



SYLLABUS PLANNING

CLASS VII (2015-16)

ENGLISH

PRESCRIBED BOOKS

1. HEADWORD - Stepping Stone Literature Reader-7
2. HEADWORD - Stepping Stone Coursebook-7
3. PEARSON LONGMAN – Cornerstone Grammar & Composition-7
4. Around the World in Eighty Days- by Jules Verne (retold by Jenny Dooley) Supplementary Reader

GENERAL LEARNING OUTCOMES: On the completion of the academic course, the learners will be able to demonstrate an understanding of the four skills reading, writing, speaking and listening.

The learners will be able to appreciate prose, poetry and drama and organize ideas effectively in an appropriate, and grammatically correct style.

ASSESSMENT OF LEARNERS: Formal and informal assessments would be conducted. Classroom assessment technique (CAT) would be adopted through class discussions, worksheets, quiz and exercises and various activities. Home assignments and projects would be assigned and the students would be graded accordingly.

Assessment of Speaking and Listening (ASL) for both the terms to evaluate the speaking and listening skills.

TERM I and TERM II

General Objective: To lead the learners towards an understanding of the connection between writing and thinking and demonstrate effectiveness in using verbal and non verbal language appropriate to the goal.

- Improve communication between student – student and teacher-student.
- To develop academic skills.
- To enhance the students' knowledge of subject content.
- To read literature with an appreciation for inter-relatedness of plot, character, theme and style.
- Form an appreciation for all genres of literature

APRIL					
PROJECTED CONTENT	SPECIFIC OBJECTIVES	METHODOLOGY	LEARNING OUTCOMES	ACTIVITIES & ASSIGNMENTS	RESOURCES
<p>LITERATURE READER : Lesson 1</p> <p>The Shepherd's Daughter</p>	<p>make the students identify the genre to which the story belongs. express the theme of the story to provide a synopsis of the story to enhance vocabulary to highlight the importance of learning a craft, irrespective of one's status in the society.</p>	<p>The learners will be asked to name and narrate a few lines about their favourite fairy/folk tale, their favourite grandmother's story.</p> <p>The learners will be exposed to new and enriching Vocabulary: dungeon, ascend, labour, calligraphy.</p> <p>The learners would try to relate the given attributes to the characters of the story and use them in sentences.</p> <p>All possible questions and answers would be discussed and assigned.</p>	<p>The learners would develop sensitivity towards grandparents.</p> <p>They would gain inspiration from the main character.</p> <p>They would develop an optimistic attitude towards life amidst many struggles and the fact that a simple craft can also save their lives.</p>	<p>(C2-C1) Group discussion on "What craft do I wish to learn and why? "</p> <p>(B2-B1) Write about your favourite craft in about 80-100 words</p> <p>(A2-A1) Discussion in pairs about their favourite craft .</p>	<p>PPT on the various handicrafts of India and other famous ones of the other countries.</p> <p>Student – Teacher ,</p> <p>Student-Student Interactive session</p>

<p>Lesson 2</p> <p>The Emperor and the Nightingale</p>	<p>make the students identify the genre to which the story belongs. (folk-tale)</p> <p>express the theme of the story</p> <p>to provide a synopsis of the story</p> <p>to enhance vocabulary</p> <p>to imbibe the feelings of empathy and love towards animals, and the value of true friendship.</p>	<p>The title of the lesson would be open for class interpretation. Background knowledge of the author would be given. The prose would be read aloud in the class. Difficult words and terms would be discussed. The prose will be explained.</p> <p>The learners will be exposed to new words/vocabulary and they would be able to use them in sentences, and incorporate them in their daily conversation.</p>	<p>The learners will be able to comprehend the text and infer the contextual meaning of words/phrases</p> <p>The learners will be able to imbibe in themselves a feeling of empathy towards the bird; and all creatures in general.</p>	<p>(C2-C1)</p> <p>Dialogue- writing between the Emperor and the Nightingale.</p> <p>(B2-B1)</p> <p>Just A Minute- say a few lines on your favourite craft</p> <p>(A2-A1)</p> <p>Comprehension questions</p>	<p>Dictionary</p> <p>Green board</p> <p>Student-Teacher interactive session.</p> <p>Student-Student</p>
<p>Lesson 3</p> <p>From a Railway Carriage (Poem)</p>	<p>encourage the students to appreciate poetry and read aloud with proper intonation</p>	<p>Word Journey-The teacher will play the sound of a steam engine in the class and elicit responses in the form of other travel related words, sights, smells etc. learners can recall. The figure of speech and rhyme scheme would be discussed. Stress on Sound and Movement</p>	<p>The learners will be able to recall and recount their travel experiences; the memories attached with them, and their</p>	<p>(C2-C1)</p> <p>Compose a new poem with the help of a few words from the poem (driving, ditches, daisies,whistle,</p>	<p>Audio Clip of the railway engine.</p> <p>Audio recitation of the poem (Youtube)</p>

