

## ENGLISH

S. No.	Topic	Objectives/ Learning Outcomes	Methodology	Teaching Aids	Activities
	<b>Prose</b>				
1.	The Best Christmas Present in The World	To make students aware of festivities and cultures based on other religious faiths and cultures.	While the text reading the children's attention will be drawn to the situations in which they could develop their imagination and come up with their own ideas.	Chart papers, Markers, Photographs, Colors and Students.	Prepare a debate on the topic 'War can end conflicts' and make a collage based on any two events during the World War I.
2.	The Tsunami	To sensitize learners to the imminent issues regarding natural issues.	The session would begin with showing a video clip of natural disaster. The title of the lesson would be related to the video by the students in the class interaction phase.	Smart Board, Chart Papers, Markers, Colors and White Sheets.	Collect information on 'Disaster preparedness' and prepare a poster on the same. And suppose you were one of the victims of Tsunami. Write a diary entry for the same.
3.	Glimpses of The Past	To enable the students to understand the British reign in India and get to know about the freedom fighters from the given text.	Children will read the illustrative strip aloud. Later they will be asked to work in pairs to write a summary of what they have read.	Pen and Paper.	The making of Indian national movement 1870-1947. You get an opportunity to meet a freedom fighter. Design a set of questions that you would like to ask him/her.
4.	Bepin Choudhary's Lapse of Memory	The learners will acquaint with the humorous aspect of the narrative and will go through the different characters in the story.	The students will read the text aloud in the class. The text would be further explained by exposing the different vocabularies.	Pen and Paper.	One of the students of your class was not able to meet the expenses of the school and you helped him/her. Write a letter to your father describing the same.
5.	The Summit Within	To facilitate making connections similar situations in different storyline/life experiences.	The students will be exposed to the topic deductively in the target language.	Diary, Pen, Papers, Pencil and Markers.	Students would be asked to write a biography of a person who has motivated you in your life and also write a diary entry based on a task which you accomplished though you had thought it impossible earlier.
6.	This Is Jody's Fawn	To enable learners to appreciate nature and sensitize them to preserve it.	The learners would infer ideas and involve in an interactive session.	Newspapers, Ideas, Pen and Papers.	Read any 5 newspaper articles related to conversation and preservation of nature. Based on your reading suggest ways for the same in an interesting

					manner. Write a short poem in the praise of the Himalayas.
7.	A Visit to Cambridge	Learners will acquaint with empathy. They will learn how to cope up with stress and care for differently abled.	The session would start with an interaction on the title of the lesson and would be open for class interpretation.	Smart Board, Pen and Papers.	Students would be asked to write a bio sketch of Stephen Hawking. They would be asked to watch a movie 'Theory of Everything 2014' and write a descriptive paragraph on the scene that inspires them.
8.	A Short Monsoon Diary	To initiate the role of an ambassador in the educated students and make them stewards of the earth.	The facilitator would develop the chain of events with text sequence or discourse spoken with reference to the educational and personal domains	Smart Board, Pen and Papers.	Find out the difference between a Travelogue and Diary Entry. Write any one.
	<b>Poetry</b>				
9.	The Ant and The Cricket	To encourage students to appreciate poetry and read aloud with proper intonation.	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.	Students and Smart Board.	Prepare for a one-minute speaking activity to be taken up in the class.
10.	Geography Lesson	To read and recognize the purpose of economy of words and hidden pathos and nuances of lines, correlating them with author's background.	The learners would infer ideas and involve in an interactive session.	Pen, Paper, Charts, Markers, Pencil and Colors.	Find 5 words from the poem which are new to you and make sentences of your own from them as well as make a poster highlighting the main Geographical factors of your country.
11.	The Mystery Cat	To facilitate making connections similar situations in different storyline/life experiences.	The facilitator would develop the chain of events with text sequence or discourse spoken with reference to the educational and personal domains.	Pen, Paper and Smart Board.	Write the qualities and physical attributes of the cat in the form of a graphic organizer and also write a paragraph bringing out all the similarities and differences of all the animals of the cat family.
12.	The Last Bargain	The learners would be able to develop their basic skills of language. To prepare the students for poetic forms and adept them with the figures of speech, rhyme	The learners would infer ideas and involve in an interactive session. The text would be explained, difficult words would be listed. The moral of the poem would be discussed.	Students Brainstorm, Pen and Paper.	Bargain with your parents and get a thing which gives you joy. Prepare a set of dialogues on how you convinced them.

