

How
I Teach
Class Six



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How I Teach Class Six English

A
Book
By
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on
Teaching Methods
Used by him to teach English
in
Class Six

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INTRODUCTION

My Dear friends,

As we know there is no atmosphere for learning and teaching English surrounding us but we have to learn and teach. Many teachers are such who are not English teachers and many students are such who have not appropriate atmosphere for learning English. When I think about this critical situation then I become worried. I also think what can be its the best solution and how can we teach our students in simple way.

To keep this fact in mind when I go in classroom, I follow some simple strategy to which I want to share with all teachers. I do not say that my method or way is absolutely correct and perfect but I can say with full confidence that this method will be beneficial for those teachers and students who have not sufficient opportunity for teaching and learning English.

I have written this book according to the upper primary classes and its students. In our State upper primary classes begins from class 6 and English as a subject begins from class 1. Due to ignorance our primary classes students have not able to get expected skills. So a great responsibility come on our upper primary schools teachers.

So teachers should make their strategy based on following points i) to enrich vocabulary and ii) To use sentences in daily life. We have to accept these challenges and go ahead having broken all barriers. For getting victory we shall have to ready to adopt new methods and ideas . So come and be ready to teach and learn English in pleasant and simple conditions.

Thank you.

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ENGLISH – AS A LANGUAGE

English language is taught in our schools as a subject. English was made official language during British rule. Gradually it became language of the educated in our country. During National movement it played a great role in bringing people together from every parts of our country. It also gave an opportunity to Indians to get the knowledge of International thoughts, ideas and events. English language still has an important place in our country. The teaching of English begins from class 1 itself in Chhattisgarh. The policy of teaching English from primary level has been made to prepare our young generation to compete at every level not only within our country but also at International level.

Proficiency in any language requires learning of four skills - Listening, speaking, reading and writing. Skill based language teaching requires opportunities for developing word power, ability to make sentence, and uses the language in daily life. As English teachers we should endeavor to create an environment in which the child gets these opportunities. The methods for doing it are described below:-

1. **Listening skill:** - The teacher should create an environment in the class room to maximize the use of English language words and sentences in the class room. Students should be encouraged to to speak in English as much as possible. Instructions should be given in easy to understand simple words and sentences.
2. **Speaking skill:** - Speaking is an active language skill. Teachers should pay greater attention on developing this skill. Sometimes students listen to many words and sentences in classroom but hesitate in using them when they speak for fear of being wrong and being called stupid. Teachers must provide opportunities in the class room to children for speaking in English and using newly learnt English words and sentences.
3. **Reading Skill:** - Reading is a passive skill. To actively learn this skill it is necessary to make children read silently as well as loudly. Students learn to read with understanding from reading silently while they learn to read with correct pronunciation and fluency by reading

loudly. We need to provide print rich environment and sufficient reading materials in our school for this purpose.

4. **Writing Skill:** - Writing is an active skill and like the speaking skill it should be given special attention. Students should be encouraged to write words and sentences by copying from text books or other books.

The Five Step Process

Have you ever thought why some teachers are successful in making their students learn English better than others? I have discussed the strategies of teaching English with many good teachers and have tried to summarize their experiences below. I call it the “Five Steps Strategy” for teaching English at upper primary level: -

1. **Step One - Identification of objectives:** - Each lesson has some objectives. A teacher should identify the objectives for each lesson. For example in lesson 2 of the English Text Book for class 6th – “The sun goes on a holiday” second form of verbs has been used many times. Thus we know that the objective of this lesson is to teach the use of second form of verbs. The teacher must be clear about the objective of the lesson before teaching in the class.
2. **Step Two – Emphasize the objectives:** - The teacher should lay stress on the objective of the lesson while teaching so that students pay attention to it.
3. **Step Three - Write on Black board:** - While teaching, teachers should write down the objectives of the lesson on blackboard.
4. **Step Four - Reading with students:** - The teacher should read the lesson with students and explain the main theme and meaning of the lesson so that students understand the story and grasp gist of the lesson.
- v) **Step Five - Activities:** - After completing the lesson, students should be engaged in some interesting activities based on the lesson. Activities will make the learning interesting for the students and will help in achieving the objectives of the lesson.

VOCABULARY

Each lesson has many new words. The lesson is designed in such a manner that new and difficult words are used several times. Having a good vocabulary is must for using a language. There are two ways of learning about words - according to their meaning and according to its position in the sentence.

According to words meaning: - Every word has a meaning. Some words have several meanings. Then there are synonyms, antonyms and homophones. the teacher needs to explain all this to the student to improve vocabulary.

Example - In lesson 10 of the text book of class 6- “Jagatu the Gardener” the word – “Arrive” has been used. The teacher should explain all aspects of word “Arrive” to the students including its meaning, its synonyms, antonyms and homophones. Let us now discuss some words used in class 6th text book from lesson 1 to 17. Almost 160 new words have been used here. I will take one word from each lesson as an example.

Lesson – 1	-	Nothing
Lesson – 2	-	Chase
Lesson – 3	-	Pretend
Lesson – 4	-	Moist
Lesson – 5	-	Strange
Lesson – 6	-	Creep
Lesson – 7	-	Scare
Lesson – 8	-	Angel
Lesson – 9	-	Stream
Lesson – 10	-	Enormous
Lesson – 11	-	Advise
Lesson – 12	-	Tremble
Lesson – 13	-	Religion
Lesson – 14	-	Hay
Lesson – 15	-	Worth
Lesson – 16	-	Biodiversity

Strategy of teaching the meaning of new words: -

1. Teacher should identify new words in the lesson.
2. After identifying the new words teacher will write them on the black board.
3. The teacher will then explain their meaning in simple English.
4. Here teacher will pay attention on correct pronunciation.
5. After this students will write it in their notebook and read them out loud.

Examples:

New word	Pronunciation	Meaning in simple English
Chase	चेज	To follow
Pretend	प्रिंटेड	To show falsely
Moist	मॉइस्ट	Slightly wet
Strange	स्ट्रेन्ज	unfamiliar
Creep	क्रीप	To move slowly
Scare	स्केअर	To dive away
Angel	ऐंजल	Divine messenger
Stream	स्ट्रीम	Running water
Enormous	इनार्मस	Very large
Advise	अडवाइज	To consult
Tremble	ट्रेम्बल	Shake, Quake
Religion	रिलिजन	Faith and worship
Hay	हे	Grass, Fodder
Worth	वर्थ	Value Price
Biodiversity	बायोडायवर्सिटी	Different kinds of creatures
Deed	डीड	Actual fact

Advantages of this process: -

1. Students pay attention to essential words.
2. They learn correct pronunciation of the words.

Synonyms

Many words are used to explain the meaning of other words. These words called synonyms. Enormous, Huge, Big etc. all mean large. They can be used in each other's place without any change in meaning. These are synonyms.

In class 6th text book, there are many such words. During lessons teachers should explain that these are synonyms. Some examples are given below: -

<u>Word</u>		<u>Text book based synonyms</u>
Little	-	Small, Tiny, short, few
Fine	-	Nice, Beautiful
Wonder	-	Amazing, surprise
Under	-	Low, Down
Ground	-	Floor, Land
House	-	Home, Abode
Wind	-	Air
Up	-	Top, High
Enjoy	-	Fun, Pleasant
Large	-	Enormous, Big, Huge
Hurry	-	Soon
Size	-	Shape
Wakeup	-	Getup
Start	-	Begin
A lot of	-	Plenty of, Enough
Come	-	Arrive
Middle	-	Centre
Town	-	City, Urban
Ago	-	Before
Go	-	Departure
Wise	-	Intelligent, Clever
Present	-	Gift
Effort	-	Try
Village	-	Rural
Mighty	-	Powerful
Heaven	-	Paradise
Finish	-	Complete

Advantages: -

1. Students learn more words for one meaning.

2. They will be able to use words in context.
3. Their vocabulary will be enriched.
4. They shall have more options to use words.