	<p>-to prepare the students for poetic forms and adept them with the figures of speech, rhyme and rhythm</p> <p>-to develop the ability of appreciation of ideas and criticizing the thinking.</p> <p>-cultivate interest in poetry</p>	<p>words used in the poem. Special note on Simile. Rhyming words in the poem will be taken up and learners will be encouraged to form a few more pairs of rhyming words. The educator will read aloud the poem as well as play an audio of the poem .</p>	<p>favourite journey till date.</p> <p>They will try and guess the theme of the poem as they listen to its audio clip.</p> <p>The learners will then solve a worksheet as a listening activity to assess their listening skills</p>	<p>cattle)</p> <p>(B2-B1)</p> <p>Recite the poem in a group.</p> <p>(A2-A1)</p> <p>Find atleast 5 pairs of rhyming words in the poem. Add 5 of your own.</p>	
<p>Coursebook</p> <p>Unit 1: Bonds and Bridges</p>	<p>to enable the learners to think analytically. To encourage the students to express</p>	<p>while-reading activity where the teacher will elicit response from the learners about the advantages of studying in a hostel, and when they missed home. Post-Reading activity : class</p>	<p>- the students would be able to grasp the theme and meaning of the lesson. They would be able to read the text with</p>	<p>C2-C1)</p> <p>Think and write(assignment)</p> <p>(B2-B1)</p> <p>Comprehension</p>	<p>Individual Activity.</p> <p>Dictionary.</p> <p>Peer evaluation.</p>

	<p>themselves</p> <p>To make the learners curious about the story.</p>	<p>discussion on the main characters in the story. Through a story map, the characters, plot, setting, major event in the story will be discussed.</p>	<p>proper diction and pronunciation.</p>	<p>questions</p> <p>(A2-A1)</p> <p>Fill Ups.</p>	
<p>Grammar Phrases and Clauses</p>	<p>To help the students differentiate between phrases and clauses, their uses and how to use them correctly /in context.</p>	<p>Board-work. The teacher will write a few clauses and a few phrases on the board and elicit from the learners what differences they can detect in the two. The differences will be highlighted on the board.</p>	<p>Their vocabulary would be strengthened.</p> <p>Usage of phrases and clauses at appropriate places.</p>	<p>(C2-C1)</p> <p>The students will prepare a PPT on the differences between a phrase and a clause and present it in class/prepositions their types/conjunction, their types</p>	<p>PPT on Phrases and clauses.</p> <p>Green board</p> <p>Grammar book</p>
<p>Prepositions</p>	<p>To enable the learners to identify the different parts of a speech (eight) and their functions in a sentence</p> <p>To enable the learners to identify and use prepositions correctly in a sentence.</p>	<p>The teacher will draw a box on the board and ask the learners to give words that can be associated with it (on, Near, beside, inside, outside) The teacher will then show how these words show a relationship between a noun/pronoun with some other object in a sentence. Different types of prepositions will be discussed in an interactive session.</p>	<p>The student will be able to identify a preposition in a sentence, understand its type and use it appropriately.</p>	<p>(B2-B1)</p> <p>Identify and differentiate between a phrase and clause/ preposition type/conjunction type</p>	<p>Drawing on the board</p> <p>Chart on different types of prepositions</p>
<p>Conjunctions</p>	<p>To enable the learners to -to define and</p>	<p>The session would start with an audio-visual song on connectors. Students would give</p>	<p>Learners will be able to understand the use of sentence</p>	<p>(A2-A1)</p>	<p>Song on Conjunctions</p> <p>Educomp</p>

<p>Writing Skills Informal Letter</p> <p>Bio-Sketch</p>	<p>explain the purpose of conjunctions.</p> <p>-to provide examples of conjunction use</p> <p>- Understand and apply the use of sentence connectors in context.</p> <p>To enable the learners to write a letter using the correct format To enable the learners to express themselves</p> <p>To enable the learners to write coherently and creatively</p>	<p>examples of the sentence connectors mentioned in the song.</p> <p>The concept, rule and usage would be discussed with examples. Students would be provided with short written pieces or articles and they would find out the connectors and explain the usage. (Inductive Learning).</p> <p>The teacher would make the students brainstorm on the differences between formal and informal letters. The format would be displayed and discussed. The differences in the language and layout would be discussed.</p> <p>Character sketches would be drawn. All possible questions would be discussed.</p>	<p>connectors. They would be able to differentiate the sentence connectors 'and' and 'but' in different sentences. They will be able to identify sentence connectors and use it effectively in their writing.</p> <p>the learners would be able to identify the difference between a formal and informal letter.</p> <p>-they would be able to use the appropriate language and layout, their writing skills would be enhanced</p> <p>The learners will</p>	<p>Underline the phrase/clause/preposition/conjunction in the given sentences</p> <p>Worksheets for all range of learners</p> <p>(C2-C1)</p> <p>Write a letter from Kabuliwallah to his daughter telling him about his condition/Bio-sketch of Kabuliwallah</p> <p>(B2-B1)</p> <p>Fill up the format of an Informal letter.</p> <p>(A2-A1)</p> <p>Gap filling.</p>	<p>Modules</p> <p>Green Board</p> <p>Sample Letters</p> <p>Sample Bio-Sketches</p>
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<p><u>Supplementary Reader</u> Lesson 1 The Bet Lesson 2 Detective Fix</p>	<p>To enable the learners to develop an interest among the students towards reading Novel.</p> <p>- to inculcate in them the habit of reading,</p> <p>- to be able to appreciate and enjoy the theme of travel and adventure in the story.</p>	<p>Responses from the learners will be elicited on the modes of transport and travel that have evolved through the years.</p>	<p>appreciate the journey of the main character while enhancing their vocabulary on travel and adventure. The learners would develop their reading skills. They would develop an interest towards language and literature. They would be able to appreciate the humour, suspense and mystery in the story.</p>	<p>Role Play for all range of learners</p>	<p>Movie clippings</p>
<p><u>JULY</u> Literature Reader Lesson 4 My Life on an Island</p>	<p>The learners will be able to understand the text, infer meanings of new words in the</p>	<p>The learners will be asked for their favourite fable/folk tale, their favourite super-hero and why they like him.</p> <p>The learners will recount their visit to a magic show, and the</p>	<p>The learners will be able to relate to the stories, their setting and the overwhelming fact that good always</p>	<p>(C2-C1) Write a diary entry describing a day in the life of Robinson Crusoe. (B2-B1)</p>	<p>Literature reader News articles about magic shows/</p>

