

## CLASS- 6 SECOND LANGUAGE ENGLISH

Dear facilitators,

It is seen that there is a learning gap caused amongst the students due to Pandemic Covid-19. BANDHA binds their previous knowledge and makes them ready for the learning activities of the present class. The activities provided here are suggestive. Your attempts to modify or add different activities to any of the learning outcomes, as per the requirements of the class are appreciated. Let us not forget that the main focus of all the activities is learning outcomes.

### BANDHA

DAY	EXPECTED LEARNING OUTCOMES	LEARNING ELEMENTS	SUGGESTED ACTIVITIES	INSTRUCTIONS TO DO THE ACTIVITY
1	Speaks independently on daily routine.	Speaks on daily routine	<ol style="list-style-type: none"> <li>1. Reply orally about their daily routine.</li> <li>2. Match the daily routines with the time.</li> <li>3. Express the daily routine in simple sentences.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask simple questions to the students about their daily routine. Students reply orally.</li> <li>2. Make four students stand in front of the class by holding flash cards written as 'in the morning', 'in the evening', 'at night', 'in the noon' and distribute rest of the students the chits in which different daily routines are written. Students read the chits that they get and join the respective groups.</li> <li>3. Ask the students to tell their daily routine in simple sentences. Ex: I take bath in the morning, I play in the evening, I read at night etc.</li> </ol>

2	Differentiate short and long vowels	Introducing short and long vowels	<ol style="list-style-type: none"> <li>1. Group the words with long and short vowels.</li> <li>2. Fill the words with long and short vowels.</li> <li>3. Encircle the words with short/ long vowels</li> <li>4. Pair the short vowel word with its long vowel word.</li> </ol>	<ol style="list-style-type: none"> <li>1. Give oral practice and distribute the cards of words having short vowel/long vowel sounds: group them accordingly. Instruct learners to fill suitable long or short vowel sound words in the given sentences. Ex: fit-feet, sit-seat.</li> <li>2. Teacher gives different sentences to the students in pairs/small groups to fill suitable words having long vowels or short vowels. Ex: Buy Shoes that _____ your _____ (feet, fit)</li> <li>3. Introduce short and long vowels. Give them the texts which contain the words having short vowel and long vowel. Ask them to encircle such words.</li> <li>4. Focus on pairing of the words like bit-beat, pull-pool etc.</li> </ol>
3	Responds to announcements and instructions made in class, school, assembly and railway station and in other public places.	Responds to announcements made in school and public places.	<ol style="list-style-type: none"> <li>1. Listen to the announcements.</li> <li>2. Match the announcements.</li> <li>3. Act out the announcements.</li> <li>4. Factual questions on announcement</li> </ol>	<ol style="list-style-type: none"> <li>1. Make the students listen to audio clips of different announcements that are made in public places like railway station, bus stand, airport, malls etc.</li> <li>2. Give some announcements/names of the public places written in different chits. Distribute the chits to the students. One of the students reads the announcement/name of the place loudly, the other</li> </ol>

				<p>who matches with it should run to him/her and stand in pairs.</p> <p>3. Play the audio clips again and ask the students to act out the announcements.</p>
4		<p>Responds to instructions in class, school and in assembly</p>	<ol style="list-style-type: none"> <li>1. Follow the instructions.</li> <li>2. Stick the Instructions.</li> <li>3. Listen and draw</li> <li>4. TPR activities</li> </ol>	<ol style="list-style-type: none"> <li>1. Give practice to follow different instructions used in the class, school and in assembly. Give the instructions written in chits to each student to read out one by one and other students should follow it. Ex: Stand in a line, wash your hands etc.</li> <li>2. Divide the class in small groups and give the task to the students to write some instructions that can be used in their school surroundings, later make them paste the instructions at the proper places of the school premises. Ex; Use me, Stand in a line, Keep clean, Don't waste water, Wash hands regularly.</li> </ol>
5		<p>Responds to instructions in public places</p>	<ol style="list-style-type: none"> <li>1. Match the instructions.</li> <li>2. Complete the instructions.</li> <li>3. Create situation of public place and give instruction.</li> </ol>	<ol style="list-style-type: none"> <li>1. Read out different instructions given in public places like railway station, bus stand, hospital, market etc., and asks the students to identify the places where they are used. Ex: Stand in a queue, Don't Pluck flowers, Keep the area clean, Keep your footwear outside etc.</li> </ol>

