

Class : 6
Subject : Grammar Cloud

Lesson : The Sentence

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

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

- Meaningful sentences
- Subject and predicate of a sentence

Teaching Resource Materials

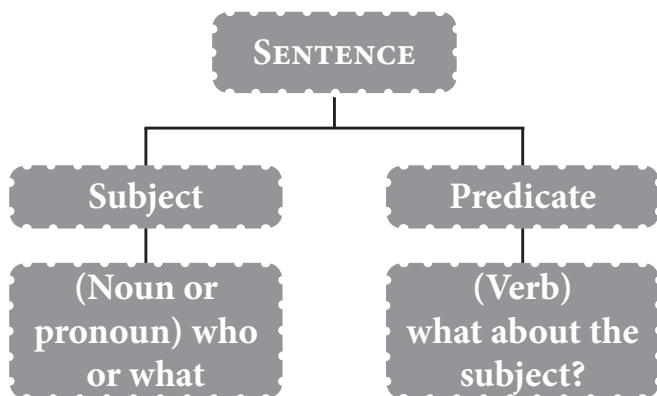
- Textbook: Grammar Cloud 6
- A text from newspaper or any magazine article

Warm Up

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

- How long a sentence can be?
- Can a sentence be divided into parts?
- What/Who is a subject in a sentence?
- What does the term predicate mean?

Points to Discuss



- A group of words that makes complete sense is called a **sentence**.
- The **subject** is that part of the sentence that tells us, who or what does something.
- The **predicate** is that part of the sentence that tells us what happens to the subject or what the subject does.

Classroom Activity

Text from Newspaper

Give each student the cutout of a text from any newspaper, book or magazine of your choice. Ask them to highlight or encircle subjects in all the sentences and underline the predicates. Read out the sentences and let students assess their own work.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Understanding				
Knowledge				
Participation				
Task completion				

Classroom Activity

Frame Sentences

Make pairs of students sitting next to each other. Each student will frame 10 sentences of their choice and then they will cross-check each other's work. The assessment can be done on the following basis:

- Punctuations
- Capital letters
- Subject-predicate differentiation
- Verb form

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Accuracy				
Spellings				
Vocabulary				
Sentence formation				
Task completion				
Team work				

PROJECT TIME

Once the lesson is completed, you can give the following project to the class.

Writing a Paragraph in MS Word

Instruct students to write a paragraph in Microsoft Word on their computers, on any literature lesson after reading it. They should format the sentences in the following way:

- Type all the subjects of the sentences in bold and in red colour.
- The rest of the sentences or the predicate in blue colour.

NOTE : Ask students to bring the printout of their Word file from home. Alternately, you can ask them to mail the project to you on your e-mail ID.

Skills Developed

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

- Vocabulary
- Sentence construction

- Team work
- Capitalisation and Punctuation
- Computer practical

Life Skills

Peer pressure and parental pressures to perform excellent academically and non-academically is high during this age. Children are trying to prove themselves constantly and many times they fail. It is the duty of every teacher and guide to keep and maintain a healthy competitive environment so that the students do not feel the urge to put prove what they do not to.

Tips for Teachers

- Before giving homework or any project to the students, first discuss it in the class.
- Ask them to complete the textbook exercises either in the classroom or at home.
- You can also provide them with additional practice worksheets.
- Create a balance between literature and grammar so that they inculcate their knowledge in both the fields.
- Encourage students to read and write sentences as much as they can.
- Building a sentence is a little bit like solving a jigsaw puzzle. It is easier to understand the desired outcome by looking at the whole picture on the box, looking carefully at the individual pieces and only then, starting to put the pieces together.
- Encourage your class to use and apply their knowledge and understanding of language concepts and socialise by playing games.

Class : 6
Subject : Grammar Cloud

Lesson : Sentences: Kinds

Date : ____/____/____

Total number of periods required: 3

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
- Negation in sentences

Teaching Resource Materials

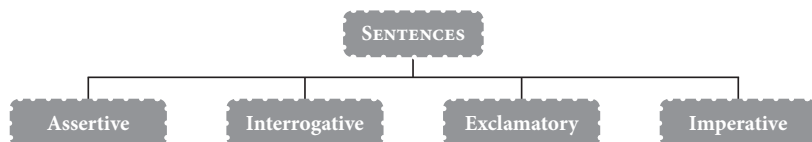
- Textbook: Grammar Cloud 6
- Old newspapers
- A4 size sheets

Warm Up

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

- Can you give some examples of assertive sentences?
- “Where is Mark?” What kind of sentence is this?
- What is the difference between imperative and assertive sentences?
- What kind of sentences are exclamatory sentences?
- Can you or can you not drink one liters of milk in one breath?

Points to Discuss



- In English, there are different types of sentences.
- Sentences that end in a (.) full stop are called **assertive** sentences. They are statements.
- Assertive sentences are of two types: **affirmative** (which convey positive thought) and **negative** (which convey negative thought)
- 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.
- **Negation** sentences are sentences that use not or never in a sentence. It describes that there is no event or any sort of disagreement happening.

Classroom Activity

Newspaper Activity

For this activity, ask students a day before to bring newspapers from their home. Decide on the newspaper that is common in every house. For those students, who don't get the same newspaper can share it with their partners. Turn to page with all the gaming and comic section. Choose any comic story and ask them to read it silently. Comics are the best example to learn different kinds of sentences. Students have to read all the dialogues and stories and define each sentence, what kind it is. You can move around the class to check whether the students are doing the right thing or they are facing any kind of difficulty in completing the task.

NOTE : This activity can be done individually or in pairs.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Newspaper- reading				
Understanding				

Discipline				
Task completion				
Accuracy				

Classroom Activity

Prepare a Questionnaire

Make pairs of students sitting next to each other. Provide them A4 size sheets. Ask each student to prepare a questionnaire listing different questions such as “Have you completed your homework?”, “Do you play with your friends?”, “Who is Sachin Tendulkar?”, etc. Once they prepared their questionnaire, have them interchange their sheets with their partners. Now, ask each student to write the answers on the sheet itself. The answers of the questions can be in affirmative sentences or in negative sentences depending on the questions.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Understanding				
Team work				
Sentence construction				
Question formation				
Task completion				
Accuracy				

Classroom Activity

Right or Wrong

Write few sentences on the board—some or all of them may be incorrect. Ask students to read the sentences carefully and write the correct sentence in their notebook, if it is incorrect. Then, ask them to exchange their notebooks with their partner and let them cross-check each other's work. You can write the correct sentences on the board to help them assessing the work. Few sample sentences are given below:

- A dog has no tail.
- A butterfly is not a colourful insect.
- There is a chair for the teacher in the classroom.
- Students should not stand before giving an answer to the teacher.
- We should fight with each other.
- Mumbai is not a city.
- Virat Kohli is not a cricketer.

This activity will help student convert the negative sentences into affirmative and vice versa. It will also help in assessing the general knowledge of the students.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Understanding				
General knowledge				
Task completion				
Accuracy				

PROJECT TIME

Once the lesson is completed, you can give the following project to the class.

PowerPoint Presentation

Ask students to prepare a short Microsoft PowerPoint presentation on sentences and their kinds. Ask them to give suitable example to describe each kind of sentence. They can also use appropriate images, wherever required. Give this as a group project. Give them at least 3-4 day time to complete the project.

***NOTE :** Ask students to mail the presentation to you on your e-mail ID. Encourage the students of each group to show their presentation on a projector. Appreciate everyone's effort.*

Skills Developed

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

- Communication
- Public speaking
- Presentation
- Team work
- Computer practical
- Creativity

Life Skills

Making good decisions is a useful life skill every child should understand. Deciding between good company and bad company is one of the major decisions a child must take. He/she should know the concept of good and bad company and a teacher can play a vital role in educating the students about the concept.

Tips for Teachers

- Different kinds of sentences are used in different situations. Make sure students understand the difference between different

kinds of sentences and use them correctly.

- Teach students the habit of reading newspaper daily.
- Teach them to identify what kind of sentences are used in any text—this will help them to understand the text and comprehend it.
- Equip your students with sentence frames they can use for discussion, writing, and collaboration.
- Encourage children to always try saying what they want to write before actually putting pen to paper. It is generally much easier to hear when something doesn't sound right than it is to see errors in writing.
- Teach them the rules of converting one sentences type into another. Ask them to complete the textbook exercises. You can also give them more practice worksheets on conversion of one type of sentence to another.

Class : 6
Subject : Grammar Cloud

Lesson : Noun: Kinds

Date : ____/____/____

Total number of periods required: 3

Learning Objectives

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

- Nouns
- Common and proper nouns
- Material nouns
- Abstract and collective nouns

Teaching Resource Materials

- Textbook: Grammar Cloud 6
- Worksheet for practice as given below
- Old newspapers
- An empty box or bag
- Flash cards with different adjectives, verbs and common nouns written on them from which abstract nouns can be formed
- Cards with format as follows (try to give instructions from all different types of nouns)—

Few sample cards are given below:

Find the common and proper noun in the following sentence.

The Taj Mahal is situated on the banks of river Yamuna.

Write the abstract noun of the following.

Free _____
Honesty _____

Write the collective noun for the group of following.

People _____
Keys _____

Warm Up

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

- What are nouns and how many kinds of nouns are there?
- Can you give some examples of abstract noun in a sentence?
- How can you define material noun?
- What is the group of fish called?

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.
- The name given to a material or substance of which things are made is called **material noun**.

Classroom Activity

Prepare a Skit

Divide the class in five groups. Give each group a noun kind and ask them to prepare a skit that represents their noun. Let each group perform and at the end teach students what they might have missed during their skit about the noun.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Participation				
Discipline				
Vocabulary				
Creativity				
Idea				
Team work				

Classroom Activity

Time's up!

Place the box or the bag on the table and put all the cards (as shown above) in it. Ask students to pick a card from the box and get back to their seats. The students have to perform the instruction written on the card before the teacher says "Time's up!" It is upto the teacher to say Time's up in 30 seconds, 45 seconds or in 1 minute. Students who complete the given card correctly win.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Knowledge				
Task completion				
Accuracy				

Classroom Activity

Newspaper Activity

Ask each student a day before to bring an old newspaper from their home. Ask them to open the sports page in the newspaper and find out at least five examples of each type of noun on that page. Ask them to prepare a table in the following format in their notebook and write down all examples in it.

Common	Proper	Abstract	Collective
Batsman	Virat Kohli	defeat	team

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Newspaper reading				
Task completion				
Understanding				
Accuracy				

Classroom Activity

It is made up of...