<p>Lesson 5 The Sorcerer's Apprentice</p>	<p>context of their use in the story.</p> <p>They will recount any visit to a magic show, and the trick they found most fascinating</p>	<p>trick they found most fascinating.</p> <p>This discussion will lead-in to the story with sorcery as the theme.</p>	<p>triumphs over evil</p> <p>The learners will learn to appreciate the genre of story telling which is fantasy and of supernatural powers</p>	<p>Interview between a journalist and Robinson Crusoe</p> <p>(A2-A1)</p> <p>Fill up (Diary Entry)</p> <p>Lesson5(C2-A1)</p> <p>role play for all range learners of a magic show</p>	<p>Robinson Crusoe.</p>
<p>Grammar Modals</p>	<p>To make the students familiar with the modals and the usage.</p> <p>to enable them to differentiate among modals and use them correctly</p>	<p>The teacher would commence the session with the pre-activity wherein questions will be asked to evaluate students' knowledge regarding modals and their use. List of modal verbs with their rules and usage would be explained. When the students would be proficient enough, they would be made to construct play scripts using the modals.</p>	<p>Students will be able to make correct usage of the modals</p> <p>they will be able to frame sentences using various modal verbs. Their grammar skills would be enhanced. The role play would strengthen their confidence and the</p>	<p>Role plays using modals. (Group activity) for all range of learners.</p> <p>Worksheets for all range of learners.</p>	<p>Educomp Modules</p> <p>Rule chart/Table</p>

<p>Pronouns</p>	<p>The learners will be able to define the term 'pronoun' differentiate between personal, possessive, interrogative, indefinite and demonstrative pronouns. identify the eight parts of speech</p>	<p>To recapitulate the pronouns a display chart will be put in the class for recalling the kinds of pronouns and also through the educomp module. Practice exercises will be given as classwork to elicit the use of various pronouns.</p>	<p>clarity of thought</p> <p>Students will be able to State the definition of a pronoun Recognize pronouns and distinguish them from other parts of speech. Distinguish between singular/plural and subject/object pronouns Use the correct form of pronouns in sentences.</p>	<p>Worksheets for all range of learners.</p>	<p>Worksheets</p> <p>Educomp Module</p> <p>Grammar Book</p> <p>Chart</p>
<p>Punctuation</p>	<p>The topic of punctuation and types of sentences will be introduced through hand-outs to recapitulate the previous knowledge.</p>	<p>The teacher will write a few sentences on the board without any punctuation marks and elicit responses from the learners about what is missing in the written sentences. This will be a lead-in activity to highlight the importance of Punctuation marks.</p>	<p>Learners will be able to: Identify the correct usage of punctuation marks in various kinds of sentences. Differentiate between various kinds of sentences. Convert positive sentences into</p>	<p>(C2-C1) punctuate a paragraph</p> <p>(B2-B1) Underline the Punctuation errors</p> <p>(A2-A1) add the missing punctuation marks.</p>	<p>Worksheets</p> <p>Educomp Module</p> <p>PPT on punctuation</p>

<p>Writing Skills Diary Entry</p>	<p>to enable the students to generate their thoughts and feelings and express in a convincing style</p>	<p>The concept of diary writing would be discussed. The importance of writing diary would be established. The rule, format and style would be taught and discussed with examples.</p>	<p>negative ones.</p> <p>The learners would be able to organise their thoughts and express freely. They would develop an interest towards writing thus enhancing their writing and thinking skills.</p>	<p>(C2-C1) Write a diary entry of a celluloid hero/heroine</p> <p>(B2-B1) Write a diary entry of any animal.</p> <p>(A2-A1) Diary-Entry (Fill up exercise)</p>	<p>Diary Of Anne Frank/Wimpy's Kid to be taken as a glimpse</p>
<p>Dialogue Writing</p>	<p>-to generate their interests towards writing.</p> <p>To make the students able to demonstrate knowledge of correct dialogue usage in essays and short stories and use dialogues in them.</p>	<p>A short play of two characters would be played to present an idea of dialogue as pre-activity. Rules of conversations would be detailed. The rules, need and the way of Punctuation, capitalization and spacing would be taught in detail with examples.</p>	<p>They would be able to use language coherently and effectively with correct punctuation, capitalization and spacing while framing dialogues</p>	<p>Comprehension questions for all range of learners</p>	<p>Comic strips</p>
<p>Supplementary Reader</p>	<p>The learners will be able to</p>	<p>Characters in the plot will be more pronounced and through a prediction exercise, learners will</p>	<p>The learners will be able to follow the story line and</p>	<p>Comprehension questions for all range of learners</p>	<p>Dictionary Novel Green board</p>

