



Venkateshwar International School

Sector-18, Dwarka, New Delhi-78

SYLLABUS PLANNING (2015-2016)

ENGLISH - IX

PRESCRIBED BOOKS

1. Interact in English (Main Course Book)
2. Interact in English (Literature Reader)
3. Interact in English (Workbook)
4. Three Men in a Boat by Jerome K. Jerome (Novel)

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.

OPEN TEXT BASED ASSESSMENT (OTBA) would be a practice to assess the analytical and theoretical skills.

TERM I & II

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>LITERATURE READER :</p> <p>L 1: How I Taught My Grandmother To Read by Sudha Murty</p>	<p><i>-make the students identify the genre to which the story belongs.</i></p> <p><i>-to understand the techniques used by the author</i></p> <p><i>-express the theme of the story</i></p> <p><i>- to provide a synopsis of the story</i></p> <p><i>- to enhance vocabulary</i></p> <p><i>-to strengthen family bonds</i></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>Enriching Vocabulary: amiable, tender, gentle, sympathetic, diligent, concerned, enthusiastic, and prudent.</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>Questions would be discussed and assigned to the students.</p>	<p>-The learners would develop their sensitivity towards grandparent.</p> <p>-They would gain will power and inspiration from the main character. -They would develop their optimistic attitude towards life amidst many struggles.</p>	<p>(C2-C1)</p> <p>Group discussion on “Bringing about a change in the lives of the Old people”</p> <p>(B2-B1)</p> <p>Group Discussion on “Awareness on the importance of Adult Education”</p> <p>(A2-A1)</p> <p>Group Discussion on “Importance of Education”</p>	<p>PPT presenting the background of the author and the synopsis of the story.</p> <p>Student –Teacher Interactive session</p>

<p>Poetry:</p> <p>P 1: The Brook by Alfred Lord Tennyson</p>	<p><i>-to encourage the students to appreciate poetry and read aloud with proper intonation</i></p> <p><i>-to prepare the students for poetic forms and adept them with the figures of speech, rhyme and rhythm</i></p> <p><i>-to develop the ability of appreciation of ideas and criticizing the thinking.</i></p> <p><i>-cultivate interest in poetry</i></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>They would compare human life with other non-human objects. The background of the poet would be discussed. 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. The poem would be explained covering the phrases, sentences and discourse as well as their structuring.</p> <p>A comparative study with Shakespeare's 'The Seven ages' would be brought out. Silent reading of the poem by the students within five minutes and listing the difficult terms. The figure of speech and rhyme scheme would be discussed.</p> <p>WORD JOURNEY: names of other water bodies such as lake, spring, ocean, pool, river, rivulet. Stress on Sound and Movement words used in the poem.</p> <p>Special note on Onomatopoeia.</p>	<p>- the students would be able to grasp the theme and meaning of the poem. They would be able to read the poem with proper tone and rhyme and develop an interest in poetry. Their critical thinking skills would be enhanced.</p> <p>Their vocabulary would be strengthened.</p>	<p>Class Activities:</p> <p>(C2-C1)</p> <p>Pair work on the parallelism of the Brook and Man.</p> <p>(B2-B1)</p> <p>Web chart with different sound and movement words and their use in different context in the poem.</p> <p>(A2-A1)</p> <p>Web Chart with different sound & movement sounds used in the poem.</p> <p>Assignments:</p> <p>(C2-C1)</p> <p>Analysis of the Poem.</p> <p>(B2-B1)</p> <p>Comparison of different water bodies with the brook.</p> <p>(A2-A1)</p> <p>MCQs & Gap filling.</p>	<p>Audio-Visual (visual representation of the poem)</p> <p>PPT (comparison of The brook with Shakespeare's the Seven ages)</p>
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<p>WORKBOOK (GRAMMAR):</p> <p>Determiners</p>	<p>-to 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>- the session would be started with an audio-visual song of 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 learners would be able to identify determiners and use them appropriately.</p> <p>The comprehending skills would be improved.</p> <p>Sentence construction skills would be strengthened</p>	<p>1. Worksheets for all range of learners. (C1-A1)</p> <p>2. Articles Grammar Auction (Group Activity for all range of learners)</p> <p>3. Shopping list game.</p>	<p>-Picture study</p> <p>-Audio- visual</p> <p>-PPT</p> <p>-Determiners Rule Chart</p> <p>-Educomp Module</p>
<p>COURSE BOOK:</p> <p>People, Adventure</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.</p> <p><i>-to lead the students to explore the world and find out the existing truths</i></p> <p><i>-to guide them towards deep study and research and present their ideas in an effective and innovative style.</i></p>	<p>The session would begin with an interaction on Your Dream Adventure.</p> <p>The prose and the poetry would be read aloud. Difficult words would be discussed. The factual evidences of Adventures would be extracted, explained and the class would be divided into groups for discussions, critical examinations and research work.</p> <p>Writing sections would be discussed and solved to apply them effectively in various situations.</p> <p>Vocabulary enrichment:</p> <p>Words related to Adventure would be stressed such as- Navigator, skirting, Parachute, Transmit, aviator, abandoned, raft.</p> <p>Learners would use the given words in class discussions on Adventures and in their research work.</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>Group activity</p> <p><i>Formation of Groups(3 students in one team)comprising-</i></p> <p>C2-C1- one student</p> <p>B2-B1-one student</p> <p>A2-A1-one student</p> <p>Activity: Research work on the thrilling adventures of the world through Power point Presentations.</p>	<p>Videos and Images representing stories of the amazing adventures of the world.(AV)</p> <p>Projects through PPT</p> <p>Pictures (smart board)</p>

