

**TOPIC: CAGED BIRD**



**OBJECTIVES**

- : 1. Students will be able to understand and comprehend poetry.
2. Students will be able to understand poetry as a tool in poetry.
3. Students will be able to recite the poem aloud with required expression.

**PREVIOUS  
KNOWLEDGE  
TESTING**

- : Teacher will begin by asking :
- (a) Do you like sitting at one place?
- (b) Why do you like to roam around?
- (c) What happens when a teacher enters the class?
- (d) How would you feel if you are not allowed to move out of a room for the whole day?

**VOCABULARY AND  
IMPORTANT  
SPELLINGS**

- : (a) stalk                      (b) clipped
- (c) thrill                      (d) longed
- (e) sign                      (f) nightmare

**EXPLANATION / AIDS  
AND INNOVATIVE  
METHODS**

- : The teacher will begin by explaining that freedom is one of the basic needs that plays central role in social processes. Poem will be read aloud in the class. Teacher will assist with proper stress and intonation. New words will be discussed and

explained.



**STUDENTS'**  
**PARTICIPATION**

: Students will write a slogan on 'Mercy for animals'. This will help sensitize them towards showing cruelty to animals and treat them with kindness and mercy.

Students will also make a bird food or water feeder with the objects lying at their home.

**RECAPITULATION** : Students will be encouraged to summarize the poem in their own words. Teacher will assist them with same. Teacher will also encourage the students to identify the poetic devices independently. These will further be discussed in class.

**ACTIVITY\ASSIGNMENT** : Students will be asked to find out 5 possible threats to birds and 5 ways in which we can resolve this problem. Students will paste pictures of 4 birds which have become extinct in their notebook.

**RESOURCES** : Audio visual Aids, Books, chalk, duster etc.

**ART INTEGRATION** : Science, EVS, Art and Craft.

**WITH OTHER DOMAIN**

**LEARNING OUTCOME** : Students will be able to solve practical problems and make informed decisions and that lead to technological advances. Through art and craft students will develop their motor skills. Students will also be well informed on relevant topics.

**CO-SCHOLASTIC ACTIVITIES** : Art & Craft, Model preparation.

**ASSESSMENT** : Students will be assessed on relevancy and expression of ideas given in the assignment.

# I KNOW WHY THE CAGED BIRDS SING

Choose the correct option

Q1. What does the caged bird's singing reveal about him?

- a) He is terribly unhappy
- b) He prefers to sing rather than to fly
- c) He is afraid to be free
- d) He wants to be heard

Q2. Why does the caged bird sing?

- a) It wants to challenge the free bird.
- b) It has to make others feel good.
- c) It wants to entertain people.
- d) It has only one way to express itself

Q3. According to the poem, the free bird can best be described as

- a) Hungry
- b) Content
- c) Cautious
- d) Thoughtful

Q4. What is the main conflict in this poem?



5. What is the poem mainly about?
- a) freedom and slavery.
  - b) The lives of birds
  - c) Joy and singing
  - d) The dreams of birds

Q6. How are the slaves from the working fields the same as the caged bird in the poem?

- a) they both sing songs of freedom
- b) They both yearn for new beginning
- c) they both fly in the sky.
- d) they both gain freedom

Q7. What is the effect of the tree sighing in the verse?

- a) it indicates that it is still early in the day.
- b) It shows the tree is sleeping.
- c) It indicates that the bird is carefree.
- d) It shows where the bird sleeps.

## **THE FLYING SIKH**



### **LEARNING OBJECTIVES:**

1. To enhance fluency, intonation and stress.
2. Children will be able to read and comprehend the chapter.
3. They will be able use vocabulary words in context.
4. The students will be able to write a character sketch.
5. To build up a habit of reading.

### **TEACHING AIDS:**

Blackboard and Textbook

### **PREVIOUS KNOWLEDGE TESTING:**

1. Do you like sports?
2. Which is your favorite sport?
3. Name some India's greatest athletes
4. Who was Milkha Singh?

### **VOCABULARY USED:**



**1. List of words for pronunciation drill**

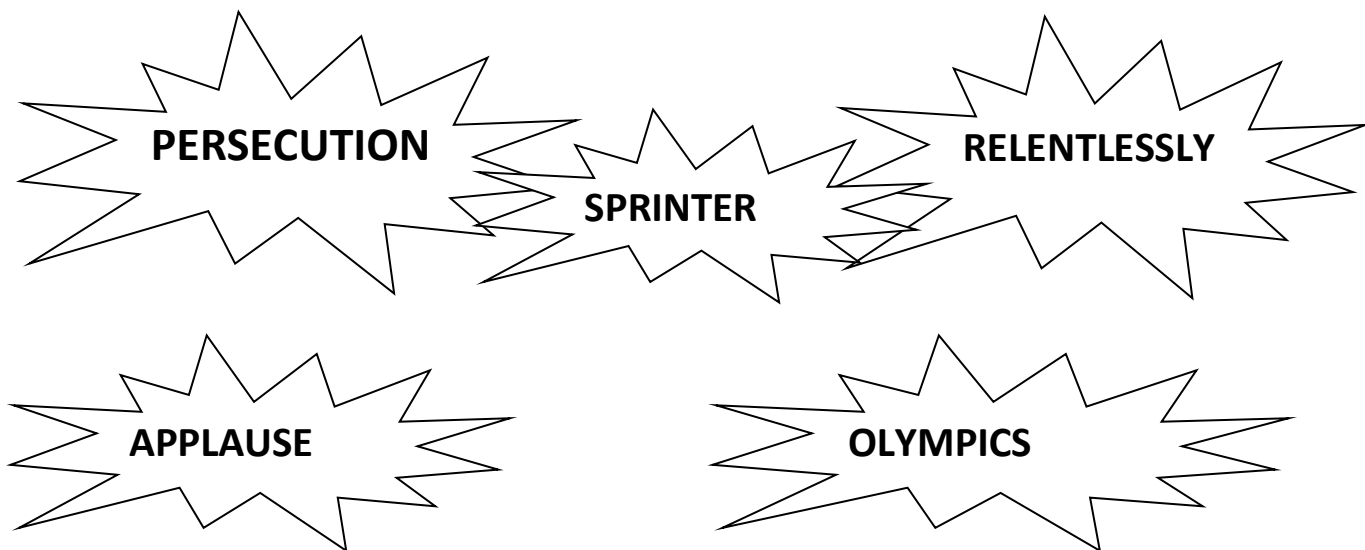
S.no	WORDS
1	Sprinter
2	Bargain
3	Massacres
4	Exhaustion

**2.**

**Meanings of new words will be explained:**

Persecution, Massacre, Prowess, Relentlessly, Sprinter, Applause, Opponent.