<p>- Lesson 3 A Dangerous Forest</p> <p>Lesson 4 The Rescue Plan</p> <p><u>AUGUST</u></p> <p>Literature Reader Lesson 6</p> <p>The Rock and the Bubble (Poem)</p> <p>Coursebook</p> <p>Unit 3 : Art Matters</p>	<p>understand the plot and link it with the previous chapters</p> <p>The learners will be able to appreciate the craft of Poetry, its musical rhyming pattern, the lyrical pattern and the effect it has on a human mind</p> <p>to enable the students to comprehend and express themselves</p>	<p>be asked to tell what they feel could happen next.</p> <p>Text will be read aloud by learners in the class.</p> <p>The audio for the poem will be played on You tube, which will enable the learners to understand the underlying mood and theme of the poem with the intonation and diction of the reciter.</p> <p>Individual followed by class discussion where the teacher will elicit responses on questions like; a theft you have read/heard</p>	<p>the sequence of events as they unfold in the story.</p> <p>The learners will be able to understand the moral behind the poem, and that the modest and humble one is stronger than the pompous.</p> <p>The learners will be able to extrapolate the text, co-relate it to their lives, and be</p>	<p>(C2-C1)</p> <p>write a conversation between the rock and the bubble</p> <p>(B2-B1)</p> <p>mention a few qualities to differentiate between the rock and the bubble</p> <p>(A2-A1)</p> <p>Reference to context</p> <p>(C2-C1)</p> <p>Group discussion on the character sketches (Sue,Johnsy,Doctor, Behrman)</p> <p>(B2-B1)</p>	<p>Audio on Youtube.</p> <p>https://www.youtube.com/watch?v=tHzE7ApmrRI</p> <p>Worksheet on the poem.</p> <p>Coursebook</p> <p>Newspaper cuttings of Celluloid heroes</p> <p>PPT on O henry and his famous works</p>
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<p>Grammar</p>	<p>to encourage the learners to sift information and arouse their curiosity about the text, to nurture (HOTS)</p>	<p>about / increasing crimes/ who is a star/There will be a reading of the text by the teacher as well as the Learners. They will be asked to recall art –related words/</p>	<p>able to communicate effectively. A sense of empathy will be aroused in them as part of value-based teaching.</p>	<p>Oral observation question/answers (A2-A1) True/False Oral Observation Group activity for all range of learners</p>	<p>Grammar Book Green Board Educomp Module</p>
<p>Simple, Complex and Compound Sentences</p>	<p>the learners will be able to differentiate between and identify the simple, complex and compound sentences.</p>	<p>The teacher will write a few examples of each kind of sentence and elicit responses on the differences between the three. The parts of a sentence will be broken doen and parts of speech recapitulated.</p>	<p>The learners will learn the correct usage of each kind of sentence while writing and this will enhance their writing skills</p>	<p>(3 corners for each kind of sentence. Learners will be given a sentene on a chit and would have to select their corner accordingly)</p>	<p>Worksheets Educomp Module</p>
<p>Prefix, Suffix</p>	<p>Learners will be able to ‘fix’ letters/words to root words and form a new words</p>	<p>The worksheets about the usage of prefix and suffix will be given as whole classwork, followed by an interactive discussion about formation and change in meaning by using prefix & suffix.</p>	<p>The learners would expand and enrich their vocabulary by making new words by either pre-fixing or suffixing a word to it.</p>	<p>Worksheets/ Crossword puzzle for all range of learners.</p>	<p>Quiz Worksheets Educomp Module</p>
<p>Determiners</p>	<p>The learners will be able to</p>	<p>The session would be start with an audio-visual song on</p>	<p>The learners would be able to identify</p>	<p>(C2-C1) Identify the type of determiner from</p>	<p>Quiz</p>