Place few objects on your table (for example, book, duster, handkerchief, lunch box, rubber, glass, chalk, etc.) and show them one by one to the class. Randomly call few students one by one and ask them to hold one object and show it to the whole class and say the name of the object and the thing from which it is made up of. For example, a student can hold the book and say:

This is a book. It is made up of **paper**.

Another student can hold the duster and say:

This is a duster. It is made up of **wood**.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Participation				
Public speaking				
Knowledge				
Sentence formation				
Discipline				

Classroom Activity

Honest to Honesty

This is an individual activity. Put all flash cards with common nouns, adjectives and verbs written on them. Call students one by one and tell them to take out one card and go back to their seat. Once the cards are assigned to each student, tell them to write the abstract noun formed from the given word. Now, tell them to exchange their cards with their bench partner and cross-check their work.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Accuracy				
Team work				
Vocabulary				
Task completion				

Classroom Activity

Use the following worksheet as practice material.

WORKSHEET

Read the following paragraph. Underline the noun and write its type in the given blanks. One has been done for you.

There were once two brothers who lived on the edge of a forest. The elder brother was very mean to his younger brother and ate up all the food and took all his good clothes. One day, the elder brother went into the forest to find some firewood to sell in the market. As he went around chopping the branches of a tree after tree, he came

upon a magical tree. The tree said to him, 'Oh kind sir, please do not cut my branches. If you spare me, I will give you my golden apples.' The elder brother agreed but was disappointed with the number apples the tree gave him. Greed overcame him, and he threatened to cut the entire trunk if the tree didn't give him more apples. The magical tree instead showered upon the elder brother hundreds upon hundreds of tiny needles. The elder brother lay on the ground crying in pain as the sun began to lower down the horizon.

The younger brother grew worried and went in search of his elder brother. He found him with hundreds of needles on his skin. He rushed to his brother and removed each needle with painstaking love. After he finished, the elder brother apologized for treating him badly and promised to be better. The tree saw the change in the elder brother's heart and gave them all the golden apples they could ever need.

Moral of the Story

It is important to be kind and gracious as it will always be rewarded.

brothers (common)

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.

Frame Your Sentence

Call students one by one near 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.

Skills Developed

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

- Communication
- Vocabulary
- Pronunciation
- Creativity
- Public speaking
- Newspaper reading
- Decision making

Life Skills

Tell students that whenever the teacher asks something in the class-room, they should not immediately answer it. If they know the answer, they should first raise their hand. When the teacher asks, 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

- Give proper explanation and enough suitable examples to make the concept clear. The concept of different types of noun can be made clear by showing pictures of different objects, persons, or animals. Make them understand the difference between each type of noun by looking at the pictures.
- Tell the rules of making the abstract nouns from adjectives, common nouns and verbs.
- Give them printout listing some of the commonly used abstract nouns and ask them to paste it in their notebook. Tell them to learn the words by heart.
- Give appropriate time for the group activity.

- Make sure the students complete the textbook exercises either in the classroom or at home. You can also provide them with additional practice worksheets on different types of nouns.
- During the preparation, approach each group and observe the behaviour of each student.
- Help students with various issues.
- While assessing their performance keep in mind their behaviour in the team during the preparations.
- Share with the students the purpose of learning grammar: so that we can become better speakers and writers.

Class : 6
Subject : Grammar Cloud

Lesson : Pronouns

Date : ____/____/____

Learning Objectives

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

- Pronoun
- Kinds of Pronouns
- Personal Pronoun (e.g. he, they)
- Possessive Pronoun (e.g. his, your)
- Reflexive Pronoun (e.g. itself, himself)
- Indefinite Pronoun (e.g. none, several)
- Emphatic Pronoun (e.g. ourselves, themselves)
- Distributive Pronoun (e.g. each, any)
- Demonstrative Pronoun (e.g. this, these)
- Relative Pronoun (e.g. which, where)
- Interrogative Pronoun (e.g. which, who)

Teaching Resource Materials

- Textbook: Grammar Cloud 6
- Old newspapers or magazines

Warm Up

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

- What is a pronoun?
- How many kinds of pronouns you have learned?
- Can you define any two pronouns with examples?
- Why do we use pronouns?

Points to Discuss

- The pronouns that stand for persons, animals or things are called **personal pronouns**.

- A **reflexive pronoun** reflects back on its subject.
- The pronouns which are used to emphasize (stress) a noun or pronoun are called **emphatic pronouns**.
- The pronouns used to replace specific people or things that have been previously mentioned are called **demonstrative pronouns**.
- The pronouns which are used for asking questions are called **interrogative pronouns**.
- The pronouns which indicate possession (ownership to something or someone) are called **possessive pronouns**.
- The pronouns used to refer to persons or things in a general way, not in a particular way, are called **indefinite pronouns**.
- The pronouns used to refer to one person or thing at a time are called **distributive pronouns**.
- The pronouns which join two sentences and refer to nouns mentioned earlier are called **relative pronouns**.

Classroom Activity

Pronoun Presentation

Divide class into nine groups and give each group a pronoun. They will prepare a PowerPoint presentation (on the type of pronoun given to them) of maximum 5-6 minutes and present it in the class. Given below is the format of the presentation and students have liberties to add ideas that may help in featuring their PowerPoint presentation.

- Definition
- Rules
- Examples

During presentation, each student should get a chance to speak, it is a group project and every student will have equal participation.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Participation				

Creativity				
Team work				
Presentation				
Task completion				

Classroom Activity

Newspaper Activity

For this activity, ask students a day before to bring newspapers from their home. Ask them to highlight all the pronouns on the first page of the newspaper. Now, tell them to write down those pronouns in their notebook along with their types.

NOTE : *This activity can be done individually or in pairs.*

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Newspaper reading				
Understanding				
Discipline				
Task completion				
Accuracy				

PROJECT TIME

Once the lesson is completed, you can give following project to the class.

Ask Questions!

In an extended form of the classroom activity, the groups can prepare a list of few questions to ask the other students at the end of their presentation. In this way, they will not only learn about different kinds of pronouns but also understand and use them efficiently.

Skills Developed

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

- Communication
- Vocabulary
- Pronunciation
- Presentation
- Team Work

Life Skills

Group projects are very important for students. They help them to understand working with other people. Children learn to listen, understand and observe other people and appreciate and respect each other. They have their own opinions and exchanging their views gives them an open mindset.

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.
- Before giving homework, first discuss it in the class.

- Divide the group so that students with different behaviours and intelligence are in same group. This helps maintain a balance between the performances of students.
- Instruct the groups to divide the work according to each group member's potential.
- Each group may appoint a group leader to help bring out a disciplined work ethic.
- After explaining the concept to students write ten sentences on the board and ask them to identify different types of pronouns in them to see if students understand the concept.
- Teach students the habit of reading newspaper daily.
- Make sure the students complete the textbook exercises either in the classroom or at home. You can also provide them with additional practice worksheets on different types of pronouns.

Class : 6

Subject : Grammar Cloud

Lesson : Subject Verb-Agreement

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

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

- Subject and verb agreement
- Singular and plural form of verb in accordance with subject
- Placement of subject and verb in a sentence

Teaching Resource Materials

- Textbook: Grammar Cloud 6
- Worksheet for practice as given below

Warm Up

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

- What is the position of a verb in a sentence with respect to subject?
- When do we use singular verb in a sentence?
- Why do we use plural verb form with 'you'?

Points to Discuss

- Subject-verb agreement implies that the subject of the sentence and the verb of the sentence must be in agreement in number.
- If the subject is singular in number, the verb should also be **singular in number**.
- If the subject is plural in number, the verb should also be **plural in number**.

Classroom Activity

Frame Sentences

Students will work in pairs for this activity. They will read the entire

lesson and will frame sentences from the rules given in the chapter. They will make at least two sentences for each rule and underline the verb and encircle the subject in the sentences.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Understanding				
Participation				
Sentence formation				
Task completion				

Classroom Activity

Use the following worksheet as practice material.

WORKSHEET

Choose the correct verb form to complete the following sentences.

- One of my friends _____ gone to France. (has/have)
- The girl _____ to be a famous singer. (want/wants)
- Each of the boys _____ given a present. (was/were)
- All children _____ love. (need/needs)
- Oil and water _____ not mix. (does/do)
- My brother _____ in the army. (serve/serves)
- Time _____ (fly/flies)
- Neither Peter nor James _____ any right to the property. (has/have)
- I _____ forgetting things. (keep/keeps)
- Either Mary or Alice _____ responsible for this. (is/are)

k. Ajay, Vijay, Akshay none _____ to be bright and wise. (appears/appear)

l. I _____ to be a millionaire. (wishes/wish)

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

PROJECT TIME

Once the lesson is completed, you can give the following project to the class.

It's reading time!

Students will read any text from their literature textbook and observe whether all the sentences are as per the subject-verb agreement. This will increase their reading as well as observational skills.

Create a Word Document

This is extension of the above project work. Ask students to take out sentences from the lesson according to the different rules mentioned in the grammar textbook. Now, write those sentences in a Word document. Ask them to take the printout of the document and paste it in their notebook.

Skills Developed

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

- Vocabulary
- Sentence construction
- Reading
- Computer practical

Life Skills

Most children are stubborn in this age. They want their voice to be heard and understood. They also want to do things that they feel is right. This age is a very critical stage for children because it is in this age, they form critical opinions of everything and everyone around

them. Teachers and parents need to be patient and good listeners for the children so that they do not feel left out or less than another child of their age.

Tips for Teachers

- Tell students that subject-verb agreement is very important because without it, the reader can be confused.
- Tell them that it is important to ensure that subjects and verbs always agree with each other. The relationship between subjects and verbs lie at the heart of grammatically correct English writing.
- Explain all the rules mentioned in the textbook and ensure that everyone gets the clear understanding of the concept.
- Students love using technology. You can use an online learning tool that allows you to create quizzes specifically for your own classroom drives motivation.
- A great way to get your students involved and interested in your grammar lesson is to ask them every once in a while which mini-lessons you should do next. They will feel appreciated and involved in the lesson and already more motivated to learn what they requested.
- Refrain from giving all the mentor sentences away! Have your students copy real sentences from others and write their own original ones. The students need to learn to recognise errors and to draft sentences correctly the first time.