Homophones

Words which have same pronunciation but different meaning are called Homophones. Many such words are used in class 6th text book. Examples are given below: -

Homophone Words	Pronunciation	Different in Meaning
Drop	ड्रॉप	Smallest quantity of liquid
Drop	ड्रॉप	To leave
Sand	सेंड	Fragments of stone
Send	सेंड	To dispatch
Full	फूल	Complete
Fool	फूल	Silly person
Our	अवर	Belonging to us
Hour	हावर	60 minutes
Ward	वर्ड	Denoting direction
Word	वर्ड	Combination of letters
For	फार	In place of
Far	फार	Distance
Leave	लीव	Fare well
Live	लिव	To have life
New	न्यू	Fresh
Knew	न्यू / नीव	Second form of know
Later	लेटर	Comparative form of late
Letter	लेटर	Symbol of a sound
By	बाइ	Near, aside
Buy	बाइ	Purchase
Floor	फ्लोर	Bottom / Surface
Flour	फ्लोर	Finest part of meal
Cost	कास्ट	Price
Cast	कास्ट	Direction / Guidance
Than	देन	Denoting comparison
Then	देन	At that time
Piece	पीस	Portion of a thing
Peace	पीस	Freedom from war
Short	भार्ट	Little in space or time
Sort	सार्ट	Kind , Type
Hair	हेअर	Filament growing on

Homophone Words	Pronunciation	Different in Meaning
		skin
Hare	हेयर	Rabbit
Rich	रिच	Wealthy
Reach	रीच	To arrive

Advantages:-

1. Students will know about Homophones and its use.
2. Students will not make error in such words.
3. Students will use correct words in proper context.

Antonyms

Word having opposite meaning are called antonyms. Many antonyms are made by adding prefixes like Un, in, Im, il, de, dis, etc. Some examples of antonyms from 6th Text Book are: -

Little	Big	Dry	Wet
Under	Over	Large	Small
Come	Go	After	Before
Thin	Fat	First	Last
Take	Give	Beautiful	Ugly
Dark	Bright	Wake up	Sleep
Cover	Open	Elder	Younger
Friend	Enemy	New	Old
Wrong	Right	Remember	Forget
Find	Loss	Start	End
Up	Down	Begin	Finish
Rise	Set	Nothing	Every thing
Happy	Sad	Bring	Carry
Never	Always	Descend	Ascend
Clever	Stupid	Arrive	Departure
Wise	Fool	Huge	Small
Back	Front	Later	Soon
Long	Short	Wide	Narrow
Near	Far	Pickup	Keep down
Outside	Inside	Speak	Listen
Out	In	Question	Answer
True	False	Rich	Poor
Fresh	Fade	Good	Bad
Top	Bottom	More	Less

Yes	No		Next	Previous
Shrink	Spread		Love	Hate
Pull	Push		Kind	Cruel
Next	Previous		Heaven	Hell
Open	Close			

Examples of antonyms made by adding prefixes are: -

Appear	-	Disappear
Lock	-	Unlock
Employment	-	Unemployment
Patience	-	Impatience

Advantages: -

1. Students will learn about many kinds of antonyms words.
2. Students will be able to use and make correct opposite words in proper context.

Number

Number indicates quantity or count of things. There are two kinds of Number.

Singular number is used when there is the thing or article is only one in number. When things are more than one in number it is called plural number. Examples in class 6th text book are: -

1. Plural made by adding “s” at the end of word.

Singular	Plural		Singular	Plural
Flower	Flowers		Book	Books
Plant	Plants		Scholar	Scholars
Bee	Bees		Rose	Roses
Bird	Birds		Rabbit	Rabbits
House	Houses		Duck	Ducks
Field	Fields		Tree	Trees
Twig	Twigs		Animal	Animals
Window	Windows		Stump	Stumps
Goat	Goats		Forest	Forests
Door	Doors		Drop	Drops
Plate	Plates		Grain	Grains
Kitten	Kittens		Word	Words
Friend	Friends		Stone	Stones
Arm	Arms		Hand	Hands

2. Plural made by adding “es” at the end of word.

Singular	Plural		Singular	Plural
Fish	Fishes		Branch	Branches
Cloth	Clothes		Matchbox	Matchboxes
Patch	Patches		Match	Matches

3. Plural made by adding “ves” at the end of word.

Singular	Plural		Singular	Plural
Calf	Calves		Wolf	Wolves
Wife	Wives		Knife	Knives
Thief	Thieves			

4. Plural made by adding “ies” at the end of word.

Singular	Plural		Singular	Plural
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Copy	Copies		Puppy	Puppies
Butterfly	Butterflies		City	Cities
Story	Stories		Fifty	Fifties

5. Plural made by changing spelling of the words

Singular	Plural		Singular	Plural
Child	Children		Foot	Feet
Man	Men		Woman	Women
Ox	Oxen		Mouse	Mice

6. Same word can be used both in singular and plural

Singular	Plural		Singular	Plural
Sheep	Sheep		Deer	Deer
Cattle	Cattle		People	People

Gender

That words which indicate male are said to be in masculine gender and word which indicate female are said to be in feminine gender. Word which indicate neither male nor female are in neuter gender. Gender of some words used in class 6th text book are given below: -

Masculine Gender	Feminine Gender
Man	Woman
Boy	Girl
Father	Mother
Dog	Bitch
Horse	Mare
Goat	She Goat
Husband	Wife
Grand Father	Grand Mother
Cock	Hen
King	Queen
Lion	Lioness
Tiger	Tigress

Neuter Gender: -

Lifeless Things	Living beings
Table	Bird
Watch	Cat
Stone	Insect
Bed	Mosquito
Pen	Butterfly
Copy	Deer

In case of male the pronoun he is used, in case of female the pronoun she is used and in case of neuter the pronoun it is used.

Advantages: -

1. Students will learn to identify living and non- livings according to the Gender.

2. Students will learn to use correct pronoun according to the gender.
3. Their Vocabulary will be strong.
4. Their understanding will be multi-dimensional.

Prefix and Suffix

When a syllable is added at the beginning of a word, it is called a prefix. Antonyms are made by adding prefixes. Examples from words used in class 6th text book are: -

Disappear -Dis + appear
Unlock -Un + Lock
Impatience -Im + Patience
Unemploy -Un + Employ

some more examples are given below :

Root word	Prefix	New word / Antonyms
Honest	Dis	Dishonest
Discipline	In	Indiscipline
Able	Un	Unable
Literate	IL	Illiterate
Violence	Non	Non violence
Behave	Mis	Misbehave
Nutrition	Mal	Malnutrition.

Advantages: -

1. By this process students will learn about root words, prefix and antonyms.
2. They will be able to use it in context.
3. Students will learn to add correct prefix in words.

Suffix

When a syllable is added at the end of a word, it is called a suffix. By adding suffixes words are often changed into one of parts of speech. Some examples from class 6th text book are: -

Root word	Suffix	New word /Change in parts of speech
Dark	ness	Darkness (N)
Kind	ness	Kindness (N)
Still	ness	Stillness (N)
Life	Less	Lifeless (Adj.)
Beauti	Ful	Beautiful (Adj.)
Wonder	Ful	Wonderful (Adj.)
Amaze	Ment	Amazement (N)

Some more examples of familiar words which suffixes are: -

Root word	Suffix	New word Specialist
Special	Ist	Specialist
Appoint	Ment	Appointment
Translate	Ation	Translation
Play	Er	Player
Write	Er	Writer
Love	Able	Lovable
Exact	Ly	Exactly
Quick	Ly	Quickly

NOUN

Noun denotes the name of person, place, animal or thing. There are five kinds of noun: -

1. **Proper Noun** - The name of a particular person, place or a thing is called proper noun. Examples are –

- a. Name of particular persons - Alice, Billy, Funny, Kitty, Bunny, Jagatu, Airavata, Bhola, Krishna Chandra, Gopal Bhand Jerry, Bruce, Sally.
- b. Name of places - East Africa, Bengal, Bhalapur, Mohla, Rajnandagaon, Chhattisgarh.
- c. Name of things - Beetle, Pencil, Book, Barley, Oats Nickel.

2. **Common Noun** - Which denotes about some people, places or things name is called common Noun. It may mean any person, place, animal or thing. Examples are: -

- a. People – Boy, Girl, Father, Mother, Brother, Sister, Bird, Cow, Horse, Dog, Mouse.
- b. Places – Village, town, city, state, Island.
- c. Things - Ornaments, Clothes.

3. **Collective Noun** - Names of a number of persons, places, animals or things taken together. Examples –

- a. Cattle - All animal
- b. People -All men and women
- c. Crowd
- d. Forest
- e. Vegetables.

4. **Material Noun** - Which denotes to materials name is called material Noun. Examples -

Gold, Silver, Stone, Wool

5. **Abstract Noun** - Words which denotes an action, quality, or state of mind is called Abstract Noun.

Sad, Happy, Love, Hate, Anger, Kindness, Hunger

Advantages: -

1. Students will able to identify that it is a name of persons, places or things.
2. After identifying they will to understand the nature of words.
3. Students will be able to separate the words according to its nature.