<p>WRITING SKILLS</p> <p>Email Writing</p> <p>Notice Writing</p>	<p><i>to make the students techno- friendly</i></p> <p><i>-to adopt the appropriate culture of E-Mail writing and sending</i></p> <p><i>-to make them able to use the appropriate language and style</i></p> <p><i>-to make them able to express using fewer words and shorter sentences.</i></p> <p><i>-to enable the students to apply the correct format while writing a notice.</i></p> <p><i>-to make the students comprehend why a notice is written and the style and procedure.</i></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 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 and objectives covered by notice would be discussed with examples.</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>The learners would be able to organize the information intellectually and form a notice.</p> <p>-they would be adept in summarizing the details in a crisp way.</p> <p>- The formal writing skills would be enhanced.</p>	<p>Activity/Assignment:</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 friend (Informal)</p> <p>Notice Writing exercises</p> <p>Different topics for all range of learners.</p>	<p>-Green Board</p> <p>-PPT showing effective E-Mail writings(formal & informal)</p> <p>- format and the objectives of notice writing through Visual Representation</p> <p>- Educomp module</p>
<p>MAY</p>					
<p><i>LITERATURE READER</i></p>	<p><i>-to teach a foundation vocabulary for poem</i></p>	<p>The title of the poem would be open to the class to interpret.</p> <p>Pre- reading Activity:</p>	<p>- the students would be able to grasp the</p>	<p>Group Activity: (six members) comprising</p>	<p>Audio visual (reciting the poem with animated</p>

<p><i>POETRY: The Road Not Taken by Robert Frost</i></p>	<p><i>study</i></p> <p><i>-to encourage students to appreciate poetry and develop the ability of reading with proper stress and intonation</i></p> <p><i>-to prepare the students for poetic forms and adept them with the figures of speech, rhyme and rhythm</i></p> <p><i>-cultivate interest in poetry</i></p> <p><i>-to develop the ability of appreciation of ideas and critical thinking.</i></p>	<p>Learners discuss the choices and decisions they would make in the next few years.</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>Word Journey:</p> <p>Words related to choices and aims of life would be emphasized such as- Determination, Will Power, Dilemmas, track, risk, Foresee, trail.</p> <p>The learners would apply the given words while discussing their aims and decisions of their lives in class interactive session.</p>	<p>theme and meaning of the poem. They would be able to read the poem with proper tone and rhyme and develop an interest in poetry. Their critical and creative thinking skills would be enhanced. They would be able to derive the moral values.</p> <p>Their vocabulary would be enriched.</p>	<p>(for all range of learners)</p> <p>(C2-C1)- 2 students</p> <p>(B2-B1)-2 students</p> <p>(A2-A1)- 2 students</p> <p>Activity:</p> <p>Write a script and present a skit demonstrating decision making and conflict resolution.</p>	<p>versions)</p>
<p>WORKBOOK</p> <p>Grammar:</p> <p>Verb Forms</p>	<p><i>-to enable the learners to identify different types of verbs</i></p> <p><i>-to enable them to demonstrate correct usage of different verbs.</i></p>	<p>The session would start with the pre-activity- speaking about their “daily routine”. Inductive method would be applied. The learners would be first taught the difference between the types of verbs and tenses and the connection between the two. The</p>	<p>The learners would develop their reasoning skills. They would be able to identify verbs in the sentences and extract the differences.</p>	<p>Worksheets for all range of students</p> <p>(C1-A1)</p>	<p>PPT</p> <p>Picture description (Visual)</p> <p>Educomp modules</p>

	<p><i>-to make the students speak and write sentences using the correct tense</i></p> <p><i>-to make them able to identify and use all kinds of tenses according to the situations</i></p> <p><i>-to enable them to express themselves grammatically correct and appropriate way.</i></p>	<p>concept of 'be' verb and main verb would be discussed. All types of tenses would be discussed with the rules and formulae with examples. Learners would participate in communicative written and oral practice.</p>	<p>The understanding and analyzing skills would be strengthened.</p>		
<p>WRITING SKILLS</p> <p>Diary Entry</p>	<p><i>-to enable the students to generate their thoughts and feelings and express in a convincing style</i></p> <p><i>-to generate their interests towards writing.</i></p> <p><i>-to guide them to use language appropriately with a taste of creativity.</i></p> <p><i>-to make them able to present and defend opinions by making</i></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 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>Diary Entry exercises: topics for all range of Learners - (C1-A1).</p>	<p>-diary of Anne Frank as a glimpse.</p>

