



# Venkateshwar International School

Sector-18, Dwarka, New Delhi-78

## SYLLABUS PLANNING CLASS VIII (2015-16) ENGLISH

### **PRESCRIBED BOOKS**

1. Headword Stepping Stone Coursebook 8
2. Headword Stepping Stone Literature Reader 8
3. Longman Revised Grammar and Composition Skills 8
4. Macmillan Six Tales from Shakespeare by E.F. Dodd (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, mechanically 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**

**General Objective:** To lead the learners to substantiate 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 (for differentiated learners)	RESOURCES
<p><b>LITERATURE READER :</b></p> <p><b>L 1: The Old Man Who Made the Withered Trees Blossom – a Japanese Folk Tale</b></p> <p><b>L-2 The Hero – by RK Narayan</b></p>	<p>To make the students identify the genre to which the story belongs.</p> <p>-to understand the techniques used by the author</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 strengthen virtues of kindness and goodness</p> <p>- to inculcate love towards animals</p>	<p>The session would begin with an interactive session wherein the learners would discuss the qualities of a good neighbour.</p> <p>The title of the lesson would be open for class interpretation. Background knowledge of folktales would be given.</p> <p>The prose would be read aloud in the class. Difficult words and terms would be discussed. The prose will be explained.</p> <p><b>Enriching Vocabulary:</b> daimios, being with a soul, otento sama, sod, covetous, impertinence, d disputed, proposition, tenacity, apparition</p> <p>All possible questions and answers would be discussed and assigned to the students.</p>	<p>The learners would develop their sensitivity towards their neighbours and learn to be kind to animals.</p> <p>-They would learn that kindness and goodness are eventually rewarded.</p> <p>-They would develop their optimistic attitude towards life amidst many struggles.</p>	<p><b>(C2-C1)Pair Work –</b> narrate to your partner the kindest act that someone has done for you or that you have done for someone. How do you feel about it and was it reciprocated.</p> <p><b>(B2-B1)</b> Write a paragraph stating how you would like to make a difference in your conduct towards your peers.</p> <p><b>(A2-A1)Group Discussion</b> on the moral values derived from the story. The discussion would be followed by questioning session based on the given topics.</p>	<p><b>PPT</b> presenting the background of folktales and the synopsis of the story.</p> <p>Student – Teacher Interactive session</p>

APRIL					
PROJECTED CONTENT	SPECIFIC OBJECTIVES	METHODOLOGY	LEARNING OUTCOMES	ACTIVITIES & ASSIGNMENTS (for differentiated learners)	RESOURCES
<p><b>Poetry:</b> <b>P 1:</b> <b>Casabianca</b> <b>-by Felicia Dorothea Hemans</b></p>	<p>-to encourage the students to appreciate poetry and read aloud with proper intonation</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 critical thinking.</p> <p>-cultivate interest in poetry</p> <p>-to inculcate values of bravery, sacrifice, responsibility, patriotism and discipline.</p>	<p>Pre-reading activity would be the first step wherein the students would delve deep into the title of the poem and make an interpretation of the title as it indicates the subject and theme.</p> <p>The background of the poet would be discussed.</p> <p>The poem would be read aloud with proper intonation rhyme and rhythm.</p> <p>Difficult terms and words would be explained so that the students can predict the atmosphere of the world inside the poem.</p> <p>The poem would be explained covering the phrases, sentences and discourse as well as their structuring.</p> <p>The figures of speech and rhyme scheme would be discussed.</p> <p><b>WORD JOURNEY:</b> wreck, shroud, wreathing, pennon, helm, mast</p> <p>These words would be used effectively by the students in class discussion.</p>	<p>The students would be able to grasp the theme and meaning of the poem.</p> <p>They would be able to read the poem with proper tone and rhyme and develop an interest in poetry.</p> <p>Their critical thinking skills would be enhanced.</p> <p>Their vocabulary would be strengthened.</p>	<p><b>(C2-C1)</b> Pair work – Discuss the theme of the poem with your partner.</p> <p><b>(B2-B1)</b> Identify the poetic devices used in the poem and explain them.</p> <p><b>(A2-A1)</b> Identify the extensive use of imagery in the poem and explain the same.</p> <p>Assignments: <b>(C2-C1)</b> Critical Analysis of the Poem.</p> <p><b>(B2-B1)</b> Write a diary entry imagining you as Casabianca, the lone survivor at the battleship.</p> <p><b>(A2-A1)</b> MCQs &amp; Gap filling.</p>	<p>Audio-Visual (visual representation of the poem) Worksheet</p> <p>Student – Teacher Interactive session</p> <p>Knowledge Centre</p>
APRIL					
	SPECIFIC	METHODOLOGY	LEARNING	ACTIVITIES &	RESOURCES

<b>PROJECTED CONTENT</b>	<b>OBJECTIVES</b>		<b>OUTCOMES</b>	<b>ASSIGNMENTS (for differentiated learners)</b>	
<b>GRAMMAR: Sentences Adverbs Adjectives</b>	<p>-to establish a clear understanding of Simple, Compound and Complex Sentences</p> <p>-to enable the learners to identify the Main and the Subordinate clause.</p> <p>-to enable the learners to learn the correct usage of adverbs and adjectives and their degrees.</p>	<p>The session would be started with PowerPoint presentation on different kinds of sentences.</p> <p>Quiz on sentences would be conducted. The learners would be asked to arrive at the understanding the constituents and construction of the each kind of sentences. (Inductive method)</p> <p>The purpose and functions of the different types of conjunctions and clauses would be discussed with examples.</p> <p>Quiz would be conducted. The learners would be asked to supply correct adjectives and adverbs to the given sentences.</p>	<p>The learners would be able to identify the kind of sentences.</p> <p>The students would be able to identify the kind of conjunctions used; main and subordinate clauses in the given sentences.</p> <p>Students would be able to complete the given sentences using the correct adjectives and adverbs.</p> <p>Sentence construction skills would be strengthened.</p>	<p>Worksheets and SAS Test for all range of learners. (A1 to C2)</p>	<p>-Audio- visual -PPT -Sentences Mind Map -Educomp Module</p> <p>Student – Teacher Interactive session</p> <p>Knowledge Centre</p>
<b>May</b>					
<b>PROJECTED CONTENT</b>	<b>SPECIFIC OBJECTIVES</b>	<b>METHODOLOGY</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITIES &amp; ASSIGNMENTS (for differentiated learners)</b>	<b>RESOURCES</b>