PRONOUN

A word which is used in place of Noun is called Pronoun.

As.	Noun	-Pronoun
	Ram	-He
	Sita	-She
	Delhi	-It
	Ram, Mohan, Sita	-We
	Ram and Shyam	-They
	Mohan	-You

In conversation, He, She, it, I, we, you, They, are used in place of its respectively Noun. So it is called pronoun According to the nature of pronoun words, there are six kind of pronoun.

i) Personal Pronoun - Words which are related to persons are called personal pronoun.

As.	I	-	Related to self (one person)
	We	-	Related to more than two persons
	You	-	Related to one or more than one persons.
	They	-	Related to two or more than two persons.
	He	-	Related to one male person.
	She	-	Related to one female person.
	It	-	Related to one male or female beings to which sex is not clear and things.

ii) Reflexive Pronoun - The Words that indicate something is being done by anyone, is called reflexive pronoun.

As.	Done by any one-Reflexive pronoun		
	I	–	Myself
	We	-	Ourself
	You	-	Yourself
	They	-	Themselves

He - Himself

She - Herself

It - Itself.

iii) Demonstrative Pronoun - The Words which point out any object, is called Demonstrative pronoun.

As. This is an umbrella

That is a bicycle

These are birds

Those are flowers.

Here, this, that, these and those are point out to the objects umbrella, bicycle, birds and flowers.

iv) Interrogative Pronoun - A word to which direct questions are made, called interrogative pronouns.

As. All types of wh, words are interrogative pronoun.

Who, what, when, where, which, whom, How, Why etc.

v) Relative Pronoun - In my view about these two pronouns should be taught in class 7th.

vi) Distributive Pronoun - In my view about these two pronouns should be taught in class 7th.

Advantages: -

i) Students will know to use the correct pronouns in place of Noun.

li) Students vocabulary will be enriched.

ADJECTIVE

A word which qualifies a noun or pronoun called Adjective.

- As.
- i) Airavat is an enormous elephant.
 - ii) Bholu is a good boy.
 - iii) Alice is a beautiful girl.

Here enormous, good and beautiful quality about Airavat, Bholu and Alice.

There are six kind of Adjective. : i) Adjective of Quality, ii) Adjective of quantity iii) Adjective of Number iv) Demonstrative Adjective v) Interrogative Adjective vi) Possessive Adjective.

But these three: i) Adjective of quality ii) Adjective of quantity iii) Adjective of number are important for class 6th.

- i) Adjective of Quality:** The word which shows quality of person or thing is called Adjective of quality.

- As.
- i) Masai lives in small house.
 - ii) Jagatu saw a large elephant.
 - iii) Gopal Bhand was a very wiseman.
 - iv) This is a good school.

In these examples small, large, wise and good are Adjective of quality.

- ii) Adjective of Quantity :** The word which shows the quantity of things, called Adjective of quantity.

- As.
- i) I have a few fish.
 - ii) I have a lot of grass.
 - iii) There is a little rice left.
 - iv) I am going to the village to get some barley.
 - v) I have enough bread for ducks.
 - vi) He did not go any further.

In these examples little, a few, some, a lot of, enough, any show the quantity of things.

iii) Adjective of Number: The word which shows how many persons or things are, called Adjective of Number.

- As.
- i) Raja Krishna Chandra Ruled about two hundred years ago.
 - ii) Most students like to read.
 - iii) Many students weak in English.

In these examples two hundred most, many are Adjective of Number.

Degree of Adjective

Adjective has three degrees :

- i) Positive ii) Comparative iii) Superlative

i) Positive degree: Such adjective words which are root words, called positive degree of adjective.

As. Elder, Small, Young etc.

ii) Comparative degree: When two nouns or pronouns are compared with same adjective word, then it is called comparative degree of Adjective. In this case two nouns or pronouns are compared by than and er is added in positive degree of adjective.

- As.
- i) Ram is taller than mohan
 - ii) He is younger than you.

But in some cases comparative degree has different forms of Adjective.

- As.
- i) Good -Better
 - ii) Bad -Worse
 - iii) Less -More

iii) Superlative degree: In this degree of Adjective est syllable is added in positive form of Adjective words

- As.-**
- i) Tall – est-Tallest
 - ii) High-est-Highest
 - iii) Small-est-Smallest

But in some cases superlative degree has different forms of Adjective.

- As.-**
- i) Good -Best
 - ii) Bad -worst
 - iii) Lest -Most

Now we consider about three degree of Adjectives simultaneously,
according to the class 6th standard :

Positive	Comparative	Superlative
old	Elder	Eldest
Young	Younger	Youngest
Short	Shorter	Shortest
Long	Longer	Longest
Small	Smaller	Smallest
Tall	Taller	Tallest
High	Higher	Highest
Deep	Deeper	Deepest
Good	Better	Best
Bad	Worse	Worst
Less	More	Most

Advantages: -

- i) Students will know about adjective and its degree.
- ii) They will be able to compare between two nouns or pronouns and among more than two nouns or pronouns.

VERB

An action word is called verb. In other words to do any work or to be an action is called verb.

In simple words there are two kinds of verbs. i) Main verb
ii) Auxiliary or helping verb.

1. Main Verb: - Main action or work done by subject is called main verb. There are two kinds of main verbs.

i) Transitive verb - such verbs are used with object.

As.- i) I go by bicycle.

Here go is transitive verb be used it has used with object bicycle.

ii) Mohan walks.

Here walk is intransitive verb because walk has used without object.

2. Auxiliary or helping Verb: - Which helps to main verb, in special regards for denoting time of action.

As. i) He is going to school (Present Time)

ii) He had gone from here. (Past Time)

iii) We shall go there (Future Time)

There are twenty four Auxiliary or helping verbs in English But we shall discuss here about main and auxiliary verbs to keep in mind to class 6th .

In class 6th there are some verbs which have used and generally there are five forms of main verbs, which are used.

i) Present form - It is root action word and called first form of verb also.

As. - Jump, walk, eat, Break, Drink etc.

ii) Past form - It is called second form of the verb made from first form of verb.

As.- Jumped, walked, ate, broke, Drank etc.

iii) Past Participle form: - It is called third form of verb.

As.- Jumped, walked, eaten, broken, Drunk etc.

iv) Present Participle or ing form: - It is generally know as in form of verb and made by adding ing in first form of verb.

As.- Jumping = Jumping, walk+ing = walking, Eat+ing = Eating, Break + ing = Breaking, Drink+ing = Drinking.

v) "S" or "es" form – "s" or 'es' form of the verb is used with third person or singular number subjects and it is added in the first form of verb.

As- Jump+s = Jumps, Walk+s = Walks, break+s = breaks. Eat+s = Eats, Dring+s = Drinks

But with go and do, 'es' are added.

As.- Go+es = Goes. Do+es = Does.

Now we shall discuss about which verbs, which have used in class 6th text book.

First form or Present form	Second form or Past form	Third form or Past Participle	Ing form or Present Participle	Sles form
Come	Come	Come	Coming	Comes
Take	Took	Taken	Taking	Takes
Cover	Covered	Covered	Covering	Covers
Run	Ran	Run	Running	Runs
Find	Found	Found	Finding	Finds
Open	Opened	Opened	Opening	Opens
Grow	Grew	Grown	Growing	Grows
Begin	Began	Begun	Beginning	Begins
Blow	Blew	Blown	Blowing	Blows
Make	Made	Made	Making	Makes
Feal	Felt	Falt	Feeling	Feels
Look	Looked	Looked	Looking	Looks
Go	Went	Gone	Going	Goes
Eat	Ate	Eaten	Eating	Eats
Red	Read	Read	Reading	Reads
Write	Wrote	Written	Writing	Writes
Speak	Spoke	Spoken	Speaking	Speaks
Break	Broke	Broken	Breaking	Breaks
Swim	Swam	Swam	Swimming	Swims
Live	Lived	Lived	Living	Lives

Keep	Kept	Kept	Keeping	Keeps
Draw	Drew	Drawn	Drawing	Draws
Do/Does	Did	Done	Doing	Does
Become	Became	Become	Becoming	Becomes
Creep	Crept	Crept	Creeping	Creeps
Rise	Rose	Risen	Rising	Rises
Send	Sent	Sent	Sending	Sends
Buy	Bought	Bought	Buying	Buys
Say	Said	Said	Saying	Says
Know	Knew	Known	Knowing	Knows
Think	Thought	Thought	Thinking	Thinks
Catch	Caught	Caught	Catching	Catches
Teach	Taught	Taught	Teaching	Teaches
Bring	Brought	Brought	Bringing	Brings
See	Saw	Shown	Seeing	Sees
Depart	Departed	Departed	Departing	Departs
Arrive	Arrived	Arrived	Arriving	Arrives
Tell	Told	Told	Telling	Tells
Except	Expected	Expected	Expecting	Expects
Ask	Asked	Asked	Asking	Asks
Laugh	Laughed	Laughed	Laughing	Laughs
Forget	Forgot	Forgotten	Forgetting	Forgets
Remember	Remembered	Remembered	Remembering	Remembers

Advantages: -

- i) Students will know about verbs and its various forms.
- ii) Students will be able to use it correctly.
- iii) They will identify its different forms its work and its importance.

