



SYLLABUS PLANNING

CLASS VI (2015-16)

ENGLISH

PRESCRIBED BOOKS

1. Headword-Stepping Stones (Literature Reader)
2. Headword-Stepping stones (Coursebook)
3. Pearson Longman-Cornerstone (Grammar and Composition Skills)
4. Orient Blackswan -The Best of O' Henry (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 -

- understand and respond appropriately to what they hear, read, and experience
- communicate accurately, appropriately and effectively by using a wide-ranging vocabulary
- use grammar, spelling and punctuation appropriately
- enjoy and appreciate variety of language/ literary styles
- develop a personal style through exposure to variety of texts
- communicate with a variety of audience through writing or speaking
- develop skills of a more general application (e.g., analysis, synthesis, drawing of inferences)
- develop Higher Order Thinking Skills (HOTS) and whet their critical thinking ability
- develop moral, social and ethical values

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

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.

APRIL- MAY

PROJECTED	SPECIFIC	METHODOLOGY	LEARNING OUTCOMES	ACTIVITIES &	RESOURCES
-----------	----------	-------------	-------------------	--------------	-----------

CONTENT	OBJECTIVES			ASSIGNMENTS	
<p>LITERATURE READER : L 1: The Bremen Town Musicians (German folk tale)</p>	<ul style="list-style-type: none"> - to make the students identify the genre to which the folktale belongs. - to enhance vocabulary - to cultivate interest in reading folktales - to provide a summary of the folk tale-express the theme of the folktale -to make the learners aware of multiplicity of human response and expose them to a range of themes and emotions. 	<ul style="list-style-type: none"> - 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>Enriching Vocabulary: miller, mournfully, tend, chanticleer, sill, fluttered</p> <ul style="list-style-type: none"> - The learners would try to relate the given attributes to the characters of the folktale and use them in sentences. - All possible questions and answers would be discussed and assigned. 	<ul style="list-style-type: none"> -The learners would develop their sensitivity towards pets. -They would gain will power and inspiration from the animals. -They would develop their optimistic attitude towards life amidst difficult times. -Positive values and attitudes would be inculcated in the students. -They would be able to appreciate the language, content and style of the folktale. -Vocabulary would be enriched. 	<p>(C2-C1) Group discussion on “Think of how you can help animals deserted by their owners.”</p> <p>(B2-B1) Group Discussion on “Pick the three best ideas and present to the class on how you can help animals deserted by their owners”</p> <p>(A2-A1) Group Discussion on “Importance of taking care of pets”</p>	<p>Student –Teacher Interactive session</p> <p>German Folk Tales https://www.youtube.com/watch?v=tuA3_LZrzlg</p>

		Questions would be discussed and assigned to the students.			
L 2: How the Cat Became by Ted Huges	<ul style="list-style-type: none"> - to promote reading and inculcate in the students the interest of reading widely - to enable learners to understand the storyline -to make the learners aware of the importance of working -to enable learners to recall the text and reinforce comprehension 	<ul style="list-style-type: none"> - The background of the author would be informed. - The prose would be read aloud in the class. - Difficult words would be listed out and explained. <p>Enriching Vocabulary: oddity, lounged, persuade, haycocks, swarming with, rafters, spinney, glade</p> <p>The humour of the story would be discussed. All possible questions and answers would be discussed and solved.</p>	<ul style="list-style-type: none"> - The students would be able to enhance their reading skills. -Their responding and understanding skills would be strengthened. -Their vocabulary would be strengthened. - They will be able to respond correctly and confidently 	<p>MCQs & Gap filling. Group Activity: (six members) (for all range of learners) (C2-C1)- 2 students (B2-B1)-2 students (A2-A1)- 2 students</p> <p>Activity: Imagine the scene when all animals go after Cat to tell him to work.</p> <p>Think of the reasons for working given by them. In groups of six, each learner act out the role of one animal.</p>	<p>Audio-Visual (visual representation of the story)</p>
L-3: Daddy Fell into the Pond (Poem) by Alfred Noyes	<ul style="list-style-type: none"> - to teach a foundation vocabulary for poem study - to encourage students to appreciate poetry and develop the ability of reading with proper stress and intonation 	<p>The title of the poem would be open to the class to interpret.</p> <p><u>Pre- reading Activity:</u> Learners discuss how they would react if they were a witness to someone who fell into a</p>	<ul style="list-style-type: none"> - 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 	<p>Class Activities:</p> <p><u>Group Activity:</u> (six members) (mixed learners)</p> <p>Group work- Draw a picture showing what happened in one of the stanzas, reflecting the</p>	<p>Audio visual (reciting the poem with animated versions)</p> <p>Narrative poems- -The Highwayman</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>pond. The background of the poet would be discussed.</p> <p>The poem would be read aloud with proper stress and intonation.</p> <p><i>The poem would be explained.</i></p> <p><i>Poetic devices and rhyme scheme of the poem would be discussed.</i></p> <p><i>Enriching Vocabulary: grumbled, daft, drake</i></p> <p><i>The learners would apply the given words while narrating a similar episode in which someone they know was embarrassed in class interactive session.</i></p>	<p>in poetry.</p> <p>-Their critical and creative thinking skills would be enhanced.</p> <p>-Their vocabulary would be enriched</p>	<p>mood.</p> <p>Describe the scene in about eighty words.</p>	<p>-The Barrel-Organ</p>
<p>SUPPLEMENTARY READER</p> <p>The Best of O' Henry</p> <p>L1: The Gift of the Magi</p>	<p><i>to promote reading and inculcate in the students the interest of reading widely</i></p> <p><i>- to enable learners to understand the storyline</i></p>	<p>The prose would be read aloud in the class.</p> <p>Difficult words and terms would be discussed.</p> <p>Enriching Vocabulary: sniffles, agile, rippling,</p>	<p>Learners will be able to:</p> <p>- Promote extensive reading</p> <p>-Summarise the story in their own words</p> <p>-Apply creativity to interpret the story</p>	<p>Students will be asked to prepare a book cover after reading and write the summary of the story as a home Group discussion- Do you appreciate Jim's attitude towards Della ? Why ?</p>	<p>-'A Service of Love' another short story by O' Henry which deals with the same theme- sacrifice in love.</p>

