## **Enrichment**

Have students read a short story or a passage and identify as many prepositions as they can while reading.

## **Skills Developed**

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Understanding
- Interactive
- Direction sense

## **Life Skills**

As a teacher you must inculcate a habit of learning from the environment in students. They should know that the learning is not limited to the walls of classroom but can be done in other environments too. Ask them to apply the knowledge they gain in classroom in the outside world.

## **Tips for Teachers**

- Prepositions are one of the trickiest aspects of the English language for students to get their heads around.

- Write few sentences on the board and ask them to underline the prepositions in the sentences.
- Tell them that if we miss the preposition in a sentence, it doesn't make any sense.
- Make sure that the students complete all the textbook exercises. Discuss some of the exercises in the class and give them as homework.
- Teaching prepositions of time, place and movement, for instance, at different times, will enable learners to build up their knowledge of prepositions slowly and steadily. Doing so will be much more effective than, say, trying to teach every use of 'in' at the same time.
- Make sure that the students get the idea of proposition of place and direction with the help of activities mentioned above.

**Class : 5**  
**Subject : Grammar Cloud**

**Lesson : Punctuation**

**Date : \_\_\_\_/\_\_\_\_/\_\_\_\_**

**Total number of periods required: 2**

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## **Learning Objectives**

At the end of this chapter, the students will be able to learn about:

- Full Stop (.)
- Question mark (?)
- Inverted commas ( ' ' )
- Comma (,)
- Exclamation mark (!)
- Quotation ( “ ” )

## **Teaching Resource Materials**

- Textbook: Grammar Cloud 5
- Paper slips with words and phrases written on them

## **Warm Up**

- Before getting started, you can write few sentences on the board which contain a wrong punctuation mark or do not contain any punctuation mark. Ask students to put the correct punctuation mark in each sentence.

## **Points to Discuss**

- A full stop (.) is always used at the end of a sentence. It lets you know that the sentence has come to an end. A full stop is also known as a period.
- Sentences that ask something end with a question mark (?). They are called Questions or Asking sentences.
- A comma (,) is used to separate three or more words in a sentence.
- An exclamation mark is used after a word or a sentence that expresses a strong feeling of surprise, shock or excitement.



- The quotation marks are used to show the actual words that are quoted from someone's speech.

## Classroom Activity

### Capital Letters Sorting

Divide the class into groups and assign the paper slips with words and phrases in small letters written on them. Ask them to sort the words and phrases to identify those that should start with a capital letter and those that shouldn't. Few example words and phrases are given below:

ria	cricket	rises in the east	teacher	mrs. meeta	friend	i am a student	he missed the train
Computer	may be	pepsi	clock	what's the time	song	india	john

The group which completes the task accurately in lesser time wins.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Accuracy				
Participation				
Task fulfilment				
Knowledge				
Team work				

## Classroom Activity

### Punctuation Riddles

Ask What am I? riddles on different punctuation marks in the class and have students guess the correct punctuation mark. For example, you can ask:

I look just like a dot. Every time you see me, you must stop! I am \_\_\_\_\_.

The students will say “I am a period.”

Ask students to raise their hand if they know the answer to avoid any kind of chaos in the class.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Participation				
Knowledge				
Discipline				

## Classroom Activity

### Quote the Speech

Pair up the students and call one pair at a time to the front of the class. Ask one student in the pair to say one sentence, and then ask the other to write the same sentence on the board using the quotation marks. For example, if one student says:

I am a student of Class V.

The other student will say:

Mohit said, “I am a student of Class V.”

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Understanding				
Participation				
Communication				
Sentence formation				

## FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

### Be an Artist

Ask students to decorate punctuation marks in an artistic way. For extra challenge, invite them to make their decoration represent the way the punctuation works in a sentence, or include a definition or set of rules.

### Commas Does Matter

Write the following sentences on the board and ask students to put comma at appropriate place to give the correct meaning of the sentence.

- Let's eat grandma. (Correct: Let's eat, grandma.)
- Unable to eat diarrhea. (Correct: Unable to eat, diarrhea.)
- Rachael Ray finds inspiration in cooking her family and her dog.  
(Correct: Rachael Ray finds inspiration in cooking, her family, and her dog.)

Tell students that how the missing comma can change the meaning of a sentence.

## Enrichment

Have students brainstorm, identify, read, write and use punctuation marks in a sentence.

## Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation

## Life Skills

Punctuation marks play very important role in giving intended meaning to the language. Use of wrong mark of punctuation or even wrong placement of mark of punctuation can change the meaning of the sentence completely and sometimes even convert the sentence to complete nonsense.

## Tips for Teachers

- Start the lesson by telling that the punctuation marks are symbols which organise the structure of the written language.
- Briefly explain the rules and uses of the punctuation marks.
- Stay organised and follow the lesson plan accordingly.
- Make sure that students complete all the textbook exercises.
- Ask students to write a short story or a paragraph on any topic with proper capitalisation and punctuation marks. Have them exchange their work with their partners and cross check each other's work.