<p><b>WRITING SKILLS</b> Diary Writing</p> <p>Paragraph Writing</p>	<p>-to enable the students to generate their thoughts and feelings and express in a convincing style</p> <p>-to generate their interests towards writing.</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>-to guide them to use language appropriately with a taste of creativity.</p> <p>-to make them able to present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.</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>The session would start with a pre-writing activity to create an interest towards writing.</p> <p>The teacher would define what a paragraph is and discuss the purpose of paragraph writing. The different styles, subjects, purpose of paragraph writing would be discussed.</p> <p>The teacher would explain the technique of accumulating ideas, planning, organizing, evaluating, structuring and editing. They would be taught the importance and way of producing a finished piece of work with examples.</p> <p>The requirements of the content, beginning, body and end would be focussed.</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 skills. Their thinking skills would be enhanced.</p> <p>The students would develop an interest towards writing. Their planning and organizing techniques would be enhanced. They would be able to research on any subject and derive information from facts and present them. Their creative writing would be analysed. The interpreting and evaluative skills would be strengthened.</p>	<p>Diary Entry exercises: topics for all range of Learners - <b>(C1-A1)</b>.</p> <p><b>(C2-C1)</b> Paragraph Writing on facts (based on research)</p> <p><b>(B2-B1)</b> Paragraph Writing deriving ideas from interviews.</p> <p><b>(A2-A1)</b> Paragraph Writing based on any Adventure(hints would be given)</p>	<p>PowerPoint Presentation - diary of Anne Frank as a glimpse.</p> <p>-displaying blogs of various writers,</p> <p>Student – Teacher Interactive session</p> <p>Knowledge Centre</p>
<p><b>COURSE BOOK:</b></p> <p>Memories of School</p>	<p>-to inculcate in the students the interest of reading widely</p>	<p>The prose and the poetry would be read aloud. Difficult words would be discussed.</p>	<p>The learners would unfold their logical thinking skills.</p>	<p><b>Group activity</b></p>	<p>Videos and Images</p>

	<p>-to make the learners aware of multiplicity of human response and expose them to a range of themes and emotions.</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>Main idea of the text would be discussed with the students.</p> <p>Writing sections would be discussed and solved to apply them effectively in various situations.</p> <p><b>Vocabulary enrichment:</b> Solitary, oblivious, snicker, tormented, decree, smeared, unadorned, labels, haphazard, arid, anticipation, enthusiasm, concentric</p> <p>Learners would use the given words in class discussions.</p>	<p>- their vocabulary will be enriched</p> <p>- the learners would be sensitized towards the growing problem of bullying at school.</p> <p>-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>Formation of Groups(3 students in one team)</p> <p><b>C2-C1</b>- one student</p> <p><b>B2-B1</b>-one student</p> <p><b>A2-A1</b>-one student</p> <p><b>Activity:</b> Write a short story on bullying and how it affects the life of the protagonist.</p>	<p>representing stories bullying. (AV)</p> <p>Projects through PPT</p> <p>Pictures (smart board)</p> <p>Student – Teacher Interactive session</p> <p>Knowledge Centre</p>
<b>JULY</b>					
<b>PROJECTED CONTENT</b>	<b>SPECIFIC OBJECTIVES</b>	<b>METHODOLOGY</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITIES &amp; ASSIGNMENTS (for differentiated learners)</b>	<b>RESOURCES</b>
<b>LITERATURE READER</b>	-to teach a foundation vocabulary for	The title of the poem would be open to the class to interpret.	The students would be able to grasp the theme and meaning	Group Activity: (six members) (for all range of	Audio visual ( reciting the poem with