**3. Important spellings will be discussed**



**AIDS OR INNOVATIVE METHODS USED:**

1. **Activity:** Students will be asked to watch the movie 'Bhaag Milkha Bhaag' based on the life of "The Flying Sikh" Milkha Singh and then write about any two lessons of life that they learnt from it.

For example:

- (A) Be brutally honest with yourself and focus on your strengths.
- (B) “If you can imagine it, you can achieve it; if you dream it you can become it”.
- (C) Don’t go out of the way to impress anyone.
- (D) Accept mistakes and overcome failures/defeats.
- (E) Champions train when others rest...

### **SUBJECT INTEGRATION:**

Students will integrate General knowledge, History and sports. They will learn the lessons of life.

### **CO-SCHOLASTIC ACTIVITIES:**

Students will be shown a movie. They will be provided Yoga classes and will be taken to a stadium to make them understand the importance of physical health.

### **PROCEDURE:**

1. The chapter will be introduced as a story which will make it more interesting for students.
2. Reading and explanation of the chapter will be done .The story will be read aloud in the class with proper voice modulation and intonation.
3. In order to enhance vocabulary, the meanings of difficult words will be explained to students.
4. Life history of Milkha Singh will be told to the students.
5. They will be encouraged to work hard in life.



### **PARTICIPATION OF STUDENTS**

1. The students will actively participate in the class by reading the chapter.
2. While explaining the chapter, students will be asked a few questions.
3. Students will watch the movie and collect pictures depicting the achievements of Milkha Singh.
4. They will be asked to summarize the key points at the end of the chapter.

### **RECAPITULATION:**

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

### **HOME ASSIGNMENT:**

Students will be encouraged to frame four questions which they would ask Milkha ask if they have an opportunity to meet him.

### **LEARNING OUTCOMES:**

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

### **ASSESSMENT:**

Discussion will be done in the class.

worksheet will be conducted.

Home assignment will be given.

**LINK** <https://youtu.be/l72Wy7YzVMs>



## CLASS 7 WORKSHEET 1

### THE FLYING SIKH



### FILL IN THE BLANKS:

- ❖ \_\_\_\_\_ is known as the flying Sikh.
- ❖ In \_\_\_\_\_ year he participated in the commonwealth games and created history by bringing home the gold medal.
- ❖ For him going to school meant a \_\_\_\_\_ km long walk in the hot sandy lanes of \_\_\_\_\_ (which is now in Pakistan).
- ❖ In the year \_\_\_\_\_ he joined the Indian Army's Electrical Mechanical Engineering Branch.
- ❖ Milkha's main opponent from Pakistan was \_\_\_\_\_.
- ❖ \_\_\_\_\_ conferred the title of the Flying Sikh on Milkha.
- ❖ The defeat in \_\_\_\_\_ Olympics had convinced Milkha to give up sports.
- ❖ The peak period of Milkha's career was between the years \_\_\_\_\_ and \_\_\_\_\_.
- ❖ Milkha Singh is a \_\_\_\_\_ and Arjuna Award winner.
- ❖ Even at the age of \_\_\_\_\_, he still jogs every morning by the Sukhana Lake in Chandigarh.

## **UNCLE PODGER HANGS A PICTURE**





### **OBJECTIVES**

: Students will be able to :

1. Use words as different parts of speech.
2. Understand conditional clause, infinitive phrases and clauses.
3. Know the varied uses of the word 'such'.
4. Write a humorous account.
5. Correct errors and discuss about the importance of laughing on health.

### **PREVIOUS KNOWLEDGE TESTING**

- : (a) Do you always plan your action?
- (b) What things do you keep in mind while planning?
- (c) What happens when you don't plan?
- (d) Narrate an incident where an unexpected event took place?

**VOCABULARY AND** : (a) Commotion (b) Charwomen  
**IMPORTANT**  
**SPELLINGS** (c) precipitated (d) smoothed

**EXPLANATION /** : Teacher will begin by explaining that 'little  
**AIDS AND** knowledge is a dangerous thing ' proverb means  
**INNOVATIVE** that, what a man with expertise accomplishes  
**METHODS** smoothly, a man with little knowledge spoils the  
work and crests problems for him and others.  
Teacher will explain this with regard to the chapter.  
Chapter will be read turn wise in the class. Teacher  
will assist with proper stress and intonation. New  
words will be discussed and explained.

**STUDENTS'** : Teacher will make a comic strip of the events  
**PARTICIPATION** described in the chapter. Teacher will make 2  
smileys on the board. Students will make a list of



Things that make them HAPPY and make them SAD.

Teacher will ask the students to list down things that makes them happy and sad. Students will respond accordingly. Teacher will then ask how the 'SAD' points can be charged into 'HAPPY' points students will respond accordingly, teacher will assist them. In the second part of the activity students will be encouraged to share jokes or funny incidents in the class.

**RECAPITULATION** : Teacher will encourage the students to summarize

the chapter in their own words. Teacher will assist them with the same. To check their understanding teacher will ask the following questions :

- (a) What did Uncle Podger want to hang?
- (b) Did he take any help?
- (c) Did he plan his action?
- (d) Was he able to hang the picture?
- (e) Was there any damage caused by Uncle Podger?

**ASSIGNMENT** : Students will write a paragraph on 'Less worrying, more smiling.'

**RESOURCE** : Audio visual Aids, Books, chalk, duster etc.

**ART INTEGRATION** : Art and Craft, Public Speaking.

**WITH OTHER  
DOMAIN**

**LEARNING  
OUTCOME** : Students will learn to appreciate the genre of comedy. These activities will help gain self confidence as it helps break down barriers. Students will also learn interpersonal skills in communication. Through drawing students will learn to portray through their knowledge and visual skills. Fine motor and coordination skill increases.

**ASSESSMENT** Students will be assessed on pictorial representation of the comic strip.  
<https://youtu.be/HFEGHZY1>

## **WORKSHEET NO.1**

(Chapter- Uncle Podger

Hangs a Picture)

1. Choose the correct alternatives to complete the following sentences:

i. For six pence worth of nails Uncle Podger asked \_\_\_\_\_

(a) the boy (b) the girl (c) the maid servant (d) the charwoman

. ii. Tom was asked to bring \_\_\_\_\_

(a) the rule (b) hammer (c) nails (d) step-ladder

. iii. Aunt Maria would observe the scene \_\_\_\_\_

(a) furiously (b) anxiously (c) quietly (d) carelessly

. iv. Uncle Podger would take hold of the nail and \_\_\_\_\_

(a) carry (b) throw (c) lose (d) drop.

v. Aunt Podger hoped that she would spend a week with her \_\_\_\_\_ The second thing Uncle Pos

(a) father (b) mother (c) sister (d) children

. 2. Rearrange the following sentences in the correct order and write the numbers in the boxes:

) i. The hammer was lost

. ii. Two children would have to hold the chair

. iii. Uncle Podger found out his coat

. iv. His finger was tied up

3 Identify the statement as True or False:-

a] There was a commotion in the house when Uncle Podger undertook a job.

b] Uncle Podger would cut himself and spring himself around the room looking for his handkerchief.

c] The second Uncle Podger would lose would be the hammer.