**Class : 5**  
**Subject : Grammar Cloud**

**Lesson :** Present Tense

**Date :** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Total number of periods required: 4**

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## Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Simple present tense
- Present continuous tense
- Present perfect tense
- Present perfect continuous tense

## Teaching Resource Materials

- Textbook: Grammar Cloud 5
- Flash cards of first person, second person and third person
- Flash cards of few action words written on each of them
- Cut outs of passages, stories or any other text

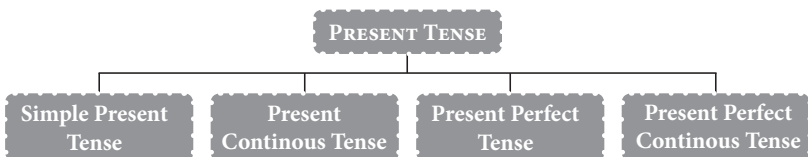
## Warm Up

Before getting started, you can ask the following questions in class:

- What is your name?
- What are we doing?
- Should we exercise daily?
- Have you done your homework?

The answers to these questions will be in different types of present tense.

## Points to Discuss



- The simple present tense tells us about habitual actions which a person does every day.
- The present perfect tense is also used to express actions that started in the past but continue to the present.
- The present continuous tense is used for actions happening now or for an action that is unfinished.
- The present perfect continuous tense (also known as the present perfect progressive tense) shows that something started in the past and is continuing at the present time.

## Classroom Activity

### Simple Present—First person singular

Tell your students, “I read the newspaper every day.” Make a list of the things you do every day as a routine:

- I get up at 6 in the morning.
- I come to school at 8 am.
- I have my lunch at 12 noon.
- I reach home at 3 pm.
- I play with my friends in the evening.
- I watch TV before dinner.

Make sure your students understand that you do this on a daily or weekly basis; these are habitual actions. Go around the class and have students tell you what they do everyday or what some of their habits are. They should give more examples in the first person singular.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Understanding				
Participation				
Sentence formation				
Public speaking				

## Classroom Activity

### Simple Present—Third person singular

Once the students are comfortable speaking about their own basic daily activities, they can now perform the same activity by telling the daily routine of their partner using the third person singular.

For example,

- Sara gets up at 6:15 am.
- She has her breakfast at 6:45 am.
- She comes to school at 8 am.

In this ways, they will be able to understand the use of correct form of verb with first person and third person singular.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Memory				
Vocabulary				
Sentence formation				

## Classroom Activity

### Correct Form of the Verb

Divide the class into two groups. Place all the flash cards of first person, second person and third person and the verbs on the table. Call one student from each group and ask one of them to pick a person flash card and other to pick verb card. Now, tell them to make a sentence using the subject/verb agreement. For example,

- I play.
- He plays.
- They play.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Understanding				
Participation				
Sentence formation				
Knowledge				
Accuracy				

## Classroom Activity

### Introduce the Negative

Divide the class into four groups—one for each type of present tense. Provide them with coloured sheets. Ask the members of each group to write at least 8-10 negative sentences in each type of present tense. For example, one group will write negative sentences in simple present tense, the other will write in present continuous, and so on.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:



Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Participation				
Vocabulary				
Sentence formation				
Team work				
Accuracy				

## Classroom Activity

### Present Perfect—Finished and Unfinished Time

One of the best ways to ensure that students understand when the present perfect is used is to contrast finished and unfinished time. Ask students: Is yesterday finished? (They should say it's finished.) Ask them: Is today finished? (They should say it isn't.)

Now, divide the board into two columns. On the left column write examples of phrases that go with finished time: yesterday, last week, last month, last year, year 2000, etc. On the right column, write those that go with unfinished time: today, this week, this month, this year, etc.

Make sure they notice the differences, then, give examples:

Last month, I visited my grandmother twice. (past tense)

This month, I have only visited her once. (present perfect tense)

Tell them that this month is not finished yet so I may visit her again before the month is over. Provide as many examples as necessary, in all persons, and then ask students to do the same with other verbs. Contrast the simple past and present perfect as much as necessary.

You can extend this activity to teach the negative and interrogative form of the present perfect tense. For example,

(Teacher to student): Have you completed your classwork?

(Student to teacher): No, I have not completed my classwork.

**NOTE :** This activity is only for teaching and no assessment can be performed while carrying it out.

## Classroom Activity

### Introduce the Present Perfect Continuous Tense

Once the students become comfortable with the present perfect tense, the next step is to tack the present perfect continuous tense. Tell them that the present perfect continuous is used to express the events that have just stopped and have a connection with now (e.g. I have been running). The main emphasis in the present perfect continuous is on expressing how long the current activity has been happening. For example,

She has been studying since two o'clock.

I have been reading for two hours.

You can extend this activity to teach the negative and interrogative form of the present perfect continuous tense. For example,

(Teacher to student): Have you been studying for next week's test?

(Student to teacher): Yes, I have been studying.

## FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

### Weekend Party

What do your students do on the weekend? Find out by asking everyone to share his or her favourite weekend activities with the class. If you like, have students write a paragraph about their ideal weekend.