Class : 6
Subject : Grammar Cloud

Lesson : Adjectives

Date : ____/____/____

Total number of periods required: 3

Learning Objectives

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

- Adjectives
- Kinds of adjectives
- Uses of different kinds of adjectives in sentences

Teaching Resource Materials

- Textbook: Grammar Cloud 6
- Few children's magazines
- Flash cards with What kind, How much, How many, Which and Whose written on them

Warm Up

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

- What is the colour of water?
- How much water is there in the river?
- Can we measure the water in sea?
- Can we touch and feel the water?

Points to Discuss

- Words which describe or modify nouns are called **adjectives**.
- Adjective of quality answers the question **What kind?**
- **Adjective of quantity** answers the question **How much?**
- **Adjective of number** answers the question **How many?**
- **Demonstrative adjectives** answer the question **Which?**
- **Interrogative adjectives** are the words which are used with the nouns to ask questions.
- **Possessive adjectives** answer the question **Whose?**

Classroom Activity

It's magazine time!

Magazines are one of the best resources to learn about different kinds of adjectives and how they are used. Give a magazine to each pair of students sitting together. Divide the magazine pages between the pairs and instruct them to mark all the adjectives and their kinds. After that, they will make one sentence from each adjective they have marked. Make them read those sentences in front of the class.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Understanding				
Participation				
Task completion				
Accuracy				
Team work				
Sentence formation				

Classroom Activity

Explain them!

In an extended version of the above activity, ask students to read the text from the magazine and explain the adjective they have marked in the sentence. What kind of adjective the word is and how is it used in the sentence. This activity will give them an idea of public speaking.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Participation				
Public speaking				
Confidence				
Accuracy				

Classroom Activity

Show up!

Divide the class into five groups and give one flash card to each group. Speak out a sentence containing an adjective of one type out of five adjectives written on the flash cards. Have students identify the type of adjective and the correct group raise their flash card. The correct answer gives one point to the correct group. If the wrong group raises the flash card, the team loses one point. You should speak out at least 10 sentences. The group with maximum points at the end wins. Some sample sentences are as follows:

- You love your brother. (Whose)
- I like this book. (Which)
- There are ten pencils in the box. (How many)
- There is a little water in the container. (How much)

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Participation				
Accuracy				
Team work				

PROJECT TIME

Once the lesson is completed, you can give following project to the class.

Prepare Worksheets in MS Word

Instruct students to create a worksheet on adjectives in MS Word and take a printout of it. Ask them to make use of the Internet or the grammar textbook to make the worksheet. Collect all the worksheets and shuffle them. Distribute the worksheets and let students do it. They can either cross-check each other's worksheets or you can collect and assess them yourself.

Skills Developed

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

- Communication
- Vocabulary
- Confidence
- Computer practical
- Team work

Life Skills

While talking about money isn't always comfortable, understanding how to handle the basics, like budgeting and bill payments, are critical life skills your child needs to have. You can show them how to identify their expenses and create a budget, as well as monitor their

small expenditures by starting a pocket money routine. They can receive a pocket money at daily, weekly or monthly basis and can be taught to regulate and save the money.

Tips for Teachers

- You will need to begin by presenting basic adjectives to your students. The adjectives you choose will depend on your class make-up.
- You can provide on the spot oral feedback and help students correct any misunderstandings they have acquired during the activities.
- You can provide students with a list of adjectives at the end of the lesson to help them add appropriate adjectives to their vocabulary.
- Make sure the students complete the textbook exercises either in the classroom or at home. You can also provide them with additional practice worksheets on different types of adjectives.

Class : 6

Subject : Grammar Cloud

Lesson : Degrees of Comparison

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

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

- Comparative and superlative degrees
- Other adjectives

Teaching Resource Materials

- Textbook: Grammar Cloud 6
- Picture cards of different animals, birds or objects

Warm Up

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

- Who is the tallest boy in the class?
- Which is the bigger—an elephant or a blue whale?
- Who is the fastest keyboard player in the world?
- Are you a good boy or a girl?

The answers to these questions will help students understand the degrees of comparison.

Points to Discuss

- The Positive degree is used when no comparison is made.
- The Comparative degree is used to compare two nouns.
- The Superlative degree is used to compare more than two nouns.

Classroom Activity

Group Discussion

Create groups of 8-10 and write down some topics on the board.

For example, animal, place, actor/actress, house, etc. Take 5 minutes to observe and think about the topics. Now, instruct students to have a group discussion on each of the given topic and come up with the list of positive, comparative and superlative degrees of adjective for a particular topic. For example, after a group discussion on animals, students can come up with:

A bear is a large animal. A gorilla is larger than a bear. But elephant is the largest land animal.

One student from each group will read all the comparisons and the group with most correct answers will win.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Awareness				
Participation				
Accuracy				
Team work				
Discipline				

Classroom Activity

Guess the Classmate

Ask each students to write few sentences about any of their classmate describing him or her on a sheet of paper. Now, ask each student to come up and speak out the lines he or she has written. Let other students to guess the name of the student. This activity helps the students know about their classmates in a better way.

NOTE : Make sure that students do not write anything funny or teasing about their classmates. Ask them to come up with only good qualities about each other. This will inculcate the positive thinking in students.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Peer group knowledge				
Participation				
Vocabulary				
Sentence formation				
Task completion				
Discipline				

Classroom Activity

Let's Compare

Distribute picture cards to all the students. Ask two students to come up with their picture cards and speak one sentence about the picture in their card using the appropriate degree of comparison. For example, they can say

My animal is faster than yours.

Or

My animal is the largest land animal in the world.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Awareness				
Participation				
Sentence formation				
Communication				
Discipline				

PROJECT TIME

Once the lesson is completed, you can give following project to the class.

Table of Degrees of Comparison in MS Word

Instruct students to create a table in MS Word in the following way.

Positive degree	Comparative degree	Superlative degree
Good	Better	Best

Now, ask them to write at least 10 adjectives and their comparative and superlative degrees of comparison in the table. Ask them to include all six types of degrees of comparison given in the textbook. Have them take printout of their list and paste it in their notebook.

Skills Developed

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

- Communication
- Vocabulary
- Analytical

- Positive thinking
- Group discussion
- Confidence
- Computer practical

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

- Once your students have a strong grasp on adjectives, you can move their knowledge to the next level by tackling the harder world of comparatives and superlatives.
- Start with a simple activity right where you are by having students compare the children in your classroom. Using the students in the class is a logical place to start with comparatives.
- 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.

Class : 6
Subject : Grammar Cloud

Lesson : Verbs

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

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

- Verbs
- Types of verbs

Teaching Resource Materials

- Textbook: Grammar Cloud 6

Warm Up

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

- What are verbs? And why do we use them?
- Can you think of a sentence without any verb?
- How are verbs used in different tenses?
- Can you give some examples of transitive and intransitive verbs?

Points to Discuss

- A verb is a word which tells us:
- What the subject is? What the subject has? What the subject does?
- **Auxiliary verb** is a helping verb with no meaning of its own.
- **Main verb** is a verb that has a meaning of its own.
- When a verb has its own objects to complete its sense, it is a **transitive verb**.
- A verb that does not require an object and makes complete sense by itself is called an **intransitive verb**.
- The verbs which join a subject and other words are called **linking verbs**.
- Words which require the linking verbs, to make the meaning complete are called **complements**.

- The verbs which form their past tense by changing the vowel of the present tense are called **strong verbs**. We do not add -d, -ed or -t to the present tense.
- The verbs which form their past tense by adding -d, -ed or -t to the present tense are called **weak verbs**. There is no change of vowel in the word.

Classroom Activity

Complete the Table

Instruct students to read carefully the tables for strong and weak verbs given in the textbook. Now, draw a table on the board and divide it into three parts, present, past and past participle. Write down few verbs from the book in either of the columns and start asking students to complete the table by filling the other two forms of the verb. Students will raise their hands if they know the answer. Before completing the table for a particular verb, they first have to tell, whether the verb is strong or weak.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Accuracy				
Participation				
Knowledge				
Vocabulary				
Discipline				

Classroom Activity

Frame Sentences

Give students 20 minutes to write as many sentences as possible with verbs in present, past and past participle form in their notebooks.

They can choose any verbs they like. Student with most correct sentences will be applauded by the entire class.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Knowledge				
Accuracy				
Sentence formation				
Task completion				

FUN TIME

Once the lesson is completed, you can ask students to open the table of verbs and start reading one word at a time. According to this activity, each kid will read one present form of the verb and the student next to him/her will read the past form of the same verb and so on. To have fun, instruct students to read rapidly. If the table is not complete after a student has his turn, repeat from the first student.

PROJECT TIME

Once the lesson is completed, you can give following project to the class.

PowerPoint Presentation

Ask students to prepare a short Microsoft PowerPoint presentation on verbs and their kinds. Ask them to give suitable example to describe each kind of sentence. They can also use appropriate images, wherever required. Give this as a group project. Give them at least 3-4 day time to complete the project.

NOTE : Ask students to mail the presentation to you on your e-mail ID. Encourage the students of each group to show their presentation on a projector with proper explanation. Appreciate everyone's effort.

Skills Developed

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

- Communication
- Vocabulary
- Sentence construction
- Presentation
- Team work
- Creativity
- Public speaking

Life Skills

Children grow an awareness of surrounding in their early teens. They establish the old ideas and create new ideas depending on their own mind set and environmental situations. At this age, self-awareness is very important. A child should be aware of his own behaviours and characteristics. He should be able to control his emotions and not jump onto the conclusions before understanding the situations.

Tips for Teachers

- Begin the lesson by revising the concept done in the earlier classes.
- Once a topic is finished make the students do book exercises in classroom.
- For homework give the students some activities that can be discussed later in classroom.
- 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”)

- Irregular verbs do not follow any pattern. Tell students to just memorise them by heart. Many of the most common verbs are irregular, so learning them is important! You can start with 10 most common irregular verbs. For example, go, come, find, think, see, say, tell, etc.
- Then ask students to gradually learn the list of verbs and their two forms given in the grammar textbook.

Class : 6
Subject : Grammar Cloud

Lesson : Adverbs

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

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

- Adverbs
- Types of adverbs

Teaching Resource Materials

- Textbook: Grammar Cloud 6
- Worksheet for practice as given below
- Old newspapers

Warm Up

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

- Why do we use adverbs?
- What is the difference between adjective and adverb?
- How many types of adverbs are there?
- Can you give some examples of more than one adverb in a sentence?
- Can you tell few sentences with both adjectives and adverbs?
For example: Four children are dancing beautifully. Here, four is the adjective of number and beautifully is the adverb of manner.

Points to Discuss

- The word that qualifies verbs is called **adverb**.
- Adverbs of manner show, how or in what manner, an action takes place.
- Adverbs of place show where something happens.
- Adverbs of time show when or at what time a work is done.