	<i>-to read and assimilate the central idea of the story</i>	cascade, whirled, critically, ecstatic, rim The prose will be explained			
GRAMMAR- Synonyms	<i>The students will be able to identify antonyms and synonyms -Identify and use common words that are opposite (antonyms) and synonyms effectively. -to enable them to build vocabulary skills.</i>	The meaning of antonym and synonym would be defined with examples. Teacher would present the power point on antonyms and synonyms. While presenting the power point, the teacher would ask questions. Teacher – student interaction	The learners will be able to identify antonyms and synonyms and use them effectively. -Their vocabulary will be enriched. Self assessing skills would be developed.	ACTIVITY : (self assessment activity) The teacher will provide each student with a Handout where the student needs to find an antonym and a synonym for an underlined word in a sentence within a stipulated time. The students can take the help of a dictionary after the allotted time is over. *preparing mini-dictionary (pair activity)	-Thesaurus -PPT -educomp module
WORKBOOK (GRAMMAR) L1: Kinds of Sentences	<i>- recognising sentences as groups of words that make complete sense -identifying and differentiating between different types of sentences</i>	The topic of kinds of sentences will be introduced through hand-outs to recapitulate the previous knowledge.	-the learners will be able to differentiate between the different kinds of sentences: assertive, interrogative, imperative and exclamatory. - they will also be able to transform one sentence type into another -Identify the kind of the sentence with the help	Activity : (mixed learners) Learner A1 & A2 Each student will have two cards. One will say 'sentence' and the other 'Not a sentence'. Learner B1&B2 The students will work in pairs and write a sentence and 'not a	-Green Board

			of punctuation marks.	<p>sentence. 'Thereafter they will read out the lines aloud. If it is a sentence (Learner A1 n A2) will raise the sentence card or else the phrase card.</p> <p>Learner C1 & C2 Students will works groups of 4 and will deliver a dialogue including all types of sentences.(Learners B1 &B2) would identify the type.</p>	
L2: Subject and Predicate	<p><i>-to establish a clear understanding of Subject and Predicate</i></p> <p><i>-to enable the learners to identify the subject and the predicates in a sentence.</i></p> <p><i>- to inculcate in the students the interest of reading widely</i></p>	<p>- The session would begin with a warm up activity in which students will be asked to underline the thing or person who is doing an action.</p> <p>- The educator will check the previous knowledge of the students through an interactive activity. The class will be divided in two groups and each student will be handed one card with half written sentence and they will have to find the perfect match.</p> <p>- Learners would be</p>	<p>The learners would be able to identify subject and predicate in a sentence and write 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>- Index cards for the Subject predicate activity</p> <p>-Educom Module</p> <p>http://youtu.be/dbhLKwZz5Ls</p> <p>http://youtu.be/pKL2SOdTF4</p>

		asked to provide meaningful subjects for the given predicate.			
<p>COURSE BOOK:</p> <p>Unit-1</p> <p>Myths, Legends, and Folktales</p> <ul style="list-style-type: none"> • The Precious Pearl • How Theseus Slew the Minotaur • The Legend of Robin Hood (poem) 	<p><i>- to inculcate in the students the interest of reading widely</i></p> <p><i>- to make the learners express themselves creatively</i></p> <p><i>- to arouse curiosity about the text</i></p> <p><i>- to lead the learners to understand the story line and sequence of ideas</i></p> <p><i>- to enable students to respond correctly and confidently.</i></p>	<p>The prose and the poetry would be read aloud.</p> <p>Difficult words would be discussed.</p> <p>The difference between Myths, Legends, and Folktale would be 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: mindful, lapped, devoured, doleful, chasm, tortuous, panting, outlaw, set down</p> <p>Learners would use the given words in class discussions on 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>- students will be able to develop literary skills</p>	<p>Activity</p> <p>Story Organizer – As the students read, they suggest answers to the teacher to fill in the story organizer on the board.</p> <p>Main Characters, Setting, Problem of the story, Story event, Solution to the problem, The Ending</p> <p>Creating a mythological hero</p>	<p>-Green Board</p> <p>Story Organizer</p>

<p>WRITING SKILLS- Notice Writing</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><i>-to be able to demonstrate planning skills for writing for a specific purpose, audience and context.</i></p>	<p>The teacher would explain what a notice is and its purpose.</p> <p>The standard format of notice writing would be shown in the class.</p> <p>The teacher would discuss in detail what a notice should contain.</p> <p>The important points will be given on the board.</p> <p>The wide range of themes and objectives covered by notice would be discussed with examples and worksheets.</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: Notice Writing exercises : Different topics for all range of learners.</p> <p>ACTIVITY : Learners will be asked to locate a Notice in the newspaper and draw out the essential requirements for a well written notice in pairs.</p>	<p>Green Board</p> <p>- format and the objectives of notice writing through Visual Representation</p> <p>- Educomp</p>
<p>Letter Writing</p>	<p><i>to be able to write in the appropriate style and format.</i></p> <p><i>- to enable the learners to comprehend the difference between a formal and informal letter-to make them able to follow the appropriate style of writing-to be able to</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.</p> <p>-The differences in the language and layout (indentation, the use of contracted verb forms, the use of phrasal verbs</p>	<p>-the learners would be able to identify the difference</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>- their evaluating skills</p>	<p>Letter Writing (Formal & Informal) for all range of Learners (C2-A1)</p>	<p>-Sample Letters</p> <p>-Letters from Nehru to Indira</p> <p>-Abraham Lincoln's letter to his son's teacher</p>