		and rhythm.			
13.	The School Boy	To encourage students to appreciate poetry and read aloud with proper intonation.	The poem will be read aloud and the title of the poem would be open for learner's interpretation.	Pen and Papers.	Why does the boy compare himself to a bird in a cage? Write a paragraph supporting his views.
14.	The Duck and The Kangaroo	The learners would be able to develop their basic skills of language. To prepare the students for poetic forms and adept them with the figures of speech, rhyme and rhythm.	The learners would infer ideas and involve in an interactive session. The text would be explained, difficult words would be listed	Pen, Paper and Smart Board.	Identify 5 pairs of rhyming words from the poem. Now compose a short five to six lines poem using the same set of rhyming words.
15.	When I Set Out for Lyonesse	To prepare the students for poetic forms and adept them with the figures of speech, rhyme and rhythm.	The facilitator would develop the chain of events with text sequence or discourse spoken with reference to the educational and personal domains	Pen, Papers, Markers, Colors and MS Office Skills.	During last summer vacation you visited your grandparents living in a village. Share your experience with your classmates in the form of diary entry and also imagine yourself to be the secretary of Rao Travels and prepare a brochure of your company to be published in the newspaper.
16.	On the Grasshopper and Cricket	To facilitate making connections similar situations in different storyline/life experiences. To recognize the purpose of economy of words and the nuances of the lines that highlights the poem.	The poem would be explained covering the phrases, sentences and discourse as well as their structuring. . The text would be explained, difficult words would be listed. The moral of the poem would be discussed.	Internet, Pen and Paper.	Make a list of the things in nature that indicate a change of season. Prepare a script for a play which reflects geographical diversity.
	<b>Reading</b>				
17.	Unseen composition	After this lesson, students will be able to: list and identify comprehension strategies and apply comprehension strategies to text.	Students will be taught the techniques of doing the unseen passage.	Pen, Paper and Worksheets.	Different passages given to comprehend.
	<b>Writing</b>				
18.	Notice	To enable the students to apply the correct format while writing a notice.	Learners would share their knowledge on the importance of a notice (Student-Teacher interaction) The teacher would explain what a notice is and its purpose.	Worksheets, Pen and Paper.	Students will be able to analyze any NOTICE shown to them on the basis of the knowledge imparted and will be able to use appropriate style and

			The standard format of notice writing would be shown in the class.		format to write a NOTICE effectively.
19.	Paragraph Writing	Students will demonstrate proficiency in written communication. They will learn the principles of coherence and clarity to sentences. The learners will also understand the role writing in civic engagement.	The students will be familiarized to the topic and asked to breakdown the information into smaller parts.	Smart Board, placards, Pen, Pencil, Eraser and Papers.	The students would be asked to construct a paragraph on any topic/theme.
20.	Diary Entry	To express ideas harmoniously and chronologically without difficulty in expressions, grammar usage, format usage, relevant vocabulary.	The format, rules, technique would be discussed with examples.	Pen, Paper and Sheets for hint.	Diary entry on given hints.
21.	Article Writing	Expressions, grammar usage, format usage, relevant vocabulary. To express ideas harmoniously and chronologically.	The usage of language would be taught and students would be assigned written tasks.	Pen and Papers.	Write articles on different social issues.
22.	E-mail Writing	The students will be able to write an e-mail using correct expression fluency and accuracy.	The teacher will demonstrate how to write an E-mail.	Smart Board, Laptops and Internet.	Write an E-mail to school telling them about the mistakes they should avoid in their school website.
23.	Speech	Expressions, grammar usage, format usage, relevant vocabulary. To express ideas harmoniously and chronologically.	The usage of language would be taught and students would be assigned written tasks.	Students, Pen and Paper.	Write Speech on different Covid Issues and deliver it in the School auditorium.
24.	Bio Sketch	The students will be able to know the features of bio sketch.	Teaching students the parts of a biographical sketch.	Pencils, Paper, Note-taking template, writing rubric, construction paper, glue, sentence strips, sample biographical sketch, brainstorming template.	Write a biographical sketch about someone they admire.