<p><b>Poetry –All the World is a Stage – by William Shakespeare</b></p> <p><b>Prose – I Never Forget a Face by Alfred Alexander Gordon Clark</b></p>	<p>poem study</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, rhyme and rhythm</p> <p>-cultivate interest in poetry</p> <p>-to develop the ability of appreciation of ideas and critical thinking.</p>	<p>Pre- reading Activity: Learners discuss the stages in the life of a man according to their age.</p> <p>The background of the poet would be discussed.</p> <p>The poem would be read aloud with proper stress and intonation. The poem would be explained.</p> <p>Poetic devices and structure of the poem would be discussed.</p> <p><b>Word Journey:</b> Puking, satchel, bubble, saws, shank, oblivion, sans</p> <p>The learners would apply the given words while discussing their aims and decisions of their lives in class interactive session.</p>	<p>of the poem.</p> <p>They would be able to read the poem with proper tone and rhyme and develop an interest in poetry.</p> <p>Their critical and creative thinking skills would be enhanced.</p> <p>They would be able to derive the moral values.</p> <p>Their vocabulary would be enriched.</p>	<p>learners) <b>(C2-C1)- 2 students</b> <b>(B2-B1)- 2 students</b> <b>(A2-A1)- 2 students</b></p> <p>Activity: Write a script and present a skit demonstrating the seven stages of man</p> <p>Individual Activity for students across all ranges (A1 to C2) -describe and draw a poster to inform the public of wanted criminal using describing words.</p>	<p>animated versions)</p> <p>Student – Teacher Interactive session</p> <p>Knowledge Centre</p>
<b>July</b>					
<b>PROJECTED CONTENT</b>	<b>SPECIFIC OBJECTIVES</b>	<b>METHODOLOGY</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITIES &amp; ASSIGNMENTS (for differentiated learners)</b>	<b>RESOURCES</b>
<b>Grammar: Determiners</b>	<p>-to establish a clear understanding of determiners</p> <p>-to enable the learners to identify</p>	<p>The session would be started with an audio-visual song of determiners.</p> <p>Quiz on determiners would be conducted. The learners would be</p>	<p>The learners would be able to identify determiners and use them appropriately.</p> <p>The comprehending</p>	<p>1. Worksheets for all range of learners. <b>(C1-A1)</b></p> <p>2. Articles Grammar Auction (Group</p>	<p>-Picture study</p> <p>-Audio- visual</p> <p>-PPT</p>

<b>Tenses</b>	the types of determiners and use them in sentences.	asked to arrive at the rules. (Inductive method)	skills would be improved.	Activity for all range of learners)	-Determiners Rule Chart
	To identify the tense of verbs in the sentences and paragraphs.	The purpose and functions of the different types of determiners would be discussed with examples.	Sentence construction skills would be strengthened	3. Shopping list game.	-Educom Module
	To learn future forms and their uses.		To identify the tense of verbs in the sentences and paragraphs; learn future forms and their uses; use the future tense correctly to communicate effectively;	Open Discussion(Pair Work)	Student – Teacher Interactive session
	To use the future tense correctly to communicate effectively.		identify past, present, and future tense verbs and correct inconsistent verb tenses.	<b>(C2-C1)</b> Your predictions for the planet for 2020. <b>(B2-B1)</b> Your intentions for the rest of the year. <b>(A2-A1)</b> Your Planning for this evening.	Knowledge Centre
To identify past, present and future tense verbs and correct inconsistent verb tenses.			Worksheets for all range of Learners.		

**July**

<b>PROJECTED CONTENT</b>	<b>SPECIFIC OBJECTIVES</b>	<b>METHODOLOGY</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITIES &amp; ASSIGNMENTS (for differentiated learners)</b>	<b>RESOURCES</b>
<b>WRITING SKILLS</b> <b>Letter Writing</b>  <b>Report Writing</b>	-to be able to demonstrate planning skills for writing for a specific purpose, audience and context.	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 learners would be able to identify the difference between a formal and informal letter.	Letter Writing (Formal & Informal) for all range of Learners <b>(C2-A1)</b>  Role Plays (Group	-sample Letters  Student – Teacher Interactive



	<p>-to be able to write in the appropriate style and format.</p> <p>-to enable the learners to comprehend the difference between a formal and informal letter</p> <p>-to make them able to follow the appropriate style of writing</p> <p>-to be able to use appropriate vocabulary</p>	<p>the language and layout (indentation, the use of contracted verb forms, the use of phrasal verbs and idiomatic language, etc.) would be discussed.</p> <p>Topics would be given to practice on spot and accordingly be guided by the teacher.</p>	<p>-they would be able to use the appropriate language and layout</p> <p>-their writing skills would be enhanced</p> <p>- their evaluating skills would be developed.</p> <p>The students would develop their creative writing.</p>	<p>activity) with written script.</p> <p><b>(C2-C1):</b> 2 students</p> <p><b>(B2-B1):</b> 2 students</p> <p><b>(A2-A1):</b> 2 students</p>	<p>session</p> <p>Knowledge Centre</p>
<p><b>COURSE BOOK</b> <b>Laugh It Off</b></p>	<p>-to enhance their reading skills and appreciate the humour in the text.</p> <p>- to enable them to respond and demonstrate visual interest in familiar characters and objects linked to the text.</p>	<p>The prose and poem would be read aloud in the class. The lesson would be explained emphasizing on the values and need of the hour to protect our environment. The students would be taught the use of new words to enrich their vocabulary with the correct pronunciations, innovative styles and creative writing to express their views on saving nature's creations.</p>	<p>-the learners would unfold their logical thinking skills.</p> <p>- their vocabulary will be enriched</p> <p>-the learners would be able to appreciate the humour in the text.</p>	<p><b>(C2-C1)</b> Listen to the radio news and fill in the blanks.</p> <p><b>(B2-B1)</b> Frame a classified advertisement for a maid along the lines of 'Wanted : Help'</p>	<p>-PPT -FILM CLIPPINGS(A V) Audio-visual (presenting radio and tv news)</p>