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## **THE PIED PIPER OF HAMELIN**



### **OBJECTIVES:**

- To develop understanding of the main idea of the poem.
- To predict the outcome of the character's behavior.
- To develop understanding of the main idea of the poem.
- To enhance fluency, intonation, stress and language function.

### **PREVIOUS KNOWLEDGE TESTING:**

The teacher will begin by asking

- If you were one of the powerful persons in your community, would you like to serve the people or you will just look forward to your own good?
- Did u make any promises?
- Do you try to fulfill your promises?

### **VOCABULARY:**

- Ditty-a short simple song
- Sprats -a kind of small fish

- Adept -a person who is good at doing something that is quite difficult
- Rumbling -a long deep sound or series of sounds
- Brawny –having strong muscles
- Friskers –one who runs and jumps in a happy way

### **EXPLANATION WITH INNOVATIVE METHODS**

The poem will be read aloud with proper modulation. The students will recite and memorize the poem. Various poetic devices such as:-alliteration, repetition, simile will be discussed

### **PROCEDURE:**

The teacher will explain the poem and make the children understand the importance of keeping promises. The students will comprehend the meanings of new words. They will identify the poetic devices

#### **ACTIVITY 1-**

Students will be asked to write a paragraph as the village head negotiating with the Pied piper of Hamelin.

### **SUBJECT INTEGRATION**

#### **CHARACTER BUILDING.**

The students will be taught about the importance of keeping promises and the dangers of greed.

#### **SOCIAL STUDIES**

The students will be told about the city of Hamelin in Germany in 1284 and the history of a rat catcher.





## ✚ SCIENCE

The students will study ‘Bubonic Plague’ a disease spread by fleas carried by rats



## **RECAPITULATION/ASSESSMENT**

- ✚ The teacher will discuss the theme of the poem. The students will be asked to write the summary of the poem. Reference to the context will be given as homework.
- ✚ The students will be assessed on the basis of oral test conducted in the class. Worksheet will be given.

## **RESOURCES**

<https://youtu.be/54SosvLnCvU>

## WORKSHEET- ENGLISH

### CLASS- VII

#### THE PIED PIPER OF HAMELIN

into, any, have , no, couldn't, nicest, has , needn't , there, than, must, don't

Q Complete each blank with a word from the box.

The pied piper played his magic pipe and all the rats came out of their holes. ----  
----- were a lot of rats: black rats, small rats, white rats and big rats. Some  
were faster ----- others, but all followed him along the street and fell into the  
river. After this, there were -----more rats in the town. The people of Hamelin  
were so happy that they danced and danced. Everybody celebrated and shouted  
"We -----be sad and worried about rats any more, they are all dead! "After  
this, all the people in Hamelin forgot about the pied piper and his money. "You  
will be sorry for this! You -----to give me my money, "said the pied piper. He  
was very angry because he didn't have his five hundred gold coins. Then he  
shouted "----- think I will forget about this! "So he decided to play his  
pipe once again but this the music was different. It was so soft and beautiful. It  
was the ----- music in the world! After this, the children of Hamelin left  
their houses and followed the pied piper and his music. They all ran after him;  
but one little boy was left behind because he had a bad leg and -----walk  
very well. Soon the pied piper and the children crossed the river and went-----  
the forest. Then they entered the cave in the mountains and disappeared.

Q2 Match the Onomatopoeic words with their descriptions.

- |                                |         |
|--------------------------------|---------|
| 1. the sound of a fire burning | crunch  |
| 2. jumping in a swimming pool  | rumble  |
| 3. a door slammed              | rustle  |
| 4. dry leaves                  | splash  |
| 5. walking on gravel           | woof    |
| 6. a low heavy rolling sound   | crackle |
| 7. the telephone               | bang    |
| 8. a dog barking               | ring    |

**THE STORY OF ALI COGIA**



### **OBJECTIVES**

: Students will be able to :

1. Use Onomatopoeia of wind and storm words.
2. Understand types of sentences and transform them.
3. Use literary terms.
4. Write a picture composition.
5. Answer questions after listening to a passage.

### **PREVIOUS KNOWLEDGE TESTING**

- : (a) Do you trust everyone?  
(b) What qualities make a person trustworthy?  
(c) Has anyone ever made you a fool?  
(d) What did you do in that situation?

### **VOCABULARY**

- : (a) Conflict (b) diction

(c) motif                      (d) dialogue

(e) plot

**IMPORTANT**  
**SPELLINGS**

: (a) Soliloquy                      (b) protagonist

(c) hyperbole                      (d) genre

**EXPLANATION /**  
**AIDS AND**  
**INNOVATIVE**  
**METHODS**

: Teacher will begin by saying that they will be reading a story from The Arabian Night which refers to a collection of Middle Eastern and Arabian folktales. Chapter will be read turn wise. New words will be discussed and explained. Teacher will assist in correct pronunciation and intonation.

**STUDENTS'PARTI**  
**CIPATION**

: 1.Students will be encouraged to write a dialogue with their partner in which they should take up a situation where someone is trying to fool them. Teacher will assist them.

2.In the second situation, they will lodge a complaint and the case will be tried in the court where the third student will pronounce his judgment.

**=**

: Teacher will encourage the students to summarize the chapter in their own words. Teacher will assist them with the same. To check their understanding teacher will ask the following questions :

(a) Why did Ali Cogia give the jar to the merchant?

(b) What was there in the jar ?

(c) Was the merchant greedy?

(d) What was the judgment given by the boy?

: Students will write 5 water and noise words each (onomatopoeia) in their notebooks.



**ART**

: Social studies, writing skills, public speaking.

**INTEGRATION**

**WITH OTHER**

**DOMAIN**

**RESOURCE**

: Audio visual Aids, Books, chalk, duster etc.

**LEARNING**

**OUTCOME**

: Students will learn about the various aspects of human society.

**ASSESSMENT**

Students will be assessed on pen and paper activity, dialogue writing, content and relevancy.

Answer the following questions briely:-

Here is the key to my storehouse. Open it an place your jar wherever you like.

It will be perfectly safe till you come back

(a) Who said these words and to whom?



Ans.

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(b) What was inside the jar?

Ans.

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(c) Why had it been put there?

Ans.

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2. 'Oh no, we mustn't touch those!' (a) Who spoke these words and to whom?

Ans.

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(b) What was not to be touched?

Ans.

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(vii) (c) What did the person intend to do?

Ans.

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3. 'Each of you may plead your case before this boy, who will hear and pronounce judgement.'