	<i>judgments about information, validity of ideas or quality of work based on a set of criteria.</i>				
JULY					
LITERATURE READER PROSE: A Dog Named Duke by William D.Ellis	<p><i>-to guide the students to relate the characteristics of literature to larger cultural and human values</i></p> <p><i>-identify the techniques used by the writer</i></p> <p><i>-to comprehend the theme and provide details of the personality of the character</i></p>	<p>The title of the lesson would be opened to the class for interpretation. Learners would participate in the class interaction putting forth their views on the qualities of a dog and how helpful a pet can be. The background knowledge of the author would be given. The prose would be explained. Difficult words would be listed and explained. The moral of the story would be discussed. Vocabulary Enrichment: rampageous, blonde, grin, taut, bellow, rambunctiousness, shimmied. The learners would use these words in describing their pets or the pet they dream to keep. Questions would be discussed and assigned to the students to solve.</p>	<p>The students would be able to effectively provide a synopsis of the story. They will be able to analyze the values and thought process of the story. Positive values and attitudes would be inculcated in the students. They would be able to appreciate the language, content and style of the prose. Vocabulary would be enriched.</p>	<p>(C2-C1) An Article on, 'Coping With loss' (250 words)</p> <p>(B2-B1) Write a note on the Relationship of Chuck and Duke.(200 words)</p> <p>(A2-A1) Describe the qualities that Charles Hooper displayed during his struggle for survival.(150 words)</p>	PPT(audio-visual)

<p>COURSE BOOK ENVIRONMENT</p>	<p>- To guide the students enhance their critical reading and analytical skills so that they can demonstrate research skills integrating their own ideas with those of others</p> <p>-to enhance their reading skills</p> <p>- to enable them to respond and demonstrate visual interest in familiar characters and objects linked to the text.</p> <p>- Identify the purpose of reading and the key ideas in the text; deduce the meaning of unfamiliar lexical items.</p> <p>-to make them realize the upcoming danger of killing wildlife and the need to raise an alarm against it.</p>	<p>The prose 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. Brainstorming for research work would be a step.</p> <p>Vocabulary Enrichment: mortality, vulnerable, plummeting, aggregation, ranged, confined, poached. The learners apply the words in their presentations and 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>(C2-C1)</p> <p>Seminar presentation on ‘Environmental Issues – What India can do?’</p> <p>(B2-B1)</p> <p>Sharing Opinion on ‘Animal behind Bars’</p> <p>(A2-A1)</p> <p>Slogan writing on ‘Save Tiger’ & ‘Conservation of Animal Species in India’</p>	<p>-PPT</p> <p>-FILM CLIPPINGS(AV)</p> <p>Audio-visual (presenting real stories of poaching and threat to wildlife)</p> <p>-short videos presenting various encounters between man and animal</p>
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<p>WORKBOOK</p> <p>GRAMMAR</p> <p>Future Time Reference</p>	<p><i>-to help students talk about the future</i></p> <p><i>- to review 4 ways to talk about the future</i></p> <p><i>-to help students choose the most appropriate future tense.</i></p> <p><i>- to develop students' communication skills</i></p>	<p>Pre-reading Activity(for all range of learners)- Inductive Learning</p> <p>The learners would speak freely about different aspects of their future life. (JAM). Catching statements would be written on the board. The teacher would guide them to derive the definition and rules.</p> <p>A simple diagram on the board would be drawn representing the four main forms of the future thus: Present Simple, Going to + infinitive, Present Continuous, Will + infinitive</p> <p>Rules and Functions would be discussed with examples.</p> <p>Personal arrangements, Predictions (with the evidence) Predictions (based on no evidence) General future intentions, Decisions, Promises, Offers and refusals would be practiced using the Future tense.</p>	<p>-the cognitive skills would be developed.</p> <p>-the learners would be able to construct sentences and speaking referring to future time confidently.</p> <p>-their communication skills would be enhanced.</p>	<p>Open Discussion(Pair Work)</p> <p>(C2-C1)</p> <p>Your predictions for the planet for 2020.</p> <p>(B2-B1)</p> <p>Your intentions for the rest of the year.</p> <p>(A2-A1)</p> <p>Your Planning for this evening.</p> <p>Worksheets for all range of Learners .</p>	<p>-Diagrams</p> <p>-Rule Charts</p> <p>-Educomp module</p> <p>-Pictures for demonstrating future time Reference</p> <p>Fun scenes referring to future tense</p>
<p>WRITING SKILLS</p> <p>Letter Writing</p>	<p><i>-to be able to demonstrate planning skills for writing for a specific purpose, audience and context.</i></p> <p><i>-to be able to write in the appropriate style and format.</i></p>	<p>The teacher would make the students brainstorm on the differences between formal and informal letters.</p> <p>The format would be displayed and discussed. The differences in the language and layout (indentation, the use of contracted verb forms, the use</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</p>	<p>Letter Writing (Formal & Informal) for all range of Learners (C2-A1)</p>	<p>-sample Letters</p>

