DELHI PUBLIC SCHOOL, PALI

ANNUAL CURRICULUM PLAN SESSION 2019-20

CLASS : IX
SUBJECT: ENGLISH

Month	Theme/ Sub-theme	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	**Behavioural (Application based)**			
April	**LITERATURE-Beehive** **Topic:Unit-1.1: The Fun They Had** **Chapter Description-** The short story –The Fun They Had‖ by Isaac Asimov takes us to the world of the future where computers will play a major role. The story is set in the future, when books and schools as we now know them will perhaps not exist. More specifically, the narrative deals with the future of education which will become increasingly computerized and estranged from social interactions. The author‘s message is one of warnings against the dangers of	**To enable the students:** • To enable the students to read, write, speak understand English correctly. • To enrich the vocabulary of the students to use the same correctly. • To enable the students to understand the difficult words and phrases in the lesson. • To acquaint the students with a scientific story. • To enable the students about Robots and Robotic teachers. • To enable the students about a variety of Modern	**To enable the students to imbibe-** ➢ Eagerness to learn ➢ Importance of Classroom, Teacher and Emotional Bonding ➢ Curiosity ➢ Scientific Temperament ➢ Impact of Teacher in place of Robot	**Activity (To introduce the lesson):** Imagine a time when all books will be on computers and there will be no books printed on paper. Would you like such books? Why/ Why not? (Multistructural) **Activity (To Support learning):** Calculate how many years and months ahead from now Margie‘s diary entry is. **Activity (To assess learning):** Imagine the school in the story _The Fun They Had‘. Compare it with your own school. (Work book pg.8)	**Students will be able to:** • To enable the students to read, write, speak understand English correctly. • To enrich the vocabulary of the students to use the same correctly. • To enable the students to understand the difficult words and phrases in the lesson. • To acquaint the students with a scientific story. • To enable the students about Robots and Robotic teachers. • To enable the students about a variety of Modern	**Activity/Assignment:** Textual Question/Workbook Exercises **Class Work:** Elaborate why you would prefer to be taught by both human teacher and a robot.**(Workbook)**

	computerized home schooling which deprives children of the benefits of the personal interactions between students and teachers, which help them, develop social skills.	Teaching aid.			Teaching aid	
May	**LITERATURE-Beehive** **Topic: UNIT-1.2- The Road Not Taken** **Chapter Description-** The poem is based on very common experience about Real life situations where one has to choose between two options. The poet represents a dilemma of a man in a particular situation. It suggests us to make choices that are acceptable and less risky and also depicts the factors that determine our choice and the need to take right decision at the right time. The mood of the poem is very thoughtful and philosophical.	**To enable the students to:** *****Understand that the decisions taken by people shape their lives *Encourage students to appreciate poetry and develop the ability of reading with proper stress and intonation *Analyze, interpret, and infer ideas from the text. * Enhance their creativity and imagination *Develop confidence in spoken skill	**To enable the students to imbibe-** *Decision-making *Determination *Analyzing the logical reasoning of the situation *Problem solving * Conflict Resolution *Face challenges in life *To face the adversities of life *To be optimistic *Faith on oneself * Negotiate their own learning goals and evaluate their own progress, edit, revise, and review their own work *Make choices that are acceptable and less risky *Know the factors that determine our choice *Right decision at the right time *To learn acceptance * To develop Comprehending, Effective	**Activity (To introduce the lesson):** Video of Pankaj Tripathi will be shown to inspire the students. How he had struggled to fulfil his passion. **Activity (To Support learning):** The path which we have chosen, decides our future, our destination. Discuss. PPT based on the poem will be shown . **Activity (to assess learning):** Identify the poetic devices from the poem. Which path would you like to prefer - _More well-travelled path‘ or the road _less travelled by‘ , when life will give you a chance to choose? Discussion of the poem with reference to _M.S.Dhoni, The Untold Story‘; Dhoni was a TC and then chose the path to follow his passion.	**Students will be able to:** *Understand that the decisions taken by people shape their lives. *Describe the dilemma of the poet and the poetic devices used in the poem. * Negotiate their own learning goals and evaluate their own progress, edit, revise, and review their own work *Enhance their creativity and imagination *Develop confidence in spoken skill *Make choices that are acceptable and less risky *Know the factors that determine our choice *Right decision at the right time	**Classwork:** **Theme, Analysis** After you have made a choice do you always think about what might have been (a state of confusion), or do you accept the reality?

			ReadingandListeningskills			
July-	**LITERATURE-Beehive** **Topic: Topic: Unit – 2.1.The Sound of Music** **Chapter Description-** **Part-I-**Evelyn Glennie is a multi-percussionist. She can play about 1000 instruments with perfection. She listens to sound without hearing it. Evelyn fought against a physical disability & became a source of inspiration for thousands of disabled persons. .	**Part I** • To enable the students to get inspiration from the real life experiences of a differently abled person. • To enable them to express themselves in grammatically correct language. • To enable the learners to extrapolate from the given text. • To sensitize the students to the feelings of an individual. • To enable the students to feel the struggle of Evelyn for her success. • To enable them to use new words and phrases in their own language.	**To enable the students to imbibe-** ➢ Determination. ➢ Hard work ➢ Simplicity ➢ Face the adversities of life ➢ To be optimistic	**Activity (To introduce the lesson):** Warm Activity- **Discussion:** **Activity based on Part-2: The Shehnai of Bismillah Khan (Omitted Chapter)** Name the different instruments played in India. Name few famous instrumentalist in their respective fields. Workbook Unit-2 will be discussed and solved in the class. **Activity (To Support learning):** Share information about people/children who have overcome their physical barriers and have achieved success in their lives. The Sound of Music‘ is a biographical piece about Evelyn Glennie, a famous percussionist, who listened to sound without hearing it. Video of Evelyn Glennie will be shown. Video of SudhaChandran, a classical dancer, who lost her leg in an accident (Film NaacheMayuri) **Activity (to assess learning):** **Class Work:** 1. How does Evelyn hear music?	**Students will be able:** **Part I** • To get inspiration from the real life experiences of a differently abled person. • To express themselves in grammatically correct language. • To extrapolate from the given text. • To sensitize themselves to the feelings of an individual. • To feel the struggle of Evelyn for her success. • To use new words and phrases in their own language.	**Class Work:** 1. How does Evelyn hear music?
July-	**LITERATURE-Beehive** **Topic: Topic: UNIT 2.2. Wind** **Poet:**	**To enable the students:** • To understand various poetic devices (repetition/ free verse/ metaphor)	**To enable the students to imbibe-** • To praise nature‘s great power i.e. air, water, fire	**Activity (To introduce the lesson):** **Warm up Activity:** Share your experience about your visit to a place during summer holidays. How do you feel the presence of wind?	**Students will be able to:** • To understand various poetic devices (repetition/ free verse/ metaphor)	**Class Work:** *What values do you inculcate from the poem _Wind‘?