(a) Who was the boy?

Ans.

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(b) Who was going to plead their case?

Ans.

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(c) What decision was given after hearing the case?

Ans.

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*link* <https://youtu.be/Vfj-zcd9hLI>

**STEPHEN HAWKING**



**Previous knowledge Testing:**

- 1) Do you know any famous scientist?
- 2) What are their contributions?

**Teaching aids:**

Chalk, book, green board

**Objectives:**

1. To enable the students to comprehend the chapter.
2. To develop an understanding of the main idea of the chapter.

**Procedure:**

The chapter will be read aloud with proper modulation

**Vocabulary used:**

Cambridge, coursework

**Activity:**

1. Students will have a discussion in the class on' **USE OF TECHNOLOGY** by children

**Recapitulation:**

Important rules of the chapter will be discussed .Few questions will be asked. Back exercises will be given for better understanding.

**Home Assignment:**

Worksheets will be given for practice of topic.

**Learning outcomes:**

The students will learn new stories and morals



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Class - VII

Stephen Hawking

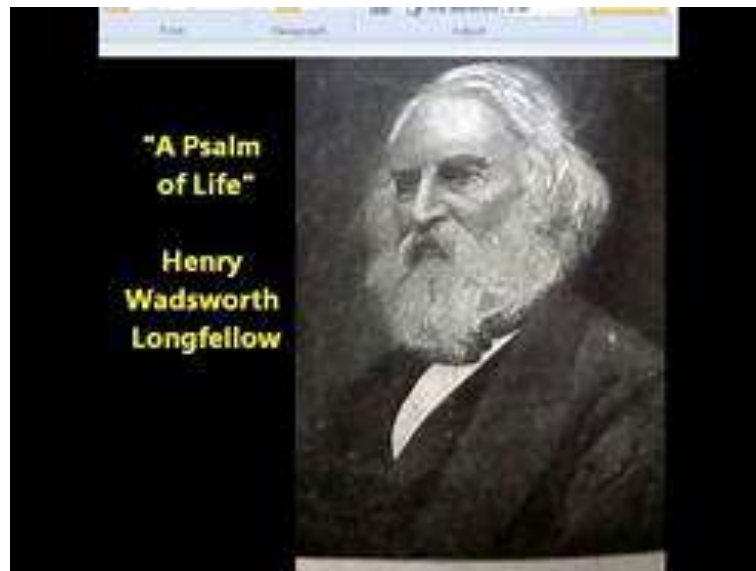
Correct the following words below

Correct Answer -

1. Exests
2. Aluded
3. Eccessible
4. Priority
5. Successfully
6. Compromies
7. Eceptance
8. Baraly
9. Sorrowuns
10. Clumsi

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## **A PSALM OF LIFE**



### **PREVIOUS KNOWLEDGE TESTING:**

- 1) What should you aim to achieve?
- 2) What approach should you have towards life?
- 3) What will you do to achieve success?

### **TEACHING AIDS:**

Chalk, book, green board

### **OBJECTIVES:**

1. To enable the students to comprehend the chapter.
2. To develop an understanding of the main idea of the chapter.

**PROCEDURE:**

The chapter will be read aloud with proper stress, modulation and intonation.

**VOCABULARY USED:**

Labour, sailing, forlorn, solemn, bivouac

**ACTIVITY:**

1. WRITE A PARA ON THE TOPIC LIFE IS PRECIOUS

**RECAPITULATION:**

Important points of the chapter will be discussed with the help of smart class. Few questions will be asked. Back exercises will be given for better understanding.

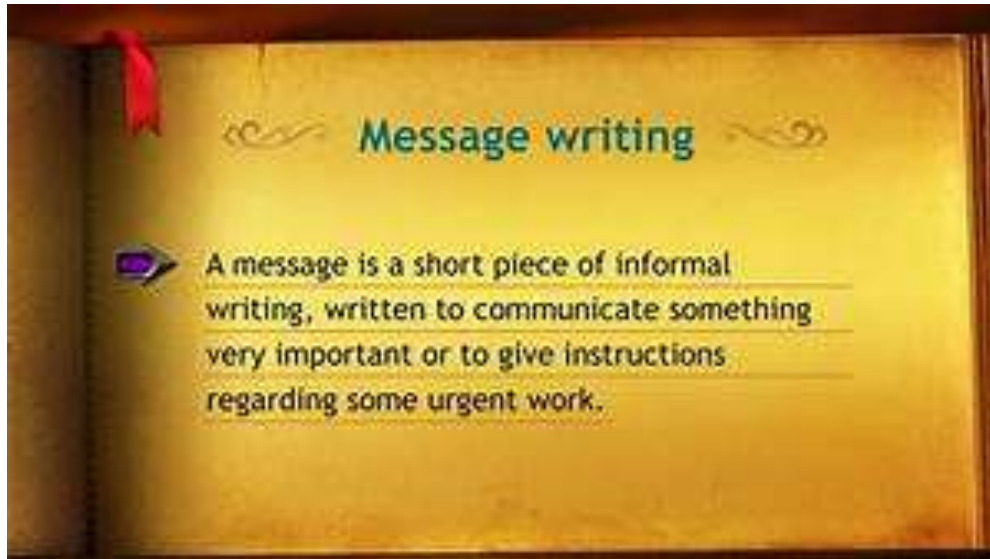
**HOME ASSIGNMENT:**

Worksheets will be given for practice for topic.

**LEARNING OUTCOMES:**

The students will learn new stories and morals.

**MESSAGE WRITING**



- Objectives** :
- a) To enhance the writing skills of the students.
  - b) To encourage students to integrate grammar with writing task.
  - c) To express themselves properly.
  - d) To be able to take message and convey useful message in the form a message.
- Previous knowledge / Testing** :
- a) How were messages conveyed in earlier times?
  - b) Name any two methods of conveying a message.
  - c) Which is the most convenient form of conveying a message?
- Explanation / Aids and Innovative Methods** :
- Students will be asked.**
- a) Do you text message?
  - b) What do you like about it?

- c) What is tricky about writing a message?
- d) Have you ever left a message for someone on a piece of paper?

Teacher will draw a format of message writing on board and ask the students to note down some points which they should remember while drafting a message.

**Points to Remember:-**

- a) Message should be written in a box.
- b) It should be written in indirect speech.
- c) Year should not be written and salutation should be written without dear.
- d) Mention the time and date.
- e) Word limit is 50 words.
- f) Message should be precise



## **FORMAT**

MESSAGE	
Date(without year)	Time
Salutation	
For whom the message is written	
Content	50 words
Name of the person who has written the message	

### **STUDENT'S** : **PARTICIPAT** **ION/** **ACTIVITIES**

Students will paste pictures on traditional methods of delivering a message.