	<p><i>-to enable the learners to comprehend the difference between a formal and informal letter</i></p> <p><i>-to make them able to follow the appropriate style of writing</i></p> <p><i>-to be able to use appropriate vocabulary</i></p>	<p>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>language and layout</p> <p>-their writing skills would be enhanced</p> <p>- their evaluating skills would be developed.</p> <p>-they would develop their creative writing.</p>		
<p>Long Reading Text:</p> <p>Three Men In A Boat</p> <p>(Ch 1 – 5)</p>	<p><i>--to develop an interest among the students towards reading Novel.</i></p> <p><i>- to inculcate in them the habit of reading,</i></p> <p><i>- to be able to comprehend the humour in the story.</i></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 the journey of three friends while enhancing their vocabulary on boating and allied sports.</p> <p>-the learners would develop their reading skills. They would develop an interest towards language and literature.</p>	<p>Reading sessions for all range of learners.</p>	<p>Movie clippings (Three Men In a Boat)</p>

AUGUST					
LITERATURE READER POETRY: Solitary Reaper by William Wordsworth Lord Ullin's Daughter by Thomas Campbell	<i>-to teach a foundation vocabulary for poem study</i> <i>-to encourage students to appreciate poetry and develop the ability of reading with proper stress and intonation</i> <i>-to prepare the students for poetic forms and adept them with the figures of speech, rhyme and rhythm</i> <i>-cultivate interest in poetry</i> <i>- to develop the ability of appreciation of ideas and criticizing the thinking.</i>	Pre-reading activity would be the first step wherein the students would delve deep into the title of the poem. The teacher would make an interpretation of the title as it indicates the subject and theme. The knowledge background of the poet would be given. The poem would be read aloud with proper intonation rhyme and rhythm. Difficult terms and words would be explained so that the students can predict the atmosphere of the world inside the poem. The poem would be explained covering the phrases, sentences and discourse as well as their structuring. Silent reading of the poem by the students within five minutes and listing the difficult terms. The figure of speech and rhyme scheme would be discussed. Questions and answers would be discussed.	- the students would be able to grasp the theme and meaning of the poem. -They would be able to read the poem with proper tone and rhyme and develop an interest in poetry. -Their critical and creative thinking skills would be enhanced. -They would be able to comprehend the tragedy of the poems.	(C2-C1) Presentation on the comparative analysis of Wordsworth's Solitary Reaper and Campbell's Lord Ullin's Daughter. (B2-B1) Melancholic scenes of the poems 'Solitary Reaper' and 'Lord Ullin's Daughter'. (A2-A1) Summary of the poems.	- Audio-visual (the narration and animation of the poems.
Drama :	<i>--to develop an</i>	The background knowledge of the	The learners would	Role play comprising all	-PPT

<p>Villa For Sale</p>	<p><i>interest among the students towards drama.</i></p> <p><i>- to inculcate in them the habit of reading</i></p> <p><i>-To guide them in exploring the links between the students' own world, the world of the plays</i></p> <p><i>-to make them aware of the double-dealing in the modern society.</i></p> <p><i>-to encourage learner autonomy and responsibility. To ensure students have a defined work area.</i></p> <p><i>-to introduce and provide practice with key vocabulary. To develop range of expression through movement and encourage collaboration / cooperation.</i></p>	<p>author would be given. The theme and plot would be explained.</p> <p>Character and object descriptions would be made. 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>develop their reading and language skills. They would develop an interest towards language and literature. They would be able to stage and perform thus building their confidence.</p>	<p>range of learners.</p>	<p>-audio- visual clippings</p>
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<p>COURSE BOOK</p> <p>VIDEO AND RADIO SHOW</p>	<p><i>-to enable the students to plan, organise and present ideas.</i></p> <p><i>-to make them able to write scripts using appropriate style and format.</i></p> <p><i>-to enable them to convey ideas effectively.</i></p> <p><i>-to enhance their integrated skills of writing, speaking, Listening and Reading.</i></p>	<p>The students would be made to hear a local radio programme. It would be followed by discussions of the information delivered (class interaction).</p> <p>The format, technique and style of writing a script would be taught.</p> <p>A video show would be shown. Difference between a radio and video show would be drawn.</p>	<p>The learners would be able to write a script and produce radio and video shows.</p> <p>They would enhance their presentation skills and convey information with entertainment.</p> <p>Their speaking skills would be enhanced and would learn the style of modulation of voice.</p> <p>Their integrated skills would be enhanced.</p>	<p>Producing a video/ radio programme</p> <p>Team of six comprising-</p> <p>(C2-C1)- 2 students</p> <p>(B2-B1)- 2 students</p> <p>(A2-A1) – 2 students</p>	<p>Audio(radio programme)</p> <p>Visual(video show)</p>
<p>WORKBOOK</p> <p>GRAMMAR:</p> <p>Modals</p>	<p><i>--to make the students familiar with the modals and the usage.</i></p> <p><i>-to enable them to differentiate among modals and use them correctly</i></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 scenarios, 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 clarity of thought.</p>	<p>-Role plays using modals. (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>WRITING SKILLS</p> <p>Story Writing</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>-pre-writing (brain storming) would be assigned to stimulate the students' creativity. The rules and process of evaluating, structuring and editing would be discussed in detail. 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 students would be able to produce 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>Story framing with animated pictures (group activity)</p> <p>C2-C1 – 1 student</p> <p>B2-B1 – 1 student</p> <p>A2-A1 – 1 student</p>	<p>Glimpses of stories by famous writers and stories of the prescribed Literature Reader.</p>
<p>Long Reading Text:</p> <p>Three Men In a Boat</p> <p>Ch 6 – 10</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</p>	<p>Chapter abstracts would be discussed. Character and object descriptions would be made. The underlying humour would be discussed.</p> <p>Character sketches would be drawn.</p> <p>All possible questions would be</p>	<p>The learners will appreciate the journey of three friends while enhancing their vocabulary on boating and allied sports.</p> <p>The learners would</p>	<p>Summarization of the chapters of the novel(group activity) comprising-</p> <p>C2-C1 – 1 student</p> <p>B2- B1 – 1 student</p>	<p>-PPT</p> <p>- audio-visual(movie clippings)</p>