	<i>use appropriate vocabulary</i>	and idiomatic language, etc.) would be discussed. -Topics would be given to practice on spot and accordingly be guided by the teacher.	would be developed.		
<u>JULY</u>					
LITERATURE READER L4: The Emperor's New Clothes	<i>-to guide the students to relate the characteristics of fairy tales to larger cultural and human values</i> <i>-identify the techniques used by the writer</i> <i>-to comprehend the theme and provide details of the personality of the character</i>	- 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. -Enriching Vocabulary: Looms, knapsacks, mantle	-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.	(C2-C1) Which is your favourite part of the story ? Convert it into a play script and enact it out. (B2-B1) Instead of speaking the truth, have you ever told someone what he or she wanted to hear ? Express your views why do you think people do this ? (A2-A1) The thieves decide to collect wealth from the emperor. Write their conversation.	PPT(audio-visual) Danish Fairy tales
L5 : Jeannie's Amber Beads by Jane Andrews	<i>-to make the students identify the genre to which the story belongs.</i>	The teacher would brainstorm the whole class to extract ideas on the feelings of	The learners will be able to stimulate language development and increase the students'	Word Game through Worksheets(Pair work) Deduce meanings of the encircled words	Word-web Educomp Module

	<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 appreciation.</i></p> <p><i>-to recognize character's/narrator's viewpoint.</i></p>	<p>experienced by children who live among the Highlands.</p> <p>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 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: plaid, snood, tanned, embedded, alighted</p>	<p>ability to write spontaneously.</p> <p>They would be able to express their views on how pearls are formed under the sea.</p> <p>Their vocabulary would be enriched.</p>	<p>and relate it to the story.</p> <p>Pairs (C2-C1)and (B2-B1) (B2-B1) and (A2-A1)</p> <p>Mention the words/phrases that describe the beauty of the beads.</p>	<p>Famous books-</p> <p>-Seven Little Sisters Who Live on the Ball That Floats in the Air</p> <p>- The Stories Mother Nature Told Her Children</p>
<p>COURSEBOOK</p> <p>Unit-2</p> <p>Caring for Others</p>	<p><i>-to enjoy reading a graphic text</i></p> <p><i>-to comprehend the text locally and</i></p>	<p>The lesson will be taken up as a Role Play.</p> <p>The prose and the</p>	<p>- Learners would be empathic towards the</p>	<p>Group Activity (mixed learner groups)</p> <p>Prepare a poster</p>	<p>Story Organiser</p> <p>Web Chart</p>

<ul style="list-style-type: none"> • A Journey Through the Desert • Little Girls Wiser Than Men • Wishing(poem) 	<p><i>globally</i> - to enable the students to develop literary skills - to help the students to organise ideas and thought - to develop sensitivity towards others’ happiness- to enable them to hone their thinking skills - to sensitise the students to values - to help students infer tone, mood and setting - to enable them to express themselves in grammatically correct language. - to nurture HOTS (higher order thinking skills) - to arouse curiosity about the text.</p>	<p>poetry would be read aloud. Difficult words would be discussed. Vocabulary enrichment Homesteads, finery, scrambled, pacify, Eden, folly, ere Writing sections would be discussed and solved to apply them effectively in various situations. Poetic devices and rhyme scheme of the poem would be discussed.</p>	<p>underprivileged. - They will be sensitised to the problem of child labour and the possible consequences. - learners will be able to co-relate the text to their life. - the creative writing skills would be enhanced. - students will be able to develop literary skills - learners will be able to understand the underlying idea and message. - Learners will be able to express their feelings and opinions.</p>	<p>entitled ‘Caring for All’ - Group discussion The story teaches a very important lesson on the dignity of labour. How is this message brought out ? - What can you do to spread happiness ?</p>	<p>(What happiness means to me)</p>
<p>GRAMMAR</p> <p>Subject-Verb agreement</p> <p>Verbs(Transitive/</p>	<p><i>-to help students understand subject-verb agreement</i> - to enable the learners to identify different types of verbs - to enable them to demonstrate correct usage of different verbs and the rules</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. The concept of ‘be’ verb and</p>	<p>-The learners would develop their reasoning skills. -They would be able to identify verbs in the sentences and extract the differences. - The understanding and analyzing skills would be strengthened.</p>	<p>Worksheets for all range of students (C1-A1) Through the picture method by sharing some clip arts the regular and irregular verbs would be introduced in the class. In pairs the students</p>	<p>PPT Picture description (Visual) Educomp modules http://youtu.be/jFDKIOdjFO8?list=PLpCAXStFkKOHNFHuJAXK</p>

Intransitive)	<i>involved -to enable them to express themselves grammatically correct and appropriate way.</i>	main verb would be discussed. Learners would participate in communicative written and oral practice.		will complete the conjugation table of verbs. The educator will draw up a list of sentences and elicit student response to gauge the previous knowledge of tense used and the intended meaning of the sentence.	Gculv6KIE4jKO http://youtu.be/5vJOJrVlgek http://youtu.be/JmvVPmf8zKQ
WRITING SKILLS: Message Writing	<i>-to make them able to express using fewer words and shorter sentences. -to enable the students to apply the correct format while writing a message. -to make the students comprehend why a notice is written and the style and procedure.</i>	The purpose of message writing would be discussed. The format and style of writing a message would be taught with examples.	Vocabulary would be enriched. They would develop their technical skills. The learners would be able to organize the information -they would be adept in summarizing the details in a crisp way. - The formal writing skills would be enhanced.	Message Writing for all range of learners. (C1-A1)	- Educomp
ACTIVITY Role play	<i>-To make the students able to demonstrate knowledge of correct dialogue usage in essays and short stories To enable the students use dialogue to move story along</i>	A short play of two characters would be played to present an idea of dialogue as pre-activity. Rules of conversations would be detailed. The rules, need and the way of Punctuation,	The students would develop their creative writing. -they would be able to use language coherently and effectively with correct punctuation, capitalization and spacing while framing dialogues.	Role Plays (Group activity) with written script. (C2-C1): 2 students (B2-B1): 2 students (A2-A1): 2 students	-comic strip -audio visual (animated video exchanging dialogues)