Classroom Activity

Let's teach the class!

Divide the class in three groups and give each group a type of adverb. They will teach the class using the classic board teaching method. They can use charts, flow charts or pictorial objects to help their teaching. Ask each member of the group to participate in teaching. Encourage the remaining students to ask questions related to the topic. The query session will help brainstorm the types of adverbs.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Knowledge				
Participation				
Team work				
Teaching skills				
Presentation				
Confidence and Public speaking				

Classroom Activity

Newspaper Reading

Give each student the cutout of a text from any newspaper, book or magazine of your choice. Ask them to highlight or encircle adverbs in the sentences and mention their type.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Understanding				
Knowledge				
Accuracy				
Task completion				

Classroom Activity

Give the following worksheet for practice.

Choose a verb (Box A) + an adverb (Box B) to complete the sentences given below.

A	come	know	sleep	win
	explain	listen	think	work

B	twice	clearly	hard	well
	carefully	easily	well	fast

- I'm going to tell you something very important, so please _____.
- Ann! I need your help. _____ !
- They _____. At the end of the day they're always tired.
- I'm tired this morning. I didn't _____ last night.
- You're a much better tennis player than me. When we play, you always _____.
- _____ before you answer the question.
- I've met Alice a few times but I don't _____ her very _____.
- As a teacher, it's my duty to _____ things _____.

Identify the adverb in the following sentences.

1. He is little known outside India.
2. He works hard all day.
3. You can only guess.
4. She sings well enough.
5. He knows me better than you.
6. I came early this morning.
7. Arjun writes better than Ram.
8. Hari writes best of all.

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

Adverb Vocabulary

Students can prepare their own little hand book for adverb vocabulary. They can write down all the adverbs they know till now in alphabetical order and make at least five sentences with each adverb to understand the meaning and use of these adverbs. They can also make this hand book in printed form. They can type their list in MS Word and take printouts of the book.

Skills Developed

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

- Communication
- Vocabulary
- Pronunciation
- Computer Practical
- Teaching and Presentation
- Confidence and Public speaking

Life Skills

Children are stubborn in this age. They think they always know best and may have no desire to come to you for advice. In some ways,

that's good. You're trying to teach independence, after all. But teens can and do get into situations they can't handle on their own: unwelcome sexual attention, an abusive relationship, pressure to experiment with drugs and alcohol. Maintain an open and honest line of communication means listening to them without being judgmental. No matter how independent teens are, they need to know that when they are genuinely in trouble, you will be there for them as a mentor, a guide and sometimes a friend.

Tips for Teachers

- Begin the lesson by revising the concept done in the earlier classes.
- Make sure that students understand and complete all the textbook exercises either in the classroom or at home. You can give more worksheets for additional practice.
- During presentations, students may bully or de-motivate each other, it your responsibility to teach students to patiently listen to all presentations.
- After all the presentations are done, you can few questions related to the topic to make sure students have understood the concept.
- Help students in vocabulary building.

Class : 6

Subject : Grammar Cloud

Lesson : The Preposition

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

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

- Preposition and its types
- Compound and phrase preposition

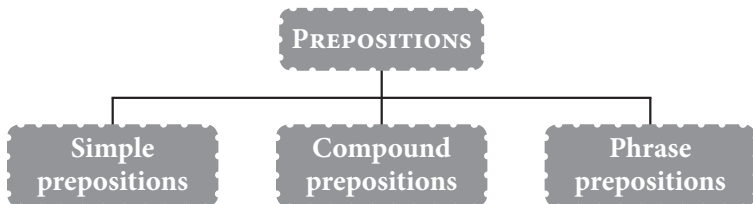
Teaching Resource Materials

- Textbook: Grammar Cloud 6
- Picture of a garden or playground scene
- Worksheet for practice as given below

Warm Up

Before getting started, you can show a picture of a garden or playground scene to the class and ask them to frame at least 10 sentences using prepositions. This activity can be completed individually or in pairs.

Points to Discuss



- Prepositions in simple form are called **simple prepositions**. Words like, at, for, in, off, on, over and under to describe a location, time or place.
- Prepositions like behind, inside, without and across are **compound prepositions**. These are formed by prefixing the preposition to a noun, an adjective or an adverb.

- **Phrase prepositions** are groups of words used as prepositions. For example according to, in front of, on behalf of, along with and instead of.

Classroom Activity

Look Around

Have pairs of students take turns, saying where items in the classroom are, without saying the object itself. For example, a student could say, "This object is over the door." The second student guesses which item his partner is describing. "Is it the clock?" If the student gets the answer right, they switch roles. This is also a good way to review vocabulary of classroom objects.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Awareness				
Participation				
Sentence formation				
Vocabulary				

Classroom Activity

Use the following worksheet for practice.

WORKSHEET

Following sentences are from your textbook. Read these sentences and identify the prepositions. Write the type of preposition in the given blank.

1. Yash is standing behind his mother. _____
2. The monitor spoke on behalf of the students. _____
3. My sister has no liking for sweets. _____

4. We walk on the green grass _____
5. The ball is under the table. _____
6. The boy is behind the table. _____
7. Your teacher will discuss the answers after you finish your work. _____
8. The tournament will be held in Asia _____
9. The room is heated by an electric heater. _____
10. The baby crawls towards me _____

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

PROJECT TIME

Once the lesson is completed, you can give following project to the class.

Search Internet

Encourage students to find more prepositions from the Internet or other books and frame sentences using the new prepositions. Let them cross-check each other's work and learn new prepositions.

Skills Developed

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

- Communication
- Analytical
- Using the Internet
- Research

Life Skills

Children are going to encounter all kinds of people—at the mall, on the street—and blanket rules like “don’t talk to strangers” no longer apply. They have to start becoming street smart in this world so that they understand the difference between making friends and just knowing people.

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.
- The worksheet has sentences from the textbook. Give the worksheet after the chapter is complete. Students cannot open their books during the worksheet.
- Keep the activity and worksheet time bound.
- Encourage students to increase their vocabulary.

Class : 6

Subject : Grammar Cloud

Lesson : Simple Present Tense

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

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

- Simple present tense
- Verb position in simple present tense
- Sentence structure for negation and interrogative sentences in simple present tense

Teaching Resource Materials

- Textbook: Grammar Cloud 6
- Paper slips

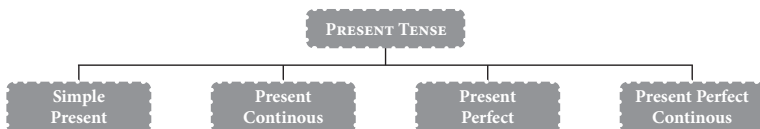
Warm Up

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

- What are tenses?
- How many tenses are there in English?
- Can you give few examples of simple present tense?
- Can you change one form of tense to another?
- Which tense indicates an action that has already taken place before?
- Which tense indicates an action that is going to take place later?
- Which form of verb is used in simple present tense?

These questions will help students brushing up the previous knowledge.

Points to Discuss



- The simple present tense tells us about habitual actions which a person does every day.
- It is used to introduce a universal truth.
- It is used to express an event taking place at the present time.
- It is used to express a planned future action.

Classroom Activity

Question and Negation

Students try to ask present simple questions that the person answering doesn't know the answer to, to get the answer "I don't know". These can be general questions like "How often do people in this city take a bus?" and "Does President Obama like cheese?", but the game works best if the questioners have to think of more personal questions that the person answering doesn't know the answer to. For example, you can limit the questions to ones about the person answering, their classmates and/ or their family like "How many books do you have?", "How many cups of coffee does your dad drink every day?", "What colour bicycle does your brother have?" and "Is there any shopping mall near your home?"

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Awareness				
Participation				
Question formation				

Classroom Activity

Answer or Question

Ask students to write down 10 sentences in simple present tense on paper slips. The sentences can be simple sentence, negation sentence-

es, interrogative sentences or interrogative negation. Students have to make sure that the sentences structure is correct. Now, collect all the paper slips, shuffle them and distribute 10 to each student. They will either answer or frame question from the sentences on the paper slips.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Understanding				
Accuracy				
Task completion				
Sentence formation				

FUN TIME

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

My Daily Routine

Allow students to think about their daily routines and observe how much they use simple present tense in their day-to-day conversations. It will be a practical life drill to observe and understand the tense and learn the structures in different forms like negations and interrogations.

PROJECT TIME

Once the lesson is completed, you can give the following project in the classroom.

Universal Truths

Universal Truths are not only informational but interesting. Give students an Internet based project where they have to find at least 20 universal truths that they think other students might not know. The student with most unique truths will be the winner. Remember universal truths are written in simple present tense.

Skills Developed

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

- Vocabulary
- Sentence construction
- Using the Internet
- Research
- Asking questions

Life Skills

According to a survey, the use of communication devices and social media has been increased among young children. Use of communication devices and social media is not bad, when done in limits. However, the use of these devices can turn into an addiction and affect the child's lifestyle and attitude. Social media can open doors for strangers who may want to take undue advantage of your naive teenager, which can be dangerous.

Not giving your child a mobile phone or completely cutting off social media access is not a good idea. In fact, it may backfire and lead to stealing, hiding, and lying. It is common for children to own a mobile phone. Get them one but have strict rules about what they use it for.

Tips for Teachers

- When teaching the simple present tense, the main aim is to make sure your students understand that it is used to describe routines, habits, daily activities, and general truths.
- Make sure your students understand that the tasks they do on a daily or weekly basis 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. For example: I get up early in the morning. I watch TV before dinner.
- Have your students talk to one another about their daily routines. What do they do in the morning, in the afternoon or in the evening? Have them write out a schedule for the day to collect their ideas before talking about them with a classmate.
- Ask them to complete the textbook exercises either in the classroom or at home.
- You can also provide them with additional practice worksheets.

Class : 6

Subject : Grammar Cloud

Lesson : Present Continuous Tense

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

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

- Present continuous tense
- Verb position in present continuous tense
- Sentence structure for negation and interrogative sentences in present continuous tense

Teaching Resource Materials

- Textbook: Grammar Cloud 6
- Children's magazines
- Letter-writing pads

Warm Up

Before getting started, write the following sentences on the board and ask them to convert into present continuous tense:

- I play football with my friends.
- My mother cooks delicious food.
- The dogs bark at the stranger.
- My father reads newspaper.
- I speak English.

Points to Discuss

- Present continuous tense shows that the action is incomplete and is still going on. This tense refers that the action is happening now, frequently and may continue into the future.
- It is used to express an action, which is happening at the time of speaking.
- It is used to show an action which is likely to happen in near future.