	<p>- Identify the purpose of reading and the key ideas in the text; deduce the meaning of unfamiliar lexical items.</p> <p>-to sensitise students towards the need of others.</p>	<p><b>Vocabulary Enrichment:</b> precaution, contemplated, crevices, fortified, exasperated, concierge</p> <p>The learners apply the words in their presentations and discussions.</p>	<p>- the learners would be able to understand the needs of others.</p> <p>-the creative writing skills would be enhanced.</p>	<p><b>(A2-A1)</b> Plant a TV Talk to sensitise peers to the needs of others.</p>	<p>Student – Teacher Interactive session</p> <p>Knowledge Centre</p>
<b>August</b>					
<b>PROJECTED CONTENT</b>	<b>SPECIFIC OBJECTIVES</b>	<b>METHODOLOGY</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITIES &amp; ASSIGNMENTS (for differentiated learners)</b>	<b>RESOURCES</b>
<p><b>LITERATURE READER</b> <b>Prose – A Day’s Wait - by Ernest Hemmingway</b></p>	<p>- to involve the students in both intensive and extensive reading.</p> <p>-to enable the students comprehend the lesson and develop a literary sensitivity in the learner</p>	<p>Pre-reading activity would be the first step wherein the students would delve deep into the title of the text. The teacher would make an interpretation of the title as it indicates the subject and theme.</p> <p>The text would be read aloud with proper intonation and expression. Difficult terms and</p>	<p>The learners would develop an interest towards reading. Their interpretative skills would be enhanced. They would be able to critically examine the stereotypical</p>	<p><b>(C2-C1)</b> Complete the graphic organiser to bring out the internal conflict in Schatz’s mind.</p> <p><b>(B2-B1)</b> Present your views</p>	<p>- PPt of information about the author</p> <p>Student – Teacher Interactive session</p>

	<p>-to sharpen the learner's interpretative skills and inculcate an interest towards language and literature</p> <p>-to make the students aware of the theme and emotions.</p>	<p>words would be explained. Silent reading of the prose by the students within five minutes and listing the difficult terms.</p> <p>Questions and answers would be discussed.</p>	<p>mindset thus strengthening their logical thinking skills. Collaboration and communication skills would be enhanced.</p>	<p>in the class why Schatz did not discuss his fear with his father.</p> <p><b>(A2-A1)</b> Imagine yourself as Schatz and write a page in your diary to reflect what the child's thought and feeling were throughout the day.</p>	<p>Knowledge Centre</p>
<b>August</b>					
<b>PROJECTED CONTENT</b>	<b>SPECIFIC OBJECTIVES</b>	<b>METHODOLOGY</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITIES &amp; ASSIGNMENTS (for differentiated learners)</b>	<b>RESOURCES</b>
<p><b>Grammar</b></p> <p><b>Modals</b></p> <p><b>Phrase and Clauses</b></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>-to make the students differentiate between a phrase</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.</p> <p>List of modal verbs with their scenarios, rules and usage would be explained.</p> <p>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, phrases and clauses.</p> <p>Their grammar skills would be</p>	<p>Role plays using modals all kinds of phrase and clauses. (Group activity) for all range of learners.</p> <p>Worksheets for all range of learners.</p>	<p>-PPT</p> <p>-rule charts and tables</p> <p>-educomp module</p> <p>Student – Teacher Interactive session</p> <p>Knowledge Centre</p>

	<p>and a clause.</p> <p>-to enable the students to identify different kinds of phrases and clauses in the given sentences.</p>	<p>Phrases and Clauses to be explained using a PPT and by citing examples on the board followed by a worksheet to enhance their learning.</p>	<p>enhanced.</p> <p>The role play would strengthen their confidence and the clarity of thought.</p>		
<b>August</b>					
<b>PROJECTED CONTENT</b>	<b>SPECIFIC OBJECTIVES</b>	<b>METHODOLOGY</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITIES &amp; ASSIGNMENTS (for differentiated learners)</b>	<b>RESOURCES</b>
<b>COURSE BOOK Nature's Mysteries</b>	<p>-to enable the students to develop awareness about unusual pets.</p> <p>-to make them able to write description of an animal of their choice.</p> <p>-to enable them to convey ideas effectively.</p>	<p>The students will be encouraged to complete the poster, urging people to keep unusual pets.</p> <p>The text would be read loudly in the class with correct pronunciation, intonation and expression.</p> <p>Comprehension, Vocabulary and Grammar exercises would be discussed and done by way of a quiz.</p>	<p>-the students would develop their vocabulary skills.</p> <p>-their critical and logical skills would be enhanced.</p> <p>-The inferential and explorative skills would be developed.</p>	<p><b>(A1-A2) Pair Work -</b> Complete the Venn diagram to compare the two pets.</p> <p><b>B1-B2 Individual Work-</b> Describe a bird, an insect or animal you have found very interesting.</p> <p><b>C1-C2 Pair Work</b> Plan and enact an interview with a</p>	<p>Student – Teacher Interactive session</p> <p>Knowledge Centre</p>

	-to enhance their integrated skills of writing, speaking, Listening and Reading.	<p><b>Vocabulary :</b> Speckled, frayed, scarlet, pompon, fiesta, pantomime, sprightly, contemplating, hysterical, secluded, revolting</p> <p>Learners would use the given words in class discussions</p>		veterinary doctor.	
<b>August</b>					
<b>PROJECTED CONTENT</b>	<b>SPECIFIC OBJECTIVES</b>	<b>METHODOLOGY</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITIES &amp; ASSIGNMENTS (for differentiated learners)</b>	<b>RESOURCES</b>
<b>Writing Skills Message Writing</b>	<p>-to make them able to use the appropriate language and style</p> <p>-to make them able to express using fewer words and shorter sentences.</p> <p>-to enable the students to apply the correct format while writing a message.</p>	The purpose of message writing would be discussed. The format and style of writing a message would be taught with examples.	<p>-they would be adept in summarizing the details in a crisp way.</p> <p>- The formal writing skills would be enhanced.</p>	<p><b>Activity/Assignment: (C2-C1)</b>-to enact a short telephonic conversation</p> <p><b>(B2-B1)</b>- write the script for a short telephonic conversation.</p> <p><b>(A2-A1)</b> Write the script for a short telephonic conversation.</p>	<p><b>-Green Board</b></p> <p>- Educomp</p> <p>Student – Teacher Interactive session</p> <p>Knowledge</p>