	<p><i>plot line.</i></p> <p><i>-To enable the students to use correct punctuation while framing dialogues.</i></p>	<p>capitalization and spacing would be taught in detail with examples.</p>	<p>-the students would be able to express themselves freely thus building confidence.</p> <p>-They would develop an interest towards reading and writing</p>		
<p>SUPPLEMENTARY READER</p> <p>L2 : The Ransom of a Busy Broker</p>	<p><i>-to promote reading and inculcate in the students the interest of reading widely</i></p> <p><i>- to enable learners to understand the storyline</i></p> <p><i>-to read and assimilate the central idea of the story</i></p>	<p>The theme and plot would be explained. Chapter abstracts would be discussed.</p> <p>Character and object descriptions would be made.</p> <p>The underlying humour would be discussed.</p>	<p>-The learners will appreciate the humorous tale of two amateur kidnappers while enhancing their vocabulary on the unexpected pluck and intelligence of a child.</p> <p>-the learners would develop their reading skills.</p>	<p>Reading sessions for all range of learners (C1-A1)</p>	<p>The Adventures of Huckleberry Finn</p> <p>The Adventures of Tom Sawyer (both the stories are about fearless, adventurous and mischievous boys)</p>
<u>AUGUST</u>					
<p>LITERATURE READER</p> <p>L6: A Green Cornfield (Poem) By Christina Georgia Rossetti</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</i></p>	<p>-pre-reading activity would be the first step wherein the students would delve deep into the title of the poem.</p> <p>The teacher would make an interpretation of the title as it indicates the subject and theme.</p> <p>The background of the poet would be discussed. The poem would be read aloud</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 would be enhanced.</p>	<p>Class Activities:</p> <p>(C2-C1)</p> <p>Pair work- Draw a picture for the last stanza of the poem and Paraphrase it to match the picture.</p> <p>(B2-B1)</p> <p>Web chart with different sound images and sight images words and their use in different context in the</p>	<p>Graphic Organiser</p> <p>Famous Christmas Carol, In the Bleak Midwinter</p>

	<p><i>ideas and criticizing the thinking.</i></p> <p><i>-cultivate interest in poetry.</i></p>	<p>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. 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>They would be able to derive the theme of the poem. .</p>	<p>poem.</p> <p>(A2-A1) Web Chart with different sound & movement sounds used in the poem.</p> <p>Assignments: (C2-C1) Analysis of the Poem.</p> <p>(B2-B1) Description of the melodious sounds the poet hears in the poem.</p> <p>(A2-A1) MCQs & Gap filling.</p>	
<p>L 7: Amazon Adventure</p>	<p><i>-to enhance their reading skills</i> <i>- to enable them to respond and demonstrate visual interest in familiar characters and objects linked to the text.</i> <i>- Identify the purpose of reading and the key ideas in the text</i> <i>-to make them realize the challenges and difficulties faced by</i></p>	<p>The prose would be read aloud in the class. The lesson would be explained. The students would be taught the use of new words to enrich their vocabulary with the correct pronunciation, 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 organize their research work, compile and present in an economic writing style.</p> <p>-the creative writing skills would be</p>	<p>(C2-C1) You are in a library looking through the shelves, you see a face. The moment you touch it, a door opens into a completely new world. Describe what you see in 80 words. (B2-B1) Sharing Opinion on 'Difficulties faced by the army' and 'How did they cope with them' (A2-A1)</p>	<p>-PPT -FILM CLIPPINGS Audio-visual (presenting real stories on sea voyages) -short videos presenting various encounters</p>

	<i>people while on a voyage</i>	Vocabulary Enrichment: Cinnamon, gorge The learners apply the words in their presentations and discussions.	enhanced.	Imagine you are one of the explorers and have found El Dorado. You want to write a book describing the experience. Design a book jacket.	
COURSE BOOK					
Unit-3 Bonds of Love					
<ul style="list-style-type: none"> I Became a Great Friend of Animals and Birds Travelling with Grandfather's Zoo The Snake Trying 	<p><i>-to sensitise the students to the need for conservation</i></p> <p><i>-to inculcate a sense of responsibility for their actions.</i></p> <p><i>-to help students correlate to their surroundings</i></p> <p><i>-to enable students to understand the storyline/ sequence of ideas</i></p> <p><i>- to respond correctly and confidently</i></p> <p><i>- to sensitise the students to the plight of other creatures, snakes in particular.</i></p> <p><i>-to encourage students to express themselves creatively</i></p>	<p>The title of the lesson would be open for class interpretation.</p> <p>The lesson would be explained.</p> <p>The students would be taught the use of new words to enrich their vocabulary.</p> <p>Vocabulary Enrichment: Volga, grouse, starling, knapsack, adder, lethal, crevice, prudent, pursuing, reeds</p> <p>The learners apply the words in their discussions and activities</p>	<p>- Learners will be able to infer text and read for specific information</p> <p>- they will be able to develop quick thinking skills</p> <p>- they will be able to organise their thoughts coherently</p> <p>-learners will be able to express their feelings and opinions</p> <p>- they will be able to extrapolate the text</p> <p>- learners will be able to use appropriate words in context</p> <p>-their vocabulary will be enhanced</p> <p>-their literary skills will be developed</p>	<p>Group activity Formation of Groups (3 students in one team)</p> <p>C2-C1- one student B2-B1-one student A2-A1-one student</p> <p>Activity: (C2-C1) Create a poster to foster an animal-friendly world. MAKE A CHOICE TO BE THEIR VOICE</p> <p>(B2-B1) List ways in which you can help preserve Wildlife.</p> <p>(A2-A1) Slogan writing on 'Saving Wildlife and wilderness'</p>	<p>Books- Tales by Uncle Trivim The Black Knights' Tango</p>