	<i>comprehend the humour in the story.</i>	discussed.	develop their reading skills. They would develop an interest towards language and literature.	A2-A2 – 1 student	
SEPTEMBER					
RECAPITULATION					
REVISION FOR SA 1					
TERM II					
OCTOBER					
LITERATURE READER Prose: The Man Who Knew too Much by Alexander Baron	<i>-to involve the students in both intensive and extensive reading.</i> <i>-to enable the students comprehend the lesson and develop a literary sensitivity in the learner</i> <i>-to sharpen the</i>	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.	The learners would develop an interest towards reading. Their interpretative skills would be enhanced. They would be able to critically examine the stereotypical high headed mindset thus strengthening their logical thinking skills.	(C2-C1) & (B2-B1) Debate on 'Private Quelch knew too much, so he was unable to win the admiration of his superior officers and colleagues'. (A2-A1) Speech Delivery	-reviews of the story -summary through visual clippings.

	<p><i>learner's interpretative skills and inculcate an interest towards language and literature</i></p> <p><i>-to make the students aware of the theme and emotions.</i></p>	<p>Vocabulary Enrichment:</p> <p>Commission, stripe, condescending, sprawling, trifled, unabashed, cowed</p> <p>The learners apply the words in their discussions and interactions.</p>	<p>Collaboration and communication skills would be enhanced.</p>	<p>High Ambitions and Consequences</p>	
<p>:LITERATURE READER</p> <p>Prose:</p> <p>Keeping It from Harold by P.G. Wodehouse</p>	<p><i>-to sensitize the learners to family bonding and values.</i></p> <p><i>- to make them self-dependent in carrying out their duties.</i></p> <p><i>- To encourage students to use different expressions to express themselves.</i></p> <p><i>-To encourage students to respond personally to a given topic.</i></p> <p>-</p>	<p>The teacher would brainstorm the whole class to extract ideas on the feelings of experienced by children when they are bullied. Students would compile the inputs in the form of a diary entry. Three Diary entries would be read out while others would comment with valid reasons.</p> <p>The best entry would be displayed on the class soft board.</p> <p>The relevance of the activity to the theme of the story would be discussed.</p> <p>The title of the lesson would be opened to the class for interpretation.</p>	<p>The learners will be able to stimulate language development and increase the students' ability to write spontaneously. They would be able to respond to a personal dilemma.</p> <p>Their vocabulary would be enriched.</p>	<p>Word Game through Worksheets(Pair work)</p> <p>Deduce meanings of the encircled words and relate it to the story.</p> <p>Pairs of -</p> <p>(C2-C1)and (B2-B1)</p> <p>(B2-B1) and (A2-A1)</p>	<p>Word-web</p> <p>Educomp Module</p>