Students will write a paragraph on 'Advancement of Communication Technology'

### **RECAPITUL** : **ATION**

Teacher will ask the students to narrate the points to remember in the class. Some of the students will be asked to draw the format of message writing on the notebook while others will be asked to make the necessary corrections if any, in the format



<b><u>ASSIGNMEN</u></b>	:	One sample will be given as home assignment
<b><u>T</u></b>		
<b><u>ART</u></b>	:	Creative Writing.
<b><u>INTEGRATI</u></b>		
<b><u>ON WITH</u></b>		
<b><u>OTHER</u></b>		
<b><u>DOMAIN</u></b>		
<b><u>LEARNING</u></b>	:	Enhanced writing skills
<b><u>OUTCOME</u></b>		
<b><u>CO-</u></b>	:	
<b><u>SCHOLASTI</u></b>		Students will be encouraged to write a message and practice at home when their parents go to market, neighbors' and leave the message in their absence for the other family members.
<b><u>C</u></b>		
<b><u>ACTIVITIES</u></b>		
<b><u>ASSIGNMEN</u></b>	:	One sample will be given as home assignment
<b><u>T</u></b>		
<b><u>ART</u></b>	:	Creative Writing.
<b><u>INTEGRATI</u></b>		
<b><u>ON WITH</u></b>		
<b><u>OTHER</u></b>		
<b><u>DOMAIN</u></b>		
<b><u>LEARNING</u></b>	:	Enhanced writing skills
<b><u>OUTCOME</u></b>		
<b><u>RESOURCE</u></b>	:	board, Chalk, Duster.

**CO-  
SCHOLASTI  
C  
ACTIVITIES**

:

Students will be encouraged to write a message and practice at home when their parents go to market, neighbors' and leave the message in their absence for the other family members.

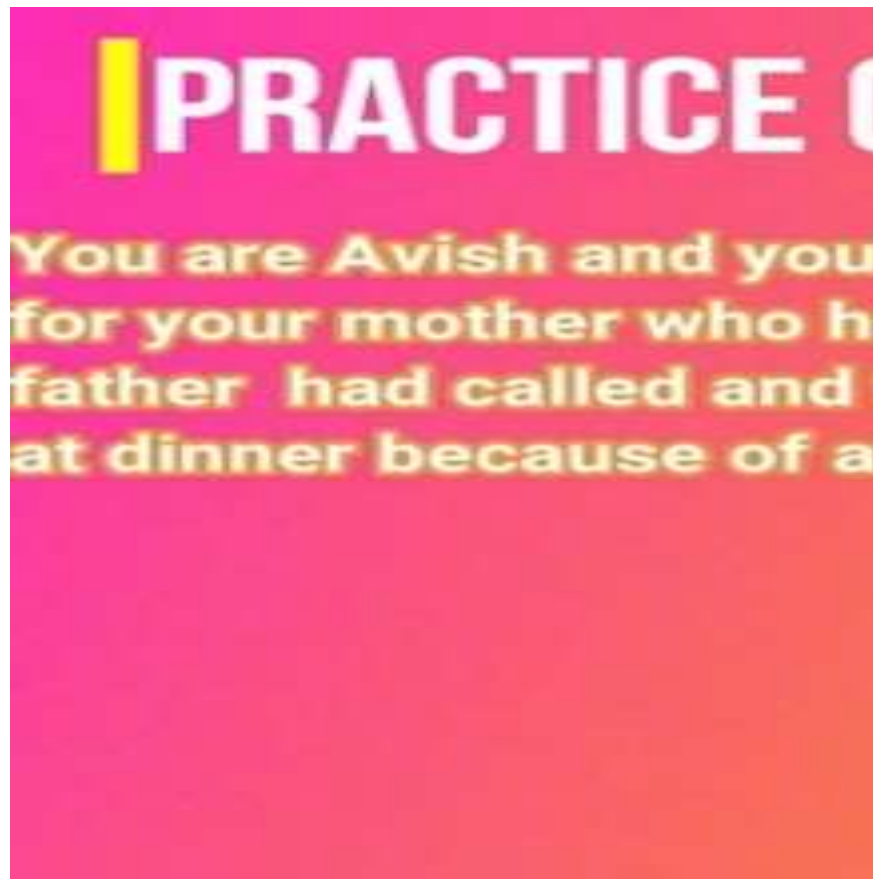
**ASSESSMEN  
T**

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Students will be asked to share their message with the class. Student will read out their message to the class.

<https://youtu.be/jynLULafri4>

**RESOURCES**





## Topic - Article Writing

### Previous Knowledge Testing:

Students will be asked the following questions:

- ❖ Have you read articles given in newspaper and magazines?
- ❖ Give examples of articles read by you

**Teaching Aid:** Blackboard

**Resource:** Magazine, newspaper, displaying blogs of various writers

### Procedure:

The teacher will give some guidelines which will help the students to write an effective articles.

- ❖ It should be descriptive
- ❖ Body – 4-5 paragraphs – each paragraph deals with only one main idea
- ❖ Plan – Before writing an article read the topic and instructions carefully. Make use of the hints provided.

### **FORMAT OF ARTICLE (NEWSPAPER)**

**TITLE (In Capital Letter, More than one word, Underlined)**

Name	
C	
O	Introduction
N	
T	Problem
E	
N	Solution
T	Conclusion

### **FORMAT OF ARTICLE (SCHOOL MAGAZINE)**

**TITLE (In Capital Letters, More than one word, Underlined)**

Name	
Class/Designation	
C	Introduction
O	
N	Problem
T	
E	Solution
N	
T	conclusion

A sample article will be given to the students.

### Learning Outcomes:

- The students will develop an interest towards writing.
- Their planning and organizing techniques would be enhanced.

Their interpreting and equalization skills would be strengthened.

### Assignment:

You read in the newspaper about a baby girl found abandoned at the railway station. You are touched by the fact that people consider the girl child as a burden and not as an asset. Write an article for a magazine on 'Saving the Girl Child'. Take help from the hints provided. You are Neeraj Bhardwaj.

### Hints

- Value and worth of girl child
- Female foeticide
- One million girls killed every year

## **LETTER TO MUNICIPAL CORPORATION**



:

### **OBJECTIVES**

Students will be able to :

1. Convey their thoughts.
2. Observe their surroundings.
3. Learn how to effectively communicate.
4. Provide a solution to the recurring problems

### **PREVIOUS KNOWLEDGE TESTING**

: Teacher will begin by asking :

- (a) Whom do you share your problems with?
- (b) What do you do if you don't find a solution?
- (c) Who addresses problems of a locality?