GRAMMAR					
Nouns	<p><i>-the learners will be able to recognise nouns as words that name</i></p> <p><i>-to recognise proper, common, collective and abstract nouns</i></p> <p><i>-to recognise countable and uncountable nouns</i></p> <p><i>-to form nouns from adjectives and verbs</i></p>	<p>Introduction to the topic with a short story text and learners will be asked to practice identification of nouns in the context.</p>	<p>-The learners will be able to form nouns and adjectives with given words</p> <p>-Identify the use of different adjectives</p> <p>- Use various nouns and adjectives to construct meaningful sentences</p>	<p>Practice exercises will be given as classwork to elicit the correct use of</p> <ul style="list-style-type: none"> - nouns - adjectives and -various pronouns. 	<p>Educomp</p> <p>http://youtu.be/39xgNzxK7jg</p> <p>http://youtu.be/W-gOgoxFbgl</p>
Adjectives	<p><i>-to recognise adjectives as words that modify nouns and pronouns</i></p> <p><i>- to enable to distinguish between different types of adjectives</i></p> <p><i>- to identify the synonyms and antonyms of different adjectives</i></p>	<p>Building upon the previous knowledge of nouns and adjectives, relevant worksheets will be taken up as a class work and learner responses would be elicited to ensure learning.</p>			
Pronouns	<p><i>-to recognise pronouns as words used in place of nouns-to recognise the different types of pronouns .</i></p>	<p>To recapitulate the pronouns a display chart will be put in the class for recalling the kinds of pronouns or through the educomp module.</p>	<p>- learners will be able to distinguish and correctly use different types of pronouns: personal, possessive, interrogative, demonstrative, indefinite, relative, reflexive and emphatic</p>		

<p>WRITING SKILLS</p> <p>Bio-Sketch</p>	<p><i>-The learners will be able to write their thoughts concisely</i></p> <p><i>-Organize thoughts creatively-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>The concept of Bio-Sketch 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.</p> <p>-They would develop an interest towards writing thus enhancing their writing skills. -Their thinking skills would be enhanced.</p>	<p>-Relevant worksheets will be given as class work</p> <p>- to identify the essentials for writing an effective Bio sketch</p> <p>- for all range of Learners - (C1-A1).</p>	<p>-Bio Sketch of freedom fighters</p>
<p>SUPPLEMENTARY READER</p> <p>L3: The Romance of a Busy Broker</p>	<p><i>-to promote reading and inculcate in the students the interest of reading widely</i></p> <p><i>- to enable learners to understand the storyline</i></p> <p><i>-to read and assimilate the central idea of the story</i></p>	<p>The theme and plot would be explained. Chapter abstracts would be discussed. The students would be taught the use of new words to enrich their vocabulary. Vocabulary Enrichment: Radiant, broker, pace, chaos. The underlying idea of the story would be discussed.</p>	<p>-The learners will appreciate the fact that how, in day-to-day bustle of life, we forget the most personal of details.</p> <p>-the learners would develop their reading skills.</p>	<p>Reading sessions for all range of learners (C1-A1)</p> <p>Activity (learners work in pairs)- C2-C1</p> <p>Describe a busy day in your life- the day before your English Examination (150 words)</p> <p>B2-A1</p> <p>Describe a busy day in your life -the day your mother was out and you were in charge of the house.</p>	<p>Three Men in a Boat (Another funny story about three forgetful men who muddle their way through a boat journey on the Thames.</p>
<p>SEPTEMBER SA-1</p> <p>REVISION AND RECAPITULATION</p>					

OCTOBER

<p>LITERATURE READER</p> <p>L8 - The Little Blue Bag by Alicia Catherine Mant</p>	<p><i>-to make the students identify the genre to which the story belongs.</i> <i>-to understand the techniques used by the author</i> <i>-express the theme of the story</i> <i>- to provide a synopsis of the story</i> <i>-to demonstrate reading and reviewing strategies for comprehension and appreciation.</i> <i>-to recognize character's/narrator's viewpoint.</i></p>	<p>The teacher would brainstorm the whole class to make predictions on what possibly could the little blue bag contain ?</p> <p>The title of the lesson would be opened to the class for interpretation. The prose would be explained. Difficult words would be listed and explained. Vocabulary Enrichment: thimble, gorgeous, trinket, vexed, temptation, grave, bonnet. The learners apply these words in their discussions</p>	<p>-the learners will be able to organise their thoughts coherently</p> <p>-the learners will be able to stimulate language development</p> <p>-the students will be able to write spontaneously.</p> <p>-their vocabulary would be enriched.</p>	<p>Reading sessions for all range of learners</p> <p>ACTIVITY</p> <p>C2-C1 Write a letter to your friend thanking her/him for being such a good friend. Make sure you write about an incident where she/he helped you. Tell her/him why it touched you in a way that you will never forget that episode.</p> <p>B2-B1 Write a letter to your friend thanking her/him for being such a good friend.</p>	<p>Christmas A Happy Time a Tale The Cottage in the Chalk- pit</p>
<p>COURSE BOOK</p> <p>Unit-4 Aiming at the Target</p> <ul style="list-style-type: none"> Never Quit 	<p><i>-to identify admirable qualities in a super hero</i> <i>-to arouse curiosity about the text</i> <i>-to inculcate never-say-die in students</i> <i>-to nurture HOTS (higher order thinking skills)</i></p>	<p>The title of the lesson would be open for class interpretation. Learners will be asked simple questions to illicit response – -Who is your favourite sportsperson ? -What sport does he/she play ?</p>	<p>- Learners will be able to infer text and read for specific information</p> <p>- they will be able to develop quick thinking skills</p> <p>- they will be able to organise their thoughts</p>	<p>ACTIVITY</p> <p>C2-C1 Design a MEDAL and CERTIFICATE for your favourite sportsman. Explain the design you used in your artwork in about eighty words.</p>	<p>You tube : Bhakt Prahlada https://www.youtube.com/watch?v=0XRTm7J-uEw Movie- On Sports theme Milkha Singh</p>

