

AKAL ACADEMY
SYLLABUS (2019 – 2020)

CLASS: VI

SUBJECT: English

Name of the books: Images (Literature Reader, MCB,) Grammar Land

Name of the publisher: Pearson

Unit I

Language Action Plan:

- ✓ Greater emphasis to be given on **Neat handwriting** (cursive to be started grade IV onwards)
- ✓ **Four notebooks** to be maintained (colour code for notebook covers- **light Green**)
 1. Grammar & vocabulary
 2. Main Course book
 3. Composition
 4. Comprehension

MINIMUM EXPECTED WORK PER WEEK

Skill	Expected Task
✓ Listening and Speaking	✓ Language Lab (once in a week)
✓ Reading	✓ One comprehension passage (solved passage corrected by teacher should be attached in notebook as evidence)
✓ Writing	✓ One task
✓ Literature	✓ 1 – 2 pages (Written work in Notebooks)
✓ Grammar and Vocabulary	✓ 1 – 2 pages (Written work in Notebooks)
✓ Homework/Assignment/Activity	✓ One task (Evidence to be kept in student portfolio)

English speaking to be made compulsory in the classroom & school campus both for teachers and students.

Duration	Content	Teaching ideas (subject enrichment activities)	Digital Content/ Resources
02/07/2019 To 17/05/2019	LITERATURE /READING		
	<u>Silent reading</u> (literature reader) Chapter 1: The Haircut Chapter 2: The Bullfight	Reading silently and understanding the text in order to read between the lines	Literature reader
	<u>Read and speak (MCB)</u> Chapter 1: The Mind Reader Chapter 2: Cross Country Chapter 3: The Special Prize	-create awareness of theme, setting, plot and character in the development of the story - appreciate the qualities of caring, sharing and helping in the family-students will share their ideas orally - pay attention to the pronunciation and the fluency of the reading skills of the learners -initiate a lively discussion on the story, ask the learners to reflect on the story and say what they enjoyed the most	Main Course Book

	Daffodils (poem)	Ask questions to ascertain their level of comprehension (poem) -Recite the poem with suitable stress and intonation -Ask learners to pick out the rhyme in the poem, underline the rhyming word and speak out the rhyming words.	
	Read and Write	Unseen passages (200-250 words)-: ➤ Descriptive ➤ Narrative ➤ Expository ➤ Persuasive One per week; text and words should be age appropriate.	Resource Books: Grammar and More Worksheet 01 – Page No 34 & 35 Comprehension 01 (Page No 136 & 137)
SUPPLEMENTARY READER			
	Pleasure reading	Read Aloud: Reading aloud for 10 minutes in pairs/ individually Reading Journal to be maintained for each student and completed during library period/ as home assignment Reading excellence – 10 minutes loud reading to be done daily	Book name: David Copperfield Part I & Part II News paper Articles. Supplementary reading-with the help of library teacher
WRITING			
	Task 1 : LETTER WRITING Task 2: CHARACTR SKETCH Task 3: SHORT STORIES	Chapter :The Mind Reader : Writing a letter: Imagine that you live in the kingdom of the king from the story and wish to meet him. Write a letter to the king seeking his permission for the same. Chapter, The Special Prize Writing a character sketch: write the character sketch of Tapan in about 150 words. Chapter: Cross country Story writing: write a short story about animal attacks on trackers. (Poem) Daffodils: Writing a descriptive paragraph: write a descriptive paragraph about a place you recently visited.	Books: FOR LETTER WRITING (other resource book) FOR CHARACTRESKETCH character sketch of the main characters of the respective chapters from MCB FOR SHORT STORIES New grammar and More Page No. 158 & 159 OTHER RESOURCES - MCB - Workbook
LISTENING AND SPEAKING (minimum one task each per unit)			
	Listening - . Listening and completing lines Speaking - Pronunciation of sound /s	❖ Listening ❖ OBJECTIVE: to enhance power of retention and recall. ❖ ACTIVITY: to listen to the stanza and fill in the blanks in the worksheet. Speaking ❖ OBJECTIVE: to notice different sounds of /s/ in each word	LISTENING ❖ RESOURCE REQUIRED: a stanza from ‘A Wren’s Nest by William Wordsworth’. Worksheet from the same poem with omitted words from the poem. SPEAKING ❖ RESOURCE REQUIRED: list of word having /S/ sound

		❖ ACTIVITY: Speaking out the list of words	
GRAMMAR			
<ul style="list-style-type: none"> • Sentences • Nouns • Articles 		Practice Worksheets	Resource Books: Grammar and More Worksheet 02 – Page No 72 & 73 Compression 02 – Page 137, 138, 139
VOCABULARY			
<ul style="list-style-type: none"> • Word meanings • Spellings • Sentence Making 	<ul style="list-style-type: none"> ✓ Cross words ✓ Word wall ✓ Finding words from the lesson in the grid 		Attached Vocabulary list (from MCB)to be practiced/ displayed in the each classroom
	LIST OF THE WORDS	THE MIND READER <ul style="list-style-type: none"> • Dog-eared • Hazard • Morsel • Confide • Icy gaze • Aghast • Denied • Persist • Amaze • Pretend • Summon • Encounter • Delight CROSS COUNTRY <ul style="list-style-type: none"> • Deceptive • Lone • Nectar • Stalking • Canopy • Nodded • Peeved • Clutch • Wistful • mercifully 	DAFFODILS <ul style="list-style-type: none"> • Daffodils • Bliss • Solitude • Pensive • Gage • Jocund THE SPECIAL PRIZE <ul style="list-style-type: none"> • Offend • Ridiculed • Jeering • Reeled • Timidly • Dumbfounded • Scattered • dazed ADDITIONAL WORDS <ul style="list-style-type: none"> • snapped • grin • anxious • consequences • passionate • ceased • scattered • repent • tenderness • defiance • disgusted

Unit II

Duration	Content	Teaching ideas (subject enrichment activities)	Digital Content/ Resources
	LITERATURE/READING		

<p>01/07/2019 To 03/09/2019</p>	<p><u>Silent reading</u> (literature reader) Chapter 3: The Lonely Heart Chapter 4: Setting off Around the World</p>	<p>Reading silently and understanding the text in order to read between the lines</p>	<p>Literature reader</p>
	<p><u>Read and speak (MCB)</u> Chapter : Laughing Song, Chapter : The Happy School Chapter Bill and the Boom Box Rocket Chapter The Test (Drama)</p>	<p>(poem) -Recite the poem with suitable stress and intonation -Ask learners to pick out the rhyme in the poem, underline the rhyming word and speak out the rhyming words. (Prose) -create awareness of theme, setting, plot and character in the development of the story - appreciate the qualities of caring, sharing and helping in the family-students will share their ideas orally - -initiate a lively discussion on the story, ask the learners to reflect on the story and say what they enjoyed the most Ask questions to ascertain their level of comprehension (Drama) -Create an Imaginative Opening. Introduce Yourself. -Learn Names. -Drama Icebreakers. -Talk about Acting. -Drama Classroom Management. -Perform a Short Pantomime. -introduce a Closing ritual.</p>	<p>-Main Course Book</p>
	<p><u>Read and Write</u></p>	<p>Unseen passages(200-250 words)-: <ul style="list-style-type: none"> ➤ Descriptive ➤ Narrative ➤ Expository ➤ Persuasive <p>One per week; text and words should be age appropriate.</p> </p>	<p>Resource Books: <ul style="list-style-type: none"> • New Grammar and More Comprehension 03 Page No 139 & 140</p>
SUPPLEMENTARY READER			
	<p>Pleasure Reading</p>	<p>Read Aloud: Reading aloud for 10 minutes in pairs/ individually Reading Journal to be maintained for each student and completed during library period/ as home assignment Reading excellence – 10 minutes loud reading to be done daily</p>	<p>Book name: David Copperfield Part II & Part III News paper Articles. supplementary reading- with the help of library teacher</p>
<u>WRITING:</u>			