				2. Provide incomplete instructions. Make them complete the instructions. Ex: Don't _____, Avoid _____, _____ is prohibited.
6	Answers coherently in oral form to questions on day to day life experience in English.	Knows formation of questions.	<ol style="list-style-type: none"> <li>1. Guessing game.</li> <li>2. Ask and answer the questions.</li> <li>3. Question on a picture</li> <li>4. One sentence – Many question</li> </ol>	<ol style="list-style-type: none"> <li>1. Give an object to a student and tell others to ask yes or no questions to find out the name of the object. Ex: Is the color of the object is red? Is it hard? Is it soft?</li> <li>2. List out 'Wh' and 'yes or no' questions based on day to day life experiences and give practice in pairs. Ex: How do you come to school? Which is your favorite food? Do you sing?</li> <li>4. Provide a sentence for which many questions can be framed. Ex: Vimal went to Mumbai yesterday. (Questions with Who, When, Where can be framed)</li> </ol>
7		Knows how to answer simple questions	<ol style="list-style-type: none"> <li>1. Ask and answer</li> <li>2. Meet the family – Ask about one's family.</li> <li>3. Interview your friend</li> <li>4. Ask the route</li> </ol>	<ol style="list-style-type: none"> <li>1. Make the students stand in circle and teacher asks a question to one of the students. The student answers it and asks the same questions to the student next to him. The activity continues till every student gets the chance. Use different questions in</li> </ol>

				<p>the same way. Ex: What is your father?</p> <p>2. Show a map or draw it on the board and ask the learners to tell the route to a specific place in the map. You can also ask about the route to school, home or market.</p>
8	<p>Uses naming words, action words, pronouns, prepositions, and describing words in speech and writing.</p>	<p>Uses naming words in speech and writing.</p>	<ol style="list-style-type: none"> <li>1. List out nouns.</li> <li>2. Identify nouns</li> <li>3. Write simple sentences.</li> <li>4. Replace the noun with another noun.</li> </ol>	<ol style="list-style-type: none"> <li>1. Tell the students to list out the names of person, place and things around them. And introduce the naming words- nouns.</li> <li>2. Provide simple sentences including nouns and instruct learners to underline nouns in it. Provide simple stories or paragraphs to underline nouns. Do the activity in small groups or individually or in pairs.</li> <li>3. Ask the students to write simple sentences using nouns. While doing all these activities, give focus on the examples which are mostly related to their school, home and native place.</li> </ol>
9		<p>Uses action words in speech and writing.</p>	<ol style="list-style-type: none"> <li>1. Enact verbs.</li> <li>2. Identify Verbs.</li> <li>3. Write simple sentences</li> <li>4. Tell the procedure orally</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask the students to list out the activities that they perform in a day. Ex; eat, come to school, play etc. and tell them to enact some of them. Through this introduce action words - Verbs.</li> <li>2. Provide simple</li> </ol>

				sentences, stories, paragraphs or texts and tell them to identify verbs in it. 3. Ask the students to frame simple sentences having verbs. 4. Ask about preparation of lemon juice, tea etc. let them tell orally
10		Uses pronoun in speech and writing.	<ol style="list-style-type: none"> <li>1. Write a small paragraph.</li> <li>2. Substitute nouns with pronouns.</li> <li>3. Provide nouns to each pronoun</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask the students to write a small paragraph about school and to underline the nouns in the written paragraph. By using the paragraph, teacher introduces pronouns- words used instead of noun. Provide more examples on pronouns by using simple sentences.</li> <li>2. Ask the students to substitute nouns by using pronouns in the given sentences in pairs or in small paragraphs. Ex: <b>Ramesh</b> is reading a story book- <b>He</b> is reading a story book.</li> <li>3. Ex: He- Ramesh, Venu; She- Rani, Uma</li> </ol>
11		Uses prepositions in speech and writing.	<ol style="list-style-type: none"> <li>1. Place the things.</li> <li>2. Introduce the prepositions.</li> <li>3. Identify the prepositions.</li> <li>4. Prepositions in sentences.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use the classroom objects and keep the things scattered on the floor. Ask children to place the things according to the instructions. Ex; Keep the book on the table. Stand in between Ramesh and Mahesh.</li> <li>2. Introduce the</li> </ol>