<p>Writing Skills</p> <p>Formal Letter</p> <p>Data Interpretation</p>	<p>establish a clear understanding of determiners</p> <p>to enable the learners to identify the types of determiners and use them in sentences.</p> <p>to be able to demonstrate planning skills for writing for a specific purpose, audience and context;to be able to write in the appropriate style and format,to enable the learners to comprehend the difference between a formal and informal letter</p> <p>to enable them to</p>	<p>determiners. Quiz on determiners would be conducted. The learners would be asked to arrive at the rules. (Inductive method)</p> <p>The purpose and functions of the different types of determiners would be discussed with examples.</p> <p>The teacher will put up a social problem in front of the class and ask them whom they should write a letter to, for its solution.</p> <p>The elicited responses will be put on the board, similarly for a family issue. The difference would thus be brought out as to why the two formats and content are different.</p> <p>Similarly a piece of data (Pie,bar graph etc) would be shared with the learners and answer would be elicited.</p>	<p>determiners and use them appropriately.</p> <p>The comprehending skills would be improved. Sentence construction skills would be strengthened.</p> <p>Writing skills will be honed as the learners differentiate between the format, language and vocabulary for each type of letter.</p> <p>The ability to interpret and express accurately will be strengthened.</p>	<p>a given sentence (B2-B1)</p> <p>Give examples for each type of determiner (A2-A1)</p> <p>Underline the determiner in a given sentence</p> <p>(C2-A1)</p> <p>Letter Writing for all range of learners</p> <p>Data interpretations for all range of learners</p>	<p>Sample letter to an editor</p> <p>Green board</p> <p>Educomp</p> <p>Bar-graphs/Bar-diagrams.</p> <p>Worksheets</p>
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<p>Supplementary Reader Lesson 5.</p> <p>The Trial</p> <p>SEPTEMBER</p> <p>Revision and Recapitulation</p>	<p>interpret data coherently and clearly</p> <p>The learners will comprehend the setting of the lesson, the complexities of a courtroom, and follow the plot</p>	<p>The teacher will recapitulate the story this far and help in linking the current set of events to the plot. Reading will be done in the class; new words to be marked and explained with the help of a dictionary.</p>	<p>The learners will be able to get a wholistic picture of the plot-line and will be able to predict and analyse.</p>	<p>Comprehension questions/Exercises for all range of learners</p>	<p>Dictionary</p> <p>Green board</p>
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<p>OCTOBER</p> <p>COURSE BOOK:</p> <p>Unit 4 : Earth Heroes</p>	<p>-to inculcate in the students the interest of reading widely</p> <p>to make the learners aware of multiplicity of human response and expose them to a range of themes and emotions related to Nature</p> <p>to lead the students to explore the world and find out the existing truths</p> <p>to guide them towards deep study and research and present their ideas in an effective and innovative style.</p>	<p>The prose and the poetry would be read aloud. Difficult words would be discussed. The factual evidences of Earth, and its habitat (flora and fauna) would be extracted, explained and the class would be divided into groups for discussions, critical examinations and research work. Writing sections would be discussed and solved to apply them effectively in various situations.</p> <p>Vocabulary enrichment: Words related to nature would be thrown up and discussed, such as- habitat, poaching, conservation, biodiversity leguminous etc.</p> <p>Learners would use the given words in class discussions on their research work.</p> <p>The teacher will elicit responses</p>	<p>-he learners would unfold their logical thinking skills.</p> <p>-their vocabulary will be enriched the learners would be able to organize their research work, compile and present in an economic writing style.</p> <p>the creative writing skills would be enhanced.</p> <p>Sense of belongingness, responsibility and awareness towards the surroundings will be developed.</p> <p>The learners will</p>	<p>Group activity</p> <p>Formation of Groups with mixed learning abilities</p> <p>Activity: Research work on the amazing world of animals esp Reptiles through Power point Presentations.</p> <p>(C2-C1)</p>	<p>Videos and Images representing stories of the natural habitat of reptiles.(AV) Projects through PPT Pictures (smart board)</p> <p>Worksheets Research work on Satyajit Ray</p>
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<p>Literature Reader</p> <p>Lesson 7</p> <p>Ashamanja Babu's Dog</p>	<p>To guide the students to relate to the text to larger cultural and human values</p> <p>identify the techniques used by the writer</p> <p>to comprehend the theme and provide details of the personality of the character.</p>	<p>from the learners about any pet they have ever kept, and what place did it have in their family and lives.</p> <p>The experiences would be shared with their peers.</p>	<p>be able to develop a sense of empathy towards animals</p> <p>They will be able to appreciate the love and emotions attached with pets.</p> <p>They will be able to understand the theme of the story.</p>	<p>Do you think animals are more humane than humans?</p> <p>(B2-B1)</p> <p>Justify the given attributes to describe the main character(observant ,friendly,loving)</p> <p>(A2-A1)</p> <p>Vocabulary exercise.</p>	
<p>Lesson 8</p> <p>The Dove (poem)</p>	<p>To encourage students to appreciate poetry and develop the ability of reading with proper stress and intonation</p> <p>To prepare the students for poetic forms and adept them with the figures of speech,</p>	<p>In a brainstorming and interactive session, the learners will be asked what they know about the poet, his other famous works.</p> <p>A brief summary of his life/works will be discussed.</p> <p>The title of the poem will be thrown open for interpretation and analysis.</p> <p>The learners will read aloud the poem with proper intonation and stress.</p>	<p>The learners will be able to appreciate the underlying pathos of the poet at the loss of his bird.</p> <p>They will be able to grasp the musical and descriptive qualities in the verses.</p>	<p>(C2-B1)</p> <p>Imagine a conversation between yourself and an animal.</p> <p>Frame dialogues</p> <p>(A2-A1)</p> <p>Do you feel sorry for the poet? Give reasons</p>	<p>PPT on John Keats and his life and works.</p>

<p>Grammar</p> <p>Transitive, Intransitive, Finite and Non-Finite Verbs</p> <p>Writing Skills</p> <p>Speech writing</p> <p>Supplementary Reader</p>	<p>rhyme and rhythm</p> <p>To enable the learners to comprehend the meaning of Transitive and intransitive verbs</p> <p>To identify them</p> <p>To use them appropriately</p> <p>to support the students for independent writing</p> <p>-to enable them to bring out their creativity and present in the written form with appropriate structure and style</p> <p>to enable the</p>	<p>The teacher will write a few sentences on the board some with an object and some without one.</p> <p>The learners will be asked to identify the difference between the two kinds.</p> <p>This will be a lead-in activity which will prepare the learners to further learning of the concept.</p> <p>pre-writing (brain storming) would be assigned to stimulate the students' creativity. Students would be involved in fast writing wherein topics would be announced and the students would be asked to write a paragraph about it. Group compositions would be conducted wherein the students in a group would share ideas and frame it into a written piece. Self editing, peer editing and proof reading would be taught and practised.</p> <p>The teacher will recapitulate with the help of a class discussion, the summary of the</p>	<p>They will be able to distinguish between transitive and intransitive verbs</p> <p>They will be able to apply their knowledge .</p> <p>The students would be able to produce independent writing thus strengthening their thinking skills, creative and evaluation skills.</p> <p>The learners' prediction skills will be honed.</p>	<p>Worksheets for all range of learners.</p> <p>Story framing with animated pictures (group activity)</p> <p>Speech Delivery for all range of learners.</p> <p>(C2-C1)</p>	<p>Worksheets Chart</p> <p>Pictures Chart on salient features of a speech. Audio-visual(great speeches by eminent personalities</p>
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<p>Lesson 6. Fix's Tricks</p>	<p>learners to continue with the previous storyline and predict</p> <p>to comprehend the characters and their action in reference to the plot.</p>	<p>previous chapters and what they expect to happen next.</p>		<p>Timeline of the story (B2-B1) Role play (A2-A1) Comprehension questions.</p>	<p>Worksheets</p>
<p><u>NOVEMBER</u></p> <p>Literature Reader</p> <p>Lesson 9 The Lost Empire</p> <p>Coursebook</p>	<p>To enable the learners to comprehend the text and relate its message to the present time in their lives.</p>	<p>The teacher will write a few names on the board to assess previous knowledge (Plato, Atlantis, Atlas, Olympus) This will lead into the story and the setting . Reading will be done aloud, difficult terms and words to be earmarked and explained in context.</p> <p>The teacher will ask the learners</p>	<p>The learners will be able to understand the history behind the ancient greek mythology and its relevance even today.</p> <p>They will be able to sense the mystery around the story and its veracity.</p>	<p>Comprehension questions / vocabulary exercises for all range of learners.</p>	<p>Research material on the Greek gods / their rich heritage and tales .</p>