		<p>The background knowledge of the author would be given. The prose would be explained. Difficult words would be listed and explained. The moral of the story would be discussed.</p> <p>Vocabulary Enrichment: Prodigy, evasions, philanthropists, furtive.</p>			
<p>Literature reader</p> <p>Poetry:</p> <p>The Seven ages by William Shakespeare</p>	<p><i>to encourage the students to appreciate poetry and read aloud with proper intonation</i></p> <p><i>-to prepare the students for poetic forms and adept them with the figures of speech, rhyme and rhythm</i></p> <p><i>-to develop the ability of appreciation of ideas and criticizing the thinking.</i></p> <p><i>-cultivate interest in poetry</i></p>	<p>Pre-reading activity would be the first step wherein the students would delve deep into the title of the poem. The teacher would make an interpretation of the title as it indicates the subject and theme. The students would bring out a comparison of the poem with ‘The Brook’ read in term 1.</p> <p>The background of the poet would be discussed. The poem would be read aloud with proper intonation rhyme and rhythm. Difficult terms and words would be explained so that the students can predict the atmosphere of the world inside the poem. The poem would be explained covering the phrases, sentences and discourse as well as their structuring. Silent reading of the poem by the students</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 analytical and critical thinking skills would be enhanced.</p>	<p>A comparative study of the poems, The Brook and The Seven Ages through Power Point Presentation.</p> <p>Group Activity</p> <p>3 members in one team comprising-</p> <p>C2-C1 – 1 student</p> <p>B2-B1 – 1 student</p> <p>A2- A1 – 1 student</p>	<p>PPT</p> <p>Animated version of the poem (audio-visual)</p>

		within five minutes and listing the difficult terms. The figure of speech and rhyme scheme would be discussed.			
COURSEBOOK Mystery	<p><i>-to lead the students to explore the world and find out the existing truths</i></p> <p><i>-to guide them towards deep study and research and present their ideas in an effective and innovative style.</i></p>	<p>The session would start with a video showing amazing mysteries of the world. The learners would try to grasp the concept and discuss the underlying mysteries. (Teacher-student interaction)</p> <p>The mysteries would be read aloud. The factual evidences would be extracted, explained from the lesson and the class would be divided into groups for discussions, critical examinations and research work.</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>A Study on the Mysteries of the world through Power Point Presentation.</p> <p>Group Activity</p> <p>6 members in one team comprising-</p> <p>C2-C1 – 2 student</p> <p>B2-B1 – 2 student</p> <p>A2- A1 – 2 student</p>	<p>-PPT</p> <p>- videos(audio-visual)</p>
WORKBOOK GRAMMAR: Connectors	<p><i>-to define and explain the purpose of conjunctions.</i></p> <p><i>-to provide examples of conjunction use</i></p> <p><i>- Understand and</i></p>	<p>The session would start with an audio-visual song on connectors. Students would give 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</p>	<p>Learners will be able to understand the use of sentence connectors. They would be able to differentiate the sentence connectors 'and' and 'but' in</p>	<p>Worksheets for all range of learners. Skimming and scanning of articles.(Pair work)</p> <p>Pair of-</p> <p>C2-C1 and B2-B1</p> <p>B2-BA2 and A2-A1</p>	<p>Audio-visual(songs)</p> <p>PPT</p> <p>Educomp Module</p>

	<p><i>apply the use of sentence connectors in context.</i></p> <p><i>- Apply knowledge of grammatical rules at word and phrase levels.</i></p>	<p>pieces or articles and they would find out the connectors and explain the usage. (Inductive Learning).</p>	<p>different sentences. They will be able to identify sentence connectors and use it effectively in their writing</p>		
NOVEMBER					
<p>Literature Reader</p> <p>Prose:</p> <p>Best Seller by O. Henry</p>	<p><i>-make the students identify the genre to which the story belongs.</i></p> <p><i>-to understand the techniques used by the author</i></p> <p><i>-express the theme of the story</i></p> <p><i>- to provide a synopsis of the story</i></p> <p><i>-To demonstrate reading and reviewing strategies for comprehension and</i></p>	<p>The session would begin with an interactive session wherein the students would answer the following questions:</p> <ol style="list-style-type: none"> 1. Name the latest book that you read? 2. Who was the author? 3. Who were the main characters? 4. How long did you take to complete reading it? 5. Why would/wouldn't you recommend it? <p>The title of the lesson would be</p>	<p>The students would be able to effectively provide a synopsis of the story. They will be able to analyze the values and thought process of the story. Positive values and attitudes would be inculcated in the students. They would be able to appreciate the language, content and style of the prose.</p>	<p>Students are divided into groups of 6 (comprising all range of learners).</p> <p>They are asked to brainstorm within their groups and answer the following questions:</p> <ol style="list-style-type: none"> a. What is a bestseller? What makes it so? b. What does the bestseller refer to in the text? c. How is John A Pescud a living example of a 	-Educomp Module