### Cut-ups

If you want to focus on tenses, another engaging way is to do a cut-up passage, in which you provide a passage that is cut up into sentences and mixed up. The students then have to figure out the order and identify the tenses used in each sentence. This is a way to practise sequence and to provide students an opportunity to use critical thinking skills.

### Describe the Picture

Show a picture in a newspaper or a magazine and ask students to describe what is happening in the picture. This activity will help students framing the sentences in present continuous tense.

## **Ask Questions**

Ask students to write out 12 questions, four with each type of present tense. Move around the room helping students with any difficulties.

## **Enrichment**

Have students brainstorm, identify, read, and write sentences in all forms of present tense.

## **Skills Developed**

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Creativity
- Thinking
- Analysing

## **Life Skills**

Young children do not yet fully understand the concept of time, so they do not order their lives by hours and minutes, but rather by the events that happen. A regular schedule gives children a way to order and organise their lives. Routines also help children develop self-control because they know they have to wait until a certain time to do a particular activity. A regular schedule fosters responsibility and independence because children will be able to perform more activities on their own if they have done the same activities many times before in the same environment. Teach students to follow their daily routine even on the holidays. For example, they should get up early even on Sundays to stay fit and healthy.

## Tips for Teachers

- The present simple is probably the most used tense in English. Understanding how it can be used is crucial to progression towards the other tenses.
- While teaching the present tense, make sure that your examples are simple and unambiguous.
- Give students a lot of exercises and get your students to practise out loud.
- While teaching present continuous tense, point out that the helping verb 'be' changes to, but the main verb (playing, eating, watching, etc.) remains the same irrespective of the subject.
- You can contrast the present continuous with the simple present by alternating questions. For example: What is your friend doing at the moment? and Where does your friend live?
- The present perfect is one of the most difficult tenses to learn for students. Teaching the present perfect effectively involves making sure students understand that the present perfect is always connected in some way to the present moment in time.
- Introduce the present perfect continuous tense by asking students how long they have been studying in the current class on that day. Extend this to other activities. For example, how long have you been playing tennis?

**Class : 5**  
**Subject : Grammar Cloud**

**Lesson :** Past Tense

**Date :** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Total number of periods required: 4**

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## Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Simple past tense
- Past continuous tense
- Past perfect tense

## Teaching Resource Materials

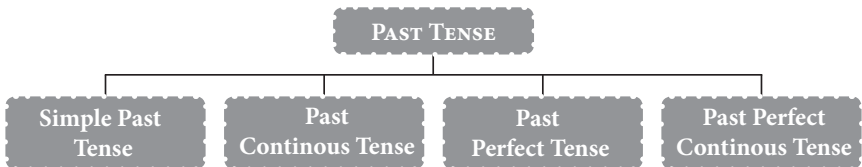
- Textbook: Grammar Cloud 5
- Word cards with random words written on them

## Warm Up

Before getting started, you can ask the following questions in class:

- What was the name of your Class 4 teacher??
- What were we doing at 9 am in the morning?
- Did you exercise yesterday?
- How did you do your homework?
- Had you completed your previous day work?

## Points to Discuss



- Simple Past Tense is used to describe an action in the past.
- Past Continuous Tense is used to describe an action that was in progress at a point of time in the past.
- Past Perfect Tense is used to describe an action that had been completed before the other action began.

## Classroom Activity

### Preparations

Have groups of students talk about a significant achievement in their lives. Students will get an idea of past tense and how to make sentences using different forms of past tense. For example,

I won the inter-school painting competition when I was in Class 3.

Last year, I achieved the best student of the year award.

I took dance classes last year.

They can also speak out sentences in negative form to tell what they did not achieve. For example,

I did not win the inter-school music competition which was held last month.

**NOTE :** Tell students that we use the first form of the verb with *did* and *did not*.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Memory				
Vocabulary				
Sentence formation				

## Classroom Activity

### Get Out and About

Get your students out of the classroom to freshen up your grammar lessons. Take a short walk outside your school, and have students take notes on what they observe. When you come back to the class-

room, ask the students to share their experiences on the walk using the simple past and past continuous. For example,

We saw many butterflies in the garden area.

Few students were playing basketball.

They can also speak out sentences in negative form to tell what was not there. For example,

There was no sun in the sky.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Memory				
Vocabulary				
Sentence formation				
Communication				

## Classroom Activity

### What were you doing when...?

This activity is the best way to teach the past continuous tense to the students. Tell students that we generally use past continuous tense to talk about memories, or for looking back on what was happening at a specific time. For example, you can ask the following questions:

What were you doing last night at 8:30 pm?

What were you doing last Tuesday at dinner time?

Sometimes the memories are very clear and sometimes they are not.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Sentence formation				
Memory				

## Classroom Activity

### Introduce the Past Perfect Tense

Tell students that the past perfect tense is used to describe the two events that took place in the past, but one before the other, not simultaneously. Tell them that in past perfect tense, we use “had” (with singular as well as plural subject) and the third form of the verb. Speak out one clause in simple past tense and let the students think of the other clause in past perfect tense. For example,

Teacher: When I reached the classroom

Student: the students had already opened their notebooks.