	<p>Task 4: Descriptive passage</p> <p>Task 5: Writing an article</p> <p>Task 6: Writing a notice</p>	<p>Chapter: Laughing Song Write a descriptive piece. Page 53 MCB write away part A</p> <p>Chapter: The Happy School Writing an article page 85 write away MCB</p> <p>Chapter: Bill and the Boom Box Rocket Writing a notice Page 63 write away part 2</p> <p>The Test (Drama) writing a diary entry page 99 write away MCB</p>	<p>Write a descriptive passage Grammar and More (Page No 152 & 153)</p> <p>Writing an article (Other resources)</p> <p>Writing a notice (other resources)</p>
<u>Listening and speaking (minimum one task each per unit)</u>			
	<p><u>Listening</u> Listening for rhyming words (unit 6)</p> <p><u>Speaking</u> Syllable stress and making an appeal. (unit 6)</p>	<p>❖ LISTENING</p> <p><u>OBJECTIVE:</u> to make students learn what rhyming words are and their usage.</p> <p><u>ACTIVITY:</u> listen to the poem and note down the rhyming words in the poem.</p> <p>❖ SPEAKING</p> <p><u>OBJECTIVE:</u> to make students learn to pronounce words correctly. To make students realize the seriousness of a situation</p> <p><u>ACTIVITY:</u></p> <p>Mark the syllables that should be stressed and pronounce the words correctly.</p> <p>Appeal to your friends and teachers to leave some space where children can play and be merry.</p>	<p>LISTENING</p> <p><u>RESOURCE REQUIRED</u> any grade appropriate rhyming poem</p> <p>SPEAKING</p> <p><u>RESOURCE REQUIRED:</u> Words with marked syllables to be stressed. (20)</p>
<u>GRAMMAR</u>			
	<ul style="list-style-type: none"> - Pronoun - Adjectives - Verbs 	<p>Practice Worksheets</p>	<p>Resource Books: Grammar and More</p> <p>Comprehension 04 (Page No 141 & 142)</p>
<u>VOCABULARY</u>			

	<ul style="list-style-type: none"> • Word meanings • Spellings • Sentence Making 	<ul style="list-style-type: none"> ✓ Cross words ✓ Word wall ✓ Finding words from the lesson in the grid ✓ Wall dictionary 	Attached Vocabulary list) to be practiced/ displayed in the each classroom
	LIST OF THE WORDS	<p>LAUGHING SONG:</p> <p>Woods Dimpling Meadows Lively Chorus</p> <p>THE TEST (DRAMA)</p> <p>Weighty Denser Droll Triumphantly Tottering Saunter Stupefy</p> <p>ADDITIONAL WORDS</p> <ul style="list-style-type: none"> • Disagree • Glossy • Suspicious • Contained • Instantly • Gravely • Adrift • Accustomed • Merciful • Blazing 	<p>THE HAPPY SCHOOL</p> <p>Begets Forlorn Tantrum Metamorphosis Therapy Territories Hatched Treaties Budgets Gratitude stature</p> <p>BILL AND THE BOOM BOX ROCKET</p> <p>Bothered Boom box Day dream Astronaut Navigator Countdown Blur Deployed Souvenir dashboard</p>

Unit III

Duration	Content	Teaching ideas (subject enrichment activities)	Digital Content/ Resources
	LITERATURE/READING		
21/09/2019 to 10/12/2019	<p><u>Silent reading</u> (literature reader) Chapter Scrooge's Christmas Chapter Pot Luck</p>	<p>Reading silently and understanding the text in order to read between the lines</p>	Literature reader
	<p><u>Read and speak</u> (MCB) Chapter : The Laburnum, Chapter The Price of Freedom Chapter A Genius without Frontiers Chapter Daddy Long Legs.</p>	<p>(poem) -Recite the poem with suitable stress and intonation -Ask learners to pick out the rhyme in the poem, underline the rhyming word and speak out the rhyming words. (Prose) -create awareness of theme, setting, plot and character in the development of the story - appreciate the qualities of caring, sharing and helping in the family- students will share their ideas</p>	Main Course Book

	orally - initiate a lively discussion on the story, ask the learners to reflect on the story and say what they enjoyed the most Ask questions to ascertain their level of comprehension	
Read and Write	Unseen passages (200-250 words)-: ➤ Descriptive ➤ Narrative ➤ Expository ➤ Persuasive One per week; text and words should be age appropriate..	Resource books • Grammar and More Comprehension 05 Page No 143, 144, 145
SUPPLEMENTARY READER		
Pleasure reading	Read Aloud: Reading aloud for 10 minutes in pairs/ individually Reading Journal to be maintained for each student and completed during library period/ as home assignment Reading excellence – 10 minutes loud reading to be done daily	Book name: David Copperfield Part IV & Part V News paper Articles. supplementary reading-with the help of library teacher
WRITING:		
Repetition of task 4: DESCRIPTIVE PASSAGE Repetition of task 1: LETTER WRITING Task 7: BIOGRAPHICAL SKETCH	Chapter: The Laburnum - Writing a description using hints. Page 104 MCB write away Chapter: The Price of Freedom - Writing a letter. Page 113 MCB Write Away Chapter A Genius without Frontiers - Writing a biographical sketch MCB page 142 write away part A	Books: FOR DESCRIPTIVE PASSAGE Page No 152 & 153 FOR LETTER WRITING (Other resources) FOR BIOGRAPHICAL SKETCH (Other resources)
Listening and speaking (minimum one task each per unit)		
Listening Listening For comprehension Speaking Reciting poem with proper expressions	❖ LISTENING OBJECTIVE: to improve comprehension skills of the students ACTIVITY: listen to the text and answer oral or written questions ❖ SPEAKING OBJECTIVE: to improve poem recitation with accurate	LISTENING RESOURCE REQUIRED Any grade appropriate passage, poem or story. SPEAKING RESOURCE REQUIRED: Any poem or unit -11

		expression ACTIVITY: poem recitation with proper expressions	Pearson course book.
GRAMMAR			
-Active Passive Voice (Simple Present and Simple Past), tenses and modals		Practice Worksheets	Resource Books: Grammar and More
VOCABULARY			
Word meanings(MCB) Spellings (MCB)		- Cross words - Word wall - Finding words from the lesson in the grid - Wall dictionary	Attached Vocabulary list) to be practiced/ displayed in the each classroom
LIST OF THE WORDS		<p>THE LABURNUM Laburnum Crystallized Topaz Wayward Advertise Cawing Trapped Sunbeams Remarkable Wayward</p> <p>THE PRICE OF FREEDOM Tragic Consequence Vowed Carcass Crestfallen Taunt Rattled Misty Eerie Sprang Gigantic Stammered Captive Cooped lamented</p>	<p>A GENIUS WITHOUT FRONTIERS Transfixed Hallucination Genius Ambiguity Divine Mural Apostles Polymath Cartographer Botanist Bobbin Proportions integrated</p> <p>DADDY LONG LEGS. Freshman Vault Sackcloth Campus Trustees Infirmary Sublingual Awful Respectable Fragments Futile</p> <p>ADDITIONAL WORDS Gnaw Timid Snigger Fierce Resume Startled Desperate Fascinate</p>