	SubramaniaBharati **Chapter Description-** The poet describes the raw force of the wind in this poem. The wind is thus a symbol of power or force. The wind blows out weak fires. But it makes strong fires roar. So, this way its friendship is good. The poem ‒Wind‖ inspires us to face the challenges thrown at us with grit and firm determination. We should be strong enough to face all the hardships of life with courage. Wind symbolizes problems and obstacles that we all face and go through at some point time in our lives.	in the poem • To know about the literature of other language (Tamil) • To enrich the vocabulary • To help them to enjoy and appreciate poetry • To kindle the imagination of creative poetry • To enable them grasp the theme and gist of the poem. • To help them to exercise the message given in the poem in their life. • To develop their poem recitation skills.	• To deal with the nature‘s power‘s appropriately • Control anger • Develop strength • Facing hardships • Courage	**Activity (To Support learning):** Compose a poem based on natural elements in not less than three stanzas using at least four poetic devices. **Activity (to assess learning):** *What values do you inculcate from the poem ‗Wind‘?	in the poem • To know about the literature of other language (Tamil) • To enrich the vocabulary • To help them to enjoy and appreciate poetry • To kindle the imagination of creative poetry • To enable them grasp the theme and gist of the poem. • To help them to exercise the message given in the poem in their life. • To develop their poem recitation skills.	Find out the figures of speech from the poem Personification (WIND) Repetition (don‘t, crumbling) Onomatopoeia *The wind blows strongly and causes a lot of destruction. How can we make friends with it? *Think about the different forces present in nature, share what do they represent/ convey/ symbolise.
July-	**LITERATURE-** **Beehive** **Topic: Topic: UNIT-3.2- Rain on the Roof** **Chapter Description-** The poet describes a rainy night. He says that all the stars of the sky	**To enable the students to:** • To inculcate the habit of reading poems (AP) • To admire the bliss of nature in the form of rain (SY) • Sensitize the	**To enable the students to imbibe-** • Appreciate the beauty of nature • Divinity • Sensitivity towards nature • Mother‘s Care and	**Activity (To introduce the lesson):** **Warm up Activity:** When the sky is covered with dark clouds and it starts raining, what thoughts flash through your mind? (Relational Outcome) **Activity (To Support learning):** Identify the figures of speech from the poem. **Activity (to assess learning):**	Students will be able to: • To inculcate the habit of reading poems (AP) • To admire the bliss of nature in the form of rain (SY) • Sensitize the	**Discuss:** Does everybody have a cosy bed to lie in, when it rains? Describe how different kinds of people or animals spend

	have become invisible because they have been covered by clouds. Darkness usually has a negative connotation, and the poet makes no exception to this rule and the sound of raindrops can only transport him there for him to recover from his melancholic mood. Memories of his mother are evoked as he listens to the repetitive rhythm of the raindrops as they are falling on his roof.	learners to ideas and emotions that are evoked by rain (SY) ● To develop their imagination skills ● To make them realise that nature gives soothing/ healing effect (AP) ● To identify the poetic devices used in the poem (U)	Concern ● Love for siblings ● To develop Comprehending, Reading, Listening and Imaginative skills	Write a letter to your parents appreciating them for all the little things they do. (Work book pg.51)	learners to ideas and emotions that are evoked by rain (SY) ● To develop their imagination skills ● To make them realise that nature gives soothing/ healing effect (AP) ● To identify the poetic devices used in the poem (U)	time, seek shelter etc. during rain. **Classwork:** Summary Figures of speech **GRAMMAR:** Write a letter to your parents appreciating them for all the little things they do. (Work book pg.51)
July-	**MOMENTS** **Topic: M.1.The Lost Child** **WRITER: MULK RAJ ANAND** **Chapter Description-** Mulk Raj Anand‘s story, _The Lost Child‘ narrates how a little boy was lost in the crowd of a village fair. It tells us how on his way to the fair he was attracted by various things such as toys, sweetmeat,	**To enable the students:** ● To develop a love for literature in students. (K) ● To introduce the students with literary genius: Mulk Raj Anand (**Life and works of the Author Mulk Raj Anand**) ● To introduce them with the idea of effective writings in	**To enable the students to imbibe-** ● To make the students understand the relationship of wishes and reality. ● To make the students realise the value of family members. ● To appreciate beauty of nature and surroundings.	**Activity (To introduce the lesson):** **Warm Up activity:** ● Describe the scene of a fair you visited. **Activity (To Support learning):** ● Talk about it: How to ensure not to get lost. **Activity (to assess learning):** Textual questions/ Assignments/Character sketches/ Value based	**Students will be able to:** ● To develop a love for literature in students. (K) ● To introduce the students with literary genius: Mulk Raj Anand ● To get the idea of effective writings in simple language that conveys deeper meanings. ● To understand the	**Class Work:** Give an alternative to the story. Textual questions/ Assignments/Character sketches/ Value based