Ask students to first raise their hands if they know the answer to avoid chaos in the class.

Now, write the complete sentence on the board. Repeat this activity for at least 5-6 sentences. Once all the sentences are written on the board, have students together read all the sentences to understand the concept better.

## FUN TIME

Once the lesson is completed, you can play the following games in the classroom.



## Dear Diary

Writing about their day is a good way for your students to practise the written form of the simple past. Have students write about what they did yesterday paying particular attention to transitions of time (next, then, after that, finally, etc.).

## Accurate Endings

Don't skip pronunciation when you are working on the simple past. Though regular verbs will take the -ed ending to show they occurred in the past, -ed will not be pronounced the same for every word. Brainstorm a list of regular verbs and then have your students sort them into two groups. The past pronunciation of one group sounds like [d] and the other like [t]. Challenge your students to speak the rule which determines which pronunciation to use.

## Word Cards

Place a stack of cards with random words written on them on the table. Call one student at time and ask him or her to choose any two cards. Ask students to create a sentence for their pair of words—one word for the past tense clause and one for the past continuous clause. For example, they draw the two words, mom and cake. The possible sentences could be:

I was preparing the cake when my mom called me.

I was cutting my birthday cake when my mom arrived from the office.

## Enrichment

Have students read a short story and understand the use of past tense in writing the stories.

## Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation

- Creativity
- Thinking
- Analysing
- Sentence construction

## Life Skills

*“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”*

—Dr. Seuss.

Reading has a significant number of benefits. Some of them are:

- Gain knowledge
- Vocabulary expansion
- Improved focus and concentration
- Better writing skills
- Memory improvement
- Stronger analytical thinking skills

Reading novels and story books is the best way to help students understand the use of past tense in describing the events that have already happened.

## Tips for Teachers

- Introduce the simple past tense by giving an example in simple present. For example: I go for a walk every day. Lead in to simple past: Yesterday, I went for a walk. Write this on the board. Give more examples with different verbs and write each verb in its past form on the board.
- Explain students that the past continuous tense is used to describe an action that was in progress when another action took place.
- Tell students that the past perfect tense is used to talk about an event or activity that was completed before another event, activity or time in the past.
- Try giving your students a few worksheets to review what they have learned.

## Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Simple future tense
- Future continuous tense
- Future perfect tense
- Future perfect continuous tense

## Teaching Resource Materials

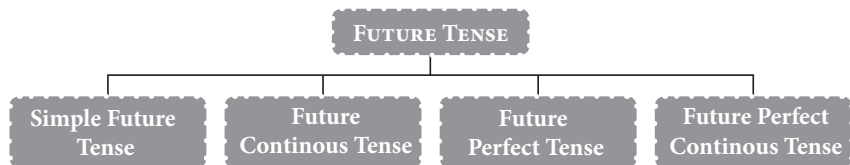
- Textbook: Grammar Cloud 5
- A brown bag
- Index cards with destination names
- A prop (a crystal ball, a magic mirror, tea leaves, or magical cards)

## Warm Up

Before getting started, you can ask the following questions in class:

- What will you do after recess?
- When will you go home?
- When will the bell ring?
- How will you look like five years from now?
- What will you become when you complete your studies?

## Points to Discuss



- Simple future tense is used to describe an action in the future.
- Future continuous tense is used to describe an action that continues in future over a period of time.

## Classroom Activity

### *Future Simple with 'will'*

- Have students ask you questions about future events and reply with affirmative and negative short answers.
- **Student :** Will you give us homework for the weekend?
- **Teacher :** Yes, I will/No, I won't.
- Now, ask students to ask each other yes or no questions with will, and have them practise replying in short answers.
- **Student 1 :** Will you play basketball with me?
- **Student 2 :** Yes, I will.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★	Very good ★★★★	Good ★★★	Average ★★
Understanding				
Participation				
Sentence formation				
Communication				

## Classroom Activity

### *Future Simple with 'going to'*

The future with 'going to' is used to tell us about our plans. Tell your students: I have special plans for the weekend. I'm going to visit my grandmother. Explain to students that the future tense with 'going to' is the same as for the present continuous. Provide plenty of examples in different persons: You are going to have a special class next week. A student from London is going to come to India next

month. We are going to listen to his experience studying in the UK. Ask students to give examples of things they are going to do next weekend, but make sure they understand they must tell the things that they have already planned to do.

### Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Understanding				
Participation				
Sentence formation				
Communication				

### Classroom Activity

#### Oh the Places you'll go

Before the activity, take several index cards (at least one per student) and write a vacation destination on one side. On the other side, write two things a person might do at that vacation location, one positive and one negative if possible. Give each student one card. On your instructions, students circulate around the classroom asking their classmates about their vacation plans. Students start by asking their partners if they are going to the location for vacation. For example, "Are you going to Agra for vacation?" The second student answers positively. Then the first student asks their partner if they plan to do the activities on the back of the card. "Will you go to the Taj Mahal?...Will you visit Fatehpur Sikri?..." Partners should answer each question appropriately and then switch roles. When two students have finished their conversation, they find new partners and repeat the process.

### Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Discipline				
Vocabulary				
Team work				
Communication				

## Classroom Activity

### *Introducing Future Continuous Tense*

Tell students that the future continuous tense is used when talking about fixed appointments and/or events that we have scheduled in the future. Have students ask you questions about future events and reply with affirmative and negative short answers:

**Student :** Will you be going somewhere for the holidays?

**Teacher :** Yes, I will/No, I won't.

Students now take turns asking each other questions and replying with short answers. For example,

**Student 1 :** Will you be going on the school trip?

**Student 2 :** Yes, I will.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Understanding				
Participation				
Sentence formation				
Communication				

## FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

### What the Future Holds

We live in a world that is constantly changing, and every day it seems to change more quickly. In small groups, have your students talk about what they think the future will be like. Start with talking about one year from now. What will be different? What will be the same? Then move on to five years, ten years and fifty years. Finish the activity by having each student write about her own life in the future. Review with your students how to write a personal letter, and then have each student write a letter to the friend describing his/her life in next ten years.

### Fortune Telling

If you can, bring in a prop that supposedly has magical powers to predict the future: a crystal ball, a magic mirror, tea leaves, or magical cards. Bring two students to the front of the classroom for a creative role play. Have one student play the fortune teller and look into the magical object or at their partner's palm. They must then make predictions about the person's future based on what they "see". The student should ask questions about their future as well. Encourage students to be creative and have fun. Once the role play is over, bring another pair to the front for a new role play or have players switch roles.

***NOTE :** The aim of this activity is to teach students how to write sentences in future tense in a better way.*

### Enrichment

Have students explore the Internet and read an article or essay on "What Will The World Be Like in 50 Years?"

### Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Creativity
- Thinking
- Analysing

## Life Skills

Teach students that etiquettes begin at home. These include manners during meals, with cousins and sibling and friends, with parents and elders and new people. Children's manners and etiquettes represent his upbringing and family environment.

## Tips for Teachers

- Teaching future tense is relatively simple because the students understand the future with 'will' and learn the form quickly. However, the problems begin when discussing the future with 'going to'. The future with 'going to' tells us about our plans, whereas the future with 'will' is mainly used to tell predications, promises and instant decisions about the future.
- Teach students to understand when they should use 'will' and 'going to'.
- A reading comprehension on the weather can help students use the future with 'will'. This can be contrasted with a listening comprehension discussing future plans with 'going to'.
- Working with students sometimes takes tolls on your temper. Remember they are just kid and needs to be taught everything. Keep your cool and remain patient.
- Sometimes a student might not behave according to his will. Every human has some good in him/her. Try to see the good in every student and help them bring it out in them.
- Make sure that the students complete all the textbook exercises.



Total number of periods required: 3

## Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Idioms
- Binomial words
- One word substitution

## Teaching Resource Materials

- Textbook: Grammar Cloud 5

## Warm Up

What do you know about the following terms:

- Idioms; Binomial words; one word substitution

## Points to Discuss

- An idiom is a common word or phrase which means something different from its literal meaning but can be understood because of their popular use.
- Binominal words always go together usually, joined by 'and', 'or'.
- One word substitution is words that contain a meaning from a group of words. Rather than writing too many words, one word is substituted at their place.

## Classroom Activity (for Idioms)

### Act them out

Make groups of 4-5 students and assign each group an idiom from the list given in the textbook and have them act it out for the rest of the class to guess.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Participation				
Pronunciation				
Communication				
Confidence				
Team work				

## Classroom Activity (for Idioms)

### Conversations using Idioms

The goal of teaching idioms to students is not only to make them understand idioms, but also learn how to use them effectively. Divide the class into pairs. Each pair of students gets one or two idioms to work with. They must write a conversation and use this idiom in it. Walk around the classroom to assist students and check for accuracy.

Now, each pair stands before their classmates and speaks out their conversation. This will help students to listen to hear other examples of idioms from classmates, and other ways in which these idioms may be included in conversation.

## Classroom Activity (for Binomial Words)

### Matching

When dividing the class into pairs, use binomial expressions to do so. Make laminated binomial expressions and cut them in half. Give each student a half and they need to find their other half—this is their partner. For example, **touch** needs to find **and go**.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Understanding				
Participation				
Discipline				
Communication				
Task fulfilment				

### Classroom Activity (for One Word Substitution)

Divide students in groups and give each group a bag of words. One student will pick a card at random and will act out the meaning of the word from the card. He or she can also draw some relevant picture on the board if unable to enact. The student who will guess the write meaning and the word will then frame a sentence using that word. The first group to finish all the words wins.

### Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Understanding				
Confidence				
Public speak- ing				
Sentence formation				
Task fulfilment				

## **FUN TIME**

Once the lesson is completed, you can play the following game in the classroom.