Ascend
Splash
Numb
Unfold

Unit IV

Duration	Content	Teaching ideas (subject enrichment activities)	Digital Content/ Resources
LITERATURE/READING			
21/12/2019 to 20/02/2020	<u>Silent reading</u> (literature reader) Chapter How Fear Came, Chapter The Lark and the Rook	Reading silently and understanding the text in order to read between the lines	Literature reader
	<u>Loud reading</u>	Read Aloud: Reading aloud for 10 minutes in pairs/ individually Reading Journal to be maintained for each student and completed during library period/ as home assignment Reading excellence – 10 minutes loud reading to be done daily	News paper Articles. supplementary reading-with the help of library teacher
	<u>Read and speak</u> (MCB) Chapter : The Walrus and the Carpenter Chapter The Pobble Who Has no Toes Chapter Fifth From Justice	(poem) -Recite the poem with suitable stress and intonation -Ask learners to pick out the rhyme in the poem, underline the rhyming word and speak out the rhyming words. (Prose) -create awareness of theme, setting, plot and character in the development of the story - appreciate the qualities of caring, sharing and helping in the family- students will share their ideas orally - -initiate a lively discussion on the story, ask the learners to reflect on the story and say what they enjoyed the most Ask questions to ascertain their level of comprehension	Main Course Book
	<u>Read and Write</u>	Unseen passages (200-250 words)-: <ul style="list-style-type: none"> ➤ Descriptive ➤ Narrative ➤ Expository ➤ Persuasive One per week; text and words should be age appropriate.	Resource Books: <ul style="list-style-type: none"> • Grammar and New • Comprehension 06 (Page No. 145 - 147) • Together with ✓ Comprehension task 1-4 page A-22 to A-36
SUPPLEMENTARY READER			

	<p>Pleasure reading</p>	<p>Read Aloud: Reading aloud for 10 minutes in pairs/ individually Reading Journal to be maintained for each student and completed during library period/ as home assignment Reading excellence – 10 minutes loud reading to be done daily</p>	<p>Book name: David Copperfield Part VI</p> <p>News paper Articles. supplementary reading-with the help of library teacher</p>
<u>WRITING</u>			
	<p>Task 8: Dialogue writing</p> <p>Task 9: Report Writing</p> <p>Task 10 Diary entry</p>	<p>Chapter: THE WALRUS AND THE CARPENTER Writing a dialogue MCB page 72 Write Away part B</p> <p>Chapter: THE POBBLE WHO HAS NO TOES Writing a report MCB page135 write away.</p> <p>Chapter: FIFTH FROM JUSTICE Writing a diary entry MCB page 129 write away part A</p>	<p>Books: Dialogue writing (Other resources) Report Writing Other books – work books Diary entry Grammar and More (Page No 149 & 150)</p>
<u>Listening and speaking (minimum one task each per unit)</u>			
<p><u>Listening</u> Listening to descriptions and identifying</p> <p><u>Speaking</u> Group Discussion</p>	<ul style="list-style-type: none"> ❖ LISTENING ❖ OBJECTIVE: to make students attentive listeners ❖ ACTIVITY: listen to the story and identify the characters based on their description given in the story ❖ SPEAKING <p>OBJECTIVE to enable children to express their views on specific topic. And to make them learn the general etiquettes of group discussion:</p> <p>ACTIVITY: divide the students in small groups of four or five. Introduce the topic and general etiquettes. Give 2 minutes to the children to prepare and start the discussion.</p>	<p>LISTENING</p> <p><u>RESOURCE REQUIRED</u> A story with four or five character descriptions. (description of the various characters should be given in the worksheet prepared)</p> <p>SPEAKING</p> <p><u>RESOURCE REQUIRED:</u> Any grade appropriate topic</p>	
<u>GRAMMAR</u>			
<p>Adverbs Preposition Conjunctions</p>	<p>Practice Worksheets</p>		<p>Resource Books: Grammar and More OTHER BOOKS ✓ Workbook</p>
<u>VOCABULARY</u>			
<p>Word meanings(MCB) Spellings (MCB)</p>	<ul style="list-style-type: none"> - Cross words - Word wall - Finding words from the lesson in the grid - Wall dictionary 		<p>Attached Vocabulary list) to be practiced/ displayed in the each classroom</p>
		<p>THE WALRUS AND THE CARPENTER</p> <p>Billows</p>	<p>FIFTH FROM JUSTICE</p> <p>Mumps Oracle Occult</p>

	<p style="text-align: center;">LIST OF THE WORDS</p>	<p style="text-align: center;">Sulkily Beseech Briny Frothy Dismal Streaming Pleasant Oysters Sympathize scarcely</p> <p style="text-align: center;">THE POBBLE WHO HAS NO TOES</p> <p style="text-align: center;">Lavender water Flannel Porpoise Garnished Crafty Mermaids Buttercups Robbed Tinged Rowed Invented Recognition Amusing</p>	<p style="text-align: center;">Abstractions Ragging Shrugged Palpable Insinuation Fibs Primed Grimace Intuition Solemnly Queer offensive</p> <p style="text-align: center;">ADDITIONAL WORDS</p> <p style="text-align: center;">Enormous Tremendous Prudent Reluctant Contempt Spurn Proclaimed Console Alarmed Vowed Distressed Horried Ached</p>
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CLASS: VII

SUBJECT: English

Name of the books: Images (Literature Reader, MCB,) New Grammar and More Ratna Sagar

Name of the publisher: Ratna Sagar

Unit I

Language Action Plan:

- ✓ Greater emphasis to be given on **Neat handwriting** (cursive to be started grade IV onwards)
- ✓ **Four notebooks** to be maintained (colour code for notebook covers- **light Green**)
 5. Grammar & vocabulary
 6. Main Course book
 7. Composition
 8. Comprehension

MINIMUM EXPECTED WORK PER WEEK

Skill	Expected Task
✓ Listening and Speaking	✓ Language Lab (once in a week)
✓ Reading	✓ One comprehension passage (solved passage corrected by teacher should be attached in notebook as evidence)
✓ Writing	✓ One task
✓ Literature	✓ 1 – 2 pages (Written work in Notebooks)
✓ Grammar and Vocabulary	✓ 1 – 2 pages (Written work in Notebooks)
✓ Homework/Assignment/Activity	✓ One task (Evidence to be kept in student portfolio)

English speaking to be made compulsory in the classroom & school campus both for teachers and students.

Duration	Content	Teaching ideas (subject enrichment activities)	Digital Content/
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			Resources
07/04/2019 To 17/05/2019	LITERATURE/READING		
	<u>Silent reading</u> (<i>literature reader</i>) Chapter 1: The Eye of the Eagle Chapter 2: Fagin's School	Reading silently and understanding the text in order to read between the lines	Literature reader
	<u>Read and speak (MCB)</u> Chapter 1: The Hunt Chapter 2: The Call for Silence over the Seas Chapter 3: The Boy with a Catapult On the Grasshopper and Cricket (poem)	-create awareness of theme, setting, plot and character in the development of the story - appreciate the qualities of caring, sharing and helping in the family-students will share their ideas orally - pay attention to the pronunciation and the fluency of the reading skills of the learners -initiate a lively discussion on the story, ask the learners to reflect on the story and say what they enjoyed the most Ask questions to ascertain their level of comprehension (poem) -Recite the poem with suitable stress and intonation -Ask learners to pick out the rhyme in the poem, underline the rhyming word and speak out the rhyming words.	- Main Course Book
	<u>Read and Write</u>	Unseen passages (250-300 words)- ➤ Descriptive ➤ Narrative ➤ Expository ➤ Persuasive One per week; text and words should be age appropriate	Resource Books: MCB, New Grammar and More ✓ Comprehension task - 01 Page No. 151
	SUPPLEMENTARY READER		
	<u>Pleasure reading</u>	Read Aloud: Reading aloud for 10 minutes in pairs/ individually Reading Journal to be maintained for each student and completed during library period/ as home assignment Reading excellence – 10 minutes loud reading to be done daily	Book's Name: The Three Musketeers Chapter 1-7 News paper Articles. supplementary reading-with the help of library teacher
<u>Writing:</u>			