	balloons and birds, butterflies and flowers.	simple language that convey deeper meanings. (K) • To introduce new vocabulary. (K) • To develop critical thinking by analysing the text. (AY)			relationship of wishes and reality. • To understand value of family members. • To appreciate beauty of nature and surroundings. • To introduce them with the idea of effective writings in simple language that conveys deeper meanings. (K) • To introduce new vocabulary. (K) • To develop critical thinking by analysing the text. (AY)	
July-	**Grammar:** • Prepositions	To enable students understand: *frame correct sentences *Use of different forms of tenses accurately and appropriately	To enable students *Acquire knowledge through rules in grammar	Discussion and explanation with examples Students will be involved and their feedback will be considered**(Workbook Exercises & Practice Exercises, which will be mailed)**	**Students will be able to:** *Acquire knowledge through rules in grammar	Assessment on the basis of the answers of Practice exercises
July-	**Grammar:** • Conjunctions	**Continued……..**		**(Workbook Exercises& Practice Exercises, which will be mailed)**		
August-	**Grammar:** Use of passive voice	**Continued……..**		**(Workbook Exercises & Practice Exercises, which will be mailed)**		
August-	**Writing skills-** • Diary Entry **Subject Description-**	**To enable the students** • Express effectively • share ideas	**To enable the students to -** • -Identify the	• Familiarize the students with different formats of the writing skills • Model exercise of each writing skill will	**Students will be able to:** • -Express effectively • share ideas	Through Practice exercise in the grammar notebook.

	The overall objective is to develop students‘ written expression of thought and provide learners opportunities to explore ideas and to build connections between content areas.	• develop appropriate style of writing. • -write effectively • Differentiate the style of expressing different writing skills • knowledge of the purpose and importance of writing short and long compositions • -will be able to practically make use of writing skills • Know effective means of disseminating information on varied issues. • -appropriate language, • use of accurate vocabulary, expressions and sentence structure. • -understand and recollect the formats of the notice, message, biosketch, factual description, formal and informal letters, articles, speech, debate, data interpretation and	appropriate usage of writing skills • Apply it in practical life • Express their views in the desired manner	be given • Practice exercise of each writing skill will be given **(Workbook Exercises & Practice Exercises, which will be mailed**	• develop appropriate style of writing. • -write effectively • Differentiate the style of expressing different writing skills • knowledge of the purpose and importance of writing short and long compositions • -will be able to practically make use of writing skills • Know effective means of disseminating information on varied issues. • -appropriate language, • use of accurate vocabulary, expressions and sentence structure. • -understand and recollect the formats of the notice, message, biosketch, factual description, formal and informal letters, articles, speech, debate, data interpretation and	

		report. • -Retain information of events, incidents or accidents and describe the same. • -adhere to word limit.			report. • -Retain information of events, incidents or accidents and describe the same. • -adhere to word limit.	
August-	**Writing skills-** • Descriptive Paragraph(person/ place/ event)	**Continued……..**		**(Workbook Exercises & Practice Exercises, which will be mailed**		
August-	**Moments** **Topic:M-5.The Happy Prince** **Oscar Fingal O'Flahertie Wills Wilde** **Chapter Description-** Love, compassion and sacrifice are all a part of the theme of 'The Happy Prince.' The idea of judging someone based on how they look is also one of the central themes of Oscar Wilde's "The Happy Prince." Wilde's writing tells the story of a majestic prince that overlooks the city, adorned in gold leaf and jewels such as	**To enable the students:** • To develop a love for literature in students. (U) • To introduce the students with life and works of Oscar Wilde. (K) • To introduce new vocabulary.(K) • To develop listening skills through audio book of the lesson.(SY)	**To enable the students to imbibe-** • To make the students inculcate values like love, compassion, sacrifice and empathy. • To make them infer that good deeds are rewarded.	**Activity (To introduce the lesson):** **Warm Up activity:** Great achievements is usually born of great sacrifice and is never the result of selfishness. Discuss **Activity (To Support learning):-** Jakie Shroff's movie _Teri Meherbaniyan' will be discussed where a dog takes the revenge of his master to make them understand the idea of selfless service displayed by an animal. Similar will be asked from them. **Activity (to assess learning):** **Class Work:** • The little swallow says, –It is curious, but I feel quite warm now, although it is so cold.‖ Have you ever had such a feeling? Share your experience with your friends.	**To enable the students:** • To develop a love for literature in students. (U) • To introduce the students with life and works of Oscar Wilde. (K) • To introduce new vocabulary.(K) • To develop listening skills through audio book of the lesson.(SY)	**Class Work:** • The little swallow says, –It is curious, but I feel quite warm now, although it is so cold.‖ Have you ever had such a feeling? Share your experience with your friends.

	sapphires and rubies. Yet, despite his wealth, he's not happy. He is saddened by the poverty he sees from his perch atop the city. He sets out to rid himself of his wealth to help the people below him, but once he has sacrificed everything, he was no longer deemed beautiful by the town‘s people.					
August-	**LITERATURE-Beehive** **Topic: Unit – 4.1-A Truly Beautiful Mind Biography of Albert Einstein** **Chapter Description-** The chapter is a biographical account of Nobel Laureate and ‒scientific genius‖ Albert Einstein.The story of Einstein tries to show him as a human being, a fairly ordinary person who had his likes and dislikes, his streaks of rebellion, and his problems. One can think about how a‗great person‘ was perceived before being recognized	• To introduce the students to the new words and phrases of English language. (K) • To develop the interest of the students to a literary piece.(U) • To develop the scientific temper of students. (AP) • To promote the reading habits of students. (AP) • To make the students conscious of the scientific invention and discoveries. (SY) • To enhance the	**To enable the students to imbibe-** ➢ Determination. ➢ Communal harmony ➢ Love for Motherland ➢ Hard work ➢ Simplicity ➢ Face the adversities of life ➢ To be optimistic	**Activity (To introduce the lesson):** - Warm up Activity- i) Who is a genius? (ii) What are the attributes that make a person a genius? The students know many facts about Albert Einstein‘s life. They will be encouraged to share. **Activity (To Support learning):** Do you agree with the statement stated as ‒New technology is common, new thinking is rare?‖ **Activity (to assess learning):** Albert Einstein‘s brain was taken from his body during an autopsy hours after his death, going against his and his family‘s wishes. What do you think the reason behind it? Did they get something unusual?	**Students will be able to:** • To introduce the students to the new words and phrases of English language. (K) • To develop the interest of the students to a literary piece.(U) • To develop the scientific temper of students. (AP) • To promote the reading habits of students. (AP) • To make the students conscious of the scientific invention and discoveries. (SY)	**Class Work:** Do you agree with the statement stated as ‒New technology is common, new thinking is rare?‖ **(Workbook)**

