

CHOITHRAM SCHOOL, MANIK BAGH, INDORE

ANNUAL CURRICULUM PLAN SESSION 2017 – 2018

CLASS: IX

SUBJECT: ENGLISH

Month & Working Days	Theme/ Sub-theme	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
June-16	LITERATURE- Poem.1- THE BROOK Chapter Description- This poem describes the journey of a stream from its place of origin to the river that it joins. The poem is an autobiography of a small stream, Brook .It relates its experiences as it flows towards the river, which strikes parallelism with the life of man.	To enable the students: *To comprehend the poem * To expand notes in a piece of writing. * To understand, enjoy and appreciate a wide range of text * To identify and list Figures of Speech *To identify the rhyme scheme of the poem * To understand autobiography of a brook * To know the journey of a stream (from origin to end) * To define a brook * To know the meanings of the words- biennial, perennial, annual *To differentiate between words which indicate ‘movement’ and ‘sound’	To enable the students - -To be Persistent -To be Determined - To do Selfless service *To develop harmony with Surroundings *To face the adversities of life * To sensitize them towards nature *To be optimistic * To get self-motivated * To learn Acceptance * To develop Selfless approach * To inculcate Helpfulness * To develop Comprehending, Reading, Listening and Imaginative skills *To analyze how brook continues its journey in spite of hurdles	*List of Figures of Speech will be provided to the students and explained at length with numerous examples. *Video on journey of a stream (from origin to end) will be shown *Identify poetic devices from the poem. *Reading followed by explanation and discussion *Complete the web chart using the words which indicate movement and sound.	Students will be able to: -To be Persistent -To be Determined - To do Selfless service *To develop harmony with Surroundings *To face the adversities of life * To sensitize them towards nature *To be optimistic * To get self-motivated * To learn Acceptance * To develop Selfless approach * To inculcate Helpfulness * To develop Comprehending, Reading, Listening and Imaginative skills *To analyze how brook continues its journey in spite of hurdles	*Identify poetic devices from the poem. Parameter: Accuracy

	<p>Unit -1.How I Taught My Grandmother To Read</p> <p>Chapter Description- This chapter is a simple story of heroic determination, confidence and will power of a grandmother to achieve her goal when she decides to learn to read and write at the age of sixty two.It also deals with the good qualities of a student and a teacher.</p>	<p>To enable the students:</p> <ul style="list-style-type: none"> To speak accurately with appropriate pauses and clear word/sentence stress to be intelligible in familiar social contexts. To enable the students to appreciate/comprehe nd the text To enable them to develop style of writing To enable the students to verbally communicate an imagined situation To understand first person narrative style To develop confidence in speaking skills To know that determination and a strong will power helps in achieving one’s goals. To realizethe plight of the illiterate and their role to play for their upliftment 	<p>To enable the students to-</p> <ul style="list-style-type: none"> -To be Persistent -To be Determined - To do Selfless service *To develop understanding towards illiterates *To face the adversities of life * To sensitize themselves towards the problem of illiteracy *To be optimistic * To get self-motivated * To learn Acceptance * To develop Selfless approach * To inculcate Helpfulness * To develop Comprehending, Reading, Listening and Imaginative skills 	<ul style="list-style-type: none"> Begin the lesson by asking students to discuss the relationship they share with their grandparents. Also, ask them what they all do for their grandparents in order to make them happy. Explanation of the chapter by the students in groups of 7.Comprehension questions will be asked to test their understanding. Textual questions/ Extra questions/ Assignments/Charac ter sketches/ Value based 	<p>Students will be able to:</p> <ul style="list-style-type: none"> To speak accurately with appropriate pauses and clear word/sentence stress to be intelligible in familiar social contexts. To enable the students to appreciate/comprehend the text To enable them to develop style of writing To enable the students to verbally communicate an imagined situation To understand first person narrative style To develop confidence in speaking skills To know that determination and a strong will power helps in achieving one’s goals. To realize the plight of the illiterate and their role to play for their upliftment To understand the mental and emotional state of a person To learn values from the scriptures understand that determination and a strong will power helps in achieving one’s goals. 	<p>Summarization of the chapter by the teacher and discussion on textual questions Based on Explanation done by the students</p> <p>Parameters- Individual- 1.Expression 2. Fluency 3. Accuracy Group- 1.Comprehension 2. Coordination 3. Overall Presentation</p>

		<ul style="list-style-type: none">To understand the mental and emotional state of a person			<ul style="list-style-type: none">appreciate/comprehend the textunderstand the importance of sacrifice, sincerity and maturity verbally communicate an imagined situationunderstand that most challenging situations could be overcome with immense courage and fortitude	
July-23	<p>Writing skills-</p> <ul style="list-style-type: none">Diary EntryInformal LetterDescribing People, Place, Object, Event <p>Subject Description- The overall objective is to develop students' written expression of thought and provide learners opportunities to explore ideas and to build connections between content areas.</p>	<p>To enable the students</p> <ul style="list-style-type: none">Express effectivelyshare ideasdevelop appropriate style of writing.-write effectivelyDifferentiate the style of expressing different writing skillsknowledge of the purpose and importance of writing short and long compositions-will be able to practically make use of writing skillsKnow effective means of disseminating information on	<p>To enable the students to</p> <p>-</p> <ul style="list-style-type: none">-Identify the appropriate usage of writing skillsApply it in practical lifeExpress their views in the desired manner	<ul style="list-style-type: none">Familiarize the students with different formats of the writing skillsModel exercise of each writing skill will be givenPractice exercise of each writing skill will be given	<p>Students will be able to:</p> <ul style="list-style-type: none">-Express effectivelyshare ideasdevelop appropriate style of writing.-write effectivelyDifferentiate the style of expressing different writing skillsknowledge of the purpose and importance of writing short and long compositions-will be able to practically make use of writing skillsKnow effective means of disseminating information on varied issues.-appropriate language,use of accurate vocabulary, expressions and sentence structure.	Through Practice exercise in the grammar notebook.

		<p>varied issues.</p> <ul style="list-style-type: none">• -appropriate language,• use of accurate vocabulary, expressions and sentence structure.• -understand and recollect the formats of the notice, message, biosketch, factual description, formal and informal letters, articles, speech, debate, data interpretation and report.• -Retain information of events, incidents or accidents and describe the same.• -adhere to word limit.			<ul style="list-style-type: none">• -understand and recollect the formats of the notice, message, biosketch, factual description, formal and informal letters, articles, speech, debate, data interpretation and report.• -Retain information of events, incidents or accidents and describe the same.• -adhere to word limit.	
	<p>Main Course Book MCB- 1.People MCB- 2.Adventure</p>	<p>To enable the students</p> <ul style="list-style-type: none">• to use English effectively for study for study purposes across the curriculum.• to develop and integrate the use of four language skill i.e- listening,	<p>To enable the students to imbibe-</p> <ul style="list-style-type: none">• Sensitivity• Thoughtfulness• express and respond to personal feelings and opinions.• present oral reports or summaries;	<p>Sample reading of the passages -interaction and discussion All exercises included in the chapters like reading, writing class discussion, picture reading, debate will be conducted</p>	<p>Students will be able to:</p> <ul style="list-style-type: none">• to use English effectively for study for study purposes across the curriculum.• to develop and integrate the use of four language skill i.e- listening, speaking, reading and writing.	<p>Through writing skills considering the topics from the chapters given in MCB</p>

		<p>speaking, reading and writing.</p> <ul style="list-style-type: none">• to develop interest in and appreciation of literature.• to revise and reinforce structures already learnt.• to express ideas in clear and grammatically correct English, using appropriate punctuation and cohesion devices.• to enable the students to understand, interpret , evaluate and respond to the following features in the text• to include a long reading text to encourage class room interaction, reduce teacher’s talking time, class discussion, etc.• to understand detailed information for a purpose.• to understand and interpret a range of features of the given	<p>narrate incidents or events.</p> <ul style="list-style-type: none">• present, adopt different strategies to convey ideas according to purpose, topic and audience, and to frame questions so as to elicit desired response.• take part in group discussions, elicit views of others, express and argue a point of view clearly.• participate in spontaneous spoken course• -Identify the appropriate usage of writing skills• Apply it in practical life• Express their views in the desired manner• to enable the learner to communicate effectively and appropriately in real life situations.		<ul style="list-style-type: none">• to develop interest in and appreciation of literature.• to revise and reinforce structures already learnt.• to express ideas in clear and grammatically correct English, using appropriate punctuation and cohesion devices.• to enable the students to understand, interpret , evaluate and respond to the following features in the text• to include a long reading text to encourage class room interaction, reduce teacher’s talking time, class discussion, etc.• understand detailed information for a purpose.• understand and interpret a range of features of the given context.• understand the topic and the main points and also distinguish the main points from the details.	
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		<p>context.</p> <ul style="list-style-type: none">• To understand the topic and the main points and also distinguish the main points from the details.				
	<p>Literature LR- F -2. A Dog Named Duke</p> <p>Chapter Description</p> <p>It is a story that dramatizes a struggle for survival.This chapter revolves around Charles Hooper (Chuck) who gets paralyzed after an accident and how his dog named Duke assists him and helps him to regain a normal life once again. The underlying theme of the story is that a person can overcome difficulties with perseverance and determination.</p>	<p>To enable the students to understand:</p> <ul style="list-style-type: none">• the importance of animals• that perseverance and determination helps a person surpass obstacles• the qualities that help each other to survive and face challenges• to comprehend the tragedy in the story• to develop fluency and accuracy in speaking• to develop compassion for all living beings• to verbally communicate an imagined situation• to sharpen the learner’s interpretative skills and inculcate an interest towards language and literature	<p>To enable the students to imbibe-</p> <ul style="list-style-type: none">*Determination*Helpful*Empathy*Perseverance* Selfless service*To face the adversities of life*To be optimistic* Helpfulness*To develop Comprehending, Reading, Listening and Writing skills	<p>*Class discussion- students those who have pet will share their experiences</p> <p>*Warm up Activity:</p> <p>*Video of the dog Hachiko</p> <p>*Just-A-Minute Activity: Students will be divided in groups and each group will be given one quality of Charles Hooper to talk about to the whole class for about one minute.</p> <p>*Writing Skills- Informal Letter-Write a letter to your friend sharing your experience on how an animal saved your life. /Imagine a situation where you were saved by an animal.</p> <ul style="list-style-type: none">• Textual questions/ Extra questions/ Assignments/Charac	<p>Students will be able to:</p> <ul style="list-style-type: none">• the importance of animals• that perseverance and determination helps a person surpass obstacles• the qualities that help each other to survive and face challenges• to comprehend the tragedy in the story• to develop fluency and accuracy in speaking• to develop compassion for all living beings• to verbally communicate an imagined situation• to sharpen the learner’s interpretative skills and inculcate an interest towards language and literature• describe the relationship between Chuck and his dog• to understand the importance of animals• that perseverance and determination helps a person surpass obstacles	<p>*Writing Skills- Informal Letter-Write a letter to your friend sharing your experience on how an animal saved your life. /Imagine a situation where you were saved by an animal.</p>

				ter sketches/ Value based	<ul style="list-style-type: none">the qualities that help each other to survive and face challengesto comprehend the tragedy in the storyto develop fluency and accuracy in speaking.to develop compassion for all living beingsto verbally communicate an imagined situationto sharpen the learner’s interpretative skills and inculcate an interest towards language and literature	
	Grammar: <ul style="list-style-type: none">TensesDeterminers	To enable students understand: *frame correct sentences *Use of different forms of tenses accurately and appropriately	To enable students *Acquire knowledge through rules in grammar	Discussion and explanation with examples Students will be involved and their feedback will be considered	Students will be able to: *Acquire knowledge through rules in grammar	Assessment on the basis of the answers of Practice exercises
July	Writing skills- Article Writing	Continued.....				
August	Writing skills- Notice Writing E-mail Writing	Continued.....				
August	Literature LR- P- 2.The Road Not Taken Poem Description-The	To enable the students to: *Understand that the decisions taken by people shape their lives	To enable the students to imbibe- *Decision-making *Determination	*PPT based on the poem will be shown *Complete the web chart showing choices and	Students will be able to: *Understand that the decisions taken by people shape their lives. *Describe the dilemma of the poet	*Present your views on have you made choices that are acceptable and less ‘risky’ or have you

	<p>poem is based on very common experience about Real life situations where one has to choose between two options. The poet represents a dilemma of a man in a particular situation. It suggests us to make choices that are acceptable and less risky and also depicts the factors that determine our choice and the need to take right decision at the right time. The mood of the poem is very thoughtful and philosophical.</p>	<p>*Encourage students to appreciate poetry and develop the ability of reading with proper stress and intonation *Analyze, interpret, and infer ideas from the text. * Enhance their creativity and imagination *Develop confidence in spoken skill</p>	<p>*Analyzing the logical reasoning of the situation *Problem solving * Conflict Resolution *Face challenges in life *To face the adversities of life *To be optimistic *Faith on oneself * Negotiate their own learning goals and evaluate their own progress, edit, revise, and review their own work *Make choices that are acceptable and less risky *Know the factors that determine our choice *Right decision at the right time *To learn acceptance * To develop Comprehending, Effective Reading and Listening skills</p>	<p>decisions you may have to make in the next few years and the factors that affect these choices. Share your choices and decisions with your partner</p> <p>*Present your views on have you made choices that are acceptable and less ‘risky’ or have you followed the beaten/riskytrack? Why?</p> <p>*Reading followed by explanation of the poem with literary devices used in the poem and discussion of summary *Textual questions/ Extra questions/ Assignments/Character sketches/ Value based</p>	<p>and the poetic devices used in the poem. * Negotiate their own learning goals and evaluate their own progress, edit, revise, and review their own work *Enhance their creativity and imagination *Develop confidence in spoken skill *Make choices that are acceptable and less risky *Know the factors that determine our choice *Right decision at the right time</p>	<p>followed the beaten/risky track? Why?</p>
August	<p>Literature LR- P-3.The Solitary Reaper Poem Description-This poem is one of William Wordsworth’s poems, that describes a memorable experience he had while out on a</p>	<p>To enable the students: *To comprehend the poem * To expand notes in a piece of writing. * To understand, enjoy and appreciate a wide range of text * To identify and list Figures of Speech</p>	<p>To enable the students to imbibe -Concern -Peace of mind -Respect -Perseverance - Determination *To develop harmony with Surroundings</p>	<p>* A song in some other language will be in the sung by the students in the class and the other students will try to understand the wording and the feelings conveyed through the song. *Imagine yourself as if you were the poet, what should</p>	<p>Students will be able to: - To comprehend the poem * To expand notes in a piece of writing. * To understand, enjoy and appreciate a wide range of text * To identify and list Figures of Speech *To appreciate literary piece</p>	

	walk. The poet was so moved by this experience that later he wrote this poem. This is a nostalgia –The poet recalls the beautiful song of solitary reaper	*To appreciate literary piece *To recall and share an experience that affected them greatly and left a great impact on them * To guess the possible meaning of the words used in poem * To imagine the impact of song on the poet *To visualize the beauty of Scotland	*To respect other languages/culture * To sensitize them towards nature *To be optimistic *To try to develop understanding for the song played in the class in other language * To get self-motivated * To learn Acceptance * To develop concern and care for other culture * To develop Comprehending, Reading, Listening and Imaginative skills	be the alternative ending of the poem. *In pairs, Students will complete the diagram based on phrases given in the text book. *Complete the diagram with suitable phrase given in the textbook. *Reading followed by explanation and discussion *Textual questions/ Extra questions/ Assignments/Character sketches/ Value based	*To recall and share an experience that affected them greatly and left a great impact on them * To guess the possible meaning of the words used in poem * To imagine the impact of song on the poet *To visualize the beauty of Scotland	
August	MCB—3.Environment 4.Video and Radio show	Continued.....				
August	Novel- Three Men in a Boat Ch-1 to 5 Brief Description- It is a fictional story in which three ailing men (J., Harris, and George)decide to take a boat trip up the Thames River. Each man has been suffering from half-imagined diseases, and they all think they need a good vacation.	To enable the students: <ul style="list-style-type: none"> To write in formal tone, to be precise and to the point. To inculcate reading habits and to improve vocabulary To understand the first person narrative style To sharpen writing and speaking skills to understand the characters and their role 	To enable the students: <ul style="list-style-type: none"> Systematic Planning Managing emotions Interpersonal relationship Decision making Preparing Itinerary -Importance of human relationship. -Acceptance of 	Warm up activity- <ul style="list-style-type: none"> i) Do you read novels? Specify the genre-mystery, horror, fiction, romance,adventure etc. ii) Who is your favourite author and why? Movie based on novel will be shown Animated chapter 	Students will be able : <ul style="list-style-type: none"> To write in formal tone, to be precise and to the point. To inculcate reading habits and to improve vocabulary To understand the first person narrative style To sharpen writing and speaking skills to understand the characters and their role in the novel to understand elements of humour, conflict in the novel 	i) Assignments ii) Comprehension questions

	Together, they rent a boat, despite their inexperience with sailing.	in the novel <ul style="list-style-type: none"> to understand elements of humour, conflict in the novel to understand the plot and the theme of the novel 	situations and face them with a lot of courage and find solutions to problems in life. <ul style="list-style-type: none"> -Decision making in most adverse conditions. Determination *Analyzing the logical reasoning of the situation 	wise video will be shown <ul style="list-style-type: none"> Discussions on Planning and Packing strategies Character sketches will be given. <ul style="list-style-type: none"> Comprehensive questions will be asked for understanding. 	<ul style="list-style-type: none"> to understand the plot and the theme of the novel 	
September	Grammar- <ul style="list-style-type: none"> Active and Passive Voice Modals 	Continued.....				
September	Literature LR- P-4.Lord Ullin's Daughter It is a traditional ballad that depicts the conflict between the rebellious youth and the tyrannical authority of the parents. The grief and the lament of the father is depicted.	To enable the students: <ul style="list-style-type: none"> -to understand, enjoy and appreciate a wide range of text - to organize and structure thoughts in writing - to comprehend the poem - to learn new poetic devices - to express their opinion in grammatically correct, fluent and coherent language - to analyse the situations in the chapter based on different characters and in real life - to develop 	To enable the students to imbibe- <ul style="list-style-type: none"> -Empathy -Interpersonal relation -Dealing with stress -Managing emotions - helpfulness -Love for family -patience - acceptance - Selfless approach - duty consciousness - socially responsible - sensitize with the emotions of the people 	<ul style="list-style-type: none"> Narrate an experience where you repented for not obeying your parents.(Value based question-CW) Debate: Open Defiance against family, elders is the growing trend -Textual questions/ Extra questions/ Assignments/Character sketches/ Value based	Students will be able to: <ul style="list-style-type: none"> - understand, enjoy and appreciate a wide range of text in writing - comprehend the poem - learn new poetic devices - express their opinion in grammatically correct, fluent and coherent language - analyse the situations in the chapter based on different characters and in real life - develop Comprehending, Reading, Listening and speaking skills - appreciate the poem 	<ul style="list-style-type: none"> Speaking Skills: Debate: Open Defiance against family, elders is the growing trend

		Comprehending, Reading, Listening and speaking skills - to appreciate the poem -to justify the act of the characters (father and daughter)			- justify the act of the characters (father and daughter)	
September	Literature Drama-1.Villa For Sale Drama Description- The one act play, "Villa for sale" is set in France. The humorous play revolves round Juliette's villa. Gaston who finds profit in purchasing the villa from the actress shows his expertise in bargaining and makes a deal in his favour. But he fails to retain the faith of his wife, who believes that he has done for her.	To enable the students: <ul style="list-style-type: none"> Identify the usage of humour in the play Describe the traits of the different characters in the play To arouse students' interest in literature. To enable them to comprehend the text. To make students learn analysing a prose and critically appreciating it. Analyse the character sketch of Important characters of the play *To comprehend the dialogue To understand the elements of drama *To infer and evaluate the character, plot or theme To enact dramatic 	To enable the students to imbibe- <ul style="list-style-type: none"> Concept of 'For Sale' notice Concept of making a bargain. Understand how presence of mind helped Gaston earn a profit Facing challenges Clarity of thoughts Enthusiasm Interpersonal relationship Effective communication *Analysing consequences *to develop Comprehending, Reading, Listening and speaking skill 	The students will be divided in groups and guided to explain paragraphs of the drama 'Villa For Sale' *Textual questions/ Extra questions/ Assignments/Character sketches/ Value based Q.	Students will be able to: <ul style="list-style-type: none"> Identify the usage of humour in the play Describe the traits of the different characters in the play To arouse students' interest in literature. To enable them to comprehend the text. To make students learn analysing a prose and critically appreciating it. Analyse the character sketch of Important characters of the play To comprehend the dialogue To understand the elements of drama To infer and evaluate the character, plot or theme To enact dramatic situations from the play To discuss the instances of irony 	The students will be divided in groups and guided to explain paragraphs of the drama 'Villa For Sale' Based on the explanation done by the students

		situations from the play <ul style="list-style-type: none"> To discuss the instances of irony 				
September	Novel- Three Men in a Boat Ch-6 to 10	Continued.....				
	PAT-II					
October	Writing skills- <ul style="list-style-type: none"> Story Writing Message Bio sketch 	Continued.....-				
November	Writing skills- <ul style="list-style-type: none"> Debate Writing 	Continued.....-				
November	LR- Unit-3 The Man who knew too much Chapter Description- It is a humorous sketch of a soldier at the training depot. The story is set in an army training depot which focuses on a trainee soldier nicknamed as the ‘Professor’ who irks his trainers by projecting himself as Mr. Know All. The lesson teaches us the need of humility and moderation in our thoughts, words and	To enable the students: *Concept of Nickname and the practice of keeping nicknames of others by the learners; *characteristics of people who are snobbish in nature. *To know the different attitudes and nature of people around us. *To understand the text and recognize the character traits. *To brainstorm and write appropriate content keeping in mind the character of Quelch	To enable the students to imbibe- *Determination *Helpful *hard work * Devotion *Perseverance * to inculcate Helpfulness * to develop Comprehending, Reading, Listening and Writing skills	<ul style="list-style-type: none"> To recall any of their friends / cousins who like to boast about themselves. Discuss such people, what aspect they show off and the likely reasons for this behaviour. Draw the attention to ‘Private Quelch’ from the story. Writing Skills: Describing People: Describe the Positive and Negative traits of Private Quelch 	Students will be able to: Concept of Nickname and the practice of keeping nicknames of others by the learners; *characteristics of people who are snobbish in nature. *To know the different attitudes and nature of people around us. *To understand the text and recognize the character traits. *To brainstorm and write appropriate content keeping in mind the character of Quelch *To not to exaggerate the knowledge we have * To not to showcase whatever we have	Writing Skills: Describing People: Describe the Positive and Negative traits of Private Quelch

	<p>deeds however intelligent we could be. We should never be pompous and snobbish. We should never underestimate or belittle anybody.</p>	<p>*To not to exaggerate the knowledge we have * To not to showcase whatever we have *understand that nobody likes a show off and that knowledge must be applied at the right time. *recognise the importance of respecting others’ opinions, knowledge and experience</p>			<p>*understand that nobody likes a show off and that knowledge must be applied at the right time. *recognise the importance of respecting others’ opinions, knowledge and experience</p>	
November	<p>LR- Unit 5 The Seven Ages Poem Description- The extract is taken from Shakespeare’s play ‘As you like it’ in which the poet divides human life into seven stages. The poem elaborates characteristics of different stages of life and gives the message that life is transitory</p>	<p>To enable the students:</p> <ul style="list-style-type: none"> To Compare and contrast the treatment of similar themes and patterns of events To demonstrate an understanding of Shakespeare’s text by interpreting meaning through discussion, movement, and writing. To understand that Shakespeare’s words and ideas are still relevant and applicable today. *To appreciate the style of writing to analyze the poem 	<p>To enable the students to imbibe-</p> <ul style="list-style-type: none"> *Patience *Tolerance *Determination Discipline Sincerity Awareness, Practical approach, Managing emotions -Perseverance To develop Comprehending, Reading, Listening and Imaginative skills 	<ul style="list-style-type: none"> Writing Skills: Paragraph writing: Students will be asked to write a paragraph on what it means to be Answers will be shared in the class to look for commonalities. Highlight occasions that will overlap with Shakespeare’s description (above). Share Shakespeare’s description and discuss. *Video based on the poem will be shown Pre Reading Activity: 	<p>Students will be able to:</p> <ul style="list-style-type: none"> To Compare and contrast the treatment of similar themes and patterns of events To demonstrate an understanding of Shakespeare’s text by interpreting meaning through discussion, movement, and writing. To understand that Shakespeare’s words and ideas are still relevant and applicable today. *To appreciate the style of writing to analyze the poem To relate to real life for better understanding *To link the thoughts in sequence 	<ul style="list-style-type: none"> Writing Skills: Paragraph writing: Students will be asked to write a paragraph on what it means to be a “Student”. Answers will be shared in the class to look for commonalities. Highlight occasions that will overlap with Shakespeare’s description (above). Share Shakespeare’s description and discuss.

		<ul style="list-style-type: none"> To relate to real life for better understanding *To link the thoughts in sequence *To comprehend the poem <p>To identify and list Figures of Speech</p>		<p>*Task- Individual(Quick Speak) Gross over the title and do a ‘Quick Speak’ on the same in about 50 words.</p> <ul style="list-style-type: none"> While Reading Activity: *Identify Figures of Speech Quick reading of the poem – ‘Indian Weavers’ from class 6 literature on similar theme By Sarojini Naidu to familiarize the stages of life. Enactment of the stages of life. 	<ul style="list-style-type: none"> To comprehend the poem <p>To identify and list Figures of Speech</p>	
December	LR- Unit 4 Keeping it from Harold Subject Description- The chapter discusses the popular tendency to downgrade physical skills like boxing, wrestling etc. Ironically, the fact (father is a boxer)that the parents of a child wanted to hide	i)To enable the students to comprehend the text ii) To enable them to develop style of writing iii) To enable them to verbally communicate iv) To enable them to enhance their writing skills v) To enrich vocabulary and its usage within appropriate context vi)To present their thoughts	To enable the students to imbibe- -Determination - Character building - Honesty -To be courageous - Forgiving -Obedience -Decision making -Family bonding -To have faith in parents -Good parenting	1. Warm up activity- <ul style="list-style-type: none"> Do you watch WWE? Who is your favourite wrestler? Have you seen the movie ‘Dangal’? List a few names of Indian boxers, wrestlers. Has the perception of people changed over the century with respect 	Students will be able to: i)appreciate/comprehend the text ii)understand qualitiesof a sportsman iii)communicate in spokenas well as in written manner iv)Enrich vocabulary and its usage within appropriate context v) develop an understanding with parents	Speaking Skills: Debate: Manypeople are of the opinion that violent, physical sports such as boxing and wrestling should be banned while others think otherwise. Express your opinion on the topic by either writing in

	<p>from him could have been a subject of swanking and pride.</p>	<p>in different ways through web chart</p> <p>i)To be truthful Irrespective situations</p> <p>ii) Qualities of sportsman/ sportsmanship</p> <p>iii)To agree with parents’ decision</p> <p>iv)Impact of sports on the society</p> <p>v)Different weight categories in Boxing</p>	<p>- Control on anger</p> <p>-To analyze the different situations</p> <p>-To handle peer pressure</p> <p>-Attaining mastery</p> <p>-Sensible behaviour</p> <p>-Care</p> <p>-Developing confidence</p> <p>-Polite and calm</p> <p>- Sense of concern</p>	<p>to those who fight in ring?</p> <ul style="list-style-type: none">• *Rearrange the jumbled up sequence of events and complete in the form of flow chart. (Statements will be given)• *Draw a Web chart on the feelings experienced by you on being bullied or teased at school.• Do you agree with Harold’s parents’ decision of hiding from him the fact that his father was a boxer? Why/ Why not?• Speaking Skills: <p>Debate:Many people are of the opinion that violent, physical sports such as boxing and wrestling should be banned while others think otherwise. Express your opinion on the topic by either writing in favour of banning these sports or against banning them.</p> <ul style="list-style-type: none">• Textual questions/ Extra questions/		<p>favour of banning these sports or against banning them.</p>
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				Assignments/Character sketches/ Value based		
December	LR- Unit 6 Oh, I Wish I'd Looked After Me Teeth Poem Description- The poet Pam Ayres wants to convey that children should inculcate the good sense of dental hygiene. It is a humorous poem about the experiences of a child with her decaying teeth. She remembers various types of sweets she ate in the past and expresses guilt and remorse at having neglected her teeth.	To enable the students: *To comprehend the poem * To expand notes in a piece of writing. * To understand and enjoy the humour of the poem * To identify and list Figures of Speech *To identify the rhyme scheme of the poem *To organize and structure thoughts in writing *To appreciate other styles of poetry *To write short verse * To identify elements of humour, irony and regret in the poem *To explain the traumatic feelings of the narrator *To identify word contractions in the poem *To describe the elements of poetry written in limerick style	To enable the students to imbibe- -Respect - Resistance -Self-discipline -Decision making - Care - Self-realization -Sincerity -Analysing consequences -Respect for parents -Sensitize with the emotions of the people - to analyze the situations in the poem based on different characters and in real life - to develop Comprehending, Reading, Listening and speaking skill	-Warm up – Class discussion- -Parents alone are responsible for inculcating a good sense of dental hygiene amongst children. Do you agree or disagree? -Discuss the reasons for visiting the dentist and ask them how they felt emotionally during the visit? -Video on dental hygiene will be shown. -Explanation of the poem by teacher. Comprehension questions will be asked to test their understanding. -Students will be shown the example of a limerick and explained about the same. They will be asked to write a short Limerick. -Textual questions/ Extra questions/ Assignments/Character sketches/ Value based	Students will be able to: * comprehend the poem * expand notes in a piece of writing. * understand and enjoy the humour of the poem *identify and list Figures of Speech * identify the rhyme scheme of the poem *organize and structure thoughts in writing *appreciate other styles of poetry * write short verse * identify elements of humour, irony and regret in the poem *explain the traumatic feelings of the narrator * identify word contractions in the poem * describe the elements of poetry written in limerick style	-Students will be shown the example of a limerick and explained about the same. They will be asked to write a short Limerick. Based on Limericks written by the students
December	Novel- Three Men in a Boat Part 2-	Continued.....				

	Chapter 11to 15					
December	MCB Unit-5 Mystery	Continued.....				
January	LR- Unit-5 Best Seller Subject Description- The short story ‘Best Seller’ deals with the life of a salesman who believes that romantic bestsellers are impractical and a figment of human imagination. According to him, a man must always marry a girl from the same background.	To enable the students <ul style="list-style-type: none"> to comprehend the text understand the use of irony in the story clearly analyse the main characters to verbally communicate to enhance their writing skills To enrich vocabulary and its usage within appropriate context Qualities of a salesman Impact of Best Seller on society 	To enable the students to imbibe- <ul style="list-style-type: none"> Determination Honesty To be courageous Decision making Confidence Patience To analyze the different situations Sensible behaviour Care Polite and calm Sense of concern 	Warm up activity- <ul style="list-style-type: none"> Begin the lesson by asking students the best sellers they have read. Students need to talk about the different aspects of their favourite best seller. What type of stories do you like to read? Why? According to you, which books are to be called as BestSellers? Speaking Skills: Give your views in the alternative ending of the story ‘Best Seller’. Identify the implied irony in the story and its title Analyse the different characters of the story. -Textual questions/ Extra questions/ Assignments/Character sketches/ Value 	Students will be able to: <ul style="list-style-type: none"> to comprehend the text understand the use of irony in the story clearly analyse the main characters to verbally communicate to enhance their writing skills To enrich vocabulary and its usage within appropriate context Qualities of a salesman Impact of Best Seller on society 	Speaking Skills: Give your views in the alternative ending of the story ‘Best Seller’.

				based		
January	Grammar- Prepositions Reported Speech Connectors	Continued.....				
January	Writing Skill Dialogue Writing Speech Writing	Continued.....				
January	MCB-6.Children 7.Sports and Games	Continued.....				
	PAT-III					
February	LR- Unit-7 Poetry Song of the Rain Poem Description- The poem ‘Song of the Rain’ is a song sung by the rain describing its journey. The rain, in an autobiographical manner, narrates some of the functions that it performs.In this poem, the poet Khalil Gibran has personified rain and he celebrates it as a benign life giving force. It marks regeneration and rejuvenation in nature.	To enable the students to: <ul style="list-style-type: none"> comprehend the poem Express effectively the importance of rain Sensitize the learners to ideas and emotions that are evoked by rain Describe the journey of the rain Understand the varied emotions of the rain Identify different poetic devices used in the poem Write a poem using various poetic devices 	To enable the students to imbibe- <ul style="list-style-type: none"> *Appreciate the beauty of nature Importance of rain for living creatures *Be a giver rather than receiver *Concern for others Divinity Sensitivity towards nature Joy of giving To develop Comprehending, Reading, Listening and Imaginative skills 	<ul style="list-style-type: none"> Warm up Activity: *Describe a scene of a rainy day. Follow up Activity: *Writing Skills: Dialogue writing: Write a brief imaginary dialogue between the rain and the earth *Write a short poem about rain using poetic devices. *Video based on the poem will be shown *Textual questions/ Extra questions/ Assignments/Character sketches/ Value based 	Students will be able to: <ul style="list-style-type: none"> to comprehend the poem Express effectively the importance of rain *To sensitize the learners to ideas and emotions that are evoked by rain Describe the journey of the rain Understand the varied emotions of the rain Identify different poetic devices used in the poem Write a poem using various poetic devices 	*Writing Skills: Dialogue writing: Write a brief imaginary dialogue between the rain and the earth

February	LR- Drama The Bishop's Candlesticks Drama Description- The play 'The Bishop's Candlesticks' revolves around a righteous and forgiving Bishop, his sister Persome and a runaway Convict. The play depicts how kindness, love and forgiveness can transform even the most hard-hearted people. It conveys the message that if harsh treatment can turn a human being into a hardened criminal, love and affection can change him into a normal human being.	To enable the students: *To express their opinion in grammatically correct, fluent and coherent language *To comprehend the dialogue * To expand notes in a piece of writing. * To understand the elements of drama * To identify and list Figures of speech *To infer and evaluate the character, plot or theme * To enact dramatic situations from the play * To discuss the instances of irony *To write character sketches	To enable the students to imbibe- *Service to humanity * Ability to sacrifice *To think critically * Helping *Caring & Sharing * Compassi *Sacrifice to serve mankind * Selfless service *Empathy *acts of benevolence from real life *Sufferings of prisoners. *love and forgiveness *Decision making *Care *Self-realization *Sincerity *Analysing consequences *to develop Comprehending, Reading, Listening and speaking skill	Warm up – Imagine you see one of your classmates steal another student's pen. Will you try to find out the reason and advise him? Should he be punished or counselled? *Speaking skills: Students will be asked to share their views on how they would react if they were cheated by someone or if a thing that they considered their prized possession was stolen away by somebody. Will they be able to forgive that person? Thereafter the attention of the students will be drawn to the title, to ponder over the title and share their thoughts about the possible themes of the play. *Textual questions/ Extra questions/ Assignments/Character sketches/ Value based Q.	Students will be able to: *To express their opinion in grammatically correct, fluent and coherent language *To comprehend the dialogue * To expand notes in a piece of writing. * To understand the elements of drama * To identify and list Figures of speech *To infer and evaluate the character, plot or theme * To enact dramatic situations from the play * To discuss the instances of irony *To write character sketches	*Speaking skills: Students will be asked to share their views on how they would react if they were cheated by someone or if a thing that they considered their prized possession was stolen away by somebody. Will they be able to forgive that person? Thereafter the attention of the students will be drawn to the title, to ponder over the title and share their thoughts about the possible themes of the play.
February	Writing Skill- Data Interpretation	Continued.....				
March	Novel-	Continued.....				

	Three Men in a Boat Part 2- Chapter 16 to 19					
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