<ul style="list-style-type: none"> • The Eye of the Bird • After Sports Day (poem) by John Foster 	<p><i>-to identify sports and trophies</i> <i>- to appreciate and understand the teacher-taught relationship</i> <i>-to co-relate the text to life</i> <i>-to empathise with the emotions and feelings of a parent</i></p>	<p>-Name three qualities in him/her. The prose would be read and explained. Difficult words would be listed and explained. Vocabulary Enrichment: recuperation, contemptuously, crestfallen, stung, forlorn The learners apply these words in their discussions</p>	<p>coherently</p> <p>-learners will be able to express their feelings and opinions</p> <p>- they will be able to extrapolate the text</p> <p>- learners will be able to use appropriate words in context</p> <p>-their vocabulary will be enhanced</p> <p>-their literary skills will be developed</p>	<p>B2-A1 Write a SLOGAN for your sports hero.</p>	<p>Epic Mahabharata (Indian Mythology)</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. Worksheets for all range of learners.</p>	<p>-PPT -rule charts and tables -educomp module</p>
<p>WRITING SKILLS</p>	<p><i>-to support the students for</i></p>	<p>-pre-writing (brain storming) would be</p>	<p>The students would be able to produce</p>	<p>Story framing with animated pictures</p>	<p>Audio-visual (great speeches</p>

<p>Story Writing</p>	<p><i>independent writing -to enable them to bring out their creativity and present in the written form with appropriate structure and style.</i></p>	<p>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>independent writing thus strengthening their thinking skills, creative and evaluative skills. 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. Organizational skills would be improved.</p>	<p>(group activity) C2-C1 – 1 student B2-B1 – 1 student A2-A1 – 1 student Speech Delivery for all range of learners.</p>	<p>my eminent personalities) Glimpses of stories by famous writers and stories of the prescribed Literature Reader.</p>
<p>ACTIVITY Poster making</p>	<p><i>-to guide the students to gain awareness and knowledge and to create an effective poster and presentation.</i> <i>-to make them able to present information briefly and concretely</i> <i>-to improvise their creative skills</i></p>	<p>The teacher would detail the rules, methods and requirements while making a poster. The importance of poster making would be discussed. The importance of letter style, colour combination, spellings and language(easy to use and understand)would be</p>	<p>The social and intellectual skills would be strengthened. The creative and literary skills would be enhanced. The students would be able to develop their evaluative and assessing skills.</p>	<p><u>ACTIVITIES</u> Poster making activity on different distributed topics (individual activity) Students will evaluate the merits of other posters by comparing the product with the rubric given by the teacher and select the best one. (peer</p>	<p>PPT depicting the requisites of poster making would be shown.</p>

	<i>-to enable them to use grammar, spelling and sentences accurately.</i>	explained. Poster for audience would be focussed.		learning)	
SUPPLEMENTARY READER L4- The Last Leaf	<i>-to promote reading and inculcate in the students the interest of reading widely</i> <i>- to enable learners to understand the storyline</i> <i>-to read and assimilate the central idea of the story</i>	The theme and plot of the story would be explained. Chapter abstracts would be discussed. The students would be taught the use of new words to enrich their vocabulary. Vocabulary Enrichment: gestured, monocle, skeleton, scorn, easel, mastiff The underlying idea of the story would be discussed.	-The learners will be able to appreciate the theme of the story. - The story depicts the battle of life against death, and how a noble sacrifice can save a life -the learners would develop their reading skills.	Reading sessions for all range of learners ACTIVITY Group Discussion Explain the proverb: 'A friend in need is a friend indeed'. Can we call Sue and Behrman 'friends in need'? Why ?	The Tale of Two Cities by Charles Dicken (another Novel with a similar sacrifice story)
<u>NOVEMBER</u>					
LITERATURE READER L9 - Winter Morning (Poem) by Odgen Nash	<i>-to encourage students to hone their thinking skills</i> <i>-to help appreciate poetry as a genre</i> <i>- to read aloud with proper intonation</i> <i>-to prepare the</i>	The title of the poem would be open to the class to interpret. The poem would be read aloud with proper stress and intonation. The poem would be explained.	- 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.	ACTIVITY (in groups of six students each) C2-C1 Draw a picture for the image you like best. Describe your picture in about sixty words. B2-B1	Graphic Organiser

	<i>students for poetic forms and adept them with the figures of speech, rhyme and rhythm</i>	Poetic devices and rhyme scheme of the poem would be discussed. Enriching Vocabulary: showmen, stumps, slushy	-Their critical and creative thinking skills would be enhanced. -Their vocabulary would be enriched	Draw a picture for the image you like best. A2-A1 Is the poet happy or sad in the poem ? why do you think so ? Discuss.	
L10- Taro and the Sea Princess	<ul style="list-style-type: none"> - to make the students identify the genre to which the folktale belongs. - to enhance vocabulary - to cultivate interest in reading folktales - to provide a summary of the folk tale-express the theme of the folktale -to make the learners aware of multiplicity of human response and expose them to a range of themes and emotions. 	<ul style="list-style-type: none"> -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. Enriching Vocabulary: Tormenting, vassals, flitted, cicada, lacquer, bewildered - All possible questions and answers would be discussed and assigned. Questions would be discussed and assigned to the students. 	<ul style="list-style-type: none"> -The learners would develop their sensitivity towards pets. -They would gain will power and inspiration from the animals. -They would develop their optimistic attitude towards life amidst difficult times. -Positive values and attitudes would be inculcated in the students. -They would be able to appreciate the language, content and style of the folktale. -Vocabulary would be enriched. 	<p>GROUP DISCUSSION</p> <p>In groups of five a panel discussion on the following:</p> <ul style="list-style-type: none"> - Mistakes that Tao made. - Do you think he deserved this punishment ? - If you were to re-write this story, what would you like to change ? 	<p>Japanese Folk Tales</p> <p>https://www.youtube.com/watch?v=cOqkSnUuj6Y</p> <p>https://www.youtube.com/watch?v=QuBp7Qygk0s</p>
COURSE BOOK	<i>-to make learners appreciate the</i>	ROLE PLAY	- Learners will be able to infer text and read for	ACTIVITY	