	as ‗great': it is not as though great people are born with a special sign that allows us to recognize them instantly!	knowledge of students.(K)			• To enhance the knowledge of students.(K)	
September-	**LITERATURE-Beehive** **Topic: Unit-5.2. A Legend of the Northland** **Poet: Phoebe Cary** **Chapter Description-** ‗A Legend of the Northland' is a ballad. The poet doesn't believe in the authenticity of the story but yet is tempted to share the story. Mythological stories may not relate to realities but they always carry some good messages with them. This poem narrates the legend of an old lady who angered Saint Peter because of her greed and was cursed by him**.** This poem puts forth the theme that we should not be selfish and always help the needy.	**To enable them to** • Read, write, speak understand English correctly. (AP) • Enrich the vocabulary of the students to use the same correctly. (AP) • Understand the culture, lifestyle and belief of the people living in the region. (U) • Acquaint the students with a Mythological stories. (K) • Enjoy poetry in the form of Ballad. (K) • Identify of figures of speech. (SY)	**To enable the students to imbibe-** ➢ Kindness ➢ Noble ➢ Generousness ➢ Willingness to help others ➢ Sympathy ➢ Care and Concern for others ➢ Realize the result of greed	**Activity (To introduce the lesson):** Students will be given chance to read the story ‗Unit 5.1.The Snake and the Mirror‖ turn by turn. After the completion of the reading of the chapter, they will asked to rewrite the story without its humour, merely as a frightening incident. What parts of the story would you leave out? (Omitted Chapter) **Activity (To Support learning):** Students will be asked to go to the local library or talk to older persons in their locality and find legends in their own language. Discuss about the legends in the class. **Activity (to assess learning):** Do you think that the old lady would have been so ungenerous if she had known who Saint Peter really was? What would she have done then?	**To enable them to** • Read, write, speak understand English correctly. (AP) • Enrich the vocabulary of the students to use the same correctly. (AP) • Understand the culture, lifestyle and belief of the people living in the region. (U) • Acquaint the students with a Mythological stories. (K) • Enjoy poetry in the form of Ballad. (K) • Identify of figures of speech. (SY)	**Class Work:** Do you think that the old lady would have been so ungenerous if she had known who Saint Peter really was? What would she have done then? Theme & Analysis
September-	**Grammar:**	**Continued……..**				

	• Tenses					
September-	**Grammar:** • Articles	**Continued……..**				
September-	**Writing skills-** • Story writing	**Continued……..**				
September-	**LITERATURE-Beehive** **Topic: Topic: Unit – 6.1-My Childhood** **Chapter Description-** –My Childhood‖ is an extract taken from the autobiographical book, _Wings of Fire‘ by A.P.J.Abdul Kalam. The autobiographical account of his childhood embodies the themes of harmony and prejudice, tradition and change.	• To enable the students to develop in the language skills. (AP) • To enable them to express themselves in grammatically correct language. (AP) • To enable the learners to extrapolate from the given text. (SY) • To instill values of generosity, kindness, humility and communal harmony among the children. (U) • To enable them to frame sentences using the new words and phrases.(AP)	**To enable the students to imbibe-** ➢ Determination. ➢ Communal harmony ➢ Love for Motherland ➢ Hard work ➢ Simplicity ➢ Face the adversities of life ➢ To be optimistic	**Activity (To introduce the lesson):** **Warm Up Activity-** Efforts of selfless people who aimed to serve humanity during recent crises would be discussed **Activity (To Support learning):** *Indra Krishnamurthy Nooyi, an Indian American business executive, in her speech emphasized on three facts of life. Firstly to be a lifelong student, Second, whatever we do, throw ourselves into it, throw our head, heart and hands into it and The third and the most important one, please help others rise. Do you agree with her views and what is your opinion about the same? *Book Reading _The Wings of Fire‘ by APJ Abdul Kalam. *Video –-Abdul Kalam, A lesson‖ and PPT related to birthplace of Kalam will be shown. **Activity (to assess learning):** Narrate two incidents from the chapter that show how differences can be created, and also how they can be resolved. How can people change their attitudes?	• To enable the students to develop in the language skills. (AP) • To enable them to express themselves in grammatically correct language. (AP) • To enable the learners to extrapolate from the given text. (SY) • To instill values of generosity, kindness, humility and communal harmony among the children. (U) • To enable them to frame sentences using the new words and phrases.(AP)	**Class Work:** Narrate two incidents that show how differences can be created, and also how they can be resolved. How can people change their attitudes?
October-	**PAT-II**	Periodic Assessment Test (PAT) – II Oct 10-21, 2019				