<p>Unit 5 : The Survivors</p> <p>Grammar</p>	<p>To enable the learners to imbibe the virtue of strength and character in times of difficulty to survive and never give up.</p>	<p>to share their experience of any situation where they feared for their lives and describe their feelings at that time. This will lead on to the stories about survival and courage. Reading would be done.</p>	<p>The learners will be able to rationalise, analyse situations, be confident in spoken skills and throw up innovative ideas.</p>	<p>(C2-C1)</p> <p>Think of possible solutions to a given set of problems</p> <p>(B2-B1)</p> <p>What if you were lost in a mall?</p> <p>(C2-C1)</p> <p>Describe any underwater experience if they have/any travel on water.</p>	<p>Coursebook</p> <p>Famous adventure and survival stories.</p>
<p>Active & Passive voice</p>	<p>to enable the students to use Passive Voice appropriately and understand the changes that occur while transforming sentences from active to passive</p>	<p>The teacher writes two sentences on the board:</p> <ol style="list-style-type: none"> 1. People speak Japanese in Japan. 2. Shakespeare wrote Romeo and Juliet. <p>The students are asked to present another way of saying the two sentences. The rules are derived (Inductive Method)</p> <p>The session would continue with a play with dialogues wherein the students would be asked to change the dialogues into</p>	<p>The students would be able to identify the use of active and passive voice.</p> <p>They would be able to convert active voice into passive and vice-versa.</p> <p>Their analysing</p>	<p>Role Play delivering dialogues in the passive. (group activity)</p> <p>Worksheets for all range of learners.</p>	<p>PPT</p> <p>newspaper report</p> <p>interview</p> <p>rule chart</p> <p>Educomp module</p>

<p>Writing Skills</p>	<p>voice.</p> <p>enable the students to comprehend the use of Passive while writing a newspaper report, news headlines and Notices.</p>	<p>passive statements. The rules of usage and conversion would be explained with examples. The purpose of using active and passive voice would be discussed. Written and oral practice would follow.</p> <p>The usage of Passive voice in writing newspaper report, headlines and notices would be discussed.</p>	<p>skills would be improved.</p> <p>They would be able to express themselves and give information in a grammatically correct form.</p>		
<p>Notice Writing</p>	<p>to enable them to use the appropriate language and style</p>	<p>The teacher would explain what a notice is and its purpose. The standard format of notice writing would be shown in the class. The teacher would discuss in detail what a notice should contain. The wide range of themes covered by notice would be discussed with examples</p>	<p>The learners would be able to organize the information and form a notice. -they would become adept in summarizing the details in a crisp way. Their formal writing skills would be enhanced.</p>	<p>Notice Writing exercises</p> <p>Different topics for all range of learners.</p>	<p>format and the salient features of notice writing through Visual Representation - Educomp module</p>
<p>Article Writing</p>	<p>to make them able to express themselves using fewer words and shorter sentences.</p> <p>to enable the students to use the correct format while writing a</p>	<p>The session would start with a pre-writing activity to create an interest towards the writing task</p> <p>The teacher would define what an article is and discuss the purpose of article writing. The</p>	<p>Their planning and organizing techniques would be enhanced. They would be</p>	<p>(C2-C1)</p> <p>Article Writing based on research</p>	<p>Interview snippets Newspaper clippings</p>