VERB (Auxiliary verb)

As has been told before that which helps to the main verbs specially in regards of time is called auxiliary verbs or helping verbs. According to the above statement it is clear that helping verbs indicate to the time of being action and in this regard time can be divided into three kinds to which we generally.

1. Tense

- i) Present time/ Tense- Whatever is happening.
- ii) Past Time/ Tense- Whatever has happened.
- iii) Future Time/Tense – Whatever is about to happen.

Time/Tense based auxiliary/ helping verbs –

- 1. For present Time/Tense- Am is are, has, have, do, does.
- 2. For past Time/ Tense- was, were, had, did.
- 3. For future Time/Tense – will, shall.

Except it would, should, can, could, may, might, must, ought, need, done and used to are include in auxiliary verbs, but these are used as a modals. So we shall discuss about modals separately.

Advantages: -

- 1. Students will know about helping verbs, its correct and time wise use and its importance.
- 2. They will learn to use auxiliary verbs according to the subject.

ADVERB

Such words which modify the verbs an adjective and an adverb are called Adverb.

There are many kinds of adverbs. As time of adverb, place of adverb, frequency of adverb, manner of adverb degree of adverb, sentence adverbs, interrogative adverb and relative adverb, but for class sixth standard adverb of manner is important.

Examples -

1. Mahagayani pandit spoke all the Indian languages fluently and perfectly.
2. Gopal Bhand stood up hesitantly.

In above examples fluently, perfectly and hesitantly are manner of adverb. These examples also show that when by suffix is added in any verb, then it is converted in to manner of adverb.

More Examples:

Verb	Suffix	Manner of adverb
Wise	ly	wisely
Arrogant	ly	Arrogantly
Angry	ly	Angrily
Surprise	ly	Surprisingly
Expect	ly	Expectantly
Clear	ly	Clearly
Hesitate	ly	Hesitantly

Advantages: -

- i. Student will learn about word formation.
- ii. Student will take enjoy in making words own from one part of speech to another.
- iii. Student will learn to write correct form of words in context.

PREPOSITION

Preposition is a word, which is placed before noun or pronoun for denoting relation.

There are three kinds of prepositions:

- i. Simple Preposition.
- ii. Compound preposition
- iii. Phrase Preposition.

In class 6th simple preposition have generally used.

Examples -

1. Mother bird peeped out of her nest.
2. The wind got stuck up the hill.
3. Everyone on the earth began to work.
4. A Little table in the middle of the hall.
5. He could not buy anything for shally.

Except it some more prepositions have used in class 6th.

Ans.

1. Am going shopping with shally.
2. Jagatu began to roam about in the heaven
3. May I come into your house?

CONJUNCTION

Which joins words or clauses is called conjunction.

There are many conjunctions in English As- and, but, for, or, that, after, before, though etc. But we shall discuss here about some easy conjunctions, which have used in class 6th.

Example-

1. Men, women and children stopped working.
2. She saw a beautiful garden but she could not go out.
3. Who has seen the wind? Neither i Nor you.
4. Why not give her a picture that you draw instead?

INTERJECTION

Such word which expresses shudder feeling or emotion, is called interjection.

Example-

1. Alice ran back, but alas (expression of grief)
2. Did you know, what happened to Alice (Expression of surprise)
3. Hurrah We have won the race. (Expression of Joy)

MODALS

Modals are such words which express ability, possibility necessity, permission, obligation, courage and habit in past. It is always used before main verbs.

Main modals and its uses-

Modal	Expression	Example
May	Permission/ Possibility	May I come into your housie
Might	Possibility	I have not promised but I might come
Can	Ability, possibility, Request	He can go can you help me
Could	Ability, possibility, Request	He could dance could you give me a pen
Ought to	Obligation	You ought to respect your teachers
Must	Necessity	You must obey the rule of your school
Should	Necessary but not compulsive	We should not drink liquor.
Would	Past form of will	I think that he would come
Used to	Habit, Practice of past time	Jagatu used to go home only at night.
		Ram used to play Cricket

Rest modals are not important for class 6th students.

ARTICLES

An article is that concept which is found only in English language it is also included under determiners.

There are two kinds of articles- I) Indefinite articles ii) Definite articles.

- 1. Indefinite Articles:-** Under indefinite articles a and an are included and it does not indicate certainty.

Use of and, an article – Article “a” is used, when following word is consonant and in case of vowel beginning words where its pronunciation will be as consonant words.

Example: A book, A copy, A hen, A cock, A Pen, A bicycle (Consonant sound)

A university, A European, A Union, (Consonant sound)

Article An is used when the word following is vowel.

Example: An egg, An inkpot, An orange, An umbrella, An elephant, An enormous, An Idea. In Indian, An honest man, an hour.

In an honest, an hour, word begins from consonant, but its sound is vowel so in use of a, and an vowel sound is important than spelling.

- 2. Definite Article :** The is a definite article and it is same for both article and it is same for both singular and plural nouns and all type of genders.

Exam The boy -The boys
The Girl-The Girls
The month-The months
The year-The years

Use of the- For a particular person or things.

- a. The mouse you want is that.
- b. The tiger which you saw, is now in the cage

For Common Noun -

- a. The Cow
- b. The River

c. The Car

Before superlative degree of adjective.

- a. The best
- b. The worst
- c. The highest
- d. The eldest

Before denoting a unique position:

- a. Chairman of the board.
- b. Head Master of the school.

Advantages: -

- 1. Students will learn to use a/an, and the in appropriate place.
- 2. They will not make error in use of a and an.

PERSON

In simple words person indicates subject by which work is done and according to subjects position there are three kinds of person.

1. **First Person** - Work is done by self or a group As- work is done in condition of self, subject will be I. So I is first person subject and when work is done by a group, there subject will be we so we is first person but according to number of subject I is singular and we is plural number subject.
2. **Second Person** - When work is done neither by first person nor by third person subject then subject will be second person and such word is only you. You is often used as a plural subject.
3. **Third Person** - When work is done by singular number subject then subject will be third person, Except I. Such they indicate plural number of subject but related or is third person.

Relation among person, subject and Number -

Person

1. First Person - I, We
2. Second Person - You
3. Third Person - He, She, It, they.

Subject

1. I, We, you, He, She, It, they.

Number :

1. Singular Number - I, He, She, It
2. Plural Number – We, you, they.

Advantages -

1. Children can understand relation among person, subject and Number.
2. It will be helpful further, when children learn about relation between subject and auxiliary verbs.

SENTENCE

Sentence has three aspects:

1. Added two or more than two words.
2. Subject and main verb is compulsorily.
3. Be meaning Full.

According to the structure of sentence, there are three kinds of sentences- I) Simple ii) Complex iii) Compound sentences.

But keeping in mind to class 6th we shall discuss about simple sentence, specially in reference of Tense.

Tense- Such verb forms, which show the time of an action, is Tense.

According to this definition the time of an action can be divided into three parts-

1. Present Time or Present Tense.
2. Part Time or Past Tense.
3. Future Time or Future Tense.

1. Present Tense:--

The time of an action is present and according to the being an action in present time, it can be divided into four parts-

1. Present Indefinite 2. Present Continuous
3. Present Perfect 4. Present Perfect Continuous.

Now we shall know about this Tense in detail.

1. Present Indefinite :- Its main aspects are 1 time of an action in present is not definite.

2. Subject and first form of verb or first form of verb+s or es is used.

Example 1. I go 2. We go 3. You go 4. He goes 5. They go

2. Present Continuous : Main aspect are-

1. According to the subject auxiliary or helping verbs (Am, is, are) is compulsorily.
2. Ing form of verb is used.
3. Beginning and ending time of an action is not clear and shows continuity.