Month	Theme/ Sub-theme	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	**Behavioural (Application based)**			
October-	**LITERATURE-Beehive** **Topic: Topic: 6.2 No Men are Foreign** **Chapter Description-** No men are foreign' tells us that we should not consider anyone as foreign or 'strange.' Humanity is the same all over the world and in harming anyone, we are harming ourselves. In destroying another country, we are destroying our own Earth. The poem tells us to look upon humanity as unified entity.	To enable the students to read, write, speak understand English correctly. (SY) To enrich the vocabulary of the students to use the same correctly.(K) To enable the students to understand the difficult words and phrases in the poem.(U)	**To enable the students-** • To understand the very idea of *Vasudhiv Kutumbakam* (The world is a family) • To deal with the differences with open mindedness. • To accept diversity.	**Activity (To introduce the lesson):** Speaking Skills: In times of crisis like the recent pandemic _Corona crisis' has reduced the gaps of foreign differences between the people, irrespective of the differences existing between us. Do you think it is appreciable act? **Activity (To Support learning):** Referring to the story given on page no 91 of workbook, share your views on the importance of Unity. (Extended Abstract) (Workbook) **Reading Skills:** Recitation with proper innotation. **Activity (to assess learning)** What is the central theme of the poem?	**Students will be able:** To read, write, speak understand English correctly. (SY) To enrich the vocabulary of the students to use the same correctly.(K) To understand the difficult words and phrases in the poem.(U)	**Class Work:** What is the central theme of the poem? (Extended Abstract) **Identify the Figures of speech**
November-	**Moments** **Topic:** **6.WEATHERING THE STORM IN ERASMA** **Chapter Description-** –Weathering the Storm in Erasma narrates the adventures of a young man Prashant who was	To enable the students to comprehend the text (U) To enable them to develop style of writing (SY) To develop confidence in speaking skills (SY) To read with correct word stress, sentence stress and intonation (APP) To learn/enrich vocabulary	**To enable the students to imbibe-** - Helpfulness - To be optimistic -Sensible behaviour -Care - Sense of concern -Determination - Empathy - Perseverance	**Activity (To introduce the lesson):** **Warm up activity-** **Discussion:** The students are very much aware about the schemes, the programs the government run for the benefit of the people. The measures they take during the calamities and the other procedures they initiate to come out of the situation. **Activity (To Support learning):** Do you think young people can get together to help people during natural calamities? How?	**Students will be able:** To comprehend the text (U) To develop style of writing (SY) To develop confidence in speaking skills (SY) To read with correct word stress, sentence stress and intonation (APP) To learn/enrich vocabulary	Do you think Prashant is a good leader? How?

	marooned on a rooftop for two nights following a dreadful storm. He returns to his village and finds his family members safe. Prashant helps the people of his village by first getting a grip over himself because he was initially shocked on witnessing the after effects of the cyclone. He decided to step in as the leader of his village. He also brought a number of orphaned children together and constructed a polythene shelter for them. While women were mobilized to look after them, the men secured food and other essentials for the shelter. When he realised that the women were becoming too grief-stricken, he persuaded them to start working in the food-for-work programme,	and its usage within appropriate context (K) To understand the pain of others (U) To develop empathy	- Selfless service - face adversities of life -be courageous	**Activity (To assess learning):** Do you think Prashant is a good leader? How? Textual questions/ Extra questions/ Assignments/Character sketches/ Value based	and its usage within appropriate context (K) To understand the pain of others (U) To develop empathy	

	which was initiated by an NGO. He also organized sports events for children.					
November-	**Moments** **Topic: 7. The LAST LEAF** **Chapter Description-** This beautifully inspirational tale deals with unselfish sacrifice - how one man was prepared to sacrifice his own well-being and use his talent to save the life of another. Johnsy and Sue share an apartment where John**sy** fell ill with pneumonia and soon gives up hope for survival. She pins her destiny to the survival of one last leaf on a vine which she perceives through her window whilst lying in bed**.**The leaves Johnsy watches tumble from the vine lead her into sadness, but Behrman,an old fellow artist, who is	To promote reading habits through story reading. (Ap) ·To provide variety of language inputs for spontaneous & natural use of language. (Ap) To enable the students to appreciate/comprehend the text. (K,V,Ay) To enable them to express themselves in grammatically correct language. (Ap) To enable them to comprehend the text locally and globally. (U) To learn/enrich vocabulary and its usage within appropriate context. (Ap) To develop confidence in speaking skills. (U,Sy)	**To enable the students –** To understand that –A friend in need is friend indeed‖. (U) To realize that patience is the plaster of all sorrows.(AY) To understand deep exploration of friendship and commitments (U) To learn that self-sacrifice is the central (important)to such relationships. (K) To understand that love and care are universal languages applicable to all (U) To become caring towards others. (U,AP)	**Activity (To introduce the lesson):** Share the stories of how did people remain hopeful in testing times? **Activity (To Support learning):** **Speaking Skills:** Students will share the support which they get from their dear ones in crucial situations. **Activity (to assess learning)** Recall and write about any situation of your life where you supported your friend or you were supported by your friend in the time of need.	**Students will be able:** To promote reading habits through story reading. (Ap) To provide variety of language inputs for spontaneous & natural use of language. (Ap) ·To appreciate/comprehend the text. (K,V,Ay) ·To express themselves in grammatically correct language. (Ap) ·To comprehend the text locally and globally. (U) ·To learn/enrich vocabulary and its usage within appropriate context. (Ap) ·To develop confidence in speaking skills. (U,Sy)	Recall any situation of your life where you supported your friend to come out of his other side of the coin to the realistic world.

	their downstairs-neighbour, paints one that comes to represent hope as it leads to some improvement in her condition when she finds that the final leaf has not fallen. Behrman had painted a masterpiece - the last leaf was Behrman's masterpiece. He had painted the leaf after the last leaf had fallen off the vine. His final act- the last leaf on the wall gave Johnsy hope and life.					
November-	**Grammar-** **Direct and Indirect Speech**	**Continued……..**		**(Workbook Exercises & Practice Exercises, which will be mailed**		
December-	**LITERATURE-** **Beehive** **Topic: Unit-7.2. The Duck and the Kangaroo** **Chapter Description-** The poem, **–The Duck and The Kangaroo‖** by	**To enable the students to-** To appreciate the beauty, rhyme and style of the poem (AP) To read aloud the poem with proper rhythm (U) To enjoy recitation of the poem individually or in	**To enable the students to imbibe-** Kindness Noble Generousness Willingness to help others Sympathy Care and Concern for	**Activity (To introduce the lesson):** **Warmup Activity-** Imagine you are preparing to go on a two-week holiday to a city you have not been to before. Decide the things you would need for the trip. **(Workbook)** **Activity (To Support learning):** **Look for more nonsense verses, Share some interesting nonsense verses with the class.** Discuss: –Being organized will help you study	**Students will be able:** To appreciate the beauty, rhyme and style of the poem (AP) To read aloud the poem with proper rhythm (U) To enjoy recitation of the poem individually or in	**Classwork:** What are the preparations done by the duck before going for the trip? Write a summary of the poem.