				<p>prepositions in, on, under, from, above, between, below, for, at by using real objects as TLMs.</p> <p>3. Provide a text with prepositions and ask the students to identify the sentences having prepositions.</p> <p>4. Ask the students to write sentences using prepositions.</p>
12		<p>Uses describing words in speech and writing.</p>	<ol style="list-style-type: none"> <li>1. Describing nouns.</li> <li>2. Match the nouns with describing words.</li> <li>3. Add the right adjectives.</li> <li>4. Rewrite the paragraph adding adjectives.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask the students to list out different nouns. By using those nouns and different TLMs, introduce describing words to the students. Ex: Red Rose, green grass etc. Make the students use describing words in sentences.</li> <li>2. Give, Match the following and Fill in the blanks activity to the students. Ex: The rose is _____, The sugar is _____</li> <li>3. Give them a paragraph with a blank before each of the nouns. Ask the students to fill suitable adjectives choosing from the ones given in the bracket.</li> </ol>

13		Integrates naming words, action words, pronouns, prepositions, and describing words	<ol style="list-style-type: none"> <li>1. Identifying different parts of speech.</li> <li>2. Practice time</li> <li>3. Read a newspaper and identify parts of speech in it.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide a story to the students to underline naming words, action words, pronouns, prepositions and describing words in it.</li> <li>2. Give worksheets for more practice. Ex; Fill in the blanks, Match the following, encircling activity etc.</li> <li>3. Give them newspaper clippings and ask them to identify parts of speech in it, like underline noun, encircle verb, etc.</li> </ol>
14	Uses indefinite articles, plural forms and past tense forms.	Uses Indefinite articles	<ol style="list-style-type: none"> <li>1. Introducing Indefinite articles.</li> <li>2. Using proper indefinite articles.</li> <li>3. Relating A/An with words starting with vowel and consonant sounds</li> </ol>	<ol style="list-style-type: none"> <li>1. Give different texts and ask the students to underline the indefinite articles, A and An. Help the students to do the proper use of indefinite articles with a lot of examples.</li> <li>2. Provide a passage and ask the students to fill the blanks with correct indefinite articles.</li> <li>3. Ask them to list out the words (start with vowel or consonant sounds) which go with A or An</li> </ol>
15		Uses plural forms	<ol style="list-style-type: none"> <li>1. Introduce plural forms.</li> <li>2. Practicing plural forms.</li> <li>3. Convert a story to plural form.</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduce the plural forms with a lot of examples by using TLMs. Select plural forms that suits to the level of class 5 children.</li> <li>2. Give different group activities on plural forms:</li> </ol>

				<p>Fill in the blanks, Matching, and quiz and language games.</p> <p>3. Give the learners a simple story. Ask them to rewrite it by changing the nouns from singular to plural or plural to singular wherever possible.</p>
16		Learns past tense forms	<p>1. Introduce verbs. 2. Provide suitable past tense forms. 3. Read to identify the other form of the verbs.</p>	<p>1. Ask the students to list out verbs and introduce the past tense forms of the verbs using charts. Give fill in the blanks and matching activities on the sentences having verbs. Ex; 1. Radhika _____ (sing) a song yesterday. 2. He writes a letter-He wrote a letter. 3. Give them a text. Put some base form of verbs from the text on the board. Let them read the text and identify the other tense forms of the verbs.</p>
17		Uses past tense forms in speech and writing	<p>1. Change the tense form. 2. Rewrite the story 3. Speaks about past activities</p>	<p>1. Read a simple sentence in present tense and ask the students to say it in past tense form. 2. Ask the students to fill the missing words of the story in past tense by using the clues given in present tense. 3. Ask a question like – “What did you do yesterday?”</p>