### **VOCABULARY AND IMPORTANT SPELLINGS**

- : (a) Commissioner                      (b) Corporation  
(c) Municipal

### **EXPLANATION / AIDS AND INNOVATIVE METHODS**

: The teacher will provide the format of the letter :  
addressed to the Municipal Corporation. Teacher  
will explain the difference between the formal and  
the informal letters. Students will be taught how to  
effectively communicate and address the problems  
to a local governing body and also provide solution  
for the same.

Sender's address

Date

The Municipal Commissioner

Municipal corporation

City

Code

Subject ( to be underlined)

Sir/madam

C

O

N

T ( in 3-4 paras)

E

N

T

I para - Introduction

II-para - Discussion

III para - Providing remedial measures

IV para -conclusion

Yours sincerely

XYZ

Letter to Municipal Corporation  
of your city complaining about  
the miserable condition of  
roads in your locality

## **TOPIC: ADVERBS**

**ADVERBS**

An **adverb** describes a verb, an adjective or another adverb. It tells us how, where, when, how much and with what frequency.

An adverb can tell...

HOW?	WHERE?	WHEN?	HOW MUCH?	HOW OFTEN?
quietly peacefully carefully	above abroad far	now yesterday soon	quite fairly too	always sometimes often



### **OBJECTIVES**

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

### **PREVIOUS KNOWLEDGE TESTING**

- : What are adverbs?

Give two examples of adverbs.

### **EXPLANATION / AIDS AND INNOVATIVE METHODS**

- : Teacher will begin by reading a lesson and asking the students to underline adverbs. Teacher will discuss adverbs further and explain that like adjectives, adverbs give information about time, frequency and manner. They tell how something is done or how often it is done. Teacher will then point out that adverbs answer certain specific questions about the verbs, adjectives and other adverbs that they modify. Teacher will then write:-

- How?
- When?
- Where?
- To what extent?

**Marry ran quickly**, in this sentence, quickly is the manner. Student will be asked to replace the word quickly with another adverb that answer the question “when”. Then replace with adverb of place “where”.

Students’ Participation: - The students will draw four columns with the heading “How?”, “When?” “Where?”, “To what extent? Student will skim through a chapter and pick out a list of adverbs that they found. They will be asked to share their adverbs with the class.

**STUDENTS’ PARTICIPATION/ ACTIVITIES** : 1) Teacher will show some slips of different types of adverbs and children will identify them.

**RECAPITULATION** : Students will be asked to explain different types of adverbs and how they can be identified.

**ASSIGNMENT** : Few sentences will be written on chalkboard. Teacher will ask the students to underline the adverbs and tell its type.

**ART INTEGRATION WITH OTHER DOMAIN** : Drawing and painting. Students will draw pictures of adverbs they identify from the text.

E.g. A tall tree      A shining star

Or

A star shining brightly

**LEARNING OUTCOME**

- : Identification and differentiation of the objects in and around the classroom and integrating it with grammar.

Clear understanding of concept.

Integration of text with grammar.

**RESOURCE**

- : <https://youtu.be/nEx49LO-j-c>

**CO-SCHOLASTIC  
ACTIVITIES**

- : Students will learn team work, reading will be enhanced, students will learn to draw and learn from real life things.

**ASSESSMENT**

- : Students will be assessed on their identification of the objects and drawing skills.

# Adverbs

1- Transform the following adjectives in adverbs of manner and use them correctly in the sentences:

sad; nice; true; bad; magical; economic;  
weak; obvious; busy; silly;

- A- The magician \_\_\_\_\_ made a rabbit appear.  
B- She is in the hospital and she is breathing \_\_\_\_\_.  
C- \_\_\_\_\_, Portugal is in a terrible situation!  
D- Mr. Smith talked to the girl \_\_\_\_\_.  
E- I'm sorry, but you have done \_\_\_\_\_ in the test.  
F- Sarah was \_\_\_\_\_ tired after running.  
G- She \_\_\_\_\_ said that she couldn't go to the disco.  
H- The clown walked around \_\_\_\_\_ in the circus  
I- The secretary was working \_\_\_\_\_ in the office.  
J- She was \_\_\_\_\_ innocent, she confirmed to the judge.



2- Choose the correct adverb from the box and fill in the blanks:

often; very; rarely; completely; never; seldom; fairly

- A- She speaks English \_\_\_\_\_ well.  
B- I don't like soup, so I \_\_\_\_\_ eat it.  
C- I love cinema and I \_\_\_\_\_ go to the movies with my friends.  
D- Yes of course! I am \_\_\_\_\_ happy!!  
E- Yes Mr. Johnson, I \_\_\_\_\_ agree with you!  
F- Paula \_\_\_\_\_ drives because she doesn't have a license.  
G- I \_\_\_\_\_ go to the theatre because it's very expensive.



# **PREPOSITIONS**

## **OBJECTIVES:**

- The students will be able to recognize prepositions and their objects.
- The students will distinguish prepositions of time and place from each other and from other prepositions.
- To be able to use prepositions in sentences.

## **PREVIOUS KNOWLEDGE TESTING :**

- What are place words?
- Do these sentences convey the same meaning?
- I'll be back in two hours.
- I'll be back within two hours.

## **RESOURCES:**

- Chalk
- Duster
- Board.
- Grammar Book.

## **EXPLANATION WITH INNOVATIVE METHODS**

- Definition of prepositions will be explained with examples. Prepositions of time, place and direction will be explained with examples. Other uses of prepositions will also be made clear with the help of smart board, blackboard and book.
- The students will be asked to describe their ideal bedroom or living room in pairs to each other.

## **STUDENTS' PARTICIPATION:**

### **ACTIVITY 1-**

The students will be asked to describe their ideal bedroom or living room to each other. The teacher will tell the students to imagine that they have won a lottery together and they can buy their dream house. With their

partners, they have to write a detailed description of their ideal home, using prepositions of place, to give an interior design.

Example-

STUDENT A: There is a 50-inch TV screen on the ceiling of the room.

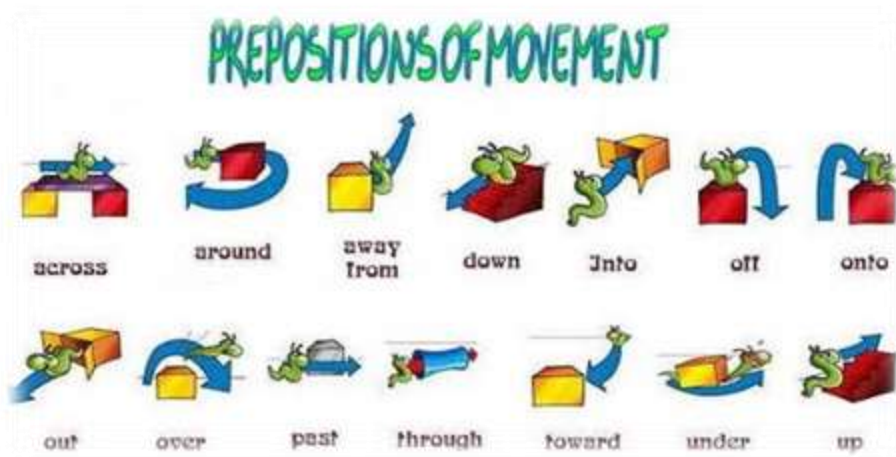
STUDENT B-I like the idea of 50-inch screen but I would prefer it on the living room wall.