	Edward Lear begins with a sweet conversation between a duck and a kangaroo. Two friends the Duck and the Kangaroo are about to set out on a long pleasure trip. The Kangaroo, though happy to carry the Duck all the way on the tip of his tail, is wary of her wet feet.	chorus (AP) To understand the thought and imagination contained in the poem. (U) To develop their aesthetic sense (SY) To read, write, speak and understand English correctly. (K) To enrich the vocabulary and to use the same correctly.(AP) To identify figures of speech (SY)	others Realize the result of greed	better.‖ Do you agree? Why / why not? **(Workbook)** **Activity (to assess learning)** Share your views on the topic –Travelling can be wonderful and insightful experience.‖ **(Workbook)**	chorus (AP) To understand the thought and imagination contained in the poem. (U) To develop their aesthetic sense (SY) To read, write, speak and understand English correctly. (K) To enrich the vocabulary and to use the same correctly.(AP) To identify figures of speech (SY)	
December-	**LITERATURE-Beehive** **Topic: 8.1 Reach for the Top** **Chapter Description-** The chapter is about Santosh Yadav who fought against odds and achieved success. **Santosh Yadav** is one of the few women in the world to have climbed Mount Everest twice.	**To enable the students:** To introduce themselves to the new words and phrases of English language. (K) To develop the interest to appreciate a literary piece. To promote the reading habits.(AP) To enhance their knowledge .(AP) To learn the usage of Idioms and Phrases (K) To encourage to write within a given word limit (such as 500 words, or 1000 words) (AP)	**To enable the students to imbibe-** To be determined Success is the culmination of hard work and sincerity Persistent endeavors to reach the top. To make them realize their responsibilities to safeguard environment Help students to write a description of Santosh Yadav's character by drawing their attention to her background likes and dislikes her humanity and her contribution to	**Activity (To introduce the lesson):** **Warm up Activity:** ***Pre Reading Activity:** Do you have the passion to do something other than your studies like music, dance, sports etc., Who gives you support and encouragement to go ahead(Workbook pg.111) **Activity (To Support learning):** In January 2018, the President of India awarded 112 amazing –First Ladies‖ for being first in their respective fields. Students will write few names of ‗First Ladies' on black board.**(Workbook)** **Activity (to assess learning)** Santosh Yadav got into the record books both times she scaled Mt. Everest. What were the reasons for this?	**Students will be able:** To introduce themselves to the new words and phrases of English language. (K) To develop the interest to appreciate a literary piece. To promote the reading habits.(AP) To enhance their knowledge .(AP) To learn the usage of Idioms and Phrases (K) To encourage to write within a given word limit (such as 500 words, or 1000 words) (AP) To use every day,	**Activity/Assignment:** There are more examples of women who fought against odds and achieved great heights in their field. Write a paragraph about the personality, who inspired you. You can find such personalities around you.

		To use every day, contemporary language. (AP)	society.		contemporary language. (AP)	
December-	**LITERATURE-** **Beehive** **Topic:Unit.8.2.On Killing a Tree** **Chapter Description-** This poem paints a vivid and brutal picture of what is involved in killing a tree. This poem highlights a lot of morals. Firstly, it displays the destructive nature of humans. Secondly, it shows that Mother Nature is inevitable and cannot be easily destroyed. Thirdly, the tree is a symbol of mankind. It says that human life is not so easy to end. If we cut the fingers or the skin, then we do not die. It is the heart that should be cut-out. This is the main theme of the poem. **Theme:** The general theme of the poem is man‘s cruelty to nature and the destruction of	**To enable the students:** To comprehend meanings of the poem. (U) To understand the poem by doing simple tasks and thus learning words with similar meanings. (U) To reflect on the poem. (AY) To speak from the tree‘s point of view (SY) To revise about various poetic devices like Imagery, Personification, Free verse (EV)	**To enable the students to imbibe-** Concern for Mother Earth Sensitivity Destructive nature of humans Mother Nature is inevitable Tree is a symbol of mankind Life is not easy to end	**Activity (To introduce the lesson):** There are conflicts between Human and nature; and between humans. What do you understand by this? **Activity (To Support learning):** How can human save nature? What efforts can be done on small level? **Activity (to assess learning):** Discussion- What are the things we are getting from the Mother Earth? What are we returning?	**Students will be able:** To comprehend meanings of the poem. (U) To understand the poem by doing simple tasks and thus learning words with similar meanings. (U) To reflect on the poem. (AY) To speak from the tree‘s point of view (SY) To revise about various poetic devices like Imagery, Personification, Free verse (EV)	**Theme & Analysis of the poem** **Identify the Figures of Speech**

	trees. The poet uses a sarcastic tone to explain how a tree has to be uprooted from its source for it to be killed. The tree grows by absorbing years of sunlight, air and water and it cannot die by merely hacking and chopping at it as its source of strength lies in the roots. On a figurative level, the poem may also mean that to kill a tree or anything else e.g. a bad habit, it must be destroyed at the heart. For human beings, injuries and amputation does not cause death, but if the heart stops functioning, there is no chance of survival as the heart provides the life blood and is their source of existence.					
December-	**Writing skills-** Article	**Continued……..**		**(Workbook Exercises & Practice Exercises, which will be mailed**		
January-	**LITERATURE-** **Beehive** **Topic: Unit.9.1 The Bond of Love**	To enable the students to appreciate/comprehend the text. (K,V,Ay) To enable them to express	**To enable the students-** · to understand that love and care are universal languages applicable to all	**Activity (To introduce the lesson):** **Speaking Skills:** Animals also feel the pleasure of love and the pain of separation. Share your own experience.	**Students will be able:** To appreciate/comprehend the text. (K,V,Ay) ·To express themselves in	**Class Work:** Do you carry the attitude of –abandoning itself