<p><b>Long Reading Text: Six Tales of Shakespeare Comedies (Ch 1,2,3)</b></p>	<p>-to make the students comprehend why a message is written and the style and procedure.</p> <p>--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 comprehend the humour in the story</p>	<p>The background knowledge of the writer would be given. The theme and plot would be explained.</p> <p>Chapter abstracts would be discussed. Character and object descriptions would be made. The underlying humour would be discussed.</p>	<p>The learners will appreciate humour in the Shakespeare's Tales</p> <p>The learners will know about the places visited, the people encountered, the customs and cultures noted, the scenery observed—which make up the fabric of Shakespeare's work.</p> <p>The learners would develop their reading skills. They would develop an interest</p>	<p>Different topics for all range of learners. Message Writing for all range of learners.</p> <p>Reading sessions for all the range of learners.</p>	<p>Centre</p> <p>Movie Clippings of Shakespeare' Plays (AV)</p> <p>Student – Teacher Interactive session</p> <p>Knowledge Centre</p>
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SEPTEMBER	RECAPITULATION REVISION FOR SA1		towards language and literature.		
<b>TERM II</b>					
<b>OCTOBER</b>					
PROJECTED CONTENT	SPECIFIC OBJECTIVES	METHODOLOGY	LEARNING OUTCOMES	ACTIVITIES & ASSIGNMENTS (for differentiated learners)	RESOURCES
<b>LITERATURE READER</b> <b>Prose:</b> <b>The Hitchhiker by Alexander Baron</b>  <b>The Ransom of Red Chief – by William Sydney Porter</b>	-to involve the students in both intensive and extensive reading.  -to enable the students comprehend the lesson and develop a literary sensitivity in the learner  -to sharpen the learner’s interpretative skills and inculcate an interest towards language and literature	Pre-reading activity wherein the learners would try to interpret the title of the prose.  The lesson would be read aloud by the students paragraph wise and accordingly explained by the teacher. The difficult terms would be discussed dealing with the difficult areas of the language.  The teacher would involve the class in question and answer activity to test the students’ understanding . <b>Vocabulary Enrichment:</b> Despise, nick, broiled	The learners would develop an interest towards reading.  Their interpretative skills would be enhanced.  They would be able to critically examine the stereotypical mindset thus strengthening their logical thinking skills.  Collaboration and communication skills would be enhanced.	<b>(C2-C1) &amp; (B2-B1)</b> <b>Vocabulary Game :</b>  Replace the word with another correct word or a phrase.  <b>(A2-A1)</b> Narrate an episode in class wherein your close friend/relative ever been duped by someone.	Graphic Organiser  Student – Teacher Interactive session  Knowledge Centre

	-to make the students aware of the theme and emotions.	The learners apply the words in their discussions and interactions.			
<b>OCTOBER</b>					
<b>PROJECTED CONTENT</b>	<b>SPECIFIC OBJECTIVES</b>	<b>METHODOLOGY</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITIES &amp; ASSIGNMENTS (for differentiated learners)</b>	<b>RESOURCES</b>
<b>Grammar</b> <b>Verb Forms</b>	- to enable the learners to identify different types of verbs -to enable them to demonstrate correct usage of different verbs	The teacher would brainstorm the whole class to gauge the previous knowledge of the student and then a ppt will be shown to teach them different kinds of verbs. The teacher will cite examples on the board to enhance the learning of transitive, intransitive, finite and non-finite kind of verbs.	The learners would be able to identify the finite, non-finite, transitive and intransitive verbs in the given sentences. The learners would learn the correct usage of transitive, intransitive, finite and non-finite verbs.	Worksheets for all range of students <b>(C1-A1)</b>	Student – Teacher Interactive session  Knowledge Centre
<b>Writing Skills</b> <b>Notice Writing</b>	-to make them able to use the appropriate language and style -to make them able to express using fewer words and shorter sentences. -to enable the students to apply the correct format	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 students would be able to produce independent writing thus strengthening their thinking skills, creative & evaluative skills. The learners would be able to organize the information and form a notice.-they would be adept in summarizing the details in a crisp way. Their formal	Group Activity C2-C1 – 1 student B2-B1 – 1 student A2-A1 – 1 student  Notice Writing exercises Different topics for all range of learners.	format and the objectives of notice writing through Visual Representation - Educomp  Student – Teacher Interactive session



	while writing a notice.	The wide range of themes and objectives covered by notice would be discussed with examples.	writing skills would be enhanced.		Knowledge Centre
<b>OCTOBER</b>					
<b>PROJECTED CONTENT</b>	<b>SPECIFIC OBJECTIVES</b>	<b>METHODOLOGY</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITIES &amp; ASSIGNMENTS (for differentiated learners)</b>	<b>RESOURCES</b>
<b>COURSE BOOK</b> <b>A Slice of Life</b>	<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.</p> <p>-to guide them towards deep study and research</p> <p>-To guide the students present their ideas in an effective and innovative style.</p>	<p>The prose and the poetry would be read aloud.</p> <p>Difficult words would be discussed.</p> <p>Main idea of the text would be discussed with the students.</p> <p>Writing sections would be discussed and solved to apply them effectively in various situations.</p> <p><b>Vocabulary enrichment:</b> Attic, intuitively, advent, whammed, vermillion, tactic</p> <p>Learners would use the given words in class discussions.</p>	<p>The learners would unfold their logical thinking skills.</p> <p>- their vocabulary will be enriched</p> <p>-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><b>C2-C1</b>- Listen to Gandhi's views of education and fill in the blanks.</p> <p><b>B2-B1</b>-Share ten outrageous reasons why can't possibly read/write/study today.</p> <p><b>A2-A1</b>-Imagining yourself as Swami write to your friend describing the episode of Swami's defiance.</p>	<p>Audio Video of a speech by Gandhi on education</p> <p>Student – Teacher Interactive session</p> <p>Knowledge Centre</p>

