



APPENDICES

POST-TEST

ACHIEVEMENT TEST IN ENGLISH LANGUAGE

Sub.: English

Marks – 50

Class – VI

This is a simple question paper prepared for assessing your performance. This has no relation with your regular examinations. Please try to answer all the questions.

Name of the students :

Class :

Sex :

Name of the School :

SECTION A : WORD POWER

Q1. Search the meaningful words in the matrix and write down them. 5

E	L	E	P	H	A	N	T	B
A	X	G	L	A	G	T	E	A
R	C	G	A	N	O	S	E	N
D	O	G	N	D	A	E	T	A
X	W	E	T	U	T	G	H	N
T	A	S	S	H	E	E	P	A
C	P	I	G	R	A	P	E	S

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Q2. Complete the following sentences using appropriate word 3

- Ex 1) A duck is white A crow is black
2) A mouse is small, An elephant is _____
3) The sun shines during the day, The moon shines at _____
4) An Ice is cold, A burning coal is _____

Q.3 Make the nouns from the given / words

2

Ex _____ drive _____ driver

- 1) Dance _____
- 2) Sing _____

SECTION B : GRAMMAR IN USE

Q.4 Write down the plurals of the given words

3

- 1) Man _____ men
- 2) Sheep
- 3) Teeth
- 4) Child
- 5) Woman
- 6) Leaf
- 7) Life.

Q.5 Identify the preposition in the following sentences and write them in the bracket. 5

- Ex.- A black cat sat on a sack (on)
1. Put the ball in a big bag ()
 2. Make a red dress for the doll ()
 3. She sat by the fire ()
 4. How do you come to school ()
 5. Aunt Usha is here with her baby! ()

Q.6 Match the verbs in column 'A' with the contracted forms in column 'B' 2

Ex.- (a) Would (b) Wouldn't

	Column 'A'		Column 'B'
i)	Is ()	(a)	Don't
ii)	Shall ()	(b)	Can't
iii)	Do ()	(c)	Isn't
iv)	Can ()	(d)	Shalln't

SECTION C : SENTENCE FORMATION

Q.7 Write a few sentences about your friend. 5

Q.8 Read the table below. Try to make as many meaningful sentences as possible. Write down the sentences 5

Three are	Big	Parrots	in the sky
	Tiny	Clouds	on the tree
	Small	Plants	in a Jungle
	Huge	Trees	in the sea
		Kites	in a city
		Buildings	on the road
		Animals	

SECTION D : COMPREHNSION

Q.9 I am a farmer. I grow wheat Jowar, and Vegetables in my fields. I grow peas, gram, and sunflower too. My family helps me in my work. We all have to work very hard. Ploughing the fields, sowing seeds, watering, the crops, weeding, keeping away the birds and pests – a farmer's job is tough.

When the crop is ready, I have to harvest the crop, thresh it, clean it and then grain is ready in the market. I have to work from sunrise to sunset.

Yet, I enjoy my work because I work close to nature and I grow food for people.

- | | | |
|-----|---|---|
| Q.1 | What does the farmer grow in his field? | 3 |
| Q.2 | Who help in the farmer's work? | 2 |
| Q.3 | What is process to get grains? | 3 |
| Q.4 | Why does the farmer enjoy his work? | 2 |

SECTION E : LISTENING COMPREHENSION

Q.10 The teacher will dictate the passage and the students will write down on answer sheet.

5 marks

Your attention, please. This is a special radio – programme about earthquakes. What people should do in case of earthquake occurs. Of all the natural calamities earthquake are the worst. They strike without warning, last

for only few seconds and cause heavy damage. But remember do not panic during an earthquake. If you can reach open ground earthquake. If you can reach open ground within seconds, do so. If you are in a building, turn away from glass windows. Take cover under a desk or table. Put both hands on the back of your neck and turn your head down. If desk or table moves hold onto its legs and move with it. Stand under the door frame. If you are outside the building, stay out. Try to reach open ground. If you are travelling stop at a safe place. When the earthquake is over, you can leave your shelter.

- | | | |
|-----|--|---|
| Q.1 | What is the passage about? | 1 |
| Q.2 | How much time the earthquake last for? | 1 |
| Q.3 | What should people do when an earthquake occurs? | 3 |

I. ACTIVITIES FOR 'WORD POWER' COMPONENT

ACTIVITY 1 : HUMAN ORGAN

Presentation :

The teacher presents items in real and natural situations. He will create meaningful situations by giving suitable examples. In this activity the teacher puts his fingers on his organs and utters sentences. The children listen.

Ex.: This is a nose, These are legs,

These are teeth, These are ears.

These are my eyes. These are my hands.

Step – II – Oral drill (by the students) – The students are drilled by means of oral work. Oral work is a corner-stone of this approach. Through the speech the students make a direct bond between the English word and phrases. The 'above' mentioned examples are given as a drill.

Step – III – Presentation in new situations.

The teacher presents the items in new situations. These new situations will be related to the situations already learnt.

	Teacher	Student
1)	We smell with our	Nose
2)	We hear with our	Ears
3)	We see with our	Eyes
4)	We taste with our	Tongue
5)	We work with our	Hands

Step-IV – Oral drill of the above sentences

Step-V – Vocabulary extension – Nose, eyes, Hands, tongue, legs.

Step-VI – Overall drill – Nose eyes, hands, tongue.

ACTIVITY – II

Today, we are going to learn how words are made. Add-r-or-er to the words given

Teach	Teacher
Drive	Driver
Sing	Singer
Dance	Dancer
Play	Player
Write	Writer

Step-II – Over all drill of nouns mentioned earlier.

- Step-III** –
- i) Manoj is a good driver.
 - ii) Mr. Ravindra is your class teacher.
 - iii) P. L. Deshpande is a literary writer.
 - iv) Sachin Tendulkar is a cricket player.
 - v) Lata Mangeshkar is a singer.
 - vi) Film Star Govinda is a dancer.

ACTIVITY – III

(Teacher shows Ball) What is this?

This is a ball.

Teacher puts ball on a table and asks.

Q. Where is a ball?

The ball is *on* table.

Teacher puts ball in a bag and asks

Q. Where is a ball.

The ball is *in* a bag

Teacher puts duster under the table and asks.

Q. Where is a duster

The duster is *under* the table.

Step-II – Over all drill of above sentences.

Step-III – Look at the picture and say.

Where is Kitten

i) The Kitten is under the table

ii) The Kitten is in the boot.

iii) The Kitten is on the table

Step-IV – Overall drill

ACTIVITY – III

To Practice negative form of verb can and will the following practice were given to the students-

Step-I - Presentation

Students, what is this ? This is a doll

What is this? It's a doll (repeated twice)

Teacher cries : What I am doing now?

What am crying now?

Teacher nods : What am I doing now?

I am nodding my head.

The teacher is going to practice the negative form of can and had decided that we are going to do with a doll.

Step-II - Examples

Practice :

- i) Can this doll cry? No the doll can't cry.
- ii) Can this doll nod its head? No the doll can't nod its head.
- iii) Will this doll speak? No the doll won't speak.

Step-III – Overall drill of the above sentences :

Step-IV – Practice in new situation. (Answer negative)

1. Can you go there?
Ans.: No, I can't.
2. Will you come with me?
Ans.: Sorry, I won't.