	<p><i>appreciation.</i></p> <p><i>To recognize character's/narrator's viewpoint.</i></p>	<p>opened to the class for interpretation. The background knowledge of the author would be given. The lesson would be read aloud. The story would be explained. Difficult words would be listed and explained. . The teacher would involve the class in question and answer activity to test the students' understanding.</p> <p>WORD JOURNEY: Profitably well-filled, dotted veils, veered, alias, clamdiggers, aristocracy, frazzled, garnet, ragged.</p> <p>The students would apply the terms and words during the class discussion.</p>		<p>bestseller himself? How is this ironical?</p> <p>d. Are all of us like bestsellers in one way or the other?</p> <p>The students note down all the relevant points and use their inputs in writing the paragraph.</p> <p>Group leaders read out the paragraphs.</p> <p>Doubts if any are ironed out by the teacher.</p>	
<p>Literature Reader</p> <p>Poetry:</p> <p>Oh, I Wished I'd Looked After Me Teeth by Pam Ayres</p>	<p><i>-to make the students grasp the theme of the poem</i></p> <p><i>-to develop their ability to appreciate poetry and cultivate interest</i></p> <p><i>-to enhance their</i></p>	<p>The session would begin with a video on the effects of eating too excessive sweets.</p> <p>The students would discuss about the dental problems caused by excessive eating of chocolates and candies and share their experiences.</p> <p>The title of the poem would be open</p>	<p>The reading skills would be enhanced. The learners would be able to study nature to explore human problems and discover solutions.</p> <p>They would learn the</p>	<p>Critical analysis of the poem through presentations (group activity) comprising-</p> <p>C2-C1 – 1 student</p> <p>B2-B1 – 1 student</p>	<p>-audio-visual</p> <p>-educomp module</p>

	<p><i>reciting skills encouraging them to read aloud.</i></p> <p><i>-to develop a realistic view of life.</i></p>	<p>to the class to interpret.</p> <p>The background of the poet would be discussed.</p> <p>The poem would be read aloud with proper stress and intonation. Poetic devices and structure of the poem would be discussed.</p>	<p>outcomes of excessive consuming of sweets and candies.</p> <p>Their evaluating skills would be improved.</p>	<p>A2- A1 – 1 student</p> <p>The A2-A1 student delivers the presentation.</p> <p>B2- B1 student initiates the question round.</p> <p>C2- C1 student summarizes and concludes.</p>	
<p>Literature Reader</p> <p>Poetry: Song Of The Rain by Kahlil Gibran</p>	<p><i>-to encourage the students to appreciate poetry and read aloud with proper intonation</i></p> <p><i>-to prepare the students for poetic forms and adept them with the figures of speech, rhyme and rhythm</i></p> <p><i>-to develop the ability</i></p>	<p>-pre-reading activity would be the first step wherein the students would delve deep into the title of the poem. The teacher would make an interpretation of the title as it indicates the subject and theme. The background of the poet would be discussed. The poem would be read aloud with proper intonation rhyme and rhythm. Difficult terms and words would be explained so that the students can predict the atmosphere of the world inside the poem. The</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 and creative thinking skills</p>	<p>An analysis of the poem drawing out the values you learn.</p> <p>(Individual activity)</p> <p>For all range of learners to note the improvement in the students of all learners.</p>	<p>-PPT</p> <p>-audio-visual</p>

	<p><i>of appreciation of ideas and criticizing the thinking.</i></p> <p><i>-cultivate interest in poetry.</i></p>	<p>poem would be explained covering the phrases, sentences and discourse as well as their structuring. Silent reading of the poem by the students within five minutes and listing the difficult terms. The figure of speech and rhyme scheme would be discussed.</p>	<p>would be enhanced.</p> <p>They would be able to derive the moral values.</p>		
<p>WORKBOOK</p> <p>GRAMMAR:</p> <p>The Passive</p>	<p><i>-to enable the students to use Passive Voice appropriately and understand the changes that occur when transforming sentences from active to passive voice.</i></p> <p><i>-enable the students to comprehend the use of Passive while writing a newspaper report, news headlines and Notices.</i></p>	<p>Warm-up:</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 to say the two sentences.</p> <p>The rules are derived (Inductive Method)</p> <p>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</p>	<p>The students would be able to identify and comprehend the use of active and passive voice.</p> <p>They would be able to convert active voice into passive and passive to active.</p> <p>The analysing skills would be improved.</p> <p>They would be able to express themselves and deliver information in a grammatically and mechanically correct form.</p>	<p>Role Play delivering dialogues in the passive (group activity) comprising-</p> <p>C2-C1 – 2 students</p> <p>B2-B1 – 2 students</p> <p>A2-A1 – 2 students</p> <p>Worksheets for all range of learners.</p>	<p>-PPT</p> <p>-newspaper</p> <p>-rule chart</p> <p>-educomp module</p>

		<p>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.</p> <p>The usage of Passive voice in writing newspaper report, headlines and notices would be discussed.</p>			
<p>COURSEBOOK</p> <p>Children</p>	<p><i>-to enable the students to analyse and interpret from a graph.</i></p> <p><i>-to enable them to recognise their strength and weaknesses.</i></p> <p><i>-to enhance their writing as well as Listening skills.</i></p>	<p>The students will be made to hear the song, 'We Are the World'.</p> <p>The students will then discuss the role children can play in solving the problems of the world.</p> <p>The prose will be read out and difficult words would be extracted for vocabularies enrichment.</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>	Data interpretations for all range of learners.	<p>-song(audio)</p> <p>-PPT</p>
DECEMBER					
<p>Literature Reader</p>	<p><i>-to develop an interest among the students</i></p>	<p>The background knowledge of the author would be given. The theme and</p>	<p>The learners would develop their reading</p>	<p>Role Play comprising all range of learners</p>	<p>-PPT</p> <p>- audio visual</p> <p>- educomp module</p>