Example-

1. I am going
2. We are going
3. You are going
4. He is going
5. They are going

3. Present Perfect : Main aspects are-

1. According to the subject auxiliary verb (Has, have) is necessary.
2. Third or past participle form of verb is used.
3. It shows completeness of our action.
4. Auxiliary verb has is used with third person, singular number subject and have is used first and second person, plural number subjects.

Example:

1. I have gone
2. We have gone
3. You have gone
4. He has gone
5. They have gone.

4. Present Perfect Continuous : Main aspects are :

1. According to the subject it has been or have been is used.
2. Ing form of verb is used.
3. It shows continuity of an action but time is clean.

Example :

1. I have going for two hours
2. We have been going since 10 O clock.
3. He has been going for two days.
4. You have been going since 12 O clock.

Summary of this Tense

1. Present Tense :

1. P- Indefinite
Sub+First form of verb
2. P- Continuous
Sub+ AV+Ing form of verb
3. Pre- Perfect
Sub+has/have + Third form of verb
4. P-Perfect continuous
Sub + has been/ have been + ing
form of verb + Timing.

Advantages:

1. Students will know about present Tense.
2. Students will be able to use correct form of verbs according to the time being of an action..

2. Past Tense :

It shows the time of an action which happened in past. It has also four parts-

1. Past indefinite2.Past Continous
3. Past perfect4,Past perfect continous

1. Past Indefinite :- Main aspects of this part is :

1. Subject and second form of the verb is used.
2. Being of an action does not clean.
3. Auxilliary verb (was, were) is not used.

Example :

1. She ate
2. I ate
3. You ate
4. They ate

2. Past Continuous :

1. According to the subject was/were auxiliary verb is used.
2. Ing form of verb is used.

Example

1. She was eating
2. I was eating
3. We were eating
4. You were eating
5. They were eating.

3. Past Perfect :

1. Had auxiliary verb is used with all subjects.
2. Third form of verb is used.

Example

1. She had eaten
2. I had eaten
3. We had eaten
4. Your had eaten
5. They had eaten

4. Past Perfect continuous :

1. Had been is used with all subjects.
2. Ing form of verb is used.
3. Duration of time or point of time is necessary.

Example:

1. She had been eating since 2 O clock.
2. I had been eating for one hour.
3. We had been eating since 4 O Clock.
4. You had been eating for three hours.
5. They had been eating for five hours.

Summary of this Tense

1. Past Indefinite : - Sub + Second form of verb.
2. Past Continuous – Sub + was/were + ing form of verb.
3. Past perfect – Sub + Had + Third form of verb
4. Past perfect conti- Sub+Had+ been+ Ing from of verb+ time.

Advantages:

1. Student will learn about that work/action, which happening in past.
2. According to an action being in past students will know to use correct form of verb and helping verb.

3. Future Tense

Which denotes time of an action about happening in future like present and past tense, Future has also four parts -

1. Future Indefinite
2. Future Continuous
3. Future Perfect
4. Future Perfect Continuous.

1. Future Indefinite : Main characteristics are

1. According to the subject will or shall helping verb is used.
2. First form of verb is used.

Example:

1. She will cook
2. I shall cook
3. We shall cook
4. You shall cook

2. Future Continuous :

1. According to the subject will be or shall be is used
2. Ing form of verb is sued.

Example

1. She will be cooking
2. I shall be cooking
3. We shall be cooking
4. You shall be cooking

3. Future Perfect:

1. With subject will/shall have is used.
2. Third form of the verb is used.

Example

1. She will have cooked.
2. I shall have cooked
3. We Shall have cooked.

4. Future Perfect Continuous :

1. Will / Shall have been is used after subject.
2. Third form of the verb is used.
3. Duration or point of time is necessary.

Example:

1. She will have been cooking since 5 O Clock.
2. I shall have been cooking for three hours.

Summary of this Tense

1. Future Indefinite : Sub + will/shall + First form of verb.
2. Future Continuous – Sub + will be / Shall + Ing form of verb.
3. Future perfect – Sub + will have/ shall + Third form of verb.
4. Future perfect continuous : Sub+will/shall have been +Ing form of verb.

Advantages:

1. Students will learn time of an action, which is about to happening.
2. They will be able to use correct form of main and auxiliary verbs in sentences
3. Students speaking skill will improve

SENTENCE

Negative sentence based on tense.

No, not and never are clearly Negative sense indicator words. Except it many times having used hardly, Scarcely and opposite words negative sentences are made. But for class 6th standard students clearly indicated negative sense words are important. So we shall by to know here about that negative words and sentences in reference of tense.

1. Sentences based on present Tense and its negative form- As we know present tense has four parts. In present indefinite auxiliary verb is not used. When we want to convert it into negative sentence and it subjects are first, second and plural number, then we shall use do not after subject and if subjects are third person and singular number then we shall use does not after subjects.

Example- Present indefinite Negative

1. I read a book-I do not read a book
 2. We read a book-We do not read a book
 3. You read a book-You do not read book
 4. He reads a book-He does not read a book
 5. She reads a book-She does not read a book
 6. They read a book-They do not read a book
2. In present continuous tense according to the Subjects are, is, are, auxiliary verbs are used for converting such sentences in to negative after auxiliary verb we add not.

Example:

1. I am eating-I am not eating
2. We are eating-We are not eating
3. You are eating-You are not eating
4. He is eating-He is not eating
5. She is eating-She is not eating

3. In present perfect tense, according to subjects has and have auxiliary verbs are used and for making negative sentence after has or have not is added.

Example:

1. I have laughed-I have not laughed
 2. We have laughed-We have not laughed
 3. You have laughed-You have not laughed
 4. He has laughed-He has not laughed
 5. She has laughed-She has not laughed
4. In present continuous, according to subjects has been/ have been auxiliary verb is used and for negative sense between has and been not is added.

Example-

1. I have been Swimming- have not been Swimming
2. We have been Swimming- We have not been Swimming
3. You have been Swimming- You have not been Swimming
4. He has been Swimming- He has not been Swimming
5. She has been Swimming- She has not been Swimming
6. They have been Swimming- They have not been Swimming

In past and future tense related sentences above process will be adopted. But I would like to discuss here only about past indefinite tense related negative sentences.

Past Indefinite tense – In past indefinite tense after subjects, auxiliary verb is not used. So when we convert this sentence in negative sentence, then we use did not after subject and second form of the verb is converted into first form of the verb.

Example :-

Past Indefinite Negative sentence

1. I drank milk-I did not drink milk
2. We drank milk-We did not drink milk

3. You drank milk-You did not drink milk
4. She drank milk-She did not drink milk
5. He drank milk-He did not drink milk
6. They drank milk-They did not drink milk.

Incase of such sentences in which modals are used after roodat word not is added for making negative sentence.

Example-

1. You can go-You can not go
2. I must do it -I must not do it
3. We should go-We should not go
4. He may come-He may not come
5. She can dance-She can not dance.

SENTENCE

- ii. Interrogative sentence based on tense.

Such sentences which denote questions are called interrogative sentence. For asking or denoting questions, there are some certain words which called wh- words. As what, Who, When, Where, Which, how and why. In other way to which we can ask question is to use auxiliary verbs. Thus, there are two kinds of questions.

i) To use wh-words ii) To use auxiliary verbs

- i) **To use Wh words** - In tense pattern Wh- words are used for asking questions and for that after wh-words, related auxiliary is used.

Example

Present Tense

Indefinite ContinuousPerfect Per. Continuous

1. I Live at Sitapur. He is goingRam has You have been
eating a mango walking since
9 O clock
2. Where do youWho is goingWho has Till when have
Live eaten a you been
Mango walking.

Explanation :

1. In indefinite, auxiliary verb is not used. So when we convert it in to interrogative sentence then according to subject after wh-words do/does is added.
2. In continuous perfect and perfect continuous auxiliary verbs are used converting it into interrogative sentences after wh-words its related helping verb is used.
- Thus other tense (Past and Future tense/ related sentence is converted in to interrogative sentences.

- ii) **To use auxiliary verbs** - Another kind of making questions are to use auxiliary verbs in beginning of sentence when we discuss about it in reference of tense, then tense related auxiliary verbs are use as question words.

Example**Present Tense**

Indefinite	Continuous	Perfect	Perfect Continuous
He reads a book	He is reading a book	He has read a book	He has been reading a book for two hours.
You eat a mango	You are eating a mango	You have eaten a mango	You have been eating a mango since 5 O Clock
Does he read a book	Is he reading a book	Has he read a book	Has he been reading a book for two hours
Do you eat a mango	Are you eating a mango	Have you eaten a mango	Have you been eating a mango since 5 O Clock

Explanation:-

1. In present indefinite, according to the subject do/does adds in beginning of sentence.
2. In continuous perfect and perfect continuous, its related auxiliary adds in beginning of sentence.
3. For Past and Future. Tense same process are adopted.