NOVEMBER					
PROJECTED CONTENT	SPECIFIC OBJECTIVES	METHODOLOGY	LEARNING OUTCOMES	ACTIVITIES & ASSIGNMENTS (for differentiated learners)	RESOURCES
<p><b>Literature Reader</b>  <b>Poem : Past and Present by Thomas Hood</b></p>	<p>-to make the students grasp the theme of the poem</p> <p>-to develop their ability to appreciate poetry and cultivate interest</p> <p>-to enhance their reciting skills encouraging them to read aloud.</p> <p>-to develop a realistic view of life.</p> <p>- to appreciate the beauty of nature.</p>	<p>The session would begin with a video of a country side full of nature.</p> <p>The students would discuss about the place and why /why not they want to go there.</p> <p>The title of the poem would be open to the class to interpret. The background of the poet would be discussed.</p> <p>The poem would be read aloud with proper stress and intonation.</p> <p>Poetic devices and structure of the poem would be discussed.</p>	<p>The reading skills would be enhanced.</p> <p>The learners would be able to study nature to explore human problems and discover solutions.</p> <p>They would learn the outcomes of excessive consuming of sweets and candies.</p> <p>Their evaluating skills would be improved.</p>	<p>Critical analysis of the poem through presentations. (group activity)</p> <p><b>C2-C1</b> – 1 student  <b>B2-B1</b> – 1 student  <b>A2- A1</b> – 1 student</p> <p>The <b>A2-A1</b> student delivers the presentation</p> <p><b>B2- B1</b> student initiates the question round.</p> <p><b>C2- C1</b> student summarizes and concludes.</p>	<p>-audio-visual</p> <p>-educomp module</p> <p>Student – Teacher Interactive session</p> <p>Knowledge Centre</p>

NOVEMBER					
PROJECTED CONTENT	SPECIFIC OBJECTIVES	METHODOLOGY	LEARNING OUTCOMES	ACTIVITIES & ASSIGNMENTS (for differentiated learners)	RESOURCES
<b>GRAMMAR: Reported Speech</b>	<p>- to make the students able to change direct sentences into reported speech</p> <p>-produce reported sentences</p> <p>-Developing students speaking and writing skills.</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>-the learners would be able to identify the use of punctuations in direct speech and the changes followed in the indirect speech.</p> <p>-they would be able to spot the use of reporting verbs and the tense.</p> <p>-they would be able to transform dialogues and speech with various reporting verbs.</p> <p>-the analyzing skills would be enhanced.</p>	<p>1. Worksheets (individual activity) or all range of learners.</p> <p>2. Preparing script of pair conversation and exchanging among different pairs to convert into indirect speech. (pair activity)</p> <p><b>C2-C1 and B2-B1</b></p> <p><b>B2-B1 and A2- A1</b></p>	<p>Rule chart</p> <p>Educom modules</p> <p>Comic dialogues</p>
<b>Writing Skills</b>	-to support the students for	-pre-writing (brain storming) would be assigned to stimulate	The students would be able to produce	Group Activity	Audio-visual(great

<p><b>Speech Writing</b></p> <p><b>COURSE BOOK U-5 Crime and Mystery</b></p>	<p>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 students to read the prose and the poem and appreciate the main idea</p> <p>-to enable the students enhance their vocabulary</p> <p>- to sensitize them towards the role of detectives.</p>	<p>the students' creativity. The rules and process of evaluating, structuring and editing would be discussed in detail.</p> <p>Students would be involved in fast writing wherein topics would be announced and the students would be asked to write a paragraph about it.</p> <p>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 prose and poem would be read silently by the students. The teacher will use the questioning method to enhance the comprehension of the students.</p> <p>Comprehension, vocabulary and grammar exercise would be discussed and done using the quiz method.</p>	<p>independent writing thus strengthening their thinking skills, creative and evaluative skills.</p> <p>Their listening skills would be enhanced through peer discussions. They would be able to evaluate their own language as well as of others and improve through checking the errors.</p> <p>Organizational skills would be improved.</p> <p>Students would be able to appreciate the piece of writing and its main idea. Students would be able to use new words learnt from the lesson in class discussion. Students would be able to summarise the mystery.</p>	<p>C2-C1 – 1 student</p> <p>B2-B1 – 1 student</p> <p>A2-A1 – 1 student</p> <p>Speech Delivery for all range of learners.</p> <p><b>C2-C1</b>- Complete the web to summarise the mystery.</p> <p><b>B2-B1</b>-share your views with the class about your favourite mystery book/movie/TV programme</p> <p><b>A2-A1</b>-imagining yourself as Sherlock Holmes design a notice for a missing person for the newspaper.</p>	<p>speeches my eminent personalities)</p> <p>Student – Teacher Interactive session</p> <p>Knowledge Centre</p>
<p><b>DECEMBER</b></p>					
<p><b>PROJECTED CONTENT</b></p>	<p><b>SPECIFIC OBJECTIVES</b></p>	<p><b>METHODOLOGY</b></p>	<p><b>LEARNING OUTCOMES</b></p>	<p><b>ACTIVITIES &amp; ASSIGNMENTS</b></p>	<p><b>RESOURCES</b></p>