<p>Drama:</p> <p>The Bishop's Candlesticks by Norman Mckinnell</p>	<p><i>towards drama.</i></p> <p><i>- to inculcate in them the habit of reading.</i></p> <p><i>--To guide them in exploring the links between the students' own world, the world of the plays</i></p> <p><i>-to make them aware of the noble deeds and the pursuit of happiness.</i></p>	<p>plot would be explained.</p> <p>Character and object descriptions would be made. 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>and language skills.</p> <p>They would develop an interest towards language and literature.</p> <p>They would be able to stage and perform thus building their confidence.</p>	<p>comprising-</p> <p>C2-C1 – 2 students</p> <p>B2-B1 – 2 students</p> <p>A2-A1 – 2 students</p>	
<p>COURSEBOOK</p> <p>Sports and games</p>	<p><i>- To guide the students enhance their critical reading and analytical skills so that they can demonstrate research skills integrating their own ideas with those of others</i></p>	<p>The session would start with a quiz on sports.</p> <p>The lesson would be read aloud and importance of sports and games would be drawn.</p> <p>The technique and style of writing a biography would be taught. The style of delivering running commentary</p>	<p>The learners would develop their listening and speaking skills.</p> <p>-the students would develop their vocabulary</p> <p>-their critical and logical skills would be</p>	<p>1.Preparing and presenting a running commentary on a match.(Group Activity)</p> <p>Each group comprising 4 members comprising-</p> <p>C2-C1- 1 student</p> <p>B2-B1- 1 student</p> <p>A2-A1-2 students.</p>	<p>- audio-visual of running commentary</p> <p>-glimpses of Biographies</p> <p>-videos representing sports and games.</p>

	<p><i>-to enhance their reading skills</i></p> <p><i>- Identify the purpose of reading and the key ideas in the text; deduce the meaning of unfamiliar lexical items.</i></p> <p><i>-to enhance their listening and speaking skills.</i></p>	<p>would be discussed and practice.</p> <p>Integrated writing skills would be practiced based on the theme of the lesson.</p>	<p>improved.</p>	<p>2. Writing Biography of famous sport personalities. (for all range of learners)</p>	
<p>WORKBOOK</p> <p>GRAMMAR:</p> <p>Reported Speech</p>	<p><i>- to make the students able to change direct sentences into reported speech</i></p> <p><i>-produce reported sentences</i></p> <p><i>-Developing students speaking and writing skills.</i></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</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</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>C2-C1 and B2-B1</p> <p>B2-B1 and A2- A1</p>	<p>Rule chart</p> <p>Educomp modules</p> <p>Comic dialogues</p>

<p>Prepositions</p>	<p><i>-to enable the students state and understand the definition of preposition</i></p> <p><i>-identification and correct usage of prepositions</i></p> <p><i>-to be able to distinguish between prepositions of time and place .</i></p> <p><i>- to be able to use prepositions and prepositional phrases in sentences.</i></p>	<p>be detailed. The learners would be taught about the usage of reporting verbs.</p> <p>The session would start with a Preposition Song.</p> <p>The students would derive the definition of preposition. (Inductive learning).The learners would be made familiar with the rules that govern the use of prepositions in sentences. The students would be asked to use prepositions in various writing situations. Prepositions of time and location would be discussed with examples (video clips). The use of prepositional phrases would be demonstrated through oral presentations. Exercises and activities would follow up.</p>	<p>verbs.</p> <p>-the analyzing skills would be enhanced.</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>C2-C1 – 2 students</p> <p>B2-B1 – 2 students</p> <p>A2- A1 – 2 students</p>	<p>Animated actions of prepositions.</p> <p>(visual)</p> <p>-educomp module</p>
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JANUARY					
<p>Long Reading</p> <p>Three Men In A Boat</p>	<p><i>--to develop an interest among the students towards reading Novel.</i></p> <p><i>- to inculcate in them the habit of reading,</i></p> <p><i>- to be able to comprehend the humour in the story.</i></p>	<p>Chapter abstracts would be discussed.</p> <p>Character and object descriptions would be made. The underlying humour would be discussed.</p> <p>Character sketches would be drawn.</p> <p>All possible questions would be discussed.</p>	<p>The learners will appreciate the journey of three friends while enhancing their vocabulary on boating and allied sports. The learners would develop their reading skills. They would develop an interest towards language and literature. They would be able to draw the humour of the story.</p>	<p>Summarization of the chapters of the novel(group activity)comprising-</p> <p>C2-C1 – 1 student</p> <p>B2- B1 – 1 student</p> <p>A2-A2 – 1 student.</p>	<p>-PPT</p> <p>Audio –visual showing the movie clippings.</p>
<p>Recapitulation of all writing Skills.</p>					
FEBRUARY					
REVISION FOR SUMMATIVE ASSESSMENT II					