Classroom Activity

Time Zones

Assign a country to each student in the class and ask them to search Internet and find out what's happening in that country at a given time (say, at 8 pm). Students will write at least five lines about the events happening there in the present continuous tense. Ask them to bring their matter next day and share with rest of the class. This activity will not help students understand the present continuous tense but also know about the latest happenings in the world.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Awareness				
Participation				
Task completion				
Accuracy				
Sentence formation				

Classroom Activity

Tour Guides

A group of people who probably use the present continuous tense more than the rest of us is tour guides, for example to explain what is happening in a painting and how many people come to see it every day. The same language is fairly natural to describe a bridge opening, flag hosting, and etc. You can use this situation by asking students to guess the tourist site from the descriptions and then make up their own descriptions for other people to guess from, or with role-plays in which the people on the tour keep on asking more and more questions.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Understanding				
Participation				
Discipline				
Knowledge				
Team work				

Classroom Activity

Letter Writing

Ask students to imagine that they are writing a letter while they are sitting in the balcony of their hotel room, on the beach or outside a cafe. They should naturally use the present continuous to describe what is happening at the moment they are writing (e.g. “The sun is shining” or “The children are playing beach volleyball”) and the Present Simple for their daily routine while on holiday (e.g. “I spend most of the day sightseeing or “I have breakfast in the hotel room every morning”). You can then ask students to read their letters in front of the class. Let students choose the best holiday among all letters.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Sentence formation				
Task completion				

Vocabulary				
Creativity				
Accuracy				

FUN TIME

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

Take Turns

Once the lesson is completed, you can have students form a circle. They should take turns making present continuous sentences and then calling on students to make the next sentence. You can continue this activity until everyone has made a sentence or until the bell rings. If you want to ensure that everyone makes at least one sentence, you can have students start sitting down after their turns.

Skills Developed

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

- Vocabulary
- Sentence construction
- Using the Internet
- Research
- Analysing

Life Skills

Honesty is a trait that you should encourage your children to build. Teach them to tell the truth, by setting an example for them. Have an open channel of communication with your students, which allows them to share anything and everything without hesitation. When kids see their teachers or parents being truthful and honest about everything, including their mistakes, they will learn to do the same.

Tips for Teachers

- Give students some basic practice exercises so they can get used to changing present simple verbs into the present continuous tense.
- Ask students to close their eyes and think about a person (like their mother, father, brother, sister, or dog). Tell them to think about what they are doing right now (for example 'She is preparing lunch', 'he is working', 'he is running', etc).
- Make sure the students are using the correct form of present continuous, be at hand to correct mistakes or provide help with some vocabulary students may need to make their sentences.
- Sentence structures in tenses are very important. Students should be taught sentence structure with great emphasis.
- Teacher has to focus on the verb position in the sentence structures every time to avoid confusion.
- Practise framing sentences after every new structure as much as possible.

Class : 6

Subject : Grammar Cloud

Lesson : Simple Past Tense

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

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

- Simple past tense
- Verb position in simple past tense
- Sentence structure for negation and interrogative sentences in simple past tense

Teaching Resource Materials

- Textbook: Grammar Cloud 6
- Newspapers

Warm Up

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

- What was the date yesterday?
- Why were you sad?
- How was your test?
- Who was the man she was talking to?

Students will answer these questions in past tense.

Points to Discuss

- Simple past tense tells about an action that took place in the past, completed in the past but no definite time is referred to.
- It is used to show duration in the past.
- It is used to express for a completed action that happened in the past.

Classroom Activity

Do you remember?

How much do your students remember from class yesterday? Find out by asking them to tell you what you did in class yesterday using the simple past tense.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Awareness				
Participation				
Communication				
Sentence formation				

Classroom Activity

The report!

Newspaper is the best example for all kinds of tenses but mostly the past tense. Ask students to bring newspapers or arrange some in the classroom and instruct them to choose any report and read it and identify simple past tenses in them. They can be assertive sentences, interrogative or negative sentences.

Tell students that if the sentence contains did, then the verb that follows did should be used in its base form. For example,

- What did you eat?
- Did you eat pizza?
- I didn't eat pizza.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Reading				
Understanding				
Communication				

FUN TIME

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

Group Discussion

In past tenses, we use second form of verb. Through open discussion prepare a chart of second form of verbs and use them to frame sentences. Use both regular and irregular verbs in your discussion.

PROJECT TIME

Once the lesson is completed, you can give following project to the class.

Table of Forms of Verbs in MS Word

Instruct students to create a table in MS Word containing three forms of verbs.

Present	Simple past	Past participle
Go	Went	Gone
Cry	Cried	Cried
Walk	Walked	Walked

Ask students to write at least 10 regular and 10 irregular verbs. Have

them take printout of their list and paste it in their notebook. They can also create two different tables for regular and irregular verbs.

Skills Developed

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

- Communication
- Vocabulary
- Computer practical
- Newspaper reading
- Memory retaining
- Group discussion

Life Skills

Teach children that failing is part of the process. It's through trial and error that we discover our breaking points and passions. We can know our strengths and weaknesses and work on ourselves. Failure is just a milestone towards success. It tells you which paths you do not need to follow to bring success.

Tips for Teachers

- Past tense has different verb form, make sure students learn these verb forms.
- Make students practice sentence framing as much as they can.
- Students tend to be stubborn and argumentative in this age, be patient with them and firm.
- Give textbook exercises as homework after discussing them in the classroom.
- Make sure they complete all the textbook exercises either in the classroom or at home.
- You can also give additional worksheets for more practice.

Class : 6

Subject : Grammar Cloud

Lesson : Past Continuous Tense

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

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

- Past continuous tense
- Verb position in past continuous tense
- Sentence structure for negation and interrogative sentences in past continuous tense

Teaching Resource Materials

- Textbook: Grammar Cloud 6
- A deck of cards with random words written on them

Warm Up

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

- What were we doing yesterday?
- Was your mother cooking in the evening?
- Were you eating lunch before recess?
- Why was the boy running in the morning?

The students will answer these questions in past continuous tense.

Points to Discuss

- Past continuous tense shows that the action was incomplete and was going on at the time of speaking in the past.
- It is used to represent an action that was being done in the past.

Classroom Activity

What Were You Doing When...?

Often you can use past continuous tense to talk about memories, or for looking back on what was happening at a specific time. With this activity students ask each other questions that they may or may not remember the answer to. For example what were you doing last Tuesday night at dinner time? or What were you doing after recess? You can explain that some historical events or other news events leave such an impression on us, we will always remember what we were doing at the time that thing happened.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Awareness				
Participation				
Memory				
Sentence formation				

Classroom Activity

Word Cards

Have a stack of cards with random words prepared. Each student will choose two. In rounds, have them 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, drive and monkey. A possible sentence could be: I was driving down the street when I saw a monkey on the road.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Understanding				
Participation				
Vocabulary				
Sentence formation				

Classroom Activity

Draw a Picture

Tell students that the past continuous tense is used to tell a story or describe a scene at a particular time. For this activity, you can start telling a story about a particular event in the past and have students draw the scene based on your description. Provide students with A4 size sheets for drawing the picture. You can also ask them a day before to bring one from home. For example: "I remember that day well. The birds were singing, the sun was shining, and the children were playing cricket in the park. Some children were flying kites." Give them sufficient time to draw the picture. Once they have done, collect all the sheets and paste them on the bulletin board of the classroom.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Understanding				
Participation				
Drawing and colouring				
Neatness				
Creativity				
Task completion				

FUN TIME

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

Open Discussion

Start an open discussion on past continuous tense and how it is used in our daily life communications. They can use examples, statements, and real life experiences. They have to take in consideration the sentence structure of different past continuous sentences. For example,

I was reading a book when my father came.

My brother was playing with his toy when I entered the room.

You can also divide the class into two groups, where one group speaks a sentence in present continuous tense and the other will complete the sentence by saying a sentence in simple past.

Change the Sentence

Divide the class into three groups for three types of sentences—affirmative, negative and interrogative. Ask students of one group to speak a sentence in past continuous in affirmative form. Then the other group will change the sentence into negative and the third group will change it into interrogative form. For example,

Mohit was playing basketball in the evening.

Mohit wasn't playing basketball in the evening.

Was Mohit playing basketball in the evening?

Skills Developed

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

- Communication
- Vocabulary
- Pronunciation
- Thinking

- Memory retaining
- Group discussion

Life Skills

Children are opinionated in this age. They tend to believe that they know everything and often get into debates or even arguments to prove their point. Parents and teachers can teach students to form their opinions only after knowing all the facts and presenting it in an influencing way. Raising voices or getting into physical fights to prove one's point is not a decent way to grow up.

Tips for Teachers

- Begin the lesson by giving a brief description of the past continuous tense.
- Identify the difference between the simple past and past continuous tense.
- Point out that the time expressions while, as, and when are often used with the past continuous. Ask students to finish the sentences you start. For example,
 - ★ When I went out, the wind was...
 - ★ The phone suddenly rang while I was...
- Tell students that “wasn't” and “weren't” are the short forms of “was not” and “were not”, respectively.
- Sentence structures in tenses are very important. Students should be taught sentence structure with great emphasis.
- Teacher has to focus on the verb position in the sentence structures every time to avoid confusion.
- Open discussion can often lead to heated arguments. Maintain the classroom cool by actively intervening during the discussion.
- Take notice of students who are actively participating and who are not. Shy students will need more attention and guidance.
- Make sure students complete all the textbook exercises either in the classroom or at home.
- Help students if they find difficulty in any of the exercises.

Class : 6

Subject : Grammar Cloud

Lesson : Simple Future Tense

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

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

- Simple future tense
- Verb position in simple future tense
- Sentence structure for negation and interrogative sentences in simple future tense

Teaching Resource Materials

- Textbook: Grammar Cloud 6

Warm Up

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

- What will be the tomorrow?
- What will you eat tomorrow?
- What is your plan for the weekend?
- When is the next movie releasing?

Points to Discuss

- The simple future tense tells us about an action that is yet to take place or, in other words, will take place in future.
- It is used to show habitual action which is likely to take place.
- It is used to express an action which is likely to occur in future.
- It is used to denote a future action which is indefinite in nature.