### **Prepare a Skit**

Give each pair in the class 10 minutes to prepare a story or skit that uses all the three topics covered in this lesson. They can take help from the textbook and can also bring new idioms, binomial words and one word substitutions.

### **Life Skills**

Vocabulary will always help students not only in their writing skills but also in their communications. Encourage students to read newspapers and magazines to improve their vocabulary up to a great extent. Make a list of unfamiliar words and write down the synonyms and its usage in English grammar. Ask them to play English word games like cross-word puzzles or other games that can enhance their vocabulary lists.

### **Tips for Teachers**

- Idioms are complex and difficult not only to understand but also to explain so consider introducing only a small number, maybe three to five, at a time.
- Students have to know or understand the individual words of an idiom before understanding the idiom itself. For example, “work like a dog” means to work very hard. Students will have to know all the words you use in your explanation as well so use the simplest language you can.
- Students need to practise not just using idioms in sentences but also responding to their use and understanding their meaning.
- Binomial expressions are used widely in everyday language. For this reason it is important for students to learn them. They help students increase their vocabulary and sound more natural.
- One word substitution is very important topic and cannot be skipped as it helps in improving the vocabulary and understanding of English language.
- Ask students to learn at least one “One Word Substitution” daily.

Total number of periods required: 2

## Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Writing compositions with the help of the given hints

## Teaching Resource Materials

- Textbook: Grammar Cloud 5
- Printout of a short story or a paragraph(one for each pair)

## Warm Up

Ask the students the following question:

- What is a composition?
- Can you complete a paragraph if given some clues or hints?
- Do you like reading stories?
- Can you rewrite a given story in your own words?

## Points to Discuss

- A **composition** is a group of sentences that tells either about something or someone in a bigger picture.
- It is like a story or a poem that is made out of a given idea.

## Classroom Activity

### Create your Own Version

Ask students to read the compositions and then write their own version of the topics given in the textbook. They can use some of the text from the topics. Tell them to choose any one composition and write it in their notebook.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Vocabulary				
Creativity and Ideas				
Team work				

## Classroom Activity

### *Let's Rewrite a Paragraph*

Make pairs of students and give the printout of a short paragraph to each pair. Have students read the paragraph carefully and rewrite it in their own words. Once they have completed, ask one student from each pair to come and read their version of the paragraph. Appreciate the effort of all students and display the best paragraph on the bulletin board.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Understanding				
Vocabulary				
Spellings				
Sentence formation				
Accuracy				
Task fulfilment				

## **FUN TIME**

Once the lesson is complete, ask students to compose a poem about their favourite animal/pet and then make them read it out or sing it out in the class.

## **Enrichment**

Have students brainstorm, identify, read, and write compositions.

## **Skills Developed**

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Creativity

## **Life Skills**

Composition will help students work on their writing skills as well as grammar use. They will be able to frame and write sentences in correct tense and with correct punctuation. They can be introduced the idea of writing their daily events in a diary and forming this habit can help them with their English writing skills.

## **Tips for Teachers**

- Students need constant help in grammar. They should be understood while they ask for help. A teacher must take care of students and their needs.
- Classroom activities are meant for encouraging students to be more attentive and disciplined with fun environment.
- Textbook exercises are very important. Make sure students understand before doing them.

## Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Learning some of the important features of writing a paragraph
- Explore new ideas and thoughts on a given topic
- Writing a paragraph

## Teaching Resource Materials

- Textbook: Grammar Cloud 5

## Warm Up

Before getting started, you can write the following features of a paragraph on the board:

- A paragraph should have sentences about a single topic.
- It should have sentences in correct order.
- It should have an opening and a closing sentence.
- It should be easily readable and understood by the reader.

## Points to Discuss

- A **paragraph** has sentences that talk about one main idea.
- Before writing a paragraph think about what you want to write in the paragraph.

## Classroom Activity

### Write it

After completing the paragraph writing topics from the textbook, make pairs of students and instruct them to choose at least two topics from the textbook and ask the partners to write on them.



**Class :** 5 They must use their own opinion, vocabulary and ideas. At the end of the activity let them exchange their writings and ask them to cross-check. Students will look for grammatically correct sentences with correct punctuation, tenses, verb forms and use of idioms or one words substitutions, etc.

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## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Creativity and Ideas				
Vocabulary				
Spellings				
Sentence formation				
Team work				

## FUN TIME

Once the lesson is completed, you can play the following game in the classroom.

### Super Powers!

Give students five minutes to think about a superpower they would like to possess. Now, give them 15 minutes to write down about the superpower and how will they use it. During the activity help students by using appropriate word. They will ask about the appropriate word to use in the composition. After 15 minutes, let them read out their superpowers to the class and assess their composition.

### Enrichment

Have students brainstorm, identify, read, and write creatively.

## **Skills Developed**

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Creative writing
- Sentence construction

## **Life Skills**

Ask students to watch English channels and documentary movies to unleash to grasping capability on new words. Encourage students to speak English in the classroom with their teachers and friends. Also, tell them to try to converse in English at home with their elders, if possible.