NARRATION

Narration means statement. There are two kinds of statement:-

1. When we say something to anybody directly, then this type of statement called direct narration or direct speech.
2. But when we say about something in own words, that has been told by anybody, then it is called Indirect narration or indirect speech.

Example:-

1. The hermit said "I am hungry" In this sentence hermit is saying about his hungriness, to anybody directly so it is direct speech.
2. The hermit said that he was hungry.

In this sentence about hermits hungriness is being said by anyone to anybody. So it is indirect speech.

Direct speech can be divided into two parts:

i) Reporting speech ii) Reported speech

- i) **Reporting speech:** That part of sentence which is kept out of inverted commas and its verb is called reporting verb.

In above example the hermit said, is reporting speech and said is reporting verb.

- ii) **Reported speech:** - That part of sentence which is kept within inverted commas is and its verb is called reported verb.

In above example "I am hungry" is Reported speech and am in reported verb. In indirect speech both parts of sentence is added by that and command inverted commas is removed.

Example:

1. The monkey said, "I have some nuts"

The monkey said that he had some nuts.

Although narration is difficult but to provide initial information about narration is essential in class 6th standard. So based on simple and easy sentence practice of narration or speech should be done in classroom.

LESSONWISE OBJECT AND ACTIVITY

The sun goes on a holiday

Object - To give knowledge about second/past participle form of the verb.

Activity: -

1. Teacher will divide students into three, four or five groups.
2. Teacher will give them two or three verb related words, which will be in first form.
3. Now teacher will say to the students that they will search its second form the lesson.
4. After finding second form of verb students will show it teacher.
5. After correcting teacher will write it on the black board.

Example:-

Students are divided in to four groups.

1. Take, Whisper, Run
2. Look, Go, Shock
3. Feel, Flow, Stop
4. Bloom, Start, Blow.

Searching Stage

1. Take- Took, Whisper- Whispered, Run- Ran
2. Look- Looked, Go- Went, Shock- Shocked
3. Feel – Felt, Flow – Flowed, Stop – Stopped
4. Bloom – Bloomed, Start – Started, Blow – Blew

Write it on black board:

Advantages:

1. Students out will identify the verbs form.
2. They will learn to use second form.

LESSONWISE OBJECT AND ACTIVITY

A Masai Home

Object - To give knowledge about numbers.

Activity:

1. Teacher will make group of students.
2. Teacher will give different works to each group. As one group will be given to find s ending words. Second group es, third, ves, and fourth group spelling difference words.
3. Student will search words from the lesson and teacher will monitor.
4. After searching students will write that words on their note book.

As.-

Group 1 : Plains, Fields, Twigs, Windows,

Group 2 : Branches

Group 3 : Calves

Group 4 : Men, Women, Children

5. Now teacher will explain about number in detail and give some more example to each group.

Benefit :

1. Students will know about converting words from singular to plural.
2. They will be able to use correct number in context.

LESSONWISE OBJECT AND ACTIVITY

Alice in wonderland

Object - To give knowledge about past indefinite tense.

Activity :

1. Teacher will make group and give name. First person, Second Person, third person.
2. Now student will gather according to his person.

As.-

1. As First Person – Two boys, I, We.
2. Second person – One boy, you.
3. Third person – Four boys, He, She, it, they.
3. Each student choose one second form of verb from the lesson and recite it with him.

As.- From First person Group. I choose followed and we choose wanted then they recite it.

- i) I followed
 - ii) We wanted.
4. The same process will be repeated with rest of the students.

Benefits

1. Student will know that with every person (First Second and third) Second form of the verb is used equally.
2. They will be ready for further learning about tense pattern.

LESSONWISE OBJECT AND ACTIVITY

Jolly Kittens

Object - To give knowledge about degree of adjectives.

Activity:

1. Teacher will make groups In each group will be three students.
2. Teacher will give them name as positive, comparative and superlative.
3. Positive student will find a word of adjective and show to the comparative student.
4. Comparative degree student will add er and convert that word into comparative degree word.
5. Superlative degree student will now add in it est and after completing the process they will say to teacher.

Example - One student found a word hot and showed it second student. Second student add er in it and third student will add est in it and say to teacher – Hot- Hotter , Hottest.

6. The same process will be repeated in whole class.

Benefit

1. Students will learn to convert the adjective words into degree.
2. They will be able to use correct adjective form in appropriate place.

LESSONWISE OBJECT AND ACTIVITY

The hare on the moon

Object - Lesson has three objects.

- i. Use of has, have, had as a main verb.
- ii. Use of past continuous tense and
- iii. Narration

First object and related activity:

- i. Teacher will tell to students that has, have and had are used for showing possession.
- ii. Has or have is used according to the subjects and had is used with all subject.
- iii. One Student will tell about any subject according to the subject other student will add has, have or had after subject and third student will say about possession on things.

As.- First student says-He

Second student-has

Third student-a copy

Now complete sentence will be-

- i) He has a copy
 - ii) You have a pen
 - iii) He had a bicycle.
- iv) Now whole class is repeat this activity in turn.

For object No. 2 and 3 activities are given in its related chapter.

Benefit:

1. Student will know about has, have, and had's function, Except as an auxiliary verb.
2. Students speaking skill will improve.

LESSONWISE OBJECT AND ACTIVITY

Jagatu the gardener

Object - This lesson has two objects:

- i) Give knowledge about opposite words
- ii) Use of used to

Activity for object No. 1 :

1. Teacher will give some simple words and ask its opposite to students.
As- Up, Long, Go, Good, etc.
2. Now teacher will distribute word card among students.
3. One student will read what ever has written on card which is in his hand. After listening the word that student who has opposite word card, come near.
As.- One student read- Arrive listening that word one student comes. Who has a word card – Depart.
4. Where students will make error, there teacher will improve.
5. In this activity teacher will sure total participation of students.

Benefit :

1. Student will learn about suitable opposite words, for given words.
2. Students vocabulary will enrich which help them speaking and writing.

Activity for object No. 2:

1. Teacher will ask students about their such habits which was done but now is not done.
2. Whatever is told by students teacher will write it on the black board.
As.- 1. Play Cricket 2. To drink tea
3. To see cinema 4. Te read novel
- 3 Teacher will tell to students that for showing old habits used to is used after all subjects.
As. 1. I used to play Cricket
2. He used to drink tea.
3. She used to see Cinema
4. He used to read novel.
4. Teacher will say to students that they speak one sentence, which showed their old habits.
5. Teacher will confirm participation of all students.

Advantages

1. Students will learn to use used to.
2. Students speaking skill will developed.

LESSONWISE OBJECT AND ACTIVITY

Left in charge

Object - To give knowledge about phrasal verbs and compound words.

Activity :

1. Teacher will ask some words meaning to students.
As. i) Give ii) Up iii) Put iv) On etc.
2. Student will tell its meaning
As. I) Give= ii) Up = iii) Put = iv) on =
3. Now teacher will add two words together and ask its meaning.
As. I) Give up ii) Put on iii) To keep etc.
4. Generally students will not be able to give its correct meaning. Then teacher will explain its meaning with more example from the lesson.

Example :

Give up	-To quit
Put on	-To wear clothes
Take care of	-To pay attention on anybody or any things.
Lie down	-To sleep
Pick up	-To lift
Making Noise	-To make sound loudly
Roll down	-To spread
Spring on feet	-To jump with amazing.

Benefit

1. Students will know about differences between simple and compound words.
2. They will be able to understand correct meaning of the compound words.
3. Their vocabulary will be enriched.

LESSONWISE OBJECT AND ACTIVITY

Gopal Bhand and Mahagyani

Object - To give knowledge about adverbs.

Activity:

1. Teacher will write some words on the black board and tell its meaning.
2. Now teacher will add suffix in that words and tell its meaning
3. Now teacher will write some other words from the lesson and say to students that they tried to add appropriate suffix.
4. After adding suffix students will try explain its meaning.
5. Atlast teacher will explain that when in any word (Noun or verb) ly suffix is added then it convert into adverb.

Example:

VerbSuffixAdverb

	Perfect	lyPerfectly
Perfect	ly	Perfectly
Wise	ly	Wisely
Time	ly	Timely
Arrogant	ly	Arrogantly
Easy	ly	Easily
Attentive	ly	Attentively
Angry	ly	Angrily
Hesitation	ly	Hesitantly
Quick	ly	Quickly
Surprise	ly	Surprisingly
Expectant	ly	Expectantly
Fresh	ly	Freshly
Intelligent	ly	Intelligently

Benefits:

1. Students will take enjoy in making words from one part of speech to another.
2. Students will learn to use correct form of words in context.