	Chapter Description- The Bond of Love is story by Kenneth Anderson (8 March 1910 – 30 August 1974) which shows the bond of a human (Kenneth‘s wife) with a sloth bear whom she called _Bruno‘. Bruno, the sloth bear, was rescued by the author. Kenneth Anderson was an Indian-born, British writer and hunter (Like Jim Corbett) who wrote books about his adventures in the jungles of South India.	themselves in grammatically correct language. (Ap) To enable them to comprehend the text locally and globally. (U) To learn/enrich vocabulary and its usage within appropriate context. (Ap) To develop confidence in speaking skills. (U,Sy) To revise spelling rules (related to ie&ei). (Ap) To revise spellings containing silent letters. (Ap) To understand and apply the use of index in a book. (K,U, Ap) To understand and apply the concept of narrative present. (K,U,Ap,Sy) To revise concept of Adverbs. (K)	creatures. (U) · to observe and respect all life forms. (U,Ap) · to appreciate empathetic attitudes. (U,Ay,Ap) · to become caring towards others. (U,Ap)	*Video will be shown based on a rescued sloth bear cub and the wildlife orphanage by Dr. Prakash Amte followed by introductory paragraphs of the lesson. **Activity (To Support learning):** Pets have unique care and handling requirements and should only be kept by those with the commitment to understand and meet their needs. Give your argument in support of or against this statement. **Activity (to assess learning)** Do you carry the attitude of ‒abandoning itself to its fate‖? Recall any situation where regretted for the same.	grammatically correct language. (Ap) ·To comprehend the text locally and globally. (U) To learn/enrich vocabulary and its usage within appropriate context. (Ap) To develop confidence in speaking skills. (U,Sy) To revise spelling rules (related to ie&ei). (Ap) To revise spellings containing silent letters. (Ap) To understand and apply the use of index in a book. (K,U, Ap) To understand and apply the concept of narrative present. (K,U,Ap,Sy) To revise concept of Adverbs. (K)	to its fate‖? Recall any situation where regretted for the same.
January-	**LITERATURE-Beehive** **Topic: Unit. -9.2 The Snake Trying** **Chapter Description**	**To enable the students to:** To share their personal experiences. (AP) To express themselves in grammatically correct	**To enable the students to imbibe-** Patience Be thoughtful	**Activity (To introduce the lesson):** **Warm up Activity:** Do you think all snakes are harmful? Name some breeds of snake which are harmful and which are harmless. (Relational Outcome) **Activity (To Support learning):**	**Students will be able:** To share their personal experiences. (AP) To express themselves in grammatically correct	**Class Work:** Most of us think of snakes as _fearsome symbols of death‘. But the snake in this poem

	In the poem, the poet tries to say that all snakes are not poisonous. Some of them are quite harmless.It is foolish to kill a snake as soon as we see it. Even if a snake is poisonous, it will do us no harm if it doesn‘t see any danger from us. A snake always bitesin self-protection only.Otherwise, it is as harmless as any other creature. But sadly human beings always try to kill a snake as soon as they see it.	language. (AP) To use new words and phrases in their own language. (AP) To inculcate the habit of reading poems . (K) To develop their imagination skills . (SY) To identify the poetic devices used in the poem. (AP)	Concern for animals Learn to appreciate To develop their Listening and Imaginative skills	Find out about snake charmers. How are they contributing to the development of herpetology? eme of the poem would be discussed. **Activity (to assess learning):** Most of us think of snakes as _fearsome symbols of death‘. But the snake in this poem is itself a victim. Explain.	language. (AP) To use new words and phrases in their own language. (AP) To inculcate the habit of reading poems . (K) To develop their imagination skills . (SY) To identify the poetic devices used in the poem. (AP)	is itself a victim. Explain. (Extended Abstract)
January-	**LITERATURE-Beehive** **Topic:Unit.10.1 Kathmandu** **Chapter Description** _Kathmandu‘ is excerpted from *Heaven Lake*, a travelogue in which Vikram Seth gives an account of	To enable the students to make diary entry as a travelogue.(SY) To enable them to understand the use of simple present tense.(AP) To enable them to use new words and phrases in their own language.(AP) To enable them to know the	**To enable the students to imbibe-** Respect the culture of other countries Widen our vision To be observant Face situation quietly Love for the country	**Activity (To introduce the lesson):** **Warm up Activity:** What do the surroundings of a holy place in your city look like? Speak about the shrines you have visited. **Activity (To Support learning):** ● Textual questions/ Assignments/Character sketches/ Value based Students will share their stories, related to travelling. **Activity (To assess learning):**	**Students will be able:** To make diary entry as a travelogue.(SY) To use new words and phrases in their own language.(AP) To know the culture and religion of Hindus and Buddhism.(K) Tocomprehend the	Do you agree with the statement: –Travelling—it leaves you speechless, then turns you into a storyteller.‖ Justify your reason. (Extended Abstract) (Workbook)**(Work**

	what he saw, thought and felt when he travelled from China to Tibet, from Heaven Lake to the Himalayas.It is the description of the two famous temples of Kathmandu. The author has drawn the powerful images and pictures of the attractive places of Nepal. One is the Pashupatinath and the other is the Baudhnath Shrine.Near his hotel he hears the melodious sound of the flute seller which enchanted him. It reminds him of the commonality of all mankind as the music of the flutes unites all mankind in one single thread of universality. He was fascinated to the truth of the flutes. He returns to his home after a long time.	culture and religion of Hindus and Buddhism.(K) To enable them comprehend the passage.(U) to write freely about our life and the things that happen to us — funny, sad, happy, embarrassing or fearful.(SY) To make them understand that diary entries can form the basis of a travelogue.(SY)		Write about the condition of Baghmati river described in the chapter. (Work book pg.140)	passage.(U) To write freely about our life and the things that happen to us — funny, sad, happy, embarrassing or fearful.(SY) To make them understand that diary entries can form the basis of a travelogue.(SY)	**book)**
January-	**LITERATURE-Beehive**	To enable the students to draw their attention to the	**To enable the students to imbibe-**	**Activity (To introduce the lesson):** Don‘t you think it is not safe to share	**Students will be able:** To draw their attention to	Sometimes we think about what