	<p>TASK1:</p> <p>WRITING A DIALOGUE:</p> <p>TASK 2:</p> <p>DIARY ENTRY:</p> <p>TASK 3:</p> <p>WRITING A STORY:</p>	<p>Chapter, The Hunt:</p> <p>Writing a dialogue: black beauty and his mother have a conversation after the hunt is over. Complete the dialogue given in page 9 MCB.</p> <p>Diary entry: You happened to witness the entire hunt. Write a diary entry describing the same event.</p> <p>Writing a Story: write a story of your own which has element of surprise and mystery.</p>	<p>Writing a dialogue:</p> <p>-WORKBOOK (page5)</p> <p>-Internet link for more exercises.</p> <p>https://edumantra.net>grammar</p> <p>https://www.cbsetuts.com>cbse</p> <p>Diary entry:</p> <p>-WORKBOOK (page5)</p> <p>Internet link for more exercises.</p> <p>https://www.cbsetuts.com>cbse</p>
<p><u>Listening and speaking (minimum one task each per unit)</u></p>			
<p>Listening listening and completing a passage(Unit 1)</p> <p>Speaking Pronunciation -stress on words</p>	<p>❖ Listening</p> <p>❖ OBJECTIVE: to improve the comprehension skills of the students</p> <p>❖ ACTIVITY: listen to a paragraph and fill in the blanks with the information asked for.</p> <p>❖ Speaking:</p> <p>❖ OBJECTIVE: to learn to pronounce words with appropriate stress on syllables</p> <p>ACTIVITY: teach how to recognize syllables and read out the given list of words with stress on</p>	<p>❖ LISTENING</p> <p>❖ RESOURCE REQUIRED: any short passage (worksheet related to the passage with blanks).</p> <p>❖ SPEAKING</p> <p>❖ RESOURCE REQUIRED: a list of multi-syllable words.</p>	
<p><u>Grammar</u></p>			
<p>Unit 1</p> <ul style="list-style-type: none"> • Sentences (Pg. 04-10) • Nouns (Pg. 13 – 20) • Articles (Pg. 22 – 30) • Worksheet – 1 (Page No : 3 – 32) 	<p>Practice Worksheets</p>		<p>New Grammar and More Work book – Unit 1 (Pg. 05)</p> <p>Pronouns and its type Workbook – Unit 3 (Pg. 14, 15)</p> <p>Collective and abstract Noun Work book unit 1 (Pg. 3,4)</p>
<p><u>Vocabulary</u></p>			
<ul style="list-style-type: none"> • Word meanings • Spellings • Sentence Making 	<p>Cross words</p> <p>Word wall</p> <p>Finding words from the lesson in the grid</p>		<p>Attached Vocabulary list) to be practiced/ displayed in the each classroom</p>
<p>LIST OF WORDS</p>	<p>The Hunt</p> <ul style="list-style-type: none"> • Dreadful • Bang • Tolling • Groaning • Get off • Eagerly 		<p>Grasshopper and Cricket</p> <ul style="list-style-type: none"> • Shrills • Hedge • Ease • Drowsiness • Delight • Ceasing

		<ul style="list-style-type: none"> Whipped Circumstances Colts Gallop Snorted Meadows Leaped Astonished <p>The Boy with a Catapult</p> <ul style="list-style-type: none"> Antics Catapult Outskirts Vindictive Strange Shrub Shrieking Peered Startled Menacingly Instruct Whizzing Panting Callous Venom Viciously Haunt Lair Dislodged Rafter pounce 	<ul style="list-style-type: none"> Wrought Warmth Faint Weed <p>Call of Silence Sea</p> <ul style="list-style-type: none"> Devastating Remarkable Disrupting Constantly Abandon Explosive Trawling Enormous Captured Disappearing Diminish Sustain Harmony Vulnerable Explore predators sounds cape adverse seeps strata gear displacement fragile escalate
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Unit II

Duration	Content	Teaching ideas (subject enrichment activities)	Digital Content/ Resources
01/07/2019 To 03/09/2019	LITERATURE/READING		
	<p><u>Silent reading</u> (literature reader) Chapter: The Listeners</p> <p>Chapter: Memories of Childhood</p>	<p>Reading silently and understanding the text in order to read between the lines</p>	Literature reader
	<p><u>Read and speak</u> (MCB) - Somebody's Mother (poem)</p> <p>- Just Me (poem)</p> <p>- The Ingenious Scientist</p> <p>- A Helping Hand</p>	<p>- create awareness of theme, setting, plot and character in the development of the story</p> <p>- appreciate the qualities of caring, sharing and helping in the family-students will share their ideas orally</p> <p>- pay attention to the pronunciation and the fluency of the reading skills of the learners</p> <p>- initiate a lively discussion on the story, ask the learners to reflect on the story and say</p>	-Main Course Book

	<p>what they enjoyed the most Ask questions to ascertain their level of comprehension (poem) -Recite the poem with suitable stress and intonation -Ask learners to pick out the rhyme in the poem, underline the rhyming word and speak out the rhyming words.</p>	
<u>Read and Write</u>	<p>Unseen passages(250-300 words)-</p> <ul style="list-style-type: none"> ➤ Descriptive ➤ Narrative ➤ Expository ➤ Persuasive <p>One per week; text and words should be age appropriate.</p>	<p>Resource Books: MCB, New Grammar and More ✓ Comprehension task 2-3 page No. 152 - 155</p>
SUPPLEMENTARY READER		
<u>Pleasure reading</u>	<p>Read Aloud: Reading aloud for 10 minutes in pairs/ individually Reading Journal to be maintained for each student and completed during library period/ as home assignment Reading excellence – 10 minutes loud reading to be done daily</p>	<p>Book's Name: The Three Musketeers Chapter 8-14 News paper Articles. supplementary reading-with the help of library teacher</p>
<u>Writing:</u>		
<p>WRITING A CHARACTER SKETCH</p> <p>WRITING A BIOGRAPHY</p> <p>WRITING A FORMAL LETTER</p>	<p>-Just Me (poem) Writing a character sketch : MCB page 67 Write Away Part A</p> <p>-The Ingenious Scientist Writing a biography: MCB page 61 Write Away</p> <p>-A Helping Hand Writing a formal letter: MCB page 81 Write Away.</p>	<p>Writing a character sketch -Internet link: www.educationworld.com</p> <p>https://www.teachervision.com>writing Writing a biography www.scholastic.com>introducing biography genre www.educationworld.com building on biographies</p> <p>Writing a formal letter Page No 164 & 165 (New Grammar and More)</p>
<u>Listening and speaking (minimum one task each per unit)</u>		
<p><u>Listening</u></p> <p>Listening for rhyme scheme</p> <p><u>Speaking</u> Reading a poem with correct stress</p>	<p>❖ Listening</p> <p>OBJECTIVE: to make students learn various rhyming schemes</p> <p>ACTIVITY:listen to the poem and note down the rhyming words and rhyming scheme used in the poem.</p> <p>❖ Speaking: OBJECTIVE: to learn how to stress on different words</p>	<p>❖ LISTENING</p> <p>RESOURCE REQUIRED: : any grade appropriate rhyming poem</p> <p>❖ SPEAKING</p> <p>RESOURCE REQUIRED:.. any grade appropriate poem</p>

		<p>changes the meaning of a sentence.</p> <p>ACTIVITY: reading the given poem aloud, stressing different words each time to analyze the change in meaning</p>	
<u>Grammar</u>			
<p>Page No 33 – 79</p> <ul style="list-style-type: none"> • Unit – 02 • Pronouns (Pg 34-45) • Adjectives (Pg. 46 – 53) • Verbs (Pg. 54 – 73) • Worksheet – 02 (Pg 75, 76) • Revision – 01 (Pg. 77 – 79) 	Practice Worksheets	<p>New Grammar and More Unit 01 (Pg. 05)</p> <p>Work Book</p> <p>Pronouns and its types.</p>	
<u>Vocabulary</u>			
<ul style="list-style-type: none"> • Word meanings • Spellings • Sentence Making 	<p>Cross words</p> <p>Word wall</p> <p>Finding words from the lesson in the grid</p>	<p>Attached Vocabulary list) to be practiced/ displayed in the each classroom</p>	
LIST OF WORDS	<p style="text-align: center;">-Somebody's Mother (poem)</p> <p style="text-align: center;">Grey Throng Heeded Hailing Crowd Content Ragged Recent Haste Glance Meek Trembling Anxious Uncared for Bowed</p> <p style="text-align: center;">Just Me (poem)</p> <p style="text-align: center;">Swish Jumper Dribbles Lousy Sudden Realize Pressure Initially Opinion pretend -</p>	<p style="text-align: center;">The Ingenious Scientist</p> <p style="text-align: center;">Ingenuity Contrive Apprentice Faculty Pried Hoppers Miniature Gravitation Researches Accustomed to Knighthood Score endurable</p> <p style="text-align: center;">A Helping Hand</p> <p style="text-align: center;">Withstood Lurid Avail Apprehensive Allegation With a bleeding heart Desolate Obtrusive Blanching Smarting Bother Impression flung</p>	