LESSONWISE OBJECT AND ACTIVITY

A Nickel's worth of fun

Object - To give knowledge about that word which is used before statement of person. As.- Cried, Asked, Said, answered, Replied, told etc.

Activity:

1. Teacher will explain these type of words meaning with example.

As. Cried – Cry - To say loudly with amazing expression.

Ask – Asked- When anybody asks question in incomplete words.

As. So what? Bruce Asked.

Say- Said - To tell in simple way.

Reply – Replied- To give answer in full words.

Answer- Answered - To give answer in both from short or long.

Tell- Told - Generally used in narration.

Benefit :

1. Student will learn about statement expression words.

2. It will be helpful in learning narration.

SOMETHING ABOUT POEMS

In early classes poems are kept necessarily and it has some objects:

1. Enjoyment:

English is not our mother tongue, to which can be learned easily. So in early classes, this is a big challenge to develop interest in our children. By poem this is made effort that our children took interest and for generating interest poems should be enjoy fully.

2. To develop correct pronunciation:

As has been told before that English is not our mother tongue, so its correct pronunciation is also a great challenge. By easy and simple poems, made effort that our children could pronunciation English words in own style.

3. Use Rhyme and Rhythm: In early classes poems should be with rhyme and rhythm because this type of poem can be recited easily.

4. To develop imagination: In early classes maximum poems are factious. By this trend imaginary skills are developed. Due to imaginary context children take interest in poem reciting.

5. To develop memory: To be easy, simple rhyme and rhythm, poems are easily memorable and by reciting poems memory can be developed.

Poems

Read the Book

Come and look,
there is a book.
Go and read,
Mind will be feed.
Share it further,
with your brother.
From beginning to end,
Complete with your friend.

Prayer

Oh my god,
Give me kindness.
Could be helpful,
for the helpless.
What a pleasure,
in your nature.
Be happy wander,
all creature.
Such this world,
be sweetness.
Oh my god,
Give me kindness.
Make this world,
courteous place.
Bring smile,
everyone's face.
Drive away,
surrounding bitterness.
Oh my god,
give me kindness.

Naughty Boy

In the month of July,
was a cloudy sky.
Children were outside,
playing and cry.
A desire rose,
within my heart.
I went outside,
playing start.
Thunder and lightening,
began suddenly.
Children ran away,
I remained lonely.
Then started,
heavy rainfall.
Mummy came out,
I listened her call.
Though I wet,
but took enjoy.
Every one said me,
naughty boy.

My Dreams

In my dream,
I went to forest.
There I saw,
everything was correct.
In my dream,
I went to sky.
There I saw,
freely birds fly.
In my dream,
I went to mountain.
There I saw,
everything was in lain.
In my dream,
I went to ocean.
There I saw,
everything was in union.
In my dream,
I went my lain.
There I saw,
everyone in pain.
After awaking,
I have thought.
Everything is correct,
then why we fought.

Animal's sound

Everywhere every time,
the cattle low.
But only morning,
the cocks crow.
Come come look there ,
bears growl.
But not everywhere,
jackals howl.
When we go,
in the dark.
Seeing to us,
the dog bark.
Many time we heard,
snake hiss.
But never heard,
the sound of fish.
When the elephants,
trumpet coming.
King of forest,
run away roaring.

WORD FORMATION GAME

Essential material – Alphabet card.

Step of Activity:

1. Teacher will distribute alphabet cards among students and say to form two or three words.
2. Teacher can say to students that they will form words from particular lesson.
3. Now students will find that word which begins from that alphabet, which in his hand.
4. After word formation students will write it on the blackboard.
5. At last all students will read it with teacher.

Example:-

Teacher distributes some alphabet cards and says from that alphabet students will form words from lesson 2. One student has B alphabet card and now he will read that lesson and find B- Bent, Bird, Bloom.

This process will be repeated with all students and so many words will come from that lesson.

Some days later this game can be played without giving particular lesson and students will form words on the base of his own learning and experience.

WORD FORMATION GAME

Essential material – Some word cards.

Steps of Activity:

1. Teacher will distribute some word card among students.
2. Teacher will say to read that word and tell its meaning.
3. Now teacher will say students that they alternate to alphabet, to which word is in his hand and try to make two or three new words.
4. Students will try to make new words by alternating alphabet and write it on notebook.
5. After completing the activity teacher will write that all words on the blackboard and read it with students.

As.- Teacher distributes one word card on which “Stop” written. Student alternates its alphabet and try to make new words.

1. Stop - Tops, Post
2. Nest – Sent, Tens, Nets.

After this activity so many words would come before students and they will take enjoy in making new words.

WORD FORMATION GAME

Essential material – Some word cards.

Step of Activity:

1. Teacher will give word card in groups.
2. After getting card one student from group will read the word.
3. Teacher will say to students that they will have to tell two more words which are related to that word to which they have got.
4. Students will consider about that word in group and try to find two more related words.
5. After being correct every student will write it on note book.

Example:-

Student gets word card on which, is written- Bird.

Now they consider about that word in group and try to find two more words.-

1. Bird – Tree, Nest, Egg, Fly.
2. Father – Home, Dear, Service.
3. Mother – Food, Sari, Love.

After this activity students will know more related words.

Benefits:

1. Students will learn to make word.
2. They will also know about other related words.
3. Their vocabulary will be enriched.
4. They will take enjoy in learning.
5. They will be active in learning process.

WORD FORMATION GAME

Essential material – Nothing

Step of Activity:

1. Three or four children will be in circle and one children will be in its centre.
2. That boy who will be in centre say one alphabet and other student will add another alphabet in it and this process will be continue until a meaningful word made.

As.- Student , who is in centre say “B” then other student who is in circle add “O” and next student add K. Such word Book makes, which is meaningful.

= Book

3. Teacher will monitor this activity and do necessary correction, where is need and include all students in turn.

Benefit :

1. Students will learn to form words in fun.
2. Spelling will be improve.
3. They will learn to read with correct pronunciation.

WORD GAME

Essential materials – Alphabet cards

Step of Activity:

1. Teacher will form some groups.
2. In each Group will be three or four children.
3. Teacher will distribute one alphabet card, at random, among groups and say find some word, which begins from that alphabet, which is in his hand.
4. Students will open their book and read the lesson and find out word and write it on note book.
5. After completing the task teacher will explain that words meaning among all groups.

Example:

1. Group 1 3 Children, Distributed B alphabet,
2. Group 2 - 3 Children, Distributed, D Alphabet, Lesson 1-5
3. Group 3 - 3 Children, Distributed, G Alphabet, Lesson 1-5

	Three words each Child	Three words each Child	Three words each Child
Child- 1	Be	Door	Say
	Busy	Day	Sorry
	Bent	Darkness	So
Child- 2	Bird	Down	Sky
	Because	Decided	Stop
	Bee	Draw	Sun
Child- 3	Bloom	Dung	Something
	Back	Den	Search
	Blow	Drink	She

6. Teacher will explain its meaning in different way.

Benefits:

1. Students will learn more words one time.
2. Students reading habit will be improve.
3. They will learn to work in group.

WORD GAME

Essential materials – Alphabet cards, English book of the class.

Step of Activity:

1. Teacher will make five groups and give them name a, e, i, o, u group.
2. Student will free to choose their groups name.
3. Teacher will keep alphabet cards among groups and say to pickup on alphabet card.
4. After choosing the card teacher will give instruction that they make some meaningful words to add their groups name vowel.
5. Which groups will make words they will be declared winner.

Example

G-1	G-2	G-3	G-4	G-5
Name- e	O	A	U	I
Alpha-Lesson - N	D	B	C	S
6-10 Near	Do	Back	Not used	Sight
New	Do'nt	Bang		Size
Never	Door			Singing
Ne jet	Down			

6. In this game group 1 and 2 have made equal words, so both groups will be declared winner.
7. After some days practices on this game this game can be played with all vowels for one alphabet.