### **PROCEDURE:**

The teacher will explain the prepositions with examples. Preposition of time, place

will

and  
direction  
be



explained with examples. Other uses of prepositions will also be made clear.

### **RECAPITULATION/ASSIGNMENT:**

Exercises will be done from smart board for recapitulation.

### **COSCHOLASTIC ACTIVITIES**

Intellectual skills and cognitive skills will be enhanced.

### **SUBJECT INTEGRATION:**

Indoor games will help the students to collaborate and use the preposition to show their thinking.

### **LEARNING OUTCOME:**

The students will be able to define and give examples of prepositions by describing their home and school.

**ASSESSMENT:**

Worksheets will be given in the class for test.

**RESOURCES**

<https://youtu.be/IutZFSXfgYs>





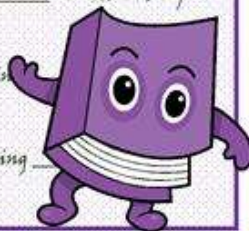
# Prepositions of Time



in  
at  
on  
every  
next  
this  
last  
from  
to  
for  
before

Fill in the gaps in the following sentences with **prepositions** and **verbs**

My father always \_\_\_\_\_ a cup of coffee \_\_\_\_\_ breakfast.  
I usually \_\_\_\_\_ to Italy \_\_\_\_\_ July but \_\_\_\_\_ year I couldn't go there.  
The grocery is \_\_\_\_\_ 12 \_\_\_\_\_ 2 p.m because of lunchtime.  
My aunt is \_\_\_\_\_ week. I hope we \_\_\_\_\_ to the railway station \_\_\_\_\_ time.  
My sister always \_\_\_\_\_ on the phone \_\_\_\_\_ 35 minutes.  
Wait here. I promise I will \_\_\_\_\_ back \_\_\_\_\_ 10 minutes.  
Tom always \_\_\_\_\_ up \_\_\_\_\_ down to do some exercises.  
My classmates always \_\_\_\_\_ football \_\_\_\_\_ doing their homework \_\_\_\_\_ the afternoon. They have a match \_\_\_\_\_ Saturday.  
Many students always \_\_\_\_\_ nervous \_\_\_\_\_ the beginning of the exams.  
I \_\_\_\_\_ my best friend \_\_\_\_\_ 2000. Unfortunately we couldn't \_\_\_\_\_ each other \_\_\_\_\_ month.  
Did you \_\_\_\_\_ at home \_\_\_\_\_ Christmas? \_\_\_\_\_ Christmas Day we visited our relatives who \_\_\_\_\_ in the capital city.  
How fortunate our neighbour is! She is travelling to Spain \_\_\_\_\_ week of August.  
My brother was born \_\_\_\_\_ 11.35 \_\_\_\_\_ the morning \_\_\_\_\_ Wednesday 23rd May 2010.



WAKE

FEEL

VISIT

MEET (2)

STAY

DRINK

ARRIVE (2)

TRAVEL

TALK

SEE

PLAY

CLOSE

BE

LIVE (2)

GET

DO

**TODAY IS TUESDAY MAY 21ST 2012.**

Rewrite the sentences using **this, next, last** and **every**.

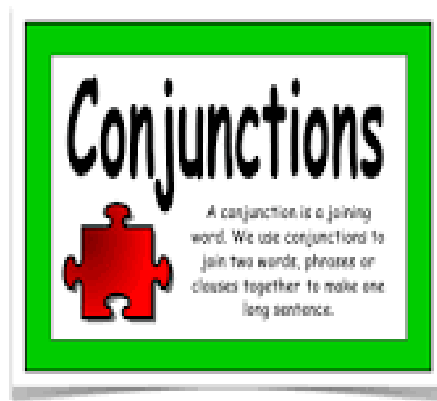
I met one of my friends in 2011.  
We had a meeting on May 12th.  
I'm going to move house in 2013.  
The weather was rainy in April.  
What about eating out on May 21st in the evening?  
My birthday is June 21st 2012.  
I'm going to finish this project on May 28th.  
I've been to the gym four times in May.

**3**

Correct the sentences if necessary

It rained non-stop from Monday in Wednesday.  
Public gardens are beautiful at the summer.  
What do you do on Easter Monday?  
My sister says she studies best in the afternoon.  
I was born in May. What about you?  
Let's meet at the cinema at 5 sharp.  
The language course starts on September.  
My sister graduated in 2000.

## **CONJUNCTIONS**



### **LEARNING OBJECTIVES:**

- To enrich the vocabulary of students.
- To develop communication skills among the students.
- Enable the students to use the vocabulary of the text in their conversation.

### **RESOURCES:**

Grammar book, PPT

### **PREVIOUS KNOWLEDGE TESTING:**

A quiz will be played in the class so that the basic knowledge of the topic can be tested.



### **VOCABULARY USED:**

Coordinating Conjunction, Correlative Conjunction, Subordinating Conjunction.

**INNOVATIVE METHOD USED:**

- 1) Teacher will introduce the vocabulary by showing students story of AND THEN WHAT? For this the teacher can use bilingual method.
- 2) Students will have to work in pairs. One partner will pick a slip randomly which has a conjunction and two pictures. He/she will frame a sentence using the picture slip and speak the sentence aloud.

**PROCEDURE:**

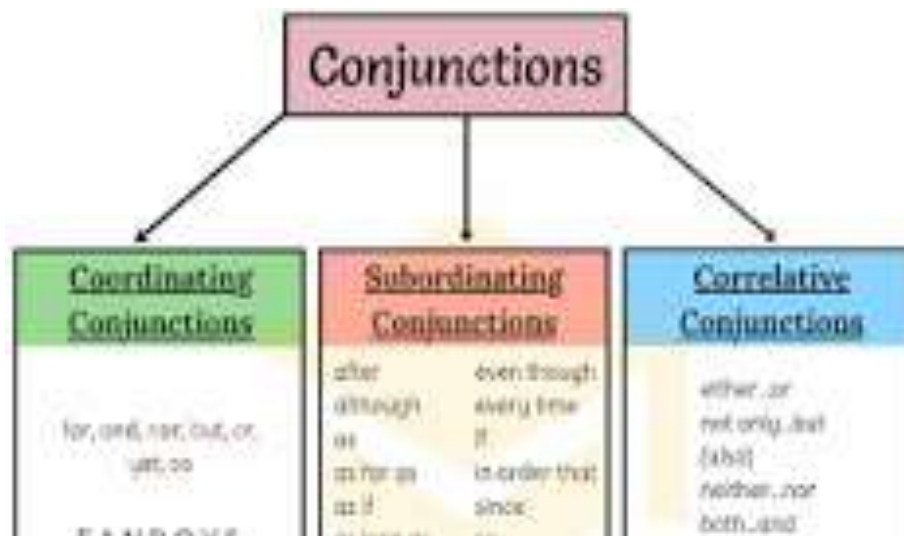
- 1) Class will be divided into small groups. Children will be asked to prepare a Role-Play with the help of a set of conjunction cards for each pair of students.
- 2) For example: Conjunctions: and/or/but/however/ both/ either-or /because/although

**ART INTEGRATION:**

drawing, science

**CO- SCHOLASTIC ACTIVITIES:**

Quiz and Role Play



### **STUDENTS PARTICIPATION:**

They will enjoy the role play and will grasp the concept effectively.