Unit III

Duration	Content	Teaching ideas (subject enrichment activities)	Digital Content/ Resources
LITERATURE/READING			
21/09/2019 to 10/12/2019	<u>Silent reading</u> <i>(literature reader)</i> Chapter: Stopping by Woods on a Snowy Evening Chapter: A Visit to the Doctor	Reading silently and understanding the text in order to read between the lines	Literature reader
	<u>Read and speak</u> <u>(MCB)</u> -Mystical Japan -The Miller of the Dee (poem) -The Face On The Wall -Macavity, The Mystery Cat	-create awareness of theme, setting, plot and character in the development of the story - appreciate the qualities of caring, sharing and helping in the family-students will share their ideas orally - pay attention to the pronunciation and the fluency of the reading skills of the learners -initiate a lively discussion on the story, ask the learners to reflect on the story and say what they enjoyed the most Ask questions to ascertain their level of comprehension (poem) -Recite the poem with suitable stress and intonation -Ask learners to pick out the rhyme in the poem, underline the rhyming word and speak out the rhyming words.	-Main Course Book
	<u>Read and Write</u>	Unseen passages (250-300 words)- <ul style="list-style-type: none"> ➤ Descriptive ➤ Narrative ➤ Expository ➤ Persuasive One per week; text and words should be age appropriate.	Resource Books: New Grammar and More ✓ Comprehension task - 4 and 5 Page No. 155 - 159,
SUPPLEMENTARY READER			
	<u>Pleasure reading</u>	Read Aloud: Reading aloud for 10 minutes in pairs/ individually Reading Journal to be maintained for each student and completed during library period/ as home assignment Reading excellence – 10 minutes loud reading to be done daily	Book's Name: The Three Musketeers Chapter 15-22 News paper Articles. supplementary reading-with the help of library teacher

<u>Writing:</u>		
<p>TASK 7:</p> <p>WRITING VERSES AS PARAGRAPH</p> <p>REPETITION OF TASK 3</p> <p>WRITE A SHORT STORY</p> <p>TASK 8:</p> <p>WRITING ABOUT AN IMAGINARY SITUATION:</p>	<p>-The Miller of the Dee (poem) Writing verses as paragraph MCB page 99 Write Away</p> <p>-The Face On The Wall A. Write a short story with the help of given hints: MVB page 109 Write Away Part A B. Writing about an imaginary situation: MCB page 109 Write Away Part B</p>	<p>Writing verses as paragraph https://www.englishworksheetsland.com</p> <p>Write a short story with the help of given hints. (from other resources)</p> <p>Writing about an imaginary situation: https://classroom.synonym.com</p>
<u>Listening and speaking (minimum one task each per unit)</u>		
<p><u>Listening</u> Listening to a story and filling the blanks</p> <p><u>Speaking</u> Enacting scenes</p>	<p>❖ Listening</p> <p><u>OBJECTIVE:</u> to establish continuity in a narration.</p> <p><u>ACTIVITY:</u> listen to the story and fill the worksheet provided.</p> <p>❖ <u>Speaking:</u></p> <p><u>OBJECTIVE:</u> to make students learn to use stress, intonation and expression and dramatic pauses in their speech.</p> <p><u>ACTIVITY:</u> Enacting a scene</p>	<p>❖ LISTENING</p> <p><u>RESOURCE REQUIRED:</u> : Any short grade appropriate story and worksheet with omitted words from the same.</p> <p>❖ SPEAKING</p> <p><u>RESOURCE REQUIRED:</u> . Any short grade appropriate play script</p>
<u>Grammar</u>		
<p>Unit – 03</p> <ul style="list-style-type: none"> • Tenses (Pg. 82 – 95) • Voice (Pg. 96 – 103) • Speech (Pg. 104 – 110) • Worksheet – 03 (Page No 111 – 113) 	<p>Practice Worksheets</p>	
<u>Vocabulary</u>		
<ul style="list-style-type: none"> • Word meanings • Spellings • Sentence Making 	<p>Cross words Word wall Finding words from the lesson in the grid</p>	<p>Attached Vocabulary list) to be practiced/ displayed in the each classroom</p>
<p>LIST OF WORDS</p>	<p>Mystical Japan Bustling Crammed Serene Mystical Illusion Ferris wheel Precarious</p>	<p>The Face On The Wall- Anxious Occurrence Tenant Lodger Influenza Stammered Extraordinary</p>

		Approach Surrounding Floating Shimmering Underneath Exploring Ropeway unified The Miller of the Dee (poem) Hale Lark Blithe Thine Doffed Quotes Meal Boast Penny Contented version	Supernatural Unique Convinced Determined Macavity, The Mystery Cat Bafflement Levitation Domed Fiend Depravity Ladder Stifled Greenhouse Trellis Treaty Astray Suavity Alibi Neglect Admire Deceit
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Unit IV

Duration	Content	Teaching ideas (subject enrichment activities)	Digital Content/ Resources
LITERATURE/READING			
21/12/2019 to 20/02/2020	<u>Silent reading</u> (literature reader) Chapter: On the Run, Chapter: The Rose on the Mountain (poem)	Reading silently and understanding the text in order to read between the lines	Literature reader
	<u>Read and speak (MCB)</u> -Music and mortality -The Most Important Day - Wandering Singers (poem) -Tom Sawyer	-create awareness of theme, setting, plot and character in the development of the story - appreciate the qualities of caring, sharing and helping in the family- students will share their ideas orally - pay attention to the pronunciation and the fluency of the reading skills of the learners -initiate a lively discussion on the story, ask the learners to reflect on the story and say what they enjoyed the most Ask questions to ascertain their level of comprehension (poem) -Recite the poem with suitable stress and intonation -Ask learners to pick out the rhyme in the poem, underline the rhyming word and speak out the rhyming words. (Drama) -Create an Imaginative Opening. Introduce Yourself. -Learn Names. -Drama Icebreakers. -Talk about Acting. -Drama Classroom Management.	-Main Course Book

	-Perform a Short Pantomime. -introduce a Closing ritual.	
<u>Read and Write</u>	Unseen passages (250-300 words)- <ul style="list-style-type: none"> ➤ Descriptive ➤ Narrative ➤ Expository ➤ Persuasive <p>One per week; text and words should be age appropriate.</p>	Resource Books: New Grammar and More <ul style="list-style-type: none"> ✓ Comprehension task 06 page 159 - 160
SUPPLEMENTARY READER		
<u>Pleasure reading</u>	Read Aloud: Reading aloud for 10 minutes in pairs/ individually Reading Journal to be maintained for each student and completed during library period/ as home assignment Reading excellence – 10 minutes loud reading to be done daily	Book's Name: The Three Musketeers Chapter 23-29 News paper Articles. supplementary reading- with the help of library teacher
<u>Writing:</u>		
REPETITION OF TASK 6 WRITING A LETTER: REPETITION OF TASK 2 MAKING A DIARY ENTRY	-The Most Important Day Writing a letter: page 142 MCB write away. -Tom Sawyer Making a diary entry: page 159 MCB Write Away.	New Grammar and More Notice Writing – (Page No 163, 164) Making diary entry Workbook (page 5)
<u>Listening and speaking (minimum one task each per unit)</u>		
<u>Listening</u> Listening and stating true or false(unit 14) <u>Speaking</u> Debate	❖ Listening OBJECTIVE: listening for details and infer ACTIVITY: listen to a passage mark true or false for the given sentences ❖ <u>Speaking:</u> OBJECTIVE: to make students learn to argue meaningfully and logically. And to learn the language of agreeing and disagreeing ACTIVITY: Make students familiar with the debate etiquettes. Allot 2-3 minutes to organize their thoughts on given topic.	❖ LISTENING RESOURCE REQUIRED: : unit -14 Pearson MCB ❖ SPEAKING RESOURCE REQUIRED:. Any grade appropriate topic
<u>Grammar</u>		