<p>Unit-5 Breaking Barriers</p> <ul style="list-style-type: none"> • The Princess on the Road - I • The Princess on the Road - II • The Beggar Maid (poem) by- Lord Alferd Tennyson 	<p><i>differences between an ordinary and luxurious life</i> - to hone thinking skills - to enable learners to read and appreciate plat format -to hone problem solving skills - to arouse curiosity about the text - to enable learners to empathise with the situation of underprivileged in society</p>	<p>Roles will be assigned to different students and Ensured that they use appropriate voice modulation.</p> <p>Enriching Vocabulary: Scythe, akimbo, vagabonds, cowering, illustrious, vaguely, minuet,, impertinently</p> <p>The poem would be read aloud with proper stress and intonation. The poem would be explained.</p>	<p>specific information</p> <ul style="list-style-type: none"> - they will be able to develop quick thinking skills - they will be able to organise their thoughts coherently -learners will be able to express their feelings and opinions - they will be able to extrapolate the text - learners will be able to use appropriate words in context -their vocabulary will be enhanced -their literary skills will be developed 	<p>Role Play (groups with all range of learners)</p> <p>The students enact the part of the play liked best by the students. They could alter the scene to their liking.</p> <p>Working in pairs- Pick out words which create visual images to show the contrasts between the beauty and the poverty of the 'Beggar Maid'</p>	
<p>GRAMMAR Reported Speech</p>	<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>	<ul style="list-style-type: none"> -the learners would be able to identify the use of punctuations in direct speech and the changes followed in the indirect speech. -they would be able to spot the use of reporting verbs and the tense. -they would be able to transform dialogues and speech with various reporting verbs. -the analyzing skills would be enhanced. 	<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 B2-B1 and A2- A1</p>	<p>Rule chart Educom modules Comic dialogues</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 verb.</p>			
Prepositions	<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>The session would start with a Preposition Song. 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</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. (group activity) C2-C1 – 2 students B2-B1 – 2 students A2- A1 – 2 students</p>	<p>Animated actions of prepositions. (visual) -educomp module</p>

		would follow up.			
WRITING SKILLS Speech writing	<i>-to support the students for independent writing</i> <i>-to enable them to bring out their creativity and present in the written form with appropriate structure and style.</i>	-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.	-The students would be able to produce independent writing thus strengthening their thinking skills, creative and evaluative skills. -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. -Organizational skills would be improved.	Speech Delivery for all range of learners.	Audio-visual (great speeches my eminent personalities)
SUPPLEMENTARY READER L5- A Retrieved Reformation	<i>-to promote reading and inculcate in the students the interest of reading widely</i> <i>- to enable learners to understand the storyline</i> <i>-to read and assimilate the central</i>	The theme and plot of the story would be explained. Chapter abstracts would be discussed. The students would be taught the use of new words to enrich their vocabulary. Vocabulary Enrichment: Retrieved, pardon, brace up, rehabilitate,	-The learners will be able to appreciate the theme of the story. - The story depicts the Intrinsic decency of a reformed lawbreaker and how his legal skills come to an unexpected use. -the learners would	Reading sessions for all range of learners	Short story- The Cop and the Anthem

	<i>idea of the story</i>	patented, elusive The underlying idea of the story would be discussed.	develop their reading skills.		
<u>DECEMBER</u>					
LITERATURE READER L11- My Early Home	<p><i>-to involve the students in both intensive and extensive reading.</i></p> <p><i>-to enable the students comprehend the lesson and develop a literary sensitivity in the learner</i></p> <p><i>-to sharpen the 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>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 portions 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.</p>	<p>-The learners would develop an interest towards reading.</p> <p>-Their interpretative skills would be enhanced.</p> <p>-They would be able to understand the story of a horse's life</p> <p>-Collaboration and communication skills would be enhanced.</p>	<p>ACTIVITY</p> <p>All range of learners participate in the group discussion on the following topics-</p> <p>If you choose any animal for a class pet, what would you choose and why ?</p> <p>If you had to live an animal's life for a day, which one would it be and why ?</p>	<p>Anna Sewell novel- Black Beauty</p>
L12- Coromandel Fishers (Poem) by Sarojini Naidu	<p><i>-to encourage students to hone their thinking skills</i></p> <p><i>-to help appreciate poetry as a genre</i></p> <p><i>- to read aloud with</i></p>	<p>The poem would be read aloud with proper stress and intonation. The poem would be explained. Difficult terms and words would be</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</p>	<p>The audio (recorded voice reciting the poem) would be played in the class.</p> <p>-flash cards presenting the themes and the</p>	<p>Other works of the Poetess</p> <p>-Maher Muneer (Persian play)</p> <p>-The Golden Threshold</p>