### **LEARNING OUTCOMES:**

With the quiz and role play, students will enjoy and learn proper usage of conjunctions through repeated actions. This will clear their concepts of grammar.

### **ASSESSMENT**

Students have to make posters or word walls of three types of conjunctions with all the examples they can think of.

### **RESOURCES**

<https://youtu.be/XZVDRAmMHTA>



Oh So Sweet Share \_\_\_\_\_

# Conjunctions

Directions: Complete the sentences with contractions from the box. Use each word only once. Then, color the pictures.

and      or      before      so  
 because      but      after

- Let's go to the bakery \_\_\_\_\_ get a treat.
- You will need to put your coat on \_\_\_\_\_ we go.
- I'll open the door \_\_\_\_\_ we can go in.
- Would you prefer a pink \_\_\_\_\_ blue cupcake?
- I'm going to get pink \_\_\_\_\_ it's my favorite color.
- They both look good. \_\_\_\_\_ you can only choose one.
- We can go to the park \_\_\_\_\_ we finish eating.

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## **REPORTED SPEECH**



### **LEARNING OBJECTIVES:**

1. To teach the concept of reported speech.
2. To make them understand the usage of reported speech.
3. To make them differentiate between direct and indirect speech.
4. To enable them to give examples of direct and indirect speech.

### **TEACHING AIDS:**

Blackboard, Chalk, Duster and Grammar Book

### **PREVIOUS KNOWLEDGE TESTING**

1. Define Tenses.
2. What are the rules of simple present and simple past?
3. If anyone quotes my words in his own words what do we call that speech?

### **AIDS OR INNOVATIVE METHODS USED:**

#### **1. Activity**

Work in pairs. Look at the following picture and guess what is being said. One of you will write in the direct speech and the other will change it into indirect speech.



#### **2. Subject**

**Integration:** This will help in developing the intellectual skills of the students. They will improve

their language and also learn grammatical skills. They will also improve upon their spoken skills.

### **CO-SCHOLASTIC ACTIVITIES:**

Discussion will be done in the class and a game will be played with active participation of the students.

### **PROCEDURE:**

**DEFINITION:** Reported speech is how we represent the speech of other people or what we ourselves say. These are the speaker's words reported in subordinate

clauses governed by a reporting verb, with the required changes of person and tense.

**RULES FOR CHANGE IN TENSE:**

<b>SIMPLE PRESENT</b>	—————→	<b>SIMPLE PAST</b>
<b>PRESENT CONTINUOUS</b>	—————→	<b>PAST CONTINUOUS</b>
<b>PRESENT PERFECT</b>	—————→	<b>PAST PERFECT</b>
<b>PRESENT PERFECT</b>	—————→	<b>PAST PERFECT</b>
<b>CONTINUOUS</b>		<b>CONTINUOUS</b>

**FOR EXAMPLE:**

He said, “He is a doctor”

He said that he was a doctor.

<b>SIMPLE PAST</b>	—————→	<b>PAST PERFECT</b>
<b>PRESENT CONTINUOUS</b>	—————→	<b>PAST PERFECT</b> <b>CONTINUOUS</b>
<b>PAST PERFECT</b>	—————→	<b>NO CHANGE</b>
<b>PAST PERFECT</b>	—————→	<b>NO CHANGE</b>
<b>CONTINUOUS</b>		

**FOR EXAMPLE:**

My mother said, “I was cooking food”

My mother said that she had been cooking food.

### **PARTICIPATION OF STUDENTS**

Students will be asked to change various sentences from direct to indirect speech.

They will actively participate in the activity and play the game.

### **RECAPITULATION:**

1. Exercises will be discussed.
2. Short questions based on the topic will be asked.
3. They will be asked to solve various exercises on the smart board.
4. They will be made to write down the various rules of changing the direct speech to indirect speech.
5. Various exercises will be solved from the grammar book.

### **HOME ASSIGNMENT:**

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

### **LEARNING OUTCOMES:**

1. Students will be able to read sentences aloud with appropriate pause, stress and pronunciation.
2. They will actively participate in the activity.
3. They will ask and respond to questions based on the topic.
4. They will be able to think critically, compare and contrast between direct speech and indirect speech.
5. They will also be able to infer the meaning of reported speech.

### **ASSESSMENT:**

Worksheet will be conducted in the class.

### **RESOURCES**

<https://youtu.be/lu-TZa-ZpGs>



# REPORTED SPEECH (INDIRECT SPEECH) EXERCISES

READ THE SPEECH BUBBLES  
AND COMPLE THE  
REPORTED STATEMENTS



I will buy a new pink dress for  
Julia's wedding ceremony.

1. She said that \_\_\_\_\_



I am going to give a concert  
in a big city in England next  
Friday.

2. He said that \_\_\_\_\_



I get up early in the morning  
and have a breakfast with  
omelette and orange juice.

3. She said that \_\_\_\_\_

I don't work anymore  
because I am a retired man.

4. He said that \_\_\_\_\_



I am very happy because my  
wife and I are going to have a  
baby soon.

5. He said that \_\_\_\_\_



My little son usually goes out  
and plays with his friends in  
the playground.

6. She said that \_\_\_\_\_



I don't think I will drink coke  
because it is dangerous for  
my health.

7. She said that \_\_\_\_\_

I will be very happy if my  
husband buy me a red sports  
car on my birthday.

8. She said that \_\_\_\_\_



I work as a fortune teller at a  
circus and I travel around the  
world.

9. She said that \_\_\_\_\_



I am the sheriff of the town  
but I don't know how I will  
catch those robbers.

10. He said that \_\_\_\_\_

I have to leave now because I  
have a lot of housework to  
do.

11. She said that \_\_\_\_\_



My daughter is going to fly to  
Florida for a business  
meeting.

12. He said that \_\_\_\_\_