	Unit – 04 <ul style="list-style-type: none"> • Adverbs (Pg 115-124) • Prepositions (Pg. 126-132) • Conjunctions (Pg.132 – 141) • Worksheet – 04 (Pg 142 – 146) • Revision – 02 • Figure of Speech (Pg 147 – 148) • Do more with grammar 	Practice Worksheets	New Grammar and More Unit 5 Preposition (Pg. 28) Work book
<u>Vocabulary</u>			
	<ul style="list-style-type: none"> • Word meanings • Spellings • Sentence Making 	Cross words Word wall Finding words from the lesson in the grid	Attached Vocabulary list) to be practiced/ displayed in the each classroom
	LIST OF WORDS	<p style="text-align: center;">Music and mortality</p> <p style="text-align: center;">Wary Essence Emanate Pitch Evoke Alchemist Scampering Devastated Patron Mesmerized Imperial Transcended Ethereal Transition Dousing Disciple Technique accurate</p> <p style="text-align: center;">The Most Important Day</p> <p style="text-align: center;">Immeasurable Honeysuckle Upturned Lingered Preyed upon Languor Tangible Plummet Persisted Confounding Passionate Outburst Sentiment Quiver Hearth Repentance</p>	<p style="text-align: center;">Wandering Singers (poem)</p> <p style="text-align: center;">Lute Kindred Lay Gather Sow Tarry Wandering Orator Acclaimed Entertain Couplet Dealer Satisfied Ballads harbour</p> <p style="text-align: center;">Tom Sawyer</p> <p style="text-align: center;">Expanse Insignificant Continent Levee Tend Waver Crooning Dubiously Hefty Wallop Resolutely Bight Gauge Gangplank Satirically Daintily Feverish Reverently Scandalized Cadge</p>

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CLASS: VIII

SUBJECT: English

Name of the books: Images (Literature Reader, MCB,) New Grammar and More

Name of the publisher: Ratna Sagar

Unit I

Revisit – Basics in English and Mathematics/Identification of learning gap areas(21/02/2019 – 28/02/2019)			
<p><u>Language Action Plan:</u></p> <ul style="list-style-type: none"> ✓ Greater emphasis to be given on Neat handwriting (cursive to be started grade IV onwards) ✓ Four notebooks to be maintained (colour code for notebook covers- light Green) <ol style="list-style-type: none"> 9. Grammar & vocabulary 10. Main Course book 11. Composition 12. Comprehension <p><u>MINIMUM EXPECTED WORK PER WEEK</u></p>			
Skill	Expected Task		
✓ Listening and Speaking	✓ Language Lab (once in a week)		
✓ Reading	✓ One comprehension passage (solved passage corrected by teacher should be attached in notebook as evidence)		
✓ Writing	✓ One task		
✓ Literature	✓ 1 – 2 pages (Written work in Notebooks)		
✓ Grammar and Vocabulary	✓ 1 – 2 pages (Written work in Notebooks)		
✓ Homework/Assignment/Activity	✓ One task (Evidence to be kept in student portfolio)		
English speaking to be made compulsory in the classroom & school campus both for teachers and students.			
Duration	Content	Teaching ideas (subject enrichment activities)	Digital Content/ Resources
07/04/2019 To 17/05/2019	READING		
	<u>Silent reading</u> (literature reader) Chapter 1: The Three Questions	Reading silently and understanding the text in order to read between the lines	Literature reader

	<p>Chapter 2:To Sir, With Love</p> <p><u>Read and speak (MCB)</u></p> <p>Chapter 1: The Best Advice I Ever Had</p> <p>Chapter 2: : My Financial Career</p> <p>Chapter 3: The Glove and the Lions</p> <p>The Way Through the Woods (poem)</p>	<p>-create awareness of theme, setting, plot and character in the development of the story</p> <p>- appreciate the qualities of caring, sharing and helping in the family-students will share their ideas orally</p> <p>- pay attention to the pronunciation and the fluency of the reading skills of the learners</p> <p>-initiate a lively discussion on the story, ask the learners to reflect on the story and say what they enjoyed the most</p> <p>Ask questions to ascertain their level of comprehension</p> <p>(poem)</p> <p>-Recite the poem with suitable stress and intonation</p> <p>-Ask learners to pick out the rhyme in the poem, underline the rhyming word and speak out the rhyming words.</p>	<p>Main Course Book</p>
	<p>Read and Write</p>	<p>Unseen passages(300-350words)-</p> <ul style="list-style-type: none"> ➤ Descriptive ➤ Narrative ➤ Expository ➤ Persuasive <p>One per week; text and words should be age appropriate.</p>	<p>Resource Books: MCB, New Grammar and More</p> <p>Comprehension 1 & 2 page 151 to 154</p> <p>✓ Unit - 1</p> <p>Chapter 1 : Sentences</p> <p>Chapter 2 : Nouns</p> <p>(Page No 4 to 19)</p>
SUPPLEMENTARY READER			
	<p>Pleasure reading</p>	<p>Read Aloud: Reading aloud for 10 minutes in pairs/ individually</p> <p>Reading Journal to be maintained for each student and completed during library period/ as home assignment</p> <p>Reading excellence – 10 minutes loud reading to be done daily</p>	<p>Book name:</p> <p>Great Expectations</p> <p>Chapter 1-7</p> <p>News paper Articles.</p> <p>Supplementary reading-with the help of library teacher</p>
<u>Writing:</u>			

<p>TASK 1: Writing thank-you note</p> <p>TASK 2: Writing a formal letter</p> <p>TASK 3: Writing a paragraph</p>	<p>Chapter: The Best Advice I Ever Had</p> <p>Writing thank-you note: imagine you are the narrator. Write a thank you note to Mahatma Gandhi for his advice, telling him how it has helped you in your life.</p> <p>Chapter: My Financial Career</p> <p>Writing a formal letter: study the format given in page 48 MCB and follow the same format and write a letter to the manager of a bank, complaining about the faulty ATM card you have been provided with.</p> <p>Poem, The Way Through the Woods</p> <p>Writing a paragraph: write an imaginative paragraph on your journey through a jungle</p>	<p>Writing thank-you note Workbook page 7 https://www.wikihow.com</p> <p>Writing a formal letter -</p> <p>Writing a paragraph https://www.englishworksheetsland.com</p> <p>https://classroom.synonym.com</p>
<p><u>Listening and speaking (minimum one task each per unit)</u></p>		
<p><u>Listening</u> Listening for details</p> <p><u>Speaking</u> Intonation- rise and fall in pitch</p>	<p>❖ <u>Listening:</u> OBJECTIVE: to enable children to look for specific information</p> <p>ACTIVITY: listen to the passage and answer the questions given in the worksheet.</p> <p>❖ <u>Speaking</u> ❖ OBJECTIVE: to make students learn about rise and fall in pitch ❖ ACTIVITY: work in pairs have a conversation on the topic assigned with the use of corrects intonation</p>	<p>❖ LISTENING ❖ RESOURCE REQUIRED a factual passage</p> <p>❖ SPEAKING ❖ RESOURCE REQUIRED: grade appropriate conversation</p>
<p><u>Grammar</u></p>		
	<p>Practice Worksheets</p>	<p>New Grammar and More Unit – 1 Chapter No 3 : Determiners Worksheet – 01 (Page 20 – 28)</p>
<p><u>Vocabulary</u></p>		
<ul style="list-style-type: none"> • Word meanings • Spellings • Sentence Making 	<p>Cross words Word wall Finding words from the lesson in the grid</p>	<p>Attached Vocabulary list) to be practiced/ displayed in the each classroom</p>