	<p>notice.</p> <p>-to make the students comprehend why a notice is written and the style and procedure.</p> <p>to enable the students to demonstrate, understanding of facts and ideas by organizing, comparing, interpreting, giving descriptions and stating main ideas.</p> <p>guide them to use language appropriately with creativity</p> <p>-to enable them to present and defend opinions by making judgments about information, validity of ideas or quality of work</p>	<p>different styles, subjects, purpose of article writing would be discussed. The teacher would explain the technique of accumulating ideas, focussing on ideas and facts, planning, organizing, evaluating, structuring and editing. They would be taught the importance and way of producing a finished piece of work with examples. The requirements of the content, beginning, body and end would be highlighted.</p> <p>Reading of the text will be done</p>	<p>able to research on any subject and derive information from facts and present them in the form of a written piece.</p> <p>Their creative writing would be more analytical. The interpreting and evaluation skills would be strengthened.</p> <p>The learners will</p>	<p>work.</p> <p>(B2-B1)</p> <p>Article Writing (interview)</p> <p>(A2-A1)</p> <p>Article Writing based on any newspaper report(hints would be given)</p>	<p>Story in a</p>
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<p>Supplementary Reader Lesson 7</p> <p>Lost in Yokohama</p>	<p>based on a set of criteria.</p> <p>To enable them to comprehend the sequence of events and link it to the current events in the novel.</p>	<p>in the class. A brief background of the place (Yokohama) Children will be asked to locate it on a world map.</p>	<p>be able to infer meanings from the text, visualise the series of events unfolding in each chapter and assimilate them sequentially.</p>	<p>Comprehension questions and exercises</p>	<p>timeline Green Board</p>
<p><u>DECEMBER</u></p> <p>Literature Reader Lesson 10. Adventures of Don Quixote</p>	<p>To enable the learners to distinguish between the brave and the foolhardy</p> <p>To enable them to extrapolate, infer and comprehend the text.</p>	<p>The learners favourite heroes/superheroes will be discussed in an interactive session. This will lead on to the main character in the story and as the learners will read the story, the teacher will highlight the humorous situations in the story.</p>	<p>The learners will be able to find humour in the situations created by the protagonist</p> <p>They will be able to find a message from the story of not to be vain and foolhardy.</p>	<p>(C2-C1)</p> <p>Look at the pictures given. Narrate what you think could have happened in these adventures.</p> <p>(B2-B1)</p> <p>if you could change places with your favourite hero, what would you do differently?</p> <p>(A2-A1)</p> <p>Draw a picture</p>	<p>Pictures depicting some adventurous activity.</p>

<p>Lesson 11</p> <p>The Lake Isle of Innisfree (Poem)</p>	<p>to encourage students to appreciate poetry and develop the ability of reading with proper stress and intonation</p> <p>to prepare the students for poetic forms and familiarise them with the figures of speech, rhyme and rhythm.</p> <p>to develop the ability to feel the words.</p>	<p>The teacher will write the 'Utopia' on the board and elicit responses. Then the teacher will explain the term and discuss the wish of the poet to go to a stress-free place , a place he describes visually but through his words.</p>	<p>The learners will be able to understand the theme of the poem, thoughts of the poet, and the rhyme and rhythmic patterns employed by him.</p>	<p>depicting any incident from the story</p> <p>(C2-C1)</p> <p>Is the poet an escapist?</p> <p>(B2-B1)</p> <p>Do you ever wish to be alone and away from the hustle and bustle of the world?</p> <p>(C2-C1)</p> <p>Which line does the poet repeat? Why?</p>	<p>Audio rendition of the poem (You tube) PPT on the life and works of Yeats</p>
<p>Coursebook</p> <p>Unit 6</p> <p>Love, Duty and Forgiveness</p>	<p>To enable the learners to</p>	<p>The teacher, in a brainstorming session discuss the phrase 'Forgive and Forget' this will lead in to the story, its characters and the underlying</p>	<p>The learners emotional, social skills will be</p>	<p>Comprehension exercises for all range of learners</p> <p>Oral observation for</p>	<p>Picture of a Tempest Dictionary Green board</p>

<p><u>Grammar</u></p> <p>Reported Speech</p>	<p>factually infer and evaluate, comprehend globally, and appreciate the virtues of love, duty and forgiveness.</p> <p>To enable learners to change direct sentences into reported speech</p> <p>produce reported sentences</p> <p>Developing students' speaking and writing skills.</p>	<p>message. Text will be read aloud, new words to be discussed in context.</p> <p>The teacher would start with a game board (whisper game) where the class would be divided into three groups involving direct and indirect dialogues to test the students' prior knowledge.</p> <p>The teacher would then present the features of direct speech and indirect speech on the board and draw a difference between them with examples.</p> <p>The changes would be explained. The rules to change direct sentences to indirect would be explained through rule chart and examples. The changes in the verb, pronouns and time would be detailed. The learners would be taught about the usage of reporting verbs.</p>	<p>developed</p> <p>Their thinking and analytical skills will be put to work while reading.</p> <p>the learners would be able to identify the use of punctuations in direct speech and the changes in them in the indirect speech.</p> <p>-they would be able to understand the use of reporting verbs and the tense.</p> <p>they would be able to transform dialogues into reported speech with various reporting verbs.</p>	<p>attentiveness, interest and involvement.</p> <p>Worksheets (individual activity) or all range of learners.</p> <p>Preparing script of pair conversation and exchanging among different pairs to convert into indirect speech. (pair activity).</p>	<p>Worksheets Dialogue script Chart of rules</p>
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<p>Homophones and Homonyms</p>	<p>To enable them to differentiate between homophones and homonyms</p> <p>To strengthen their vocabulary and spellings</p>	<p>Educator will start with the Homophone dictation to check the previous knowledge. In pairs learners will check the answers once they are written on the board. Learners' response will be elicited about the differences, similarities between the pair of homophones and draw a web cluster for better understanding. They would be then asked to record as many pair of homophones as they know.</p>	<p>Learners will be able to identify the similarities & differences in a pair of homophones and homonyms. They will learn to use them correctly in sentences.</p>	<p>Crossword puzzle with clues for all range of learners.</p>	<p>Educomp Module Worksheets Dictionary.</p>
<p>Writing Skills</p> <p>Report and E-mail Writing</p>	<p>to make the students techno-friendly</p> <p>to adopt the appropriate culture of E-Mail writing and sending</p> <p>to make them able to use the appropriate language and style</p>	<p>The teacher would display the format of E-Mail writing. The difference between a formal E-Mail writing and Informal E-Mail writing would be explained with examples. The purpose of E-Mail writing would be discussed. The format, layout and the language appropriate would be shown and explained.</p>	<p>The students would be able to comprehend the purpose and the style of E-Mail writing.</p> <p>Vocabulary would be enriched. They would develop their technical skills.</p>	<p>(C2-C1)</p> <p>-Formal E-Mail writing (to the editor of A National Newspaper)</p> <p>(B2-B1)</p> <p>- exchanging E-Mails among friends (Peer Assessment)</p> <p>(A2-A1)</p> <p>E-Mail Writing to a</p>	<p>PPT showing effective E-Mail writings(formal & informal)</p> <p>Educomp Module</p>