Classroom Activity

Four ways of Telling Future

Teach students that English speakers use 'will' for four different

reasons: to predict a future event (It will rain tomorrow), to express a spontaneous decision (I'll do it. I'll ask him out right now), to show a willingness to do something (We'll prepare for the dance), and to make a promise (I will call you at seven). Before class, make a list of sentences using will, at least two for each reason. After reviewing the four reasons for using will, challenge your students to match each of your sentences with the correct reason. Answer any questions your students might have. Then put students in pairs to write their own set of eight sentences. When everyone has finished, have pairs swap their lists and determine which sentence goes with which reason.

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

Classroom Activity

Travel Plans

Divide the class into small groups and have each group plan an imaginary trip. The students can decide where to go, how long they'll stay, what they'll bring, what they'll do, etc. During their planning as they make decisions, have them use **will + base verb**. Later, when they report their trips to the class, they can use **be going to + base verb** or **be + -ing verb** to describe the plans they've already made.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Understanding				
Participation				
Sentence formation				
Communication				
Team work				
Task completion				

FUN TIME

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

The Future

Young mind is very creative. Ask students to write down a small paragraph about the future. They have to imagine that they have time travelled back from the future and now have to explain what the world looks like in the future. Students have total liberty to decide which year they want to think of and whatever they believe could be in our future.

PROJECT TIME

Once the lesson is completed, you can give the following project to the class.

Paragraph Writing

Goal-setting is a great activity to practice the future. Have students write a short paragraph describing their future goals and plans in MS Word. Make sure they use **be going to + base verb** and/or the **will + -ing verb**. Ask them to correct any spelling and grammatical mistakes using the Spelling & Grammar feature of Word. Ask them to take the printout of their document and share their ideas with the class.

Skills Developed

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

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

Life Skills

Bullying can bring changes in children that can stay for a long time. It diminishes their confidence and makes them underestimate themselves in every aspect of life. Children who bully weak children tend to believe that they are superior to others. They do not possess great talents but an alter ego that makes them believe that they are far better than others. It is a great value to teach students to believe in equality and bullying will only lead to disappointments in future.

Tips for Teachers

- Begin the lesson by writing few sentences in simple present and ask students to convert them in simple future using 'will'.
- Tell the rules of forming negative and interrogative sentences in simple future tense.
- Make sure that the students complete all the textbook exercises.
- Stay organised and follow the lesson plan accordingly.
- Make sure students are enjoying classroom activity and add some more if there is a scope for some more clarifications.

Class : 6

Subject : Grammar Cloud

Lesson : Future Continuous Tense

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

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

- Future continuous tense
- Verb position in future continuous tense
- Sentence structure for negation and interrogative sentences in future continuous tense

Teaching Resource Materials

- Textbook: Grammar Cloud 6

Warm Up

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

- What will we be doing tomorrow at this time?
- When is the next flight taking off to London?
- Where will we be going for the next vacations?

The students will answer these questions in future continuous tense.

Points to Discuss

- It is used to show an action that will be in progress during a period of time in future.
- It is used to express an action that will continue at some point in future.
- It is used to express an action that will begin now and continue into the future.
- It is used to express an action that is fairly certain to happen in the future.

Classroom Activity

Make Predictions

Students write down what will be happening in the class at exactly this time next week, e.g. “Raj will be sitting at the same place”, “The teacher will be teaching the future continuous tense” and “The sun will be shining”. They then check their predictions at exactly that time in the next lesson. This also helps show the similarities with the present continuous, as they can use sentences like “I said the sun would be shining but it is raining” to give feedback on their predictions in the next class.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Awareness				
Participation				
Sentence formation				
Vocabulary				
Communication				

Classroom Activity

When I'm 75!

Ask the class to imagine they are 75. Ask them to imagine what they look like and what they will be doing. Give them 10-15 minutes to write and then collect their work for assessment. Tell students that most of the sentences should be in future continuous tense only. They can also use assertive, interrogative and negation sentences.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Imagination				
Participation				
Vocabulary				
Sentence formation				

PROJECT TIME

Once the lesson is completed, you can give the following project to the class.

PowerPoint Presentation

Ask students to form a group of 6 and prepare a PowerPoint presentation on tenses. They can use different slides for explaining different tenses—Simple Present, Present Continuous, Simple Past, Past Continuous, Simple Future and Future Continuous Tenses. Ask them to use suitable examples and images to make the presentation look attractive. They will then present it in front of the whole class.

Skills Developed

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

- Communication
- Vocabulary
- Creativity
- Thinking
- Presentation
- Research
- Sentence construction

Life Skills

Children should be motivated for their personal goals. No two children are alike. Every child has some talent that may not possess. Parents and teachers need to understand that if a child is not excellent academically then he or she must have some other talent. Motivation for personal goals requires: initiative, engagement, and willingness to try new things, persistence, work ethic, commitment, and a drive to pursue interests and personal development.

Tips for Teachers

- 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.

- Sentence structures in tenses are very important. Students should be taught sentence structure with great emphasis.
- Forms groups with different students. No two intelligent or notorious students should be paired in one group.
- Diversity helps in maintain discipline and responsibility.
- During presentations, encourage students to ask questions and take active participation.

Class : 6

Subject : Grammar Cloud

Lesson : Active and Passive Voice

Date : ____/____/____

Total number of periods required: 4

Learning Objectives

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

- Active Voice
- Passive Voice
- Conversion of voices

Teaching Resource Materials

- Textbook: Grammar Cloud 6
- Newspapers
- Worksheet for practice as given below

Warm Up

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

- Anita is writing a letter.
- The letter is being written by Anita.

Now, ask the following questions:

- What is the difference in the above sentences?
- Do the above two sentences convey the same meaning?

Points to Discuss

- A verb that shows that the action is done by the subject is said to be, in the **active voice**.
- When the subject is being acted upon by the verb, the sentence is in the **passive voice**.
- Only the transitive verbs can be changed into passive voice. The sentences with intransitive verbs cannot be changed into passive voice.

Classroom Activity

Identify the sentence structure

Tell students that not all sentences can be changed to the passive voice. Only an active voice sentence with a direct object can be made passive. The students should learn to recognise active structures with direct objects before they can restructure these sentences into the passive voice. Active sentences that have a subject, verb, and direct object can be restructured using the passive voice. The direct object is essential because it becomes the subject of the passive sentence, so if an active sentence does not have a direct object, it cannot be restructured in the passive voice. Write few sentences on the board and have students identify the sentences which can be converted into passive voice. Do not ask them to convert the voice as of now.

Classroom Activity

The Basic Rules

Tell students the basic rules of converting active voice into passive. You can write the rules on the board and ask students to write them down in their notebook.

- The places of the subject and object are interchanged.
- Only the transitive verbs can be changed into passive voice.
- The word “by” is always used before a subject in the passive voice.
- 3rd form of verb (past participle) is always used as main verb in sentences of passive voice for all tenses.

Classroom Activity

Changing the Verb

When changing an active sentence to a passive sentence, the tense of the verb changes. Every passive sentence contains a “be” verb. To change an active verb to a passive verb, use the correct form of “be” and the past participle of the original active verb. Ask students to keep the grammar textbook in front of them and make them understand the rules of changing the form of the verb.

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

Classroom Activity

Carry out an action!

Stand in front of your class. Perform some action say, drop a pen on the floor. Ask your students to tell you what has just happened and ask them to speak the sentence in active voice. For example,

The teacher dropped a pen on the floor.

Write this sentence on the board. Ask students to identify the subject and the verb in this sentence; they should say the subject is “*The teacher*” and that the verb is “*dropped*”.

Now, ask them to convert the sentence into passive voice. Write the sentence in the passive voice also on the board.

A pen was dropped on the floor by the teacher.

Carry out more actions and encourage students to describe what has happened in the passive voice:

Teacher writes some words on the board.

Student : Some words are written on the board by the teacher.

Classroom Activity

Newspaper Headlines

Ask students to bring newspaper from home. Pair up the students and ask each pair to take out at least five news headlines which contains transitive verb. Now, ask them to write these headlines in their notebook and convert them into passive voice. For example,

The Prime Minister addresses a rally in West Bengal. (active)

A rally is addressed by the Prime Minister in West Bengal.
(passive)

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Accuracy				
Understanding				
Team work				
Task completion				

Classroom Activity

Use the following worksheet for practice.

WORKSHEET

A. Rewrite the following changing the active sentences to passive and passive sentences to active.

1. The thieves have been arrested by the police.

2. The marvelous performance delivered by the children enthralled us.

3. He has been invited to their party.

4. We have shipped your order.

5. The girl recited the poem beautifully.

6. The guests enjoyed the party.

7. The child impressed everyone with his polite manners.

8. A girl from Chennai won the first prize.

9. The readers like the latest book of the writer.

10. They are painting the walls.

11. The car has been fixed by the mechanic.

12. She accepted their invitation with pleasure.

B. Convert these passive voice sentences into the active voice:

1. Alana's toes were crushed by the garage door.

2. The passive voice has likely been heard of by you.

3. Anita's favorite spot in the lecture hall had been taken by the time she got to class.

4. When the passive voice is overused, you often end up with flat writing.

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

PROJECT TIME

Once the lesson is completed, you can give the following project to the class.

Prepare Worksheets

Give a home projects to students to prepare a worksheet on active and passive voice with at least twenty sentences. Shuffle the worksheets and distribute it in the class and ask students to complete it. Students can either create handwritten worksheets or they can create it in Microsoft Word and take printout of that.

Skills Developed

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

- Communication
- Vocabulary
- Research
- Sentence construction
- Analytical

Life Skills

With other life skills like communications, manners, health and environment betterment, children should also learn to achieve academically. The competition starts from the very beginning and as a students, the world expects not only excellence in one's lifestyle and behavior but also in academics filed. Academic success requires basic skills like age-appropriate educational goals, intellectual curiosity, study habits and the value on learning.

Tips for Teachers

- Active and passive voice has certain rules for conversions, make sure students understand and then learn all these rules.
- After teaching a rule make sure you provide examples and then ask students to give some more examples.
- Knowing when to use active and passive voice does not mean students will use it correctly. Instruct them to copy the rules in their notebooks.
- Worksheets can be crosschecked or self-assessed.
- Provide sufficient time to complete the worksheets.
- Make sure students complete the textbook exercises either in classroom or at home.

Class : 6

Subject : Grammar Cloud

Lesson : Direct-Indirect Speech

Date : ____/____/____

Total number of periods required: 4

Learning Objectives

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

- Direct Speech
- Indirect Speech
- Conversion of one speech into another

Teaching Resource Materials

- Textbook: Grammar Cloud 6
- A set on index cards with direct speech examples on side and indirect on the other side

Warm Up

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

- How will you convey a statement said by someone without altering it grammatically?
- Was the above question complicated?
- How will you tell somebody about something someone has said?
- What does the terms direct and indirect speech mean to you?