	Topic:UNIT 11 IF I WERE YOU **Chapter Description** Gerrard, a cultured playwright, lives in a small cottage. An intruder enters his cottage. He wanted to murder him and live as Gerrard because he looked like him. Gerrard at once understood everything. He told the intruder that he was also a murderer. Therefore, the police were after him. Gerrard explained that unfortunately one of his men had been caught. He was expecting trouble that night. He then made the intruder understand that it was good for him if he went with him. He also told him that if it was a frame, he could shoot him in the car. The intruder agreed. But when he was about to	stage setting, stage directions, description of the characters, their movements, gestures and tonal variations.(AP) To enable the learners to understand some examples of wit and irony.(AY) To enable the children to learn and locate the right meanings of new words and phrases from the dictionary. (AP) To enable the students to comprehend the text. (U) To enable them to enhance their writing skills. (SY) To enrich vocabulary and its usage within appropriate context. (AP)	- To analyze the different situations (AY) - Decision making (SY) - Be Sensible (U) - Developing confidence (AP) - Presence of mind (AP) - learn how to handle difficult situation (AP)	information in today‘s digital age? Someone like the intruder in the play _If I Were You‘ might misuse your unique and personal identity details. This is called identity theft. The cases of online identity thefts are increasing day by day. Collect information about cases of identity theft and share it in the class. Role Paly will be conducted. **Activity (To Support learning):** Intelligence combine with alertness and smartness can save one‘s life. Discuss. **Activity (to assess learning):** Sometimes we think about what we are like and how each of us is different. We all are interesting people with our physical differences and attitudes to life. Write in about 100 words what you are like, your identity and what you enjoy doing and how do you envision yourself in future. **(Workbook)** The information about RAW: India‘s External Intelligence Agency will be shared with the students.	the stage setting, stage directions, description of the characters, their movements, gestures and tonal variations.(AP) To understand some examples of wit and irony.(AY) To learn and locate the right meanings of new words and phrases from the dictionary. (AP) To comprehend the text. (U) To enhance their writing skills. (SY) To enrich vocabulary and its usage within appropriate context. (AP)	we are like and how each of us is different. We all are interesting people with our physical differences and attitudes to life. Write in about 100 words what you are like, your identity and what you enjoy doing and how do you envision yourself in future. (Extended Abstract) **(Workbook)**

	cross the door, Gerrard pushed him into the nearby cupboard. He then slammed it. He telephoned the police for his arrest.					
February-	**Moments** **Topic: Unit – Topic: 10. THE BEGGAR** **Chapter Description-** –The Beggar" is a short story told with realism. A prosperous lawyer (Sergei) encounters a ragged beggar, who claims to be a teacher fired unjustly from his job. Sergei, however, remembers that he saw the same man the other day, when he had claimed to be an impoverished student. The beggar (Luskoff) breaks down and admits that he is simply a drunk without work. Sergei offers him a job chopping wood, which he reluctantly accepts. Olga, the cook, takes Luskoff out and shows him the wood stack.	i) To enable the students to comprehend the text (U) ii) To enable them to develop style of writing (SY) iii) To enable them to verbally communicate (APP) iv) To enable them to enhance their writing skills (SY) v) To enrich vocabulary and its usage within appropriate context(K) vi) To be truthful irrespective of situations vii) To make them understand the relationship between self-awareness, violation of personal space and helping behavior. ... (U) viii) To identify the beggars and impress upon	**To enable the students to imbibe-** - Empathy - Character building - To analyze the different situations - Sensible behaviour - Care - Developing confidence - Sense of concern -. To identify the socio-economic problems of beggars - To assess the government's services received by the beggars,. - To give remedial measures for improving their social status. - Motivating the beggars to stop begging and start working - Persistent sensitizing and	**Activity (To introduce the lesson):** **Warm up activity-** Speaking Skills: Share your views on the approach of people who took initiative to help the needy during Corona Virus lockdown. **Activity (To Support learning):** **Speaking Skills Debate-** People who rise and help these people are no longer interested in helping them, because they know it's in vain. So, poor people can't be helped in INDIA because many of them like living that way. **Activity (To assess learning)** How can we help beggars/ abolish begging? Textual questions/ Extra questions/ Assignments/Character sketches/ Value based	**Students will be able:** To comprehend the text (U) To develop style of writing (SY) To verbally communicate (APP) To enhance their writing skills (SY) To enrich vocabulary and its usage within appropriate context(K) To be truthful irrespective of situations To make them understand the relationship between self-awareness, violation of personal space and helping behavior..... (U) To identify the beggars and impress upon them the significance of dignified living and To persuade them to take up an alternative livelihood and	**Class Work:** How can we help beggars/ abolish begging? (Extended Abstract)

	After that, Luskoff returns frequently to do odd jobs, and eventually Sergei sets him up with a clerical position. Two years later, Sergei sees the former beggar at the theater. He prides himself for having "saved" Lushkoff from a life of drunkenness, but Lushkoff reveals that it was Olga who saved him--she chopped the wood, and the compassion she showed led to a change in his heart.	them the significance of dignified living and persuade them to take up an alternative livelihood and to take such measures so as to equip them in attaining such means of living.	capacity building among the general public		to take such measures so as to To equip them in attaining such means of living.	
February - March	REVISION for Final Assessment Test (FAT)					