				(for differentiated learners)	
<p><b>Literature Reader</b>  <b>Poem : Lady Clare by Alfred Lord Tennyson</b></p>	<p>-to make the students grasp the theme of the poem</p> <p>-to develop their ability to appreciate poetry and cultivate interest</p> <p>-to enhance their reciting skills encouraging them to read aloud.</p> <p>-to develop a realistic view of life.</p> <p>- to appreciate the beauty of nature.</p>	<p>The session would begin with a video of the poem.</p> <p>The title of the poem would be open to the class to interpret. The background of the poet would be discussed.</p> <p>The poem would be read aloud with proper stress and intonation.</p> <p>Poetic devices and structure of the poem would be discussed.</p>	<p>The reading skills would be enhanced.</p> <p>The learners would be able to understand the gist of the poem.</p> <p>They would learn more about a ballad.</p> <p>Their evaluating skills would be improved.</p>	<p><b>C2-C1</b> – Fill the story board to complete the summary of the poem.</p> <p><b>B2-B1</b> – Give reasons why would you call this poem a ballad.</p> <p><b>A2- A1</b> – Write and enact this story as a drama.</p>	<p>-audio-visual</p> <p>-educomp module</p> <p>Student – Teacher Interactive session</p> <p>Knowledge Centre</p>
<b>DECEMBER</b>					
<b>PROJECTED CONTENT</b>	<b>SPECIFIC OBJECTIVES</b>	<b>METHODOLOGY</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITIES &amp; ASSIGNMENTS (for differentiated learners)</b>	<b>RESOURCES</b>

<b>GRAMMAR:</b> <b>Active</b> <b>Passive</b> <b>Voice</b>	-to enable the students to use Passive Voice appropriately and understand the changes that occur when transforming sentences from active to passive voice. -enable the students to comprehend the use of Passive while writing a newspaper report, news headlines and Notices.	Warm-up: The teacher writes two sentences on the board: 1. People speak Japanese in Japan. 2. Shakespeare wrote Romeo and Juliet. The students are asked to present another way to say the two sentences. The rules are derived (Inductive Method) The session would continue with a play delivering dialogues wherein the students would be asked to speak about the dialogues and the characters using passive voice (to test prior knowledge). 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. The usage of Passive voice in writing newspaper report, headlines and notices would be discussed.	The students would be able to identify and comprehend the use of active and passive voice. They would be able to convert active voice into passive and passive to active. The analysing skills would be improved. They would be able to express themselves and deliver information in a grammatically and mechanically correct form.	Role Play delivering dialogues in the passive. (group activity) C2-C1 – 2 students B2-B1 – 2 students A2-A1 – 2 students Worksheets for all range of learners.	-PPT -newspaper -rule chart -educomp module
<b>DECEMBER</b>					
<b>PROJECTED CONTENT</b>	<b>SPECIFIC OBJECTIVES</b>	<b>METHODOLOGY</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITIES &amp; ASSIGNMENTS (for differentiated learners)</b>	<b>RESOURCES</b>
<b>WRITING SKILLS</b>	-to enable the students to	The concept of diary writing would be discussed. The	The learners would be able to organise their		

<b>Article Writing</b>	<p>generate their thoughts and feelings and express in a convincing style</p> <ul style="list-style-type: none"> <li>-to generate their interests towards writing.</li> <li>-to enable the students to demonstrate, understanding of facts and ideas by organizing, comparing, interpreting, giving descriptions and stating main ideas.</li> <li>-to guide them to use language appropriately with a taste of creativity.</li> <li>-to make them able to present and defend opinions by making judgments about information.</li> </ul>	<p>importance of writing diary would be established. The rule, format and style would be taught and discussed with examples.</p> <p>The session would start with a pre-writing activity to create an interest towards writing. The teacher would define what an article is and discuss the purpose of article writing. The 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 focussed.</p>	<p>thoughts and express freely. They would develop an interest towards writing thus enhancing their writing skills. Their thinking skills would be enhanced.</p> <p>The students would develop an interest towards writing. Their planning and organizing techniques would be enhanced.</p> <p>They would be able to research on any subject and derive information from facts and present him in the form of a written piece. Their creative writing would be analysed. The interpreting and evaluative skills would be strengthened.</p>	<p><b>(C2-C1)</b> Article Writing on facts (based on research)</p> <p><b>(B2-B1)</b> Article Writing deriving ideas from interviews.</p> <p><b>(A2-A1)</b> Article Writing based on any Adventure(hints would be given)</p>	<ul style="list-style-type: none"> <li>- newspaper articles</li> <li>-magazine articles</li> <li>-written pieces on various subjects</li> <li>-displaying blogs of various writers</li> </ul>
<b>DECEMBER</b>					
<b>PROJECTED CONTENT</b>	<b>SPECIFIC OBJECTIVES</b>	<b>METHODOLOGY</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITIES &amp; ASSIGNMENTS (for differentiated learners)</b>	<b>RESOURCES</b>
<b>COURSE BOOK</b> <b>U6 :From</b>	-to inculcate in the students the interest of reading widely	Students would be introduced to the unit by way of a matching exercise wherein they are asked to match the genres of films with	The learners would unfold their logical thinking skills.	<b>C2-C1-</b> Listen to the interview of a famous actor and	Clippings of an interview of a famous actor (AV)