	<p><i>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>explained so that the students can predict the atmosphere of the world inside the poem.</p> <p>Enriching Vocabulary: catamarans, comrade, verge, mates</p> <p>The learners apply these words in their discussions</p>	<p>proper tone and rhyme and develop an interest in poetry.</p> <p>-their critical thinking skills would be enhanced.</p> <p>-they would be able to derive the theme of the poem.</p>	<p>moral values of the poem</p> <p>-flash cards defining the difficult words.</p> <p>-critical appreciation of the poem (project work)</p> <p>- animation of the poem</p>	<p>(Poem)</p> <p>-The Feather of the Dawn</p>
<p>COURSE BOOK</p> <p>Unit-6</p> <p>Exploring Space</p> <ul style="list-style-type: none"> The Diary of a Space Traveller- I The Diary of a Space Traveller- II 	<p><i>-to enable learners to hone thinking skills.</i></p> <p><i>- to arouse curiosity about the text.</i></p> <p><i>-to help students infer from the text</i></p> <p><i>-to help students read and appreciate science fiction.</i></p> <p><i>-to visualise a creature and draw it based on a given description.</i></p> <p><i>-to nurture HOTS(higher order thinking skills)</i></p>	<p>A brainstorming discussion about the possibility of alien presence on the earth.</p> <p>Enriching Vocabulary: venture. Doomed, wisecracks, jibes, plagued, luminous</p> <p>The learners read taking turns about Professor Shonku, who disappears from earth on a rocket.</p>	<p>-Learners will be able to dwell on man's intelligence in the past and compare it to the present</p> <p>- they will be able to respond correctly and confidently</p> <p>--the learners would develop their reading skills.</p> <p>-Their interpretative skills would be enhanced.</p>	<p>Learners prepare PPT in groups of five. (mixed level of learners)</p> <p>- About our planet to a visiting alien delegation.</p> <p>- You are from a different planet and have to give a presentation about your planet to the people on earth.</p> <p>- If you were to visit another planet, which one would it be and why ?</p>	<p>Satyajit Ray-</p> <p>Short stories and documentaries</p>

<p>GRAMMAR</p> <p>Active-Passive voice</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: The teacher writes two sentences on the board: 1. People speak Chinese in China. 2. Shakespeare wrote The Tempest.</p> <p>The students will be asked to present another way to say the two sentences.</p> <p>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,</p>	<p>-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.</p>	<p>Role Play delivering dialogues in the passive. (group activity)</p> <p>C2-C1 – 2 students B2-B1 – 2 students A2-A1 – 2 students</p> <p>Worksheets for all range of learners.</p>	<p>-PPT -newspaper -rule chart -Educomp module</p>
--	--	--	---	--	--

		headlines and notices would be discussed.			
Words easily confused (Homonyms, Homophones, Synonyms and Antonyms)	-to make the students learn to recognize and spell words in homophone sets. -to be able to assign the correct meaning to each word in a homophone set. -to identify the difference between a homophone and homonym and use correctly in the sentences.	The session would begin with a joke or humorous story containing homophones and homonyms. The definitions of homophones and homonyms would be discussed. The difference between the two would be explained in detail with examples.	The students would be able to identify the homophones and homonyms and bring out the difference between the two. Their evaluative skills would be enhanced.	ACTIVITIES Preparing list alphabetical homophones (pair activity for all range of learners) Homonym worksheet (individual activity)	-Power point presentation (defining homophones and showing numerous examples with corresponding illustrations) -homophones and homonyms m songs -Alphabetical list of homophones homonym jokes
WRITING SKILLS Diary Writing	<i>-to enable the students to generate their thoughts and feelings and express in a convincing style</i> <i>-to generate their interests towards writing.</i>	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.	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.	Diary Entry exercises: topics for all range of Learners (C1-A1)	-diary of Anne Frank
SUPPLEMENTARY READER L6- The Duplicity of Hargraves	<i>-to promote reading and inculcate in the students the interest of reading widely</i> <i>- to enable learners to understand the storyline</i>	The theme and plot of the story would be explained. Chapter abstracts would be discussed. The students would be taught the use of new words to enrich their	-The learners will be able to appreciate the theme of the story -The story is about how people from different cultures think very differently, and the	Reading sessions for all range of learners	Novel Uncle Tom's Cabin

	<i>-to read and assimilate the central idea of the story</i>	vocabulary. Vocabulary Enrichment: Duplicity, memoir, anecdote, frayed, dialect, extravagant, decanter, composure	misunderstandings this can cause. -the learners would develop their reading skills.		
<u>JANUARY</u>					
LITERATURE READER L13- Day for Night (play by Jayanth Kodkani)	<i>-to develop an interest among the students towards drama.</i> <i>- to inculcate in them the habit of reading</i> <i>-To guide them in exploring the links between the students' own world, the world of the plays.</i> <i>-To ensure students have a defined work area.</i> <i>-to introduce and provide practice with key vocabulary.</i> <i>-To develop range of expression through movement and encourage collaboration / cooperation.</i>	The background knowledge of the author would be given. The theme and plot would be explained. Character and object descriptions would be made. Central idea of the play would be discussed. The play would be explained through Role Play. Important scenes would be extracted. All possible questions would be discussed.	-The learners would 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.	ROLE PLAY comprising all range of learners.	-PPT -audio- visual clippings
COURSE BOOK Unit 6 Exploring Space (contd)	<i>-to develop thinking skills</i> <i>- to develop imaginative skills</i>	The title of the Poem would be open for class interpretation. The prose would be	- the students would be able to grasp the theme and meaning of the poem.	ACTIVITY C1-A1 JAM (just a minute-	Audio-Visual (visual representation of the poem)

<ul style="list-style-type: none"> • I Stood Upon a Star 	<p><i>-to develop predictive skills</i> <i>-to enable learners to express themselves in grammatically correct language</i> <i>-to help appreciate poetry as a genre</i></p>	<p>read aloud in the class. Difficult words and terms would be discussed. The poem will be explained.</p>	<p>-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>speaking activity) Do you think an astronaut's life is interesting or hazardous ? Why ?</p>	
<p>GRAMMAR - Integrated Grammar Practice - Recapitulation of all writing Skills.</p>					
<p><u>FEBRUARY</u> SA-2 REVISION AND RECAPITULATION</p>					