18		Reads high frequency words, sight words and 4 to 6 letter words.	<ol style="list-style-type: none"> <li>1. Read words.</li> <li>2. Identify the words</li> <li>3. Rearrange the letters into a meaningful word.</li> <li>4. Word chain (Oral)</li> </ol>	<ol style="list-style-type: none"> <li>1. Help the students to read high frequency words, sight words and 4 to 6 letter words with the help of TLMs. Prepare the lists of high frequency words, sight words and 4 to 6 letter words.</li> <li>2. Write simple words in flash cards and ask the students to pick and read.</li> <li>4. Let one student utter a word loudly; others continue the word, starting with the first letter of the previous word.</li> </ol>
19	Reads storybooks, news items / headlines, advertisements, titles of books, pamphlets etc. independently	Reads different text types	<ol style="list-style-type: none"> <li>1. Reading practice.</li> <li>2. Read in groups.</li> <li>3. Read the text and suggest a title.</li> </ol>	<ol style="list-style-type: none"> <li>1. Tell the students to collect food wrappers, news items/headlines, magazines, advertisement, title of books and pamphlets. Give demo on how to read different text types.</li> <li>2. Divide the class into four groups and provide different reading materials to the students to read.</li> </ol>
20		Reads story books independently.	<ol style="list-style-type: none"> <li>1. Reading time.</li> <li>2. Read in turns.</li> <li>3. List out the characters of a story.</li> <li>4. Read and rearrange the events of a story</li> </ol>	<ol style="list-style-type: none"> <li>1. Give new story books from the school library to the children to read. Encourage them to read library books.</li> <li>2. Assign the paragraphs of the story to the children and ask them to continue reading as per their turns.</li> <li>4. Write the events of the story that you give for reading, in separate chits.</li> </ol>

				After reading ask the learners to arrange the events in a sequential order.
21	Uses the dictionary for reference.	Find meaning and write words in dictionary order	<ol style="list-style-type: none"> <li>1. Find meaning</li> <li>2. Write in Alphabetical order.</li> <li>3. Things in order</li> <li>4. Ladder game – word ladder</li> </ol>	<ol style="list-style-type: none"> <li>1. Divide the class into small groups .Provide different texts to each group to underline the new words. Then ask the students to refer a dictionary to find the meanings.</li> <li>2. Guide the students to write the underlined words in alphabetical order by using the dictionary.</li> <li>3. Ask the learners to arrange the things in alphabetical order according to their names.</li> </ol>
22	Comprehend stories.	Read stories and comprehend	<ol style="list-style-type: none"> <li>1. Answer orally</li> <li>2. Comprehend stories.</li> <li>3. Rearrange the paragraphs of a story</li> <li>4. Change the roles of a story</li> </ol>	<ol style="list-style-type: none"> <li>1. Read or show narration videos of a familiar story and ask comprehension questions to the whole class. By reading the story, the students answer the questions orally.</li> <li>2. Then divide the class into small groups and give different stories with questions. By reading the story students answer the questions. (Select stories from the textbook and the workbook of previous classes.)</li> </ol>
23	Writes words/ phrases/ simple sentences and short paragraphs as dictated	Write word, phrases & sentences	<ol style="list-style-type: none"> <li>1. Read text.</li> <li>2. Dictation</li> <li>3. Give and take dictation</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide suitable text to each child to read.</li> <li>2. Dictate words, phrases and simple sentences.</li> </ol>