Points to Discuss

- Direct speech is a report of exact words used by a speaker or writer. It is placed inside quotation marks.
- We use indirect speech while we produce the message of the speaker in our own words.
- All the four types of sentences can be converted into indirect speech.

Classroom Activity

Introduce the Concept

Start with simple examples in which changes are only made in tense from direct speech to indirect. For example:

Write on the board

Direct Speech

Tom said, "I enjoy watching action movies."

becomes

Indirect Speech

Tom said that he enjoyed watching action movies.

You can write some more sentences and convert them into indirect speech.

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

Classroom Activity

Reported Speech Card Games

For some students, the best way to learn reported speech is by reading the statements they have to report. This is why we often write them on the board. For this activity, prepare a set of index card each with a direct speech statement on one side and the indirect statement on the other. Divide students into pairs. Student A picks up a card and reads the direct statement. Student B must report on what they just said. Student A checks B's reply on the back of the card. The team with the most correct points wins.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Understanding				
Accuracy				
Communication				
Sentence formation				

Classroom Activity

What Did They Ask You?

Ask students to brainstorm a list of people who might ask them the questions: a police officer, their mother/father, a teacher, a taxi driver, etc... Then a student reports something that someone asked, without revealing who it was: This person asked me if I had my driver's license. Students must guess that it was the police officer: The police officer asked you if you had your driver's license.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Awareness				
Accuracy				
Sentence formation				
Vocabulary				

Project Time

Once the lesson is completed, you can give the following project to the class.

Student Reporter

Any budding reporters will have the chance to show off their reporting skills with this fun activity. Divide students into pairs. One student will be the reporter and the other will be someone worthy of an exclusive interview: a cricketer, a famous actress, an entrepreneur, an Olympic athlete, etc. The celebrity answers a series of questions and the reporter reports back to the class.

Skills Developed

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

- Communication
- Vocabulary
- Pronunciation

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

- Teaching students reported or indirect speech can be complicated by all the changes that are required when moving from direct speech into reported speech.
- Encourage your class to use and apply their knowledge and understanding of language concepts and socialise by playing games.
- All the activities involve pairs. Try to make pairs with one more intelligent than other.
- Maintain discipline during the activities.
- Direct and indirect speeches in different tenses may confuse the students. Make sure that you practice enough sentences to get rid of any confusion.

Class : 6

Subject : Grammar Cloud

Lesson : Punctuation Marks

Date : ____/____/____

Total number of periods required: 1

Learning Objectives

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

- Capital letters
- Punctuation marks

Teaching Resource Materials

- Textbook: Grammar Cloud 6
- A set of seven cards

Warm Up

Before getting started, write down some sentences from the text-book. Each sentence must contain a punctuation mark. Circle the first word with the capital letter and underline the punctuation marks and ask students what these symbols are and what are they used for?

Points to Discuss

- We use a capital letter to show the beginning of a sentence. We use a capital letter to write the names of places, people, days, months, monuments, etc.
- Some punctuation marks are
 - Full stop (.)
 - Question mark (?)
 - Comma (,)
 - Exclamation mark (!)
 - Semicolon (;)
 - Apostrophe (‘)
 - Colon (:)

Classroom Activity

Draw a card

Divide students in small groups. Give each group a set of seven cards that has punctuation marks drawn on one side. The students will draw a card and will create a sentence using the punctuation mark. He/she has to also take care of capital letters. Every student will make five sentences and later submit their work for evaluation.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Knowledge				
Accuracy				
Sentence formation				
Task completion				

Classroom Activity

Colon vs Semicolon

Colons and semicolons are two types of punctuation. Colons (:) are used in sentences to show that something is following, like a quotation, example, or list. Semicolons (;) are used to join two independent clauses, or two complete thoughts that could stand alone as complete sentences.

When the second clause expands on or explains the first, a colon is used. When the clauses are merely related, but the second does not follow from the first, a semicolon is used. For example,

Life is like a puzzle: half the fun is in trying to work it out.
(colon)

I went to the grocery store today; I bought a ton of fruit.
(semicolon)

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

Classroom Activity

Use the following worksheet for practice purpose.

WORKSHEET

Rewrite the sentences after placing the punctuation given in the brackets at the right place.

1. The dog bark drives me crazy all night long. (Apostrophe)

2. Who having the party tonight? (Apostrophe)

3. The idea for a fund raiser was originally Jennifers. (Apostrophe)

4. "trust me, I know what i'm doing," brian said. "your car is not hard to fix." (Capitalization)

5. the chongs just returned to victoria from their holiday in hong kong. (Capitalization)

6. My brother likes oranges my sister hates them. (Colon)

7. The car has a number of extras sun roof, tinted windows, heated seats, and wing mirrors. (Colon)

8. The following creatures are all imaginary vampires, werewolves, zombies, and elves. (Colon)

9. When I skate my feelings include joy peace excitement and contentment. (Comma)

10. For others however the skateboard is used as a mode of transportation. (Comma)

11. “Have you seen my book” asked Mohit. (Question Mark)

12. Cycling is excellent exercise I cycle every day. (Semi-colon)

13. The air was crisp and clear it was a lovely day. (Semi-colon)

14. A mouse under your chair. (Exclamation)

15. Seeing a beautiful sight. (Exclamation)

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 sentences

Divide the class in five groups. Label each group with a punctuation mark. Each group now has to make sentences with the punctuation mark of their group. The group with the most creative yet logical sentences will win. Give this game at most 10 minutes.

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.

PROJECT TIME

Once the lesson is completed, you can assign the following project to the class.

Be an Artist

Ask students to draw punctuation marks in an artistic way in MS Paint or any other drawing software. For extra challenge, ask them to include a definition or set of rules along with the punctuation mark. Ask them to take printout of their drawing and bring to class. Paste the printouts on the class bulletin board.

Skills Developed

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

- Communication
- Vocabulary
- Pronunciation
- Creativity
- Computer practical

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.
- Tell students that every sentence should include at least a capital letter at the start, and a full stop, exclamation mark or question mark at the end. This basic system indicates that the sentence is complete.

Class : 6
Subject : Grammar Cloud

Lesson : Vocabulary

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

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

- Proverbs
- Confusing words

Teaching Resource Materials

- Textbook: Grammar Cloud 6
- Worksheet for proverbs as given below

Warm Up

Before getting started, you can write the following popular sayings on the board:

- An apple a day keeps the doctor away.
- Actions speak louder than words.
- All's well that end well.
- Always put your best foot forward.
- A picture is worth thousand words.
- A stitch in time saves nine.

Ask students to read them carefully and tell the meaning. Students may have not heard about some of these sayings, encourage them to guess the meanings by looking at the words.

Points to Discuss

- Proverbs are mainly used to state some ideas or general truth. They make sentences more catchy and attractive. Through Proverbs, we can express our ideas in a metaphorical way.

Classroom Activity

The Quiz!

Give each student a proverb from the book to remember, if the proverbs in the book are outnumbered by students then add some proverbs on your own. Each student will learn the proverb word to word and its meaning in his/her own words. Hand out the proverb worksheet to each student. This worksheet will contain 15 different proverbs. You can either make two sets of worksheets or just randomly put 15 different proverbs on each worksheet. Now you will read a proverb to the class and the student with its meaning will raise his hand and say the meaning. Other students will look into their worksheet and those with same proverb will write the meaning. At the end they can cross-check or self-assess their work.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Understanding				
Participation				
Knowledge				
Task completion				

Classroom Activity (for confusing words)

Divide the class in pairs. Give each pair a set of confusing words. They will write the words on two flash cards (one at each) and assign themselves one word to each student. They will be called at their seats and the pair will stand up. First student will say which word he has and what does it mean and then frame a sentence. Then, the other student will repeat the same drill. After one pair finishes, the teacher will move to the second pair.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Vocabulary				
Participation				
Sentence formation				
Team work				
Task completion				

PROJECT TIME

Once the lesson is completed, you can assign the following project to the class.

A to Z of Proverbs

Ask students to create their own dictionary of proverbs. Ask them to search Internet and find at least one proverb with each letter of English alphabet. Ask them to create a Word document and type the proverbs in alphabetical order in it. Then write the meaning of each proverb. They can enhance their Word document by adding suitable images, wherever possible. Have students take printout of their work and share it with the class.

NOTE : *The same activity can also be used to create A to Z of confusing words.*

Life Skills

It is a very famous proverb: *A journey of a thousand miles begins with a single step.*

Tell students that they must begin something with a hope to finish it; something that takes a long time to finish begins with one step. From the very beginning students should be taught the concept of success and failure. They should know that failure is just small step towards success. If a student fails in performing something, it does not mean he/she can never do anything in their lives. Failure must be accepted and one must know how to move on.

Tips for Teachers

- Vocabulary will always help them not only in their writing skills but also in their communications.
- Worksheets of proverbs can be made in the following manner:
 - ★ Each worksheet will have 15 proverbs.
 - ★ Either make two sets of worksheets with one set having same proverbs and the second have different proverbs than the first but same in the set.
 - ★ Create every worksheet with 15 different proverbs. You can repeat few proverbs but not the whole worksheet.
- While working in a group activity, make sure you take enough number of students to avoid chaos during the activity.
- Encourage them to behave well in the class.
- Make sure you focus on shy students and encourage them to participate more in classroom activities.

Class : 6

Subject : Grammar Cloud

Lesson : Paragraph and Debate Writing

Date : ____/____/____

Total number of periods required: 3

Learning Objectives

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

- Paragraph Writing
- Debate Writing

Teaching Resource Materials

- Textbook: Grammar Cloud 6
- Ruled A4 size sheets
- Flash cards of pictures of objects or people or animals or places
- Flash cards of topics for debates

Warm Up

Before getting started, you can write a topic on the board and give few hints or value points related to the topic. Then, ask students to speak few sentences on the given topic.

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.
- Debate is the expression of difference in opinion. A debater tries to convince the opponent to think the way he does.
- Debates are held on controversial subjects. Sometimes, the subject of debate is presented in the form of a question or in the form of a resolution.

Classroom Activity

How to Write a Debate

Tell students the following basic tips for writing debates.

Step 1: A strong opening : Every good debate should start with a strong opening line

Step 2: Define the topic : After your opening you need to make the subject that you're talking about crystal-clear to your listeners

Step 3: The argument : Writing an argument for a debate is almost the same thing as writing a body paragraph for an essay. You should begin each argument by signposting, i.e. "Firstly, I'm going to argue..." and then follow up with a one sentence summary of your argument. After this you need to elaborate on your point.

