DELHI PUBLIC SCHOOL, PALI

ANNUAL CURRICULUM PLAN SESSION 2020– 2021

CLASS: VIII

SUBJECT: ENGLISH

Month & Working Days	**Theme/ Sub-theme**	**Learning Objectives**		**Activities & Resources**	**Expected Learning Outcomes**	**Assessment**
		Subject Specific (Content Based)	**Behavioral (Application based)**			
JUNE 6	**LITERATURE** Unit 1: Human Bonds Sec. 2: A Most Important person.	-To enable the students to appreciate/comprehend the text. -To enable them to express themselves in grammatically correct language -To enable them to comprehend the text locally and globally. -To learn/enrich vocabulary and its usage within appropriate context -To develop confidence in speaking skills	-To learn about the meaning of friendship -Treasuring relationships -To know that friendship is not age barred /social status confined. -Friendship is about selection rather than imposition -To help them understand that friendship gives a motive to live and transforms one's life.	**Process/Activities:** **Activity (To introduce the lesson):** Video will be shown based on friendship (Nobita and Doremon, Monks and tigers, friendship between a cat and a dog) -Posters based on dos and don'ts in a relationship. **Activity (To Support learning):** **Speaking Skills:** -Based on the idea that 'Friendship has no boundaries', share your ideas related to Lucy and Chester's relationship and compareyour	-To enable the students to - use appropriate vocabulary and grammar in oral and written forms, appreciate/comprehend the text, express themselves in grammatically correct language. -develop confidence in speaking skills - learn about the meaning of friendship, treasuring relationships. - know that friendship is not age barred /social status confined and its selection rather than imposition - understand that friendship gives a motive to live and transforms one's life.	-On the basis of the oral description about the qualities of their favourite persons/ friends.

				relationship with your grandma or grandpa (any elderly person) **Reading Skills:** - Loud reading of the lesson **Activity (To assess learning)** Use different adjectives describing personalities (whom they like the most/ of your friend (Minimum 10 adjectives),give your views,correlatethe qualities with incidences **Visual Art of Integration:** -The students will draw a picture related to the chapter, using their imagination. .		
JULY 26	Unit 2 Nurturing Nature Sec.3 :I Think I Could Turn and live with Animals	- To enable the students to - help them to appreciate poetry as a genre - make them understand about the free verse. - enrich vocabulary and its usages -to learn recitation -.	- To enable the students to - develop sensitivity towards understanding the difference between animals and humans and draw their attention to the folly of mankind. - draw their attention towards the values that	**- Process /Activities** **Activity (To introduce the lesson):** Video will be shown on the life of animals and how they protect themselves. _____ _____ **Reading Skills:**	-Students will be able to - understand and express the theme of the poem. -organize their thoughts in a coherent manner. -narrate the specific information about the animals. -understand the language and the thematic content of the poem. -appreciate the stylistic devices	The students will be assessed on the basis of the Value Based Question

			humans are getting devoid of and the animals still persist.	-Recitation followed by explanation and discussion on theme of the poem. --If animals could talk, what would they have to say about human behaviour nowadays? Construct and write an imaginary dialogue between you and any animal. **Writing Skill**: **Visual Art of Integration:** -The students will draw a picture related to the chapter, using their imagination. - Students will be making 'Posters' based on fusion of any two animals and specify their qualities. **Speaking Skills** -The students will be asked to choose an animal, play the role of that animal and describe its good qualities. **Activity (to assess learning):** -The students will be assessed on the basis of the Value Based	used in the poem. -share their views about the good qualities of animals. -learn dialogue writing and will express their viewpoint.	

				Question		
	Literature Unit 2 Nurturing Nature Section 1 Jungle in Jeopardy	-To enable the student to- appreciate/comprehend the text - express themselves in grammatically correct language. - navigate dictionary - learn/enrich vocabulary and its usage within appropriate context -To develop confidence in speaking skills	-Students able to -sensitise towards environmental issues -inculcate sympathy, honesty, courage -realize the importance of animals and different ways to save them - be aware that nurturing nature is the need of the hour. -understand and make their views about poaching (illegal hunting)	**- Process /Activities** **Activity (to introduce the lesson)** - video related to Kamla Nehru PraniSanghralaya will be shown. **Activity (to support learning)** **Reading Skill:** Reading of the chapter by the students. **Writing Skill (in the Notes copy)** -Book Exercises in Notes copy. **Visual Art of Integration:** -The students will draw a picture related to the chapter, using their imagination. **Activity(to assess learning):** -Students will be asked to make poster educating	-Students will be able to: -appreciate/comprehend the text -express themselves in grammatically correct language. -develop confidence in speaking skills -be sensitive towards environmental issues -inculcate sympathy, honesty, courage -realize the importance of animals and different ways to save them -be aware that nurturing nature is the need of the hour. -understand and make their views about poaching (illegal hunting)	- Students will be asked to make poster educating people against poaching. They can use pictures and write slogan while making a poster. (Individual)

				people against poaching. They can use pictures and write slogan while making a poster. (Individual)		
	Grammar: 1.Revision Parts of Speech 2.Subject Verb Agreement	-The students will be able to -apply the grammatical concept that requires thinking rather than mechanical application. -understand about different parts of speech and their application. -arrange different parts of speech in a sentence form.	The students will be able to -enjoy learning of grammar rather than finding it daunting. -express themselves in grammatically correct language. -be confident in using the language.	**- Process /Activities** -The topic will be introduced as per the class requirement (Class discussion, storytelling, power point presentations and activities) -Rules will be explained along with its application. -Modelexercises followed by practice exercises in Practice sheets	-Students will be able to - apply the grammatical concept that requires thinking rather than mechanical application. - understand about different parts of speech and their application. - arrange different parts of speech in a sentence form. - find out errors or omissions in the given sentences/paragraphs and rectify it. - enjoy learning of grammar rather than finding it daunting. - express themselves in grammatically correct language. - be confident in using the language	-On the basis of their performance in the practice sheet exercises.

	Writing skills- 1. E mail writing 2.Informal Letter	-To enable the students to - write in correct format. -use language clearly, precisely, convincingly and creatively. - develop their view points and ideas effectively. - demonstrate a sense of style and awareness of purpose. .	To enable the students to -developwriting, imagination, planning, creative and critical thinking skills. -think and collect ideas and organize them with focus on appropriate beginning, middle and ending. - use polite words for communication with others. - read, compare, contrast, think critically and relate ideas to life.	**- Process /Activities** **-Warm up activity** -Class discussion about the topic to be taught to check their previous knowledge. -**Activities** -Model Exercise in the Grammar copy. -Practice exercise in the worksheet -Use of Black board to write the details, formats and other important information. - **Interactive Session** -Questions will be asked while teaching. -Discussion – old and new form of communication. -Significance of writing message and - e-mail writing. -Content, format, model and practice exercises	The students will be able to - write in correct format. -use language clearly, precisely, convincingly and creatively. - develop their view points and ideas effectively. -describe experiences, events, objects, people and places. - develop writing, imaginative, planning, creative and critical thinking skills.	-Based on their writing in the practice worksheet.
AUGUST 23	**Literature** Unit 3: Conflict and Hope Sec.3 Sympathy	-Students will be able to -appreciate/comprehend the poem -express themselves in grammatically correct language. -learn about poetic devices understand the rhyming scheme used in the poem. -learn/enrich vocabulary and its	-Students will be able to - understand the agony of a captive. - understand and appreciate the efforts by the captive to regain its freedom - understand that living	**- Process /Activities** **Activity (To introduce the