	by the teacher.		4. Fill it	<p>3. Ask them to give and take the dictation of words and sentences in small groups.</p> <p>4. Make the learners fill in the missing letters/ word in the given sentences/ texts.</p>
24		Writes short paragraphs	<p>1. Writing paragraphs with clues</p> <p>2. Rearrange the sentences of a paragraph</p> <p>3. Write a own paragraph</p>	<p>1. Write the key words of the paragraph that is to be dictated, on the board. Dictate the paragraph, students listen to the paragraph and write it with the help of the key words written on the board.</p> <p>3. Provide hints like opening line, closing line and major key points of the topic and ask the learners to write a paragraph in 100-150 words.</p>
25	Attempts creative writing with the help of the prompts.	Writes simple sentences by using pictures.	<p>1. Picture into sentence</p> <p>2. Write opinion about different topics.</p> <p>3. Replace with right sentence</p>	<p>1. Divide the class in small groups and provide pictures to each group to list out the names of things in it. By using those words, teacher guides the students to write simple sentences. Guide the students to write sentences grammatically. Provide the pictures of school, garden, market, hospital, fair, zoo etc.</p> <p>3. Give a text which has sentences irrelevant to the given topic. Ask them to identify them and replace them with the right one.</p>

26		Attempts creative writing	<ol style="list-style-type: none"> <li>1. Creative Writing</li> <li>2. Write about likes and dislikes</li> <li>3. Write about different professions</li> <li>4. Imagine and write</li> </ol>	<p>1. Provide key words/ picture clues on a particular topic. In small groups, students will write about the topic. Ex: If students are going to write about Food items, teacher should provide some pictures of food items like- fruits, vegetables, juice items etc. and also some clues written in flash cards like taste, likes and dislikes, colour, uses, etc. Teacher can give verbal clues whenever necessary. By using all the clues, students should write a paragraph on the given topic, framing sentences on their own. Different topics should be given to each group like Vehicles, forests, animals, accidents, market etc.</p>
27	Writes paragraphs from verbal, visual clues, with appropriate punctuation marks.	Learns punctuation marks.	<ol style="list-style-type: none"> <li>1. Matching the punctuation marks</li> <li>2. Listen and identify</li> <li>3. List out different sentences to each of punctuation marks.</li> <li>4. Punctuation Game</li> </ol>	<ol style="list-style-type: none"> <li>1. By using the punctuation symbols and their names, written on different flash cards, ask the students to match them and introduce different punctuation marks by giving examples in simple sentences.</li> <li>2. Pair up the students. One reads the sentence and the other will identify which punctuation mark it requires.</li> <li>4. Let them play same way</li> </ol>

				as “Color.. Color... what color..?” game. Use different sentences instead of colors. Ask the learners to tell which punctuation mark that particular sentence carries.
28		Punctuate the texts.	<ol style="list-style-type: none"> <li>1. Identify punctuation marks.</li> <li>2. Punctuate it</li> <li>3. fill in the blanks with right punctuation marks</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide small paragraphs of printed text having punctuation marks to the students to identify the different punctuation marks in pairs.</li> <li>2. Provide short paragraphs with no punctuation marks; students will use correct punctuation marks by reading it. It can be done in pairs or in small groups.</li> </ol>
29		Writes paragraphs by using punctuation marks.	<ol style="list-style-type: none"> <li>1. Punctuate paragraphs.</li> <li>2. Choose sentences with punctuation marks.</li> </ol>	<ol style="list-style-type: none"> <li>1. Give clue words or pictures to the students to write a simple paragraph with punctuation marks. It can be done in pairs or in small groups. Teacher should choose the familiar theme and make the students use most of the punctuation marks.</li> <li>2. Ask the students to list out the sentence with (.), (?), (!) etc. from any of the texts of their choice</li> </ol>
30	Identifies the different parts of a formal letters.	Identify parts of a formal letters.	<ol style="list-style-type: none"> <li>1. Read formal letters.</li> <li>2. Rearrange the formal letters.</li> <li>3. Let’s complete</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide sample formal letters and ask the students to read.</li> <li>2. Divide the class into four groups and provide parts of the formal letter</li> </ol>

			4. Write a formal letter	written in different chits. Allow them to arrange it in order. 3. Provide incomplete letters and ask them complete it 4. Give them some simple topics and ask to write a formal letter.
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