	LIST OF WORDS	<p>The Best Advice I Ever Had</p> <ul style="list-style-type: none"> • Anguish • Resent • Conflict • Miraculous • Retaliate • Delegation • Meticulously • Hysterical • Galling <ul style="list-style-type: none"> • Courtesy • Decency • Gesture • Significant • Recurring • Humiliating • Prestige • Inflict • Severe • Littered • Canted • Furious • Chorus <p>My Financial Career</p> <ul style="list-style-type: none"> • Rattle • Threshold • Prompting • Crumpled • Poked • Plunge • Dryly • Wickets 	<p>The Glove and the Lions</p> <ul style="list-style-type: none"> • Hearty • Gallant • Valour • Ramped • Glared • Smother • Whisking • Beauteous • divine <p>The Way Through the Woods</p> <ul style="list-style-type: none"> • Undone • Broods • Solitude • Badgers • Steadily • Canter • Sighed • Wallowing • Stifled • Leaped • Vanity
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Unit II

Duration	Content	Teaching ideas (subject enrichment activities)	Digital Content/ Resources
01/07/2019 To 03/09/2019	READING		
	<p><i>Silent reading</i>(<i>literature reader</i>) Chapter: Teach your Children Chapter: The Escape</p>	Reading silently and understanding the text in order to read between the lines	Literature reader
	<p>Read and speak (MCB) Chapter: The Open Window Chapter: Water Watch</p>	-create awareness of theme, setting, plot and character in the development of the story - appreciate the qualities of caring, sharing and helping in the family-students will share	-Main Course Book

	<p>Chapter: From Story Telling To Filmmaking</p> <p>The Nightingale and the Glow-Worm (poem)</p>	<p>their ideas orally</p> <ul style="list-style-type: none"> - pay attention to the pronunciation and the fluency of the reading skills of the learners -initiate a lively discussion on the story, ask the learners to reflect on the story and say what they enjoyed the most <p>Ask questions to ascertain their level of comprehension (poem)</p> <ul style="list-style-type: none"> -Recite the poem with suitable stress and intonation -Ask learners to pick out the rhyme in the poem, underline the rhyming word and speak out the rhyming words. 	
	<p><u>Read and Write</u></p>	<p>Unseen passages(300-350words)-</p> <ul style="list-style-type: none"> ➤ Descriptive ➤ Narrative ➤ Expository ➤ Persuasive <p>One per week; text and words should be age appropriate.</p>	<p>Resource Books: MCB, New Grammar and More</p> <ul style="list-style-type: none"> ✓ Comprehension 3 & 4 page 154 to 157 <p>Unit 2</p> <p>Chapter 4 : Pronoun</p> <p>Chapter 5 : Adjectives</p> <p>Page No 32 to 43</p>
SUPPLEMENTARY READER			
	<p>Pleasure Reading</p>	<p>Read Aloud: Reading aloud for 10 minutes in pairs/ individually</p> <p>Reading Journal to be maintained for each student and completed during library period/ as home assignment</p> <p>Reading excellence – 10 minutes loud reading to be done daily</p>	<p>Book name:</p> <p>Great Expectations</p> <p>Chapter 8-15</p> <p>News paper Articles.</p> <p>Supplementary reading-with the help of library teacher</p>
<u>Writing:</u>			
<p>TASK 4:</p> <p>Writing a notice</p> <p>TASK 5:</p> <p>Writing a newspaper report</p> <p>TASK 6:</p> <p>Writing a persuasive article</p>	<p>Chapter: The Open Window</p> <p>Writing a notice: page 67 MCB write away.</p> <p>Chapter: Water Watch</p> <p>Writing a newspaper report: page 82 MCB Write Away.</p> <p>The Nightingale and the Glow-Worm (poem)</p> <p>Writing a persuasive article: page 72 MCB Write Away</p>	<p>Writing a notice</p> <p>-</p> <p>Writing a newspaper report</p> <p>Writing a letter of complaint</p>	
<u>Listening and speaking (minimum one task each per unit)</u>			

	<p>Listening Listening for errors(unit 8)</p> <p>Speaking Reading a poem with expression, tone & pitch</p>	<p>Listening: OBJECTIVE: to familiarize students with various errors</p> <p>ACTIVITY: listen to the audio and write down the correct sentences in the notebook</p> <p>Speaking OBJECTIVE: to make students learn to recite the poem with proper expression, breakup of lines and variation in tone and pitch. ACTIVITY: loud recitation of the provided poem.</p>	<p>LISTENING</p> <p>RESOURCE REQUIRED audio of sentences with errors</p> <p>SPEAKING</p> <p>RESOURCE REQUIRED: Any grade appropriate poem</p>
Grammar			
	Practice Worksheets	<p>New Grammar and More Unit 2 Chapter 6 : Verbs Worksheet 02 Revision test 01 Page No : 44 – 62</p>	
Vocabulary			
<ul style="list-style-type: none"> • Word meanings • Spellings • Sentence Making 	<p>Cross words Word wall Finding words from the lesson in the grid.</p>	<p>Attached Vocabulary list) to be practiced/ displayed in the each classroom</p>	
LIST OF WORDS		<p>The Open Window Self-possessed Unduly Discounting Retreat Bury Silent communion Rectory Moor Snipe-shooting Engulfed Treachorous Bog Falteringly Delusion Headlong Bolted Pariah dogs</p> <p>Water Watch Elocution Maintain eye contact Cakewalk Surged Well-modulated Invincible Bore well Replete</p>	<p>From Story Telling To Filmmaking Spurred Roving Impromptu Pits Close to its heels Stake Illusion Intermittent Novelty Nickelodeon Stenciling Tinting</p> <p>The Nightingale and the Glow-Worm (poem) Cheered Suspended Eventide Spied Hawthorn Crop Harangued Eloquent Minstrely</p>

		Stave off Clinches Titter Vicious stampede	Abhor Oration Warbling approbation
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Unit III

Duration	Content	Teaching ideas (subject enrichment activities)	Digital Content/ Resources
21/09/2019 to 10/12/2019	READING		
	<i>Silent reading</i> (<i>literature reader</i>) Chapter: The Verger Chapter: The Guests	Reading silently and understanding the text in order to read between the lines	Literature reader
	Read and speak (MCB) Chapter: An Insult That Created An Empire Chapter: After Twenty Years Television (poem) A Nation's Strength (poem)	-create awareness of theme, setting, plot and character in the development of the story - appreciate the qualities of caring, sharing and helping in the family-students will share their ideas orally - pay attention to the pronunciation and the fluency of the reading skills of the learners -initiate a lively discussion on the story, ask the learners to reflect on the story and say what they enjoyed the most Ask questions to ascertain their level of comprehension (poem) -Recite the poem with suitable stress and intonation -Ask learners to pick out the rhyme in the poem, underline the rhyming word and speak out the rhyming words.	-Main Course Book
	Read and Write	Unseen passages (300-350words)- ➤ Descriptive ➤ Narrative ➤ Expository ➤ Persuasive One per week; text and words should be age appropriate	Resource Books: MCB, New Grammar and More ✓ Comprehension 5 & 6 page 157 to 160 Unit 03 Chapter 7 : Modals Chapter 8 : Tenses Chapter 9 : Voice Page No 64 to 91
	SUPPLEMENTARY READER		
Pleasure Reading	Read Aloud: Reading aloud for 10 minutes in pairs/ individually Reading Journal to be maintained for each student and completed during library period/ as home assignment Reading excellence – 10 minutes loud reading to be done daily	Book name: Great Expectations Chapter 8-15 News paper Articles. Supplementary reading-with the help of library teacher	