<p>Supplementary Reader Lesson 8. The Terror Train!</p>	<p>the learners will be able to comprehend, infer and logically analyse the events unfolding in the plot</p>	<p>Previous recapitulation will be done in a brainstorming session to ensure learning. The text will be read aloud and new words to be explained.</p>	<p>Learners' interest towards long reading will be developed</p> <p>They will be able to analyse situations, predict and relate events to their own lives</p>	<p>friend (Informal)</p> <p>(C2-C1)</p> <p>Write a page in your diary as Mr. Fogg describing any exciting event from the chapter</p> <p>(B2-B1)</p> <p>Looking the the pictures, can you guess what will happen in the next chapter?</p> <p>(A2-A1)</p> <p>Match the characters to the events and when they happened</p>	<p>Pictures, Match the following table</p>
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<p>JANUARY</p> <p>Coursebook</p> <p>Unit 6</p> <p>Love, Duty and Forgiveness (contd)</p>	<p>The learners will be able to define and understand their emotions</p> <p>They will be able to think and write cohesively.</p>	<p>The learners will be given situation cards where in groups, the learners will share their experiences.</p> <p>The learners will be given a brief introduction on William Shakespeare and learners knowledge of the playwright will be elicited from them.</p>	<p>The learners will learn life-skills wherein they will know how to survive in adverse conditions</p> <p>They learn the importance of perseverance and patience.</p>	<p>(C2-C1)</p> <p>Situation cards (group activity)</p> <p>(B2-B1)</p> <p>Speaking activity</p> <p>(What are your goals, how will you achieve them)</p> <p>(A2-A1)</p> <p>Pair –work</p> <p>Discuss with your partner about your goals for the next year and how you will achieve them.</p>	<p>Situation cards</p> <p>PPT on Shakespeare</p>
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<p>Grammar</p> <p>Figures of Speech</p>	<p>To enable the learners to identify the various figures of speech in a text</p> <p>To use it appropriately while writing.</p>	<p>A worksheet will be given to learners to identify the various figures of speech based on their previous knowledge. In pairs they will discuss the similarities and differences between them and prepare a web cluster of the same.</p>	<p>The learners will be able to identify the different figures of speech used by a poet/writer in his composition.</p>	<p>Worksheets for all range of learners.</p>	<p>Worksheets</p> <p>Handout on Figures of Speech</p>
<p>Literature Reader</p> <p>Lesson 12</p> <p>The China Dog</p>	<p>To enable the learners to understand the characters, the plot and to enact a given situation.</p>	<p>The learners will be given their roles as the class will be divided into groups. The play would be divided into 3 scenes and would be enacted by the groups. The groups will evaluate each other on pre-decided parametres.</p>	<p>The learners will become adept in enacting real-life situations and would develop confidence in presenting themselves in front of an audience.</p>	<p>Role Play for all range of learners (Group Activity)</p>	<p>Props</p> <p>Dialogues</p> <p>Script</p>

<p>Supplementary Reader - Lesson 9</p> <p>The Sioux Attack</p> <p>Lesson 10</p> <p>The Last Lap</p>	<p>To enable the learners to come to a logical conclusion and reach a climax in the story</p> <p>To understand the element of suspense and mystery</p>	<p>The learners will read aloud the text and find the meanings of new words they come across with the help of a dictionary.</p> <p>They will be asked to predict and guess what the end of the story could be.</p>	<p>The learners' prediction skills will be developed and they will comprehend the importance of the element of suspense in a plot.</p>	<p>(C2-C1)</p> <p>(writing activity)</p> <p>How will you end the story differently?</p> <p>(B2-B1)</p> <p>Write a few lines about your favourite character from the story.</p> <p>(A2-A1)</p> <p>Comprehension questions</p>	<p>Green board</p> <p>Dictionary</p>
<p>Writing Skills</p> <p>Poster Making</p>	<p>To enable them to demonstrate their understanding of media through their own poster .</p> <p>To enable them to work as a team with others in cohesion</p>	<p>The learners will be put into pairs and create a poster on a given topic. The poster must contain text, proper layout, image as they will be assessed by their peers as well on these criteria.</p>	<p>The learners will be able to translate their views into a graphic form while keeping in mind the layout and format of the poster.</p>	<p>Poster Making activity for all range of learners.</p>	<p>Poster making material</p> <p>worksheets</p>

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