## **Tips for Teachers**

- A good classroom environment always has some elements of creativity which makes the lessons more interesting and interactive. The right mix of creativity along with curriculum helps students to be innovative and also encourages them to learn new things.
- For homework give few topics to students to explore new ideas and thoughts and write paragraphs.
- Encourage students to read story books and newspapers as it will help them in writing new things.
- Allow students to brainstorm ideas for a paragraph of their own.

Total number of periods required: 2

## Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Writing informal letters
- Writing formal letters

## Teaching Resource Materials

- Textbook: Grammar Cloud 5
- Letter-writing pads

## Warm Up

Before getting started, you can ask the following questions in the class:

- How did people communicate when there were no mobile phones?
- Who delivered the messages before mobiles and telephones?
- Have you ever written a letter to any of your friend or relative?
- Have you written a letter to your school Principal?
- Do you find any difference between the formats of the two letters?

## Points to Discuss

- We write informal letters to our friends and relatives. So, the language is personal.
- Formal letters are written to official bodies, schools, colleges, etc., to make requests or complaints.
- The followings are the essentials of a letter:
  - ★ Address of the sender
  - ★ Date

- ★ Name of the person you are addressing the letter
- ★ Body of the letter with details
- ★ Closing
- ★ The sender's name

## Classroom Activity

### How did you spent your summer vacation?

After telling the use and format of informal letters and doing the textbook exercise, tell students to write a letter to their friend telling him or her how you spent your summer vacation. To make the letter look attractive, they can make use of the letter-writing pads for writing the letter. You can ask students to bring 2 or 3 letter-writing pads from home.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Understanding				
Content and Ideas				
Grammar knowledge				
Sentence formation				
Coverage of the parts of a letter				
Language of the letter				
Task fulfillment				

## Classroom Activity

### Leave Application

After telling the use and format of formal letters and doing the text-book exercise, tell students to write a letter to the principal asking for leave 5 days as you are suffering from fever.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Understanding				
Content and Ideas				
Grammar knowledge				
Sentence formation				
Coverage of the parts of a letter				
Language of the letter				

## FUN TIME

Once the lesson is completed, you can play the following game in the classroom.

## Format of Letter

Draw lines on the board in a letter format. Ask students to tell the format of a letter line by line correctly. Students will raise hands when they know the answers. This way they will memorise the format of a letter. After this, you can take any topic in general and ask students help to write a letter. They will speak and you will write on the board. After this, the students will read the letter and find mistakes, if any.

## Enrichment

Have students brainstorm, identify, read, and write formal and

informal sentences.

## **Skills Developed**

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Expressive
- Creativity
- Connectivity with friends and relatives

## **Life Skills**

While the relationships with adults and siblings are very important, friendships with other children often have a big effect on the child's social development. Friendships with other children can meet a lot of a child's needs including companionship and recreation, feeling comfortable and safe emotionally, a sense of belonging and feeling included, learning different ways of acting and getting along with others, for example, learning to give and take, how to deal with disagreement, how to respect others and how to respond to feelings, and feeling good about themselves.

## **Tips for Teachers**

- Letters take many forms and serve a variety of purposes. Give your students practice with the fine art of letter writing.
- Letter writing is a lost art these days. Revive students' interest in writing friendly letters.
- Tell the basic formats of both type of letters. Tell them that it is very important to write the letter with all components; otherwise it results into incomplete letter.
- Encourage your students to practise formal letter writing. Tell them that a formal letter needs to short and to the point—only important points need to be given in it.
- Make sure students are enjoying classroom activity and add some more if there is a scope for some more clarifications.

Total number of periods required: 2

## Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Reading comprehensions and answer the questions based on them

## Teaching Resource Materials

- Textbook: Grammar Cloud 5
- Worksheet for practice as given at the end

## Warm Up

Before getting started, you can write a short story on the board and ask students to read the story carefully. Now, ask them the following questions:

- Can you suggest the title of the story?
- Do you think it is a moral story?
- If yes, can you write the moral of the story?

## Points to Discuss

- A comprehension is an understanding of a text or a picture.
- After understanding a text or picture a reader can answer certain questions based on the text or picture.

## Classroom Activity

### *Frame Questions*

After completing all the comprehensions from the textbook, make groups of 4-5 students. Let them discuss over all the comprehensions, what more question exercises can be framed for them. They make a joint worksheet and write down the exercises they have come up

with. Then, the groups will interchange those worksheets and try to solve them. After solving, the worksheets will be given back to the groups who created them and they will see if the answers are correct. The group with most creative worksheet and most correct answers will win.

### Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Creativity				
Participation				
Question formation				
Vocabulary				
Team work				

### FUN TIME

Once the lesson is completed, you can play the following game in the class.

#### What an object!

Put any object you find interesting on the table (anything available in the class). Now, start asking question about the object and students will raise their hands to answer. The answers can be both real and fictional.

#### Enrichment

Have students brainstorm, identify, read, and write comprehensions.



## Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Creativity
- Observational
- Understanding

## Life Skills

Children of this age are very creative. They are influenced by a lot of things and a lot of people. From this age they should start inculcating the knowledge of right and wrong. They should be taught what things are wrong in this world and what are right. For example, career, friends, humans, behaviours etc.

## Tips for Teachers

- Give tips to students for comprehensions. They should read the comprehension first and then move on to the questions.
- Vocabulary is important aspect in writing. Encourage students to improve their vocabulary by learning 5-10 new words every day.
- Students should understand the textbook exercises before doing them.
- It is the responsibility of the teacher to help students with poor understanding skills and encourage them.
- Give them the following worksheet after they have completed their textbook exercises

## WORKSHEET

**Read the following poem.**

The Banyan is called the king of trees,  
Peepul leaves quiver in the breeze,  
The Ashoka grows straight and tall,  
The Champa spreads along the wall,  
The Neem tree gives a pleasant shade,

From Palm leaves thatch roofs are made,  
The Teak tree useful timber gives,  
And the Tamarind on the roadside lives.

**A. Answer these questions.**

1. What is the Banyan tree called?

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2. What happens to the Peepul when the breeze blows?

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3. How does the Ashoka tree grow?

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4. Where do we find the Champa?

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5. What does the Teak tree give us?

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6. Write three other uses of trees that you know.

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**B. Write two pairs of rhyming words from the poem.**

1. \_\_\_\_\_, \_\_\_\_\_

2. \_\_\_\_\_, \_\_\_\_\_

**C. Find the synonyms of the following words from the poem.**

1. Ruler \_\_\_\_\_

2. Wood \_\_\_\_\_

3. Lovely \_\_\_\_\_

**Class : 5**

**Subject : Grammar Cloud**

**Lesson : The Dictionary**

**Date : \_\_\_\_/\_\_\_\_/\_\_\_\_**

**Total number of periods required: 1**

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## **Learning Objectives**

At the end of this chapter, the students will be able to learn about:

- The alphabetical order
- Use of dictionary
- Finding words in a dictionary

## **Teaching Resource Materials**

- Textbook: Grammar Cloud 5
- Small/pocket dictionaries

## **Warm Up**

Before getting started, you can ask the following questions in class:

- How many letters are there in English alphabet?
- Do you know any book where words are arranged in alphabetical order?
- What will you do if you have to find a meaning of a word?
- Do you have dictionary at your home?
- Have you ever used dictionary for finding the meaning of a word?
- How the words in the dictionary are arranged?

## **Points to Discuss**

- We use a dictionary to find meaning of a word.
- A dictionary is a book of words with their meanings and pronunciations.
- The words are arranged in alphabetical order to make it easy to find the word.

## Dictionary

In a dictionary, words are given in alphabetical order. It makes it easy to find the words and their meanings. When more than one word starts with the same letter, the words are in alphabetical order but arranged according to the second letter of the words. Examples: land, lead, load. When the first two letters are the same, we have to find the alphabetical order of the third different letter in the words to find them in a dictionary. Examples: pearl, peep, pest, pet.

## Classroom Activity

### *Alphabetical Order*

Ask students to write names of any 10 students of the class in their notebook, and ask them to arrange them in alphabetical order. Now, ask them to exchange their work with their partners and cross-check each other's work.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfillment				
Spellings				
Peer group knowledge				

## Classroom Activity

### *Speed Word Search*

Give each student or pair of students a dictionary. When you call out a word, the student(s) must find the word as quickly as possible. The first person to call out the correct page number wins the round. This would be a good one to do in teams; everyone has his or her own dic-

tionary, but the winner wins a point for the whole team rather than individually.

### Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Understanding				
Participation				
Task fulfilment				
Speed and Accuracy				
Team work				

### FUN TIME

Once the lesson is completed, you can play the following game in the classroom.

### Make Up New Words

Ask each student to make up a new word and a definition. Have each student write his or her word and definition on a Post-It note (yellow sticky note), and put it in the appropriate place in the dictionary. Make a class list of the new words and their definitions. Challenge the class to use the words in everyday conversation.

### Enrichment

Have students brainstorm, identify, read, and find meanings of words from dictionary and increase their vocabulary.

### Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Searching

## **Life Skills**

### ***Collect New Words***

Have each student keep a notebook of new words. This is a nice activity to do daily or a few times a week. It is also good for handwriting practice. Each day, each student finds a word in the dictionary that he does not know. He then writes the word, the definition, and an original sentence using the word in his notebook. An illustration would make a nice addition. Have students share their words with at least one of their friend or classmate.

## **Tips for Teachers**

- Begin the chapter by writing few words on the board and ask students to arrange the words in alphabetical order. Tell them that arranging the words makes it easier to find them in the dictionary.
- Before doing dictionary activities make sure students have an idea of how to find the words by making them practise once or twice.
- Encourage them to learn at least 5-10 new words daily.
- Encourage them to behave well in the class.
- Make sure they do not make any marking in the dictionary.