Benefits :-

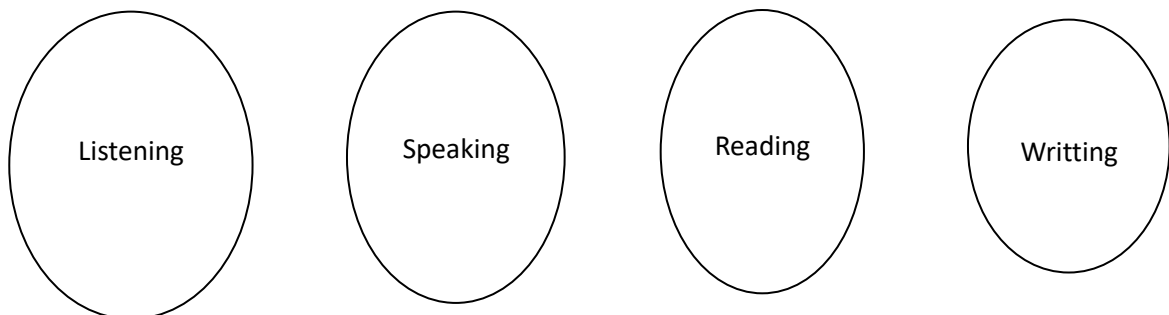
1. Students will learn to read more words.
2. They will be active in classroom reading.
3. Due to many times reputation, they will be correct in meaning.
4. Further it will be helpful in sentence reading.
5. Due to group works average students will get more benefit.

WHY INSIST ON MORE WORD GAME

Till class 6th maximum students know and recognize alphabets. But they have a few words. If we want that our students knew English as a language, then it is necessary to gave them words knowledge, because vocabulary plays an important role in learning English. Learning English means to listen, to speak, to read and to write in English and for that vocabulary is necessary and important.

All sentences are made by words. So when students listen, speak read and write words, then they, listen, speak read and write sentences. Due to lack of vocabulary our students can not learn English as a language. We can understand it with an example. If our students listen 100 words, in that words they speak hardly 20 words, and read 10 words and write without imitation 5 words.

Look this circle –



But this Circle should be

But model circle should be equal and we should try to get it by words game.

Benefit :

1. With more words power students will be able to speak, to read and to write English.
2. Their mind will begin to think in English.
3. By practice of passive skills (Listen- Read) their active skills (Speak- write) will develop.

SOME SUGGESTION ABOUT MAKING ATMOSPHERE

Our students could learn English as a language smoothly, for that I have some suggestion, to which should be followed -

1. **During Prayer:** After national anthem every child will speak one English word and its meaning, which begin their names alphabet.

Example : Parmeshwar will come before students and speak P. Peacock-A
Colour big bird.

2. **In Classroom:** Within classroom each instruction should be given in English.

Example : Open your book, keep silent etc.

3. **Between and among students:** Between two children and among more than two children, every conversation should be in English. Though it demands, long practices, but we should pay our attention on it everyday.

Example: Lets go out Give me your pen.

Thank you, Ok, No thanks etc.

4. **Parents meeting:** One time in fifteen days some parents should be called and encouraged to speak some simple English words and sentences at home.

Example: Hang your bag show me your copy. There is your shoe. Take both etc.

5. **CLC** (Children learning community) : - With help of some bright children of class C.L.C. Should be made, In absence of teacher, C.L.C. Will do their work and that will be to encourage students for making English learning atmosphere.

6. **Dictation:** Everyday some English paragraph should be given for dictation. Dictation will develop students reading and writing skills.

7. **English Club:** For some time class should be converted into English club. There every child will express their emotions and

thought, whether it is right or wrong only in English words and sentences.

8. **Language Source Person (L.S.P.):** In every school one child and every cluster on teacher should be identified as a language source person, who will solve the academic problem of school and cluster respectively about English language.
9. **Demonstration of English comic film:** Some interested comic film should be demonstrated in the classroom when students watch any programme with picture, then they understand their conversation easily. So within two months it should be demonstrated.
10. **Use of Public board:** For including villagers and members in schools activities, by with their consent, public board should be made any where in the village, where educated person wrote some English words sentences, proverb, poem, story and thought. By this villagers and students will involve to one another and this will develop interest and make atmosphere for learning English.

QUESTION - ANSWER

To write correct answer of any question is important part of learning and understanding and it depends on the understanding of question patterns.

Due to lack of practices, we often see, students make mistake in giving/writing answer. So as teacher should explain it properly.

On the base of question patterns, there are two kinds of question which are used in early classes.

1. Wh. Type of question.

2. Begin with auxiliary type question

1. **Wh. Type of question:** Which question begins who, what, when, where, which, How and why are called wh-type of question.

Example:

1. Who is mousie?

2. Where is the door?

3. What is similar between the stream and the child?

By above example, this is clear that when a question begins with wh. Words and after that auxiliary verb come without main verb then its answer will be according to the wh- words sense.

As.-

1. Who = Beings name/person

Ans. Mouise is a mouse

2. Where = Indicates place

Ans.- The door is under the color.

3. What = Indicated things/fact.

But when after wh-words with auxiliary verb main verb also come in any form then its answer is given according to the tense pattern.

Example

1. Where do the masai women sleep?

2. What did the little plant see?

3. What was the other doing?

4. Why did the Raja announce a reward?

In this type of questions, when after wh-words, do, does come, then its answer will be in present indefinite pattern.

As.1 Masai women sleep in side a house.

When after wh- words did comes then its answer will be in past indefinite pattern.

As.- The little plant saw the wonderful world.

When after wh-words and, is are, was, were auxiliary and ing form of main verbs come then its answer will be in present continuous and past continuous pattern respectively.

As.- The olter was catching fish.

When often wh-words has, have, had and third form of main verbs, come, then its answer will be in present and past perfect pattern respectively. But in class 6th, there is no such question.

2. Begin with auxiliary type of question. This type of questions, answer is given in yes or No and rest words are written as is in question.

Example:

1. Do you want to go for a picnic?

Ans. Yes I want to go for a picnic.

During giving answer this type of questions tense pattern should be kept in mind.

Benefit

1. Student will learn to give correct answer of the question.
2. They will try to understand lessons gist deeply.
3. They will get good marks in examination.

RHYMING WORD

Such words which last letters are pronounced with same sound, are called Rhyming words. According to this definition, this is clear that in rhyming words, there are no definite relation between its meaning and spelling. Here same sound of the last letters are important.

Example- Night

Kite

Bright

These words are rhyming words because its last letter is being pronounced with same sound.

But according to spelling of rhyming word it can be divided into two kinds. 1. Such rhyming words to which all spellings are different.

Example Door

Flour

Sore

Boar

These all words are rhyming words because its last letters have same sound but spellings are different. I would like to give name this type of rhyming words as partial rhyming words.

2. Such rhyming words to which only one spelling is different.

Example- Bay, Say, Day, May

These all words are rhyming words in which only one spelling has changed and this type of rhyming words. I would like to give name

Full Rhyming words :

In early classes rhyming words are very important for reading words because change in one better, students learn many words. In class 6th maximum rhyming words are such in which one letter has changed.

Example:

Mousie	Where	May Say	Took Look	Could Would		
Housie	There	Day	Book	Should		
Find	Fell	Sun	Feed	Back	Feet	Call
Kind	Sell	Run	Seed	Pack	Meet	Call
			Need			
Fire	Get	Last	Life	Light	Peep	Moon
				Might	Keep	Soon
Tire	Let	Fast	Wife	Sight	Deep	
				Night		
Kid	Till	For	Make	Milk	See	Low
Kid	Hill	Nor	Lake	Silk	Bee	Bow
	Will					
Drink	Talk	Nest	Den	Live	Talk	
Shrink	Walk	Best	Hen	Live	Walk	
		Rest	Men			
		Test				
Dear	Nut					
Hear	But					

Benefit:

1. Students learn to read easily
2. They take interest to find out such words from the text book.
3. Students pronunciation will improve.

THREEE “S” IN ENGLISH

“S” is an important alphabet in English because by adding “S” at the last of words, we make three kinds of words. We also know this that students often make mistake to use “S” So this is necessary that we explained it from early classes.

1. First use of “S” is in making plural- when we add “S” at the last of any words then it is changed into plural number.

As.- Book – Books, Toy – Toys, Cow – Cows

2. Second use of “S” is for showing possessive- When we add “S” at the last of any words and separated it by cam in above, then it is called apostrophe “S” and it indicates possessiveness.

As.- Ram – Rams, Parent – Parents

Bird – Birds. Hare – Hares

3. Third use of “S” is with verbs – when subject is in third person, then verb is used with “S”.

As. 1. Want - Ram wants
 2. Eat - He eats
 3. Dance - She dances
 4. Sing - Sita sings.

Benefit

1. Students will learn to use “S” in different forms
2. They will never make mistake in using “S”.