<u>Writing:</u>		
TASK 7: Writing a biography	Chapter: An Insult That Created An Empire: writing a biography page 115 MCB write away Part B	Writing a story www.scholastic.com >intoducing www.educationworld.com
TASK 8: Writing a diary entry	Chapter: After Twenty Years Writing a diary entry page 134 MCB write away part A	Writing a diary entry https://www.cbsetuts.com >cbse
REPETITION OF TASK 6: Write an article	A Nation's Strength (poem) Write an article to express ideas page 121 MCB Write Away Part B	Write an article
<u>Listening and speaking (minimum one task each per unit)</u>		
<u>Listening</u> Listening completing sentences(unit 11)	<u>Listening:</u> OBJECTIVE: to make students gather specific information about directions. ACTIVITY: listen to the audio and draw a road map and label all the landmarks	LISTENING RESOURCE REQUIRED any audio giving directions
<u>Speaking</u> Group discussion	<u>Speaking</u> OBJECTIVE: to enable children to express their views on specific topic. And to make them learn the general etiquettes of group discussion. ACTIVITY: divide the students in small groups of four or five. Introduce the topic and general etiquettes. Give 2 minutes to the children to prepare and start the discussion.	SPEAKING RESOURCE REQUIRED: Any grade appropriate relevant topic.
<u>Grammar</u>		
-Adverbs -Determiners -subject-verb agreement -Modals -Clauses (relative & noun)	Practice Worksheets	New Grammar and More Unit 3 Chapter 10 : Speech Worksheet 03 Page No : 92 – 101
<u>Vocabulary</u>		

	<ul style="list-style-type: none"> • Word meanings • Spellings • Sentence Making 	<p>Cross words Word wall Finding words from the lesson in the grid.</p>	<p>Attached Vocabulary list) to be practiced/ displayed in the each classroom</p>
	<p>LIST OF WORDS</p>	<p>An Insult That Created An Empire Distressed Avid Devious Usurped Oppressive Bedraggled Unkempt Avert Servility Arrogance Defiantly Presumptuous Avenge Protégé Repulsed Espionage Confidante</p> <p>After Twenty Years Well nigh Intricate Thoroughfare Stalwart Swagger Vicinity Reassuringly Proposition staunchest plodder astir egotism snapped pug</p>	<p>Television (poem) Concerned Install Gaping Loll Slop Lounge Hypnotized Tot Clogs Clutters Contented Smugglers Muffled pirates</p> <p>A Nation's Strength (poem) Foundation Defy Foes Shafts Abiding Luster Possessions Throng Encourage Origin Anthem Acceptance Corruption honor</p>

Unit IV

Duration	Content	Teaching ideas (subject enrichment activities)	Digital Content/ Resources
21/12/2019 to 20/02/2020	READING		
	<p><u>Silent reading</u>(literature reader) Chapter: Tree Poems</p>	<p>Reading silently and understanding the text in order to read between the lines</p>	Literature reader
	<p>Read and speak (MCB) Chapter: Goodbye Mr. Chips Chapter: The Importance of Being Earnest The Chimney Sweeper(poem)</p>	<p>-create awareness of theme, setting, plot and character in the development of the story - appreciate the qualities of caring, sharing and helping in the family- students will share their ideas orally - pay attention to the pronunciation and the fluency of the reading skills of the learners -initiate a lively discussion on the story, ask the learners to reflect on the</p>	-Main Course Book

	<p>story and say what they enjoyed the most</p> <p>Ask questions to ascertain their level of comprehension</p> <p>(poem)</p> <p>-Recite the poem with suitable stress and intonation</p> <p>-Ask learners to pick out the rhyme in the poem, underline the rhyming word and speak out the rhyming words.</p> <p>(Drama)</p> <p>-Create an Imaginative Opening. Introduce Yourself.</p> <p>-Learn Names.</p> <p>-Drama Icebreakers.</p> <p>-Talk about Acting.</p> <p>-Drama Classroom Management.</p> <p>-introduce a Closing ritual.</p>	
Read and Write	<p>Unseen passages(300-350words)-</p> <ul style="list-style-type: none"> ➤ Descriptive ➤ Narrative ➤ Expository ➤ Persuasive <p>One per week; text and words should be age appropriate.</p>	<ul style="list-style-type: none"> • Resource Books: MCB, New Grammar and More ✓ Comprehension 7 page 161 to 162 <p>Unit 04</p> <p>Chapter 11 : Adverbs</p> <p>Chapter 12 : Clauses</p> <p>Chapter 13 : Preposition</p> <p>Page No : 103 to 134</p>
SUPPLEMENTARY READER		
Pleasure Reading	<p>Read Aloud: Reading aloud for 10 minutes in pairs/ individually</p> <p>Reading Journal to be maintained for each student and completed during library period/ as home assignment</p> <p>Reading excellence – 10 minutes loud reading to be done daily</p>	<p>Book name:</p> <p>Great Expectations Chapter 8-15 News paper Articles.</p> <p>Supplementary reading-with the help of library teacher</p>
Writing:		
<p>TASK 9: Writing an email</p> <p>REPETITION OF TASK 7: Writing a biography</p> <p>TASK 10: Writing an essay</p>	<p>Chapter: Goodbye Mr. Chips Writing an email: page 152 MCB write away</p> <p>Chapter: The Importance of Being Earnest Writing a biography: page 163 MCB Write Away</p> <p>The Chimney Sweeper(poem) Writing an essay: page 140 MCB Write Away</p>	<p>Writing an email</p> <p>Writing a biographical Sketch Writing a speech www.scholastic.com>introducing www.educationworld.com</p> <p>Writing an essay</p>

<https://busyteacher.org>> **how to teach students to write an essay.**

Listening and speaking (minimum one task each per unit)

<p><u>Listening</u> Listening for comprehension</p> <p><u>Speaking</u> Enacting a scene</p>	<p><u>Listening:</u> OBJECTIVE: to improve comprehension skills of the students.</p> <p>ACTIVITY: listen to the text and answer oral or written</p> <p><u>Speaking</u> OBJECTIVE: to make students learn to use stress, intonation and expression and dramatic pauses in their speech. ACTIVITY: enacting a scene.</p>	<p>LISTENING</p> <p>RESOURCE REQUIRED</p> <p>Any grade appropriate passage, poem or story.</p> <p>SPEAKING RESOURCE REQUIRED: any short grade appropriate play script</p>
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Grammar

	<p>Practice Worksheets</p>	<p>New Grammar and More Unit 04 Chapter 14 : Conjunctions Worksheet 04 Revision test 02 Page No 135 to 146</p>
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Vocabulary

<ul style="list-style-type: none"> • Word meanings • Spellings • Sentence Making 	<p>Cross words Word wall Finding words from the lesson in the grid.</p>	<p>Attached Vocabulary list to be practiced/ displayed in the each classroom</p>
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<p>LIST OF WORDS</p>	<p>Goodbye Mr. Chips Prestigious Unprincipled Baiting Implacable Dais Imminent Alderman Baronet Ingenuously Reprimands Errant Legions Urbane Slack Slovenly</p> <p>The Chimney Sweeper Scarcely Soot Locked up Sport</p>	<p>The Importance of Being Earnest Earnest Gentleman of leisure Forte Salver Customary County Extravagance Frantic Hard up Ungentlemanly Hard and fast Scrape Masquerading Intact Sham Christened Delightful</p>
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		Want Aspiration Labourers Rarely Outworn Arose Delight Jubilation Obligation	
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Note: Workbook will go on side by side according to the chapters.