Step 4: The Conclusion : The conclusion to any piece of writing is one of the most important parts. It sums up the points you've made in the body of your text.

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

Classroom Activity

Write On!

Let students choose flash cards, one for each (one with the picture and one with the written topic). Now they have to write a paragraph on the picture and debate for the topic in either favour or against it, on a ruled A4 size sheet (which students can bring from their home or you can provide them). Encourage students to use suitable proverbs in support of their ideas while writing paragraphs or debates. Proverbs help them express their ideas in a metaphorical way. They will also make the content more catchy and attractive.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Participation				
Vocabulary				
Content and ideas				

Creativity				
Sentence formation				
Task completion				

FUN TIME

Once the lesson is complete, use the debate topics for challenging students to speak in front of the class. Choose a pair with same debate topics but one must be in favour and other against it. Let them argue their points and convince the listeners. You can intervene in the debate by teaching them the tone and ways in which they can put forward their arguments. Tell other students to ask questions to make everyone participate.

Skills Developed

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

- Communication
- Vocabulary
- Pronunciation
- Logical thinking
- Decision making

Life Skills

This is the right time to introduce decision-making skills in children. Teach them different ways in which an option can be evaluated or gauged to make the right choice. Make sure that you do not, in any way, put them down or laugh at them for not being able to make a simple choice. Do not offer too much advice; otherwise, they may end up making the wrong choice just to be disobedient or prove that they can make decisions too.

Tips for Teachers

- 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.
- Encourage students to read story books and newspapers as it will help them in writing new things.
- The topic for a debate should be given a day before. When the students present their views, the audience should be allowed to raise questions. This ensures 100% participation. The listeners are alert and the classroom situation becomes lively.
- For homework give few topics to students to explore new ideas and thoughts and write debate either in favour or against it.
- Give a list of phrases/expressions that they can use in preparing their argument wither in favour of or against the topic of debate.
- Encourage students to participate more.
- Divide the activities equally so that all students have equal participation.

Class : 6

Subject : Grammar Cloud

Lesson : Notice Writing

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

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

- Writing notices

Teaching Resource Materials

- Textbook: Grammar Cloud 6
- Worksheet for practice as given below

Warm Up

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

- Have you ever observed the school bulletin board?
- How do you know about certain events taking place in our school?
- What are notices?
- Who generally put notices on the school bulletin board?

Points to Discuss

- A notice, is a piece of written information, wherein you seek to inform the concerned people about what is being done or has been done, or is going to be done.

Classroom Activity

Write a Notice

After telling the use and format of a notice and doing the textbook exercises, tell students to write two notices for the school bulletin about an annual tournament for academic and sports.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Participation				
Task completion				
Spellings				
Content and idea				
Accuracy				

Classroom Activity

Bulletin Board Decoration

A bulletin board (also known as pin board or notice board) is a surface intended for the posting of notices and other public messages. To create an attractive bulletin board for a classroom, all you need is imagination.

Divide the class into three groups. Ask students to work in groups and discuss creative ideas for decorative the bulletin board on each wall. Give students some time to think and discuss among themselves in the classroom and the next day they will bring the required material from home. Alternately, you can provide the required material to them. Now, assign one bulletin board to each group and let them work together to decorate the board. Help students in difficult tasks.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Participation				
Task completion				
Creativity and ideas				
Discipline				
Team work				
Motor skills				

FUN TIME

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

Observe and Tell

Make teams and ask them to send two students from their team to run to the school bulletin board and count and read all the notices on it. They will come back, tell their team mates about the notices and they will write notices on their own. The notice headline remains the same but the notice should be new.

PROJECT TIME

Once the lesson is completed, you can give following project to the class.

Notice Writing in MS Word

Instruct students to write a notice in Microsoft Word on their computers. You can give them the following topics.

- Free Health Checkup in School

- Annual Sports Meet
- Group Photo Notice
- Sports Team Selection
- School Excursion Trip

NOTE : Ask students to bring the printout of their notice and paste it on the class bulletin board.

Skills Developed

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

- Creativity
- Team work
- Logical thinking
- Notice writing
- Sentence construction

Life Skills

Notices are written updates that are posted on a notice board. It is an impersonal mode of communication, in contrary to the personal communication method that is sent to individual people. Notices are displayed in schools, offices, public areas, etc. to convey information like holidays, marks, examination dates, special events, etc.

The advantages of having notices as a mode of communication are:

- The message is conveyed to all the people in just one go.
- Since it is a written message that is displayed to the public, it acts a permanent record.
- It is written in clear and simple language, which clearly conveys the information to all the people.

Tips for Teachers

- Give students the following tips for writing notices.
 - ★ Mention the Name and Place of the school.
 - ★ Always write the word NOTICE at the top.
 - ★ Include the date of issuing the notice.

- ★ An appropriate heading is required.
- ★ Stick to the specified word limit in the body of the notice.
- ★ State the target group clearly (for whom the notice is to be displayed).
- ★ Write the purpose of the notice.
- ★ Mention other relevant details like date, venue and time.
- ★ The signature, name and designation of the person who is issuing the notice should be there.

Tell students that a good notice should be brief, complete, clear, and written in simple language.

Class : 6

Subject : Grammar Cloud

Lesson : Dialogue Writing

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

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

- Dialogue Writing
- The appropriate use of dialogues in writing
- The rules to use when punctuating dialogues

Teaching Resource Materials

- Textbook: Grammar Cloud 6
- Picture cards of people thinking

Warm Up

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

- When we see a movie, the lines that actors speak are not mere lines. What are they?
- Have you participated in any kind of play?
- Have you seen any silent movie?
- Do you think the conversation between the characters of the story play an important role in the movie?

Points to Discuss

- A dialogue means talk between two persons.
- To write a dialogue, you have to be very imaginative and creative.
- You have to create dialogue for yourself as well as the imaginary person.
- The situation given is also imaginary.
- Hence, you have to raise questions and seek solutions.
- You have to be spontaneous.

Classroom Activity

Be a Dialog Writer!

Divide students into pairs. Show them a picture of people talking. Instruct pairs to invent a situation and write a dialogue of at least 10 lines. Encourage students to think out of the box instead of just using “he said...she said”. After they are done let them speak few dialogues from their writing.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Awareness				
Participation				
Vocabulary				
Imagination				
Public speaking				

Classroom Activity

What would you say?

Pair up the students. Call each pair one at a time to the front. Ask one student to speak one sentence either in affirmative form or in interrogative form. The other student will reply accordingly. Give each pair a time of one minute to perform a dialogue conversation in front of everyone. The pair with most creative and logical conversation wins.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Participation				
Vocabulary				
Imagination				
Sentence formation				
Communication				
Team work				
Confidence				

FUN TIME

Once the lesson is complete, ask students to think of a topic and prepare a skit with their seat partners and perform in front of the class. Alternatively, you can assign one common topic to the whole class and find out the best dialogues among all.

Skills Developed

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

- Communication
- Vocabulary
- Pronunciation
- Imagination
- Public speaking
- Logical thinking
- Team work

Life Skills

Movies are source of entertainment. Some movies are made for simple entertainment purposes but some movies are motivational and based on real life. Children should be encouraged to watch such movies and take inspirations form real life experiences of great people.

Tips for Teachers

- Tell students to work in groups to create dialogue with varying word choice and vocabulary.
- Punctuate dialogue correctly, including quotations and other appropriate punctuation.
- Ask students to complete the textbook exercises either in the classroom or at home.

Class : 6

Subject : Grammar Cloud

Lesson : Reading Comprehension and Advertisement

Date : ____/____/____

Total number of periods required: 3

Learning Objectives

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

- Reading comprehension
- Writing advertisements

Teaching Resource Materials

- Textbook: Grammar Cloud 6
- Worksheet for practice given at the end
- Newspapers

Warm Up

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

- What do you see between the serial or movie breaks on television?
- Do you buy products from the market by looking at its advertisement?
- What is the purpose of advertisements?
- What are the different ways of giving advertisements?

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.
- An advertisement is a piece of information mostly with pictures generally used by the companies for the marketing and publicity of their products.

Classroom Activity

Read and Question

Make pair of students and provide them with a newspaper. Ask them to read a report or sports news of their choice, and frame questions on a sheet of paper. Ask them to cut the text from the newspaper and attach it with their sheet. Collect their worksheets, shuffle them and distribute them to the students. Now, each pair will answer the questions based on the text provided. After they have completed, they will hand over their sheet to the pair who has created the sheet. All pairs will assess each other's work.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Understanding				
Question framing				
Accuracy				
Task completion				

Classroom Activity

Sell your Product

Divide the class into five groups. Provide them with rules A4 size sheets, coloured pens and markers (students can also bring the material from home). Write the name of few products on the board such as washing powder, chocolate, mobile phone, juice, etc. Each group will choose one topic and create an advertisement telling the unique features of their product. They can draw or paste relevant pictures to make their advertisement more attractive. Make this activity time based. The group who finishes the task on time and with accuracy wins. Paste the best advertisement on the class bulletin board.

Assessment Rubrics

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

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Understanding				
Creativity				
Content and ideas				
Team work				
Neatness				
Imagination				
Task completion				

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. After that, tell them to write few lines to advertise the object.

PROJECT TIME

Once the lesson is completed, you can assign the following project to the class.

Make a Collage

Ask students to cut different types of advertisements from old newspapers and magazines, and make a beautiful collage on an A3 size sheet. Decorate the sheet with attractive borders. Give this activity as homework and ask them to bring it to the class and show it to other students.

Skills Developed

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

- Communication
- Vocabulary
- Creativity
- Observational
- Understanding
- Logical and Analytical Thinking

Life Skills

Advertisements play a vital role in the society. Through advertisements, we get information about informed of various products, their uses, safe handling of dangerous goods, effective use of scarce resources like petroleum and electricity, etc. The rights of consumers are made aware through advertisements only.

Tips for Teachers

- Vocabulary is important aspect writing. Encourage students to improve their vocabulary by learning 5-10 new words every day.
- It is the responsibility of the teacher to help students with poor understanding skills and encourage them.
- Ask students to complete the textbook exercises either in the classroom or at home.
- Students should understand the textbook exercises before doing them.
- Ask students to look at the Situation Vacant advertisements in newspapers to understand the format of giving a job vacancy advertisement in newspaper. Tell them that job vacancy advertisements are charged on per word basis. So the advertisement should be short, clear and to the point with only important information.