<b>Reel to Real</b>	<p>-to make the learners aware of multiplicity of human response and expose them to a range of themes and emotions.</p> <p>-to guide them towards deep study and research and present their ideas in an effective and innovative style.</p>	<p>the phrase that best describes it.</p> <p>The prose and the poetry would be read aloud. Difficult words would be discussed.</p> <p>Main idea of the text would be discussed with the students. Writing sections would be discussed and solved to apply them effectively in various situations.</p> <p><b>Vocabulary enrichment:</b> Distraction, obnoxious, engaging, enumerate, stimulus, askance doldrums, dubiously, inarticulate, excruciating, terminated</p> <p>Learners would use the given words in class discussions.</p>	<p>- their vocabulary will be enriched</p> <p>-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>answer the given questions.</p> <p><b>B2-B1-</b> Talk about movies, make your own movie riddles and make your peers try to guess the names of the movies.</p> <p><b>A2-A1-</b> Write a film review of a film that you have seen.</p>	<p>Student – Teacher Interactive session</p> <p>Knowledge Centre</p>
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**JANUARY**

<b>PROJECTED CONTENT</b>	<b>SPECIFIC OBJECTIVES</b>	<b>METHODOLOGY</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITIES &amp; ASSIGNMENTS (for differentiated learners)</b>	<b>RESOURCES</b>
<b>Literature Reader Drama : The Merchant of Venice</b>	<p>--to develop an interest among the students towards drama.</p> <p>- to inculcate in them the habit of reading .</p> <p>-to guide them in</p>	<p>The background knowledge of the author would be given. The theme and plot would be explained.</p> <p>Character and object descriptions would be made.</p>	<p>The learners would develop their reading and language skills.</p> <p>They would develop</p>	<p>Role play comprising all range</p>	<p>-PPT</p> <p>-audio- visual</p>



	<p>exploring the links between the students' own world, the world of the plays</p> <ul style="list-style-type: none"> <li>-to encourage learner autonomy and responsibility.</li> <li>-to ensure students have a defined work area.</li> <li>-to introduce and provide practice with key vocabulary.</li> <li>-to develop range of expression through movement and encourage collaboration.</li> </ul>	<p>Central idea of the play would be discussed.</p> <p>Elicit words beginning with C, e.g. communication, co-operation, creativity, content, collaboration.</p> <p>Structured approach would be applied. The play would be explained through Role Play. Explore through class interactions how metaphor, antithesis, imagery and other literary and dramatic conventions inform character, setting and action.</p> <p>Important scenes would be extracted. All possible questions would be discussed.</p>	<p>an interest towards language and literature.</p> <p>They would be able to stage and perform thus building their confidence.</p>	<p>of learners.</p>	<p>clippings</p> <p>Student – Teacher Interactive session</p> <p>Knowledge Centre</p>
<b>JANUARY</b>					
<b>PROJECTED CONTENT</b>	<b>SPECIFIC OBJECTIVES</b>	<b>METHODOLOGY</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITIES &amp; ASSIGNMENTS (for differentiated learners)</b>	<b>RESOURCES</b>

<b>Grammar Prepositions</b>	<p>-to enable the students state and understand the definition of preposition</p> <p>-identification and correct usage of prepositions</p> <p>-to be able to distinguish between prepositions of time and place.</p> <p>- to be able to use prepositions and prepositional phrases in sentences.</p>	<p>The session would start with a Preposition Song.</p> <p>The students would derive the definition of preposition. (Inductive learning).</p> <p>The learners would be made familiar with the rules that govern the use of prepositions in sentences.</p> <p>The students would be asked to use prepositions in various writing situations.</p> <p>Prepositions of time and location would be discussed with examples (video clips).</p> <p>The use of prepositional phrases would be demonstrated through oral presentations.</p> <p>Exercises and activities would follow up.</p>	<p>Students would be able to understand and apply the correct usage of prepositions.</p> <p>They would develop an eagerness to explore the language using prepositional phrases and present them through interesting activities.</p> <p>The creative thinking and team spirit would be strengthened.</p>	<p>Preparing preposition picture book students can also use animation artefact.</p> <p>(group activity)</p> <p><b>C2-C1</b> – 2 students</p> <p><b>B2-B1</b> – 2 students</p> <p><b>A2- A1</b> – 2 students</p>	<p>Animated actions of prepositions.</p> <p>(visual)</p> <p>-educomp module</p> <p>Student – Teacher Interactive session</p> <p>Knowledge Centre</p>
<b>JANUARY</b>					
<b>PROJECTED CONTENT</b>	<b>SPECIFIC OBJECTIVES</b>	<b>METHODOLOGY</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITIES &amp; ASSIGNMENTS (for differentiated learners)</b>	<b>RESOURCES</b>
<b>Long Reading</b>	--to develop an interest among the	The background knowledge of	The learners will	Reading sessions for all the range of	Movie Clippings

<p><b>Text:</b> <b>Six Tales of Shakespeare Tragedies (Ch 4,5,6)</b></p>	<p>students towards reading Novel.</p> <ul style="list-style-type: none"> <li>- to inculcate in them the habit of reading.</li> <li>- to be able to comprehend the climax.</li> </ul>	<p>the writer would be given. The theme and plot would be explained.</p> <p>Chapter abstracts would be discussed. Character and object descriptions would be made. The underlying humour would be discussed.</p>	<p>appreciate climax in the Shakespeare's tragic tales.</p> <p>The learners will know about the places visited, the people encountered, the customs and cultures noted, the scenery observed— which make up the fabric of Shakespeare's work.</p> <p>The learners would develop their reading skills. They would develop an interest towards language and literature.</p>	<p>learners.</p>	<p>of Shakespeare's Plays (AV)</p> <p>Student – Teacher Interactive session</p> <p>Knowledge Centre</p>
<p><b>FEBRUARY</b></p>					
<p><b>REVISION FOR SA 2</b></p>					