25.	Formal/ Informal Letters	To make students identify the elements of letter and familiarize them with its format. To enhance their writing skill.	The format, rules, technique would be discussed with examples. The conventions would be exposed to students thoroughly.	A4 size sheets, Pencils, Pens and Envelopes.	The learners would be asked to draft a letter to any given context or situation.
26.	Report Writing	To enable the students to apply the correct format while writing a notice.	The format, rules, technique would be discussed with examples.	Worksheets, Pen and Paper.	Students will be asked to write a report on the events that took place in the school the earlier day.
27.	Debate	The students will be able to understand that a debate is when you look at both sides of an argument.	The format, rules, technique would be discussed with examples.	Smart Board, Pen, Papers and Students.	Give them topics to debate that they are interested in and also ask them to write one.
28.	Dialogue Conversation	Students will be able to incorporate dialogue into their personal narratives.	The session will begin with a story and asking students to give their opinions on it.	Students, Pen and Papers.	Give some conversation situations to act on and also write the script on the paper.
	<b>Grammar</b>				
29.	General Integrated Grammar	To be able to comprehend and use grammatical organization for quantifying and sentence completion.	The session would begin with few sentences read out by the teacher and written on the interactive board. The teacher would wait for the students' responses to know whether they are able to point the errors. The teacher discusses the errors and comes to the rules. (inductive Learning)	Students, Pen and Papers.	They will be able to participate in the class discussion actively and should be able to identify errors and frame grammatically correct sentences.
30.	Phrase/ Clauses, Sentences (Kinds and types), Conditional Sentences	To enable the students to familiarize with types and parts of sentences. To make them aware the usage of different types of sentences.	The students will go through the exercises to help them distinguish the categories of sentences. The will also asked to divide the sentence into subject and predicate. As well as they will also understand the difference between phrases and clauses.	Worksheets, Pencils and Erasers.	The students will be provided with practice papers or worksheets to undergo a bunch of exercises that would help them in differentiating various categories of sentences and phrases/ clauses.

31.	Tenses Review	Students will be able to identify the verb and tense in a sentence. Students will be able to write a sentence using past, present or future tense.	Facilitation of word sort using simple past and present verbs. Leading students into discussion so that they can find patterns in the words.	Pen, Papers, Worksheets and Students.	Providing students with fill in the blank paragraphs. Instruct them to explain each sentence and label each blank with the tense needed. Ask students to create scenarios and narrate in different forms of tenses. After completion, review to ensure the students understands how to use verb tenses.
32.	Active and Passive Sentences	To enable the students to use Passive Voice appropriately and understand the changes that occur when transforming sentences from active to passive voice.	Recognizing the active structure. Make the students to restructure the active into passive by making the object into subject.	Pen, Papers and Worksheets.	Students will be advised to practice the given exercises to identify their weak areas. They will be provided with a sample of statements to practice with. A set of active sentences will be given to students to restructure them into passive. The students will be asked to jot down few sentences in reported speech also.
33.	Direct and Indirect Sentences	Define direct and indirect speech. Distinguish between both direct and indirect speech.	Provide students with a chart of the principal changes in reported speech. Ask them to practice the reported speech by asking them to convert from direct to report speech.	Internet, Pen, Pencils and Papers.	Search the interview and select the webpage into word document. Make copies for every two students and divide the students into pairs. Ask the students to make a reported version of it with a word limit of 150 words. After completion let the students swap the report with their peer and reduce it into 100 words.