

**CHOITHRAM SCHOOL, MANIK BAGH, INDORE**

**ANNUAL CURRICULUM PLAN SESSION 2017 – 2018**

**CLASS: VIII**

**SUBJECT: ENGLISH**

Month & Working Days	Theme/ Sub-theme	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
<b>JUNE 16</b>	<b>LITERATURE</b> Unit 1: Human Bonds Sec. 2: A Most Important person.	<ul style="list-style-type: none"> <li>To enable the students to appreciate/comprehend the text.</li> <li>To enable them to express themselves in grammatically correct language</li> <li>To enable them to comprehend the text locally and globally.</li> <li>To learn/enrich vocabulary and its usage within appropriate context</li> <li>To develop confidence in speaking skills</li> </ul>	<ul style="list-style-type: none"> <li>To learn about the meaning of friendship</li> <li>Treasuring relationships</li> <li>To know that friendship is not age barred /social status confined.</li> <li>Friendship is about selection rather than imposition</li> <li>To help them understand that friendship gives a motive to live and transforms one's life.</li> </ul>	<ul style="list-style-type: none"> <li>Mention some good qualities of your friend and also give your views about the areas in which he/she needs to improve.</li> <li>Textual questions/ Extra questions/ Character sketches/ Value based</li> </ul>	<p>Students will be able to-</p> <ul style="list-style-type: none"> <li>- use appropriate vocabulary and grammar in oral and written forms, appreciate/comprehend the text, express themselves in grammatically correct language.</li> <li>develop confidence in speaking skills</li> <li>learn about the meaning of friendship, treasuring relationships</li> <li>know that friendship is not age barred /social status confined and its selection rather than imposition</li> <li>understand that friendship gives a motive to live and transforms one's life.</li> </ul>	On the basis of the oral description about the qualities of their friends.

	<p>Unit 2 Nurturing Nature</p> <p>Sec.3 :I Think I Could Turn and live with Animals</p>	<ul style="list-style-type: none"> <li>To help them to appreciate poetry as a genre</li> <li>To make them understand about the free verse.</li> <li>To sensitize to understand the difference between animals and humans and draw their attention to the folly of mankind.</li> <li>To find the types of figure of speech used in the poem.</li> </ul>	<ul style="list-style-type: none"> <li>sensitivity towards understanding the difference between animals and humans and draw their attention to the folly of mankind.</li> <li>To draw their attention towards the values that humans are getting devoid of and the animals still persist.</li> </ul>	<ul style="list-style-type: none"> <li>Recitation followed by explanation and discussion on theme of the poem</li> <li>Students will complete match the column by using the lines from the poem.</li> <li>If animals could talk, what would they have to say about human behaviour nowadays? Construct and write an imaginary dialogue between you and any animal.</li> </ul>	<ul style="list-style-type: none"> <li>understand and express the theme of the poem.</li> <li>List out the figure of speech used.</li> <li>To organise their thoughts in a coherent manner.</li> <li>Narrate the specific information about the animals.</li> <li>Understand the language and the thematic content of the poem.</li> <li>Appreciate the stylistic devices used in the poem.</li> <li>Share their views about the good qualities of animals.</li> <li>Learn dialogue writing and will express their viewpoint.</li> </ul>	<p>Based on the dialogue writing in the notebook</p>
<p><b>JULY 23</b></p>	<p><b>Literature</b></p> <p>Unit 2 Nurturing Nature</p> <p>Section 1 Jungle in Jeopardy</p>	<ul style="list-style-type: none"> <li>To enable the students to appreciate/comprehend the text</li> <li>To enable them to express themselves in grammatically correct language.</li> <li>To enable them to</li> </ul>	<ul style="list-style-type: none"> <li>Sensitise towards environmental issues</li> <li>inculcate sympathy, honesty, courage</li> <li>realize the importance of animals and different ways to save them</li> <li>be aware that nurturing nature is the need of the</li> </ul>	<p>1. Class will be divided in to groups and the student will read the story themselves and present it in the class followed by the learning</p>	<ul style="list-style-type: none"> <li>Students will be able to:</li> <li>appreciate/comprehend the text</li> <li>express themselves in grammatically correct language.</li> <li>develop confidence in speaking skills</li> <li>be Sensitive towards environmental issues</li> <li>inculcate sympathy, honesty,</li> </ul>	<p>On the basis of group wise presentation of the story.</p>

		<p>navigate dictionary</p> <ul style="list-style-type: none"> <li>To learn/enrich vocabulary and its usage within appropriate context</li> <li>To develop confidence in speaking skills</li> </ul>	<p>hour.</p> <ul style="list-style-type: none"> <li>Understand and make their views about poaching (illegal hunting)</li> </ul>	<p>that is experienced by this lesson</p>	<p>courage</p> <ul style="list-style-type: none"> <li>realize the importance of animals and different ways to save them</li> <li>be aware that nurturing nature is the need of the hour.</li> <li>Understand and make their views about poaching (illegal hunting)</li> </ul>	
	<p><b>Grammar:</b></p> <p>1.Revision Parts of Speech</p> <p>2.Subject Verb Agreement</p>	<ul style="list-style-type: none"> <li>To apply the grammatical concept that requires thinking rather than mechanical application.</li> <li>To understand about different parts of speech and their application.</li> <li>To be able to arrange different parts of speech in a sentence form.</li> <li></li> </ul>	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>Enjoy learning of grammar rather than finding it daunting.</li> <li>Express themselves in grammatically correct language.</li> <li>Be confident in using the language</li> </ul>	<ul style="list-style-type: none"> <li>The topic will be introduced as per the class requirement (Class discussion, storytelling, power point presentations and activities)</li> <li>Rules will be explained along with its application.</li> <li>Model exercises followed by practice exercises in Practice sheets</li> </ul>	<ul style="list-style-type: none"> <li>To apply the grammatical concept that requires thinking rather than mechanical application.</li> <li>To understand about different parts of speech and their application.</li> <li>To arrange different parts of speech in a sentence form.</li> <li>To find out errors or omissions in the given sentences/paragraphs and rectify it.</li> <li>To enjoy learning of grammar rather than finding it daunting.</li> <li>To express themselves in grammatically correct language.</li> <li>To be confident in using the language</li> </ul>	<p>On the basis of their performance in the practice sheet exercises.</p>

	<p><b>Writing skills-</b></p> <p>1. Message Writing</p> <p>2. E mail writing</p>	<p>To enable the students to</p> <ul style="list-style-type: none"> <li>· write in correct format.</li> <li>· use language clearly, precisely, convincingly and creatively.</li> <li>· develop their view points and ideas effectively.</li> <li>· demonstrate a sense of style and awareness of purpose.</li> <li>·</li> </ul>	<p>To enable the students</p> <ul style="list-style-type: none"> <li>· to develop writing, imagination, planning, creative and critical thinking skills.</li> <li>· to think and collect ideas and organize them with focus on appropriate beginning, middle and ending.</li> <li>· to use polite words for communication with others.</li> <li>· to read, compare, contrast, think critically and relate ideas to life.</li> </ul>	<ul style="list-style-type: none"> <li>· <b>Warm up activity</b> Class discussion about the topic to be taught to check their previous knowledge.</li> <li>· <b>Activities</b> Model Exercise in the Grammar copy. Practice exercise in the worksheet Use of Black board to write the details, formats and other important information.</li> <li>· <b>Interactive Session</b> <ul style="list-style-type: none"> <li>• Questions will be asked while teaching.</li> <li>• Discussion – old and new form of communication.</li> </ul> </li> </ul>	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>· write in correct format.</li> <li>· use language clearly, precisely, convincingly and creatively.</li> <li>· develop their view points and ideas effectively.</li> <li>· describe experiences, events, objects, people and places.</li> <li>· develop writing, imaginative, planning, creative and critical thinking skills.</li> </ul>	<p>Based on their writing in the practice worksheet.</p>

				<ul style="list-style-type: none"> <li>• Significance of writing message and e-mail writing.</li> <li>• Content, format, model and practice exercises</li> </ul>		
<b>AUGUST 21</b>	<b>Literature</b> Unit 3: Conflict and Hope Sec.3 Sympathy	<ul style="list-style-type: none"> <li>• Appreciate/comprehend the poem</li> <li>• Express themselves in grammatically correct language.</li> <li>• Learn about poetic devices</li> <li>• Understand the rhyming scheme used in the poem.</li> <li>• Learn/enrich vocabulary and its usage within appropriate context</li> <li>• Understand the agony of a captive.</li> <li>• Understand and appreciate the efforts by the captive to regain its freedom</li> <li>• To live freely in their natural surrounding is any living beings birth right.</li> </ul>	Sensitivity towards nature - Empathy -awareness. -belongingness -Concern - Patient efforts - Sympathy towards caged bird - Nobody has the right to interfere in others freedom - Everyone is only happy in their own natural surroundings.	<ul style="list-style-type: none"> <li>• Interaction based on questions like: Have you ever wondered what it is to be free? Would you like to stay in a beautiful cage with all the luxuries in the world?</li> <li>• Animated video of the poem will be shared in the class.</li> <li>• Recitation of poem by the students</li> <li>• Students will add a stanza to the poem using the learnt poetic devices.</li> </ul>	<ul style="list-style-type: none"> <li>• appreciate/comprehend the poetry as a literary genre</li> <li>• learn/enrich vocabulary and its usage within appropriate context</li> <li>• reflect and analyse on broader perspectives in terms of freedom .</li> <li>• respond to the text from multiple views points related to sympathy.</li> </ul>	On the basis of the poem recitation.

	<p>Unit 4 Pushing the Limits</p> <p>Sec. 3 Be the Best</p>	<p><b>To enable the students</b></p> <ul style="list-style-type: none"> <li>• to appreciate/comprehend the poem</li> <li>• to express themselves in grammatically correct language.</li> <li>• to learn poetic devices</li> <li>• to understand the rhyming schemes.</li> <li>• to learn/enrich vocabulary and its usage within appropriate context</li> <li>• to develop confidence in recitation</li> <li>• to develop a sense of motivation in every day work.</li> <li>• to be positive about ones job.</li> <li>• to understand that all works are important ,none of them can be put on high or low profile.</li> </ul>	<ul style="list-style-type: none"> <li>• To enable the students</li> <li>• to be aware and empathetic</li> <li>• To inculcate positive attitude towards life and work</li> <li>• To be enthusiastic towards their duties</li> </ul>	<ul style="list-style-type: none"> <li>• Think about the people you look around doing different jobs. According to you make a list of those jobs from high to low profile. (on a scale of 1-5) (Interactive method followed by discussion on their choices)</li> <li>• Animated video of the poem will be shown in the class.</li> <li>• Loud reading of the poem with rhyming scheme, explanation and discussion.</li> <li>• Write a Thank you letter to the person who works for you. Feedback given by that person</li> </ul>	<p><b>The students will be able</b></p> <ul style="list-style-type: none"> <li>• To appreciate/comprehend the poem</li> <li>• to express themselves in grammatically correct language.</li> <li>• to learn poetic devices and rhyming schemes</li> <li>• to develop confidence in recitation</li> <li>• to develop a sense of motivation in every day work.</li> <li>• to be positive about one’s job.</li> <li>• to understand that every work is important.</li> </ul>	<p>On the basis of the informal letter, oral and written answers from the poem.</p>

				on the letter will be shared in class.		
	<b>Grammar-</b> 1.Tenses 2. Determiners	<ul style="list-style-type: none"> <li>To apply the grammatical concept that requires thinking rather than mechanical application.</li> <li>To understand the time frame and apply them in correct forms of tenses.</li> </ul>	The students will be able to <ul style="list-style-type: none"> <li>Enjoy learning of grammar rather than finding it daunting.</li> <li>Express themselves in grammatically correct language.</li> <li>Be confident in using the language</li> </ul>	<ul style="list-style-type: none"> <li>The topic will be introduced as per the class requirement (Class discussion, storytelling, power point presentations and activities)</li> <li>Rules will be explained along with its application.</li> <li>Model exercises followed by practice exercises in Practice sheets</li> </ul>	<ul style="list-style-type: none"> <li>To apply the grammatical concept that requires thinking rather than mechanical application.</li> <li>To find out errors or omissions in the given sentences/paragraphs and rectify it.</li> <li>To understand the time frame and apply them in correct forms of tenses.</li> <li>To distinguish determiners and apply them in their day to day usage.</li> <li>To enjoy learning of grammar rather than finding it daunting.</li> <li>To express themselves in grammatically correct language.</li> <li>To be confident in using the language</li> </ul>	On the basis of their performance in the practice sheet exercises.

<p><b>SEPTEMBER</b> <b>21</b></p>	<p><b>Grammar –</b> 1.Active and Passive Voice</p>	<ul style="list-style-type: none"> <li>• To apply the grammatical concept that requires thinking rather than mechanical application.</li> <li>• To understand the application of different forms of speech. ( active/passive voice) and learn their rules of inter conversions.</li> </ul>	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>• Enjoy learning of grammar rather than finding it daunting.</li> <li>• Express themselves in grammatically correct language.</li> <li>• Be confident in using the language</li> </ul>	<ul style="list-style-type: none"> <li>• The topic will be introduced as per the class requirement (Class discussion, storytelling, power point presentations and activities)</li> <li>• Rules will be explained along with its application.</li> <li>• Model exercises followed by practice exercises in Practice sheets</li> </ul>	<ul style="list-style-type: none"> <li>• . To apply the grammatical concept that requires thinking rather than mechanical application.</li> <li>• To understand the application of different forms of speech. (active/passive voice) and learn their rules of inter conversions.</li> <li>• To enjoy learning of grammar rather than finding it daunting.</li> <li>• To express themselves in grammatically correct language.</li> <li>• To be confident in using the language</li> </ul>	<p>On the basis of their performance in the practice sheet exercises.</p>
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	<p><b>Writing Skill-</b></p> <ol style="list-style-type: none"> <li>1. Diary Entry</li> <li>2. Data interpretation</li> </ol> <p><b>Revision for First Term End examination</b></p>	<p>To enable the students to</p> <ul style="list-style-type: none"> <li>· write in correct format.</li> <li>· use language clearly, precisely, convincingly and creatively.</li> <li>· develop their view points and ideas effectively.</li> <li>· describe experiences and events.</li> <li>· demonstrate a sense of style and awareness of purpose.</li> <li>· draft, revise and write short paragraph based on visual clues.</li> </ul>	<p>To enable the students</p> <ul style="list-style-type: none"> <li>· to imbibe the values of motivation, sensitivity, awareness, responsibility, care and concern.</li> <li>· to develop writing, imagination, planning, creative and critical thinking skills.</li> <li>· to think and collect ideas and organize them with focus on appropriate beginning, middle and ending.</li> <li>· to use polite words for communication with others.</li> <li>· to read, compare, contrast, think critically and relate ideas to life.</li> </ul>	<ul style="list-style-type: none"> <li>· <b>Warm up activity</b> Class discussion about the topic to be taught to check their previous knowledge.</li> <li>· <b>Activities</b> Model Exercise in the Grammar copy. Practice exercise in the worksheet Use of Black board to write the details, formats and other important information.</li> <li>· <b>Interactive Session</b> <ul style="list-style-type: none"> <li>• Questions will be asked while teaching.</li> <li>• Discussion – old and new form of communication.</li> <li>• Significance of diary writing, data interpretation,.</li> <li>• Content, format, model and practice exercises</li> </ul> </li> </ul>	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>· write in correct format.</li> <li>· use language clearly, precisely, convincingly and creatively.</li> <li>· develop their view points and ideas effectively.</li> <li>· describe experiences, events, objects, people and places.</li> <li>· demonstrate a sense of style and awareness of purpose and audience.</li> <li>· imbibe the values of motivation, sensitivity, awareness, responsibility, care and concern.</li> <li>· develop writing, imaginative, planning, creative and critical thinking skills.</li> </ul>	<p>Based on their writing in the practice worksheet</p>
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<b>OCTOBER 17</b>	<b>Literature</b> Unit 6: Beyond the Veil Sec. 3The Old Wife and The Ghost	The students will be able <ul style="list-style-type: none"> <li>• To appreciate humour in the poetry</li> <li>• To understand the gist of the poem</li> <li>• To identify the figures of speech and understand their relevance.</li> <li>• To learn/enrich vocabulary and its usage within appropriate context</li> <li>• To develop confidence in speaking skills</li> <li>• Innocent mischiefs appear funny</li> <li>• Appreciate neatness in work</li> <li>• Not all ghosts are scary</li> <li>• Elderly people should be respected</li> </ul>	The students will able to <ul style="list-style-type: none"> <li>• Imbibe the values of Sympathy , Concern and Understanding</li> <li>• Understand the problems faced by aged people</li> <li>• Respect their elders at home</li> <li>• Develop humour in one’s personality</li> </ul>	<ul style="list-style-type: none"> <li>• Animated video of the poem will be shown in the class followed by loud recitation.</li> <li>• Loud reading followed by poem explanation and discussion</li> <li>• Students will discuss about what would be your reaction if they happen to see ghost.</li> <li>• The students will be asked to prepare an advertisement on behalf of the</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• identify the figures of speech and understand their relevance.</li> <li>• understand the central idea of the poem and appreciate the humour associated. <ul style="list-style-type: none"> <li>• Speak confidently</li> <li>• Realize that all ghosts are not scary</li> <li>• Treasure their time spend with their grandparents</li> </ul> </li> <li>• Develop sympathy and concern for the elderly</li> <li>• Develop a tendency to help out the elderly</li> <li>• To understand what do aged people go through.</li> <li>• Able to express their emotions in a better way</li> </ul>	On the basis of the answers written in their advertisements (posters) which they will prepare.

				old woman to sell her house in Hitchen		
<b>NOVEMBER 23</b>	<b>Literature</b> Unit 3: Conflict and Hope Sec.2: Can we Change This	<b>To enable the students</b> <ul style="list-style-type: none"> <li>to appreciate/comprehend the text</li> <li>to express themselves in grammatically correct language.</li> <li>to verbally communicate an imagined situation</li> <li>to understand the proverbs and their usages.</li> <li>to learn/enrich vocabulary and its usage within appropriate context</li> <li>to understand first person narrative style</li> <li>to develop confidence in speaking skills</li> <li>racism, prejudice and discrimination are embedded in the fabric of society</li> <li>the difficulties faced by lower caste people</li> <li>Efforts made to resolve the conflicts</li> <li>love and compassion are necessities, without them humanity cannot survive.</li> <li>To find solution to every</li> </ul>	<ul style="list-style-type: none"> <li><b>To enable the students to</b></li> <li>Aware about racism, prejudice and discrimination are embedded in the fabric of society</li> <li>Make them understand the difficulties faced by lower caste people</li> <li>Realize the efforts made to resolve the conflicts</li> <li>Realize that love and compassion are necessities, without them humanity cannot survive.</li> <li>Be ready to find solution to every problem.</li> <li>efforts made to resolve the conflicts</li> <li>to spread awareness of the still prevalent caste system.</li> </ul>	<ul style="list-style-type: none"> <li>A video based on Dr. Ambedkar will be shared with them</li> <li>Loud reading of the chapter followed by explanation and discussion.</li> <li>Hold a class discussion on stereotypes and prejudices.</li> <li>Students will write a diary entry as a narrator, after a humiliating day at school.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to:</li> <li>appreciate/comprehend the text</li> <li>appreciate the thematic content of the story.</li> <li>verbally communicate an imagined situation</li> <li>understand that most challenging situation could be overcome with immense courage and fortitude.</li> <li>Aware about racism, prejudice and discrimination are embedded in the fabric of society</li> <li>Make them understand the difficulties faced by lower caste people</li> <li>Realize the efforts made to resolve the conflicts</li> <li>Realize that love and compassion are necessities, without them humanity cannot survive.</li> <li>Be ready to find solution to every problem.</li> </ul>	On the basis of diary entry written by the students.

		problem.				
	<b>Grammar –</b> Reported speech	<ul style="list-style-type: none"> <li>To apply the grammatical concept that requires thinking rather than mechanical application.</li> <li>To understand the application of different forms of speech. (Direct/Indirect) and learn their rules of inter conversions.</li> <li></li> </ul>	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>Enjoy learning of grammar rather than finding it daunting.</li> <li>Express themselves in grammatically correct language.</li> <li>Be confident in using the language</li> </ul>	<ul style="list-style-type: none"> <li>The topic will be introduced as per the class requirement (Class discussion, storytelling, power point presentations and activities)</li> <li>Rules will be explained along with its application.</li> <li>Model exercises followed by practice exercises in Practice sheets</li> </ul>	<ul style="list-style-type: none"> <li>To apply the grammatical concept that requires thinking rather than mechanical application.</li> <li>To understand the application of different forms of speech. (Direct/Indirect) and learn their rules of inter conversions.</li> <li>To enjoy learning of grammar rather than finding it daunting.</li> <li>To express themselves in grammatically correct language.</li> <li>To be confident in using the language</li> </ul>	On the basis of their performance in the practice sheet exercises.
	<b>Writing Skill-</b> Informal letter	<p>To enable the students to</p> <ul style="list-style-type: none"> <li>write in correct format.</li> <li>use language clearly, precisely, convincingly and creatively.</li> <li>develop their view points and ideas effectively.</li> </ul>	<p>To enable the students</p> <ul style="list-style-type: none"> <li>to imbibe the values of motivation, sensitivity, awareness, responsibility, care and concern.</li> <li>to develop writing, imagination, planning, creative and critical thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li><b>Warm up activity</b> Class discussion about the topic to be taught to check their previous knowledge.</li> </ul>	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>write in correct format.</li> <li>use language clearly, precisely, convincingly and creatively.</li> <li>develop their view points and ideas effectively.</li> <li>describe experiences, events,</li> </ul>	Based on their writing in the practice worksheet

		<ul style="list-style-type: none"> <li>· describe experiences and events.</li> <li>· demonstrate a sense of style and awareness of purpose.</li> <li>· draft, revise and write short paragraph based on visual clues.</li> </ul>	<ul style="list-style-type: none"> <li>· to think and collect ideas and organize them with focus on appropriate beginning, middle and ending.</li> <li>· to use polite words for communication with others.</li> <li>· to read, compare, contrast, think critically and relate ideas to life.</li> </ul>	<ul style="list-style-type: none"> <li>· <b>Activities</b> Model Exercise in the Grammar copy. Practice exercise in the worksheet Use of Black board to write the details, formats and other important information.</li> <li>· <b>Interactive Session</b> <ul style="list-style-type: none"> <li>• Questions will be asked while teaching.</li> <li>• Discussion – old and new form of communication.</li> <li>• Significance of writing letters (formal and informal)</li> <li>• Content, format, model and practice exercises</li> </ul> </li> </ul>	<p>objects, people and places.</p> <ul style="list-style-type: none"> <li>· demonstrate a sense of style and awareness of purpose and audience.</li> <li>· imbibe the values of motivation, sensitivity, awareness, responsibility, care and concern.</li> <li>· develop writing, imaginative, planning, creative and critical thinking skills.</li> </ul>	
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<p><b>DECEMBER</b> <b>22</b></p>	<p><b>Literature</b> Unit5:Circle of Peace Sec. 3Night of the scorpion</p>	<ul style="list-style-type: none"> <li>• To understand the poem</li> <li>• Rewrite the poem from a character’s point of view.</li> <li>• To learn poetic device</li> <li>• To learn/enrich vocabulary and its usage within appropriate context</li> <li>• To develop confidence in speaking skills</li> <li>• To identify the figures of speech and understand their relevance</li> <li>• To sort the different visual imagery and sound imagery</li> </ul>	<ul style="list-style-type: none"> <li>• understand that one should not apply weird remedies to relieve the pain.</li> <li>• realise that every pain has a remedy</li> <li>• understand about proper medical aid</li> <li>• Display kindness and concern for the family members</li> <li>• Understand difference between superstitious and judicious remedial measures for any disease</li> </ul>	<ul style="list-style-type: none"> <li>• As a villager, make a list of incidents which shows that the villagers are superstitious.</li> <li>• (Interaction- oral) Are superstitions limited to certain cultures or does every culture have its own set of superstitions? Give examples to support your answer.</li> <li>• (Written) Can you think of few superstitions that take place around you, mention whether they are regarded as good omens or bad?</li> <li>• Students will be divided in the groups of six and each group will explain the figure of speech used in the poem with more examples of their own.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to:</li> <li>• identify the figures of speech and understand their relevance.</li> <li>• understand that superstitious beliefs are not to implied in daily life.</li> <li>• know that lack of education makes people superstitious.</li> <li>• understand that environment around a person affects one’s life and behaviour.</li> <li>• to develop the ability of the students to express their thoughts in a concise manner.</li> <li>• communicate confidently with grammatically correct language.</li> <li>• verbally communicate a hypothetical situation</li> </ul>	<p>On the basis of explanation of Figure of Speech</p>
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	<p><b>Writing Skill-</b> Formal letter</p>	<p>To enable the students to</p> <ul style="list-style-type: none"> <li>· write in correct format.</li> <li>· use language clearly, precisely, convincingly and creatively.</li> <li>· develop their view points and ideas effectively.</li> <li>· describe experiences and events.</li> <li>· demonstrate a sense of style and awareness of purpose.</li> <li>· draft, revise and write short paragraph based on visual clues.</li> </ul>	<p>To enable the students</p> <ul style="list-style-type: none"> <li>· to imbibe the values of motivation, sensitivity, awareness, responsibility, care and concern.</li> <li>· to develop writing, imagination, planning, creative and critical thinking skills.</li> <li>· to think and collect ideas and organize them with focus on appropriate beginning, middle and ending.</li> <li>· to use polite words for communication with others.</li> <li>· to read, compare, contrast, think critically and relate ideas to life.</li> </ul>	<ul style="list-style-type: none"> <li>· <b>Warm up activity</b> Class discussion about the topic to be taught to check their previous knowledge.</li> <li>· <b>Activities</b> Model Exercise in the Grammar copy. Practice exercise in the worksheet Use of Black board to write the details, formats and other important information.</li> <li>· <b>Interactive Session</b> <ul style="list-style-type: none"> <li>• Questions will be asked while teaching.</li> <li>• Discussion – old and new form of communication.</li> <li>• Significance of writing letters (formal and informal), notice, diary, message, story , dialogue completion, data</li> </ul> </li> </ul>	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>· write in correct format.</li> <li>· use language clearly, precisely, convincingly and creatively.</li> <li>· develop their view points and ideas effectively.</li> <li>· describe experiences, events, objects, people and places.</li> <li>· demonstrate a sense of style and awareness of purpose and audience.</li> <li>· imbibe the values of motivation, sensitivity, awareness, responsibility, care and concern.</li> <li>· develop writing, imaginative, planning, creative and critical thinking skills.</li> </ul>	<p>Based on their writing in the practice worksheet</p>
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				interpretation, bio sketch and e-mail writing. <ul style="list-style-type: none"> <li>• Content, format, model and practice exercises</li> </ul>		
<b>JANUARY 23</b>	<b>Literature Unit7: Citizens of The World</b>  Sec. 2 Yang the youngest	<ul style="list-style-type: none"> <li>• To enable the students to appreciate/comprehend the text.</li> <li>• To enable them to express themselves in grammatically correct language.</li> <li>• To learn/enrich vocabulary and its usage within appropriate context</li> <li>• To develop confidence in speaking skills</li> <li>• To cope up with cultural diversity.</li> <li>• To understand that personal attitude plays a key role in adjusting in an alien environment.</li> <li>• To find solution to every problem.</li> <li>• To handle prejudice of the native people.</li> <li>• To understand the effect of peer on an</li> </ul>	The students will be able to - <ul style="list-style-type: none"> <li>• Be sensitive towards family bonding/ values, empathy, tolerance, discipline</li> <li>• be aware to avoid bullying colleagues</li> <li>• develop readiness in lending a helping hand</li> <li>• encourage peer interaction with politeness</li> <li>• develop adaptation and adjustment.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion about what is considered rude or impolite in different cultures.</li> <li>• An interactive session with a foreign student / student from some other state will be conducted. The session will bring to light the difficulties faced by an individual to adjust in an alien atmosphere.</li> <li>• Class arrangement will be changed and the students</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• Appreciate/comprehend the text locally and globally.</li> <li>• Express themselves in grammatically correct language.</li> <li>• Comprehend the text Learn/enrich vocabulary and its usage within appropriate context</li> <li>• Develop confidence in speaking skills</li> <li>• Understand the effect of peer pressure</li> </ul> Cope up with cultural diversity <ul style="list-style-type: none"> <li>• Understand that personal attitude plays a key role in adjusting in an alien environment.</li> <li>• Try to find solution to every problem.</li> <li>• Accept cultural differences and to handle prejudice of the native people.</li> </ul>	Based on the group discussion



		individual		<p>will have to adjust with different classmates during the chapter explanation.</p> <ul style="list-style-type: none"> <li>• Narrate an incident where you experienced cultural differences with regards to food habit, dressing styles, festivals etc</li> </ul>		
	<b>Grammar –</b> Finite and nonfinite verbs Modals	<ul style="list-style-type: none"> <li>• To apply the grammatical concept that requires thinking rather than mechanical application.</li> <li>•</li> <li>• To distinguish modals, finite and non-finite verbs and apply them in their day to day usage.</li> </ul>	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>• Enjoy learning of grammar rather than finding it daunting.</li> <li>• Express themselves in grammatically correct language.</li> <li>• Be confident in using the language</li> </ul>	<ul style="list-style-type: none"> <li>• The topic will be introduced as per the class requirement (Class discussion, storytelling, power point presentations and activities)</li> <li>• Rules will be explained along with its application.</li> </ul>	<ul style="list-style-type: none"> <li>• . To apply the grammatical concept that requires thinking rather than mechanical application.</li> <li>• To distinguish modals, finite and non-finite verbs and apply them in their day to day usage.</li> <li>• To enjoy learning of grammar rather than finding it daunting.</li> <li>• To express themselves in grammatically correct language.</li> <li>• To be confident in using the language</li> </ul>	<p>On the basis of their performance in the practice sheet exercises.</p>

				<ul style="list-style-type: none"> <li>Model exercises followed by practice exercises in Practice sheets</li> </ul>		
<b>FEBRUARY 21</b>	<b>Literature</b> Unit 6: Beyond the Veil Sec.1 The Red Headed League	<p>This lesson will enable students to:</p> <ul style="list-style-type: none"> <li>Discuss and reach a consensus.</li> <li>Share their views and participate in opinion sharing activities.</li> <li>Develop critical thinking by suggesting a solution to a problem.</li> <li>Promote inferential skills of the students based on the reading of the text.</li> <li>Express themselves in grammatically correct language.</li> <li>Build their vocabulary by getting familiar with new words and phrases.</li> <li>Appreciate Fiction and suspense as a literary form.</li> <li>Astute Observation and deductive reasoning are must to solve any baffling case for a detective.</li> <li>Not to trust too early on</li> </ul>	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>Imbibe the values of Bravery, Hard work, Patience, Time Management, Courage and Honesty</li> <li>There is no shortcut to become successful in life.</li> <li>Too much greed for money is enough to become a criminal.</li> <li>Be very careful before trusting anyone.</li> <li>Hard work leads to success</li> <li>Not to have blind faith on anyone</li> <li>Be a keen observer</li> <li>We should never do anything against conscience.</li> <li>Avoid taking hasty decisions.</li> <li>To develop inferential, critical thinking, writing and communicative skills</li> </ul>	<ul style="list-style-type: none"> <li>General discussion about any famous detective known to them and the reason behind their popularity.</li> <li>Any other case of Sherlock Holmes will be read out half way to the students. Then the students will be asked to guess the culprit along with their reasoning.</li> <li>Loud reading followed by lesson explanation and discussion.</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>Develop critical thinking by suggesting a solution to a problem.</li> <li>Develop inferential skills of the students based on the reading of the text.</li> <li>Use vocabulary words related to detective cases.</li> <li>Appreciate a suspense thriller</li> <li>Think twice before trusting anyone</li> <li>Understand that Greed can put you in deep trouble.</li> <li>Understand the importance of timely actions</li> <li>Motivate themselves to work hard with patience to complete the undertaken task</li> <li>Develop courage to undertake new and challenging assignments.</li> </ul>	<p>On the basis of the reasoning which they give to identify the culprit in the narrated story and the answers written in class work copy.</p>

		<p>any individual.</p> <ul style="list-style-type: none"> <li>• Greed can make Liars, Cheats and criminals of us.</li> </ul>		<ul style="list-style-type: none"> <li>• The students will list out the essential qualities to become a detective.</li> </ul>		
	<p><b>Writing Skill-</b> Notice writing</p>	<p>To enable the students to</p> <ul style="list-style-type: none"> <li>· write in correct format.</li> <li>· use language clearly, precisely, convincingly and creatively.</li> <li>· develop their view points and ideas effectively.</li> <li>· describe experiences and events.</li> <li>· demonstrate a sense of style and awareness of purpose.</li> <li>· draft, revise and write short paragraph based on visual clues.</li> </ul> <p>To enable the students to</p> <ul style="list-style-type: none"> <li>· write in correct format.</li> <li>· use language clearly, precisely, convincingly and creatively.</li> <li>· develop their view points</li> </ul>	<p>To enable the students</p> <ul style="list-style-type: none"> <li>· to imbibe the values of motivation, sensitivity, awareness, responsibility, care and concern.</li> <li>· to develop writing, imagination, planning, creative and critical thinking skills.</li> <li>· to think and collect ideas and organize them with focus on appropriate beginning, middle and ending.</li> <li>· to use polite words for communication with others.</li> <li>· to read, compare, contrast, think critically and relate ideas to life.</li> </ul>	<ul style="list-style-type: none"> <li>· <b>Warm up activity</b> Class discussion about the topic to be taught to check their previous knowledge.</li> <li>· <b>Activities</b> Model Exercise in the Grammar copy. Practice exercise in the worksheet Use of Black board to write the details, formats and other important information.</li> <li>· <b>Interactive</b></li> </ul>	<ul style="list-style-type: none"> <li>• The students will be able to write in correct format.</li> <li>• use language clearly, precisely, convincingly and creatively</li> <li>• develop their view points and ideas effectively · develop writing, imaginative, planning, creative and critical thinking skills.</li> </ul>	<p>Based on their writing in the practice worksheet</p>

		<p>and ideas effectively.</p> <ul style="list-style-type: none"> <li>· describe experiences and events.</li> <li>· demonstrate a sense of style and awareness of purpose.</li> <li>· draft, revise and write short paragraph based on visual clues.</li> </ul>		<p><b>Session</b></p> <ul style="list-style-type: none"> <li>• Questions will be asked while teaching.</li> <li>• Discussion – old and new form of communication.</li> <li>• Significance of writing notice</li> <li>• Content, format, model and practice exercises</li> </ul>		
<b>MARCH 15</b>	<p><b>Writing Skill-</b> Bio sketch  Revision for Second Term Examination</p>	<p>To enable the students to</p> <ul style="list-style-type: none"> <li>· write in correct format.</li> <li>· use language clearly, precisely, convincingly and creatively.</li> <li>· develop their view points and ideas effectively.</li> <li>· describe experiences and events.</li> <li>· demonstrate a sense of style and awareness of purpose.</li> <li>· draft, revise and write short paragraph based on visual clues.</li> </ul>	<p>To enable the students</p> <ul style="list-style-type: none"> <li>· to imbibe the values of motivation, sensitivity, awareness, responsibility, care and concern.</li> <li>· to develop writing, imagination, planning, creative and critical thinking skills.</li> <li>· to think and collect ideas and organize them with focus on appropriate beginning, middle and ending.</li> <li>· to use polite words for communication with others.</li> <li>· to read, compare, contrast, think critically and relate ideas to life.</li> </ul>	<ul style="list-style-type: none"> <li>· <b>Warm up activity</b> Class discussion about the topic to be taught to check their previous knowledge.</li> <li>· <b>Activities</b> Model Exercise in the Grammar copy. Practice exercise in the worksheet Use of Black board to write the details, formats and other important information.</li> <li>· <b>Interactive Session</b></li> </ul>	<ul style="list-style-type: none"> <li>• The students will be able to write in correct format.</li> <li>• use language clearly, precisely, convincingly and creatively.</li> <li>• develop their view points and ideas effectively.</li> <li>• Describe experiences, events, objects, people and places</li> <li>• demonstrate a sense of style and awareness of purpose.</li> <li>• develop writing, imaginative, planning, creative and critical thinking skills.</li> </ul>	<p>Based on their writing in the practice worksheet</p>

				<ul style="list-style-type: none"><li>• Questions will be asked while teaching.</li><li>• Discussion – old and new form of communication.</li><li>• Significance of writing bio sketch</li><li>• Content, format, model and practice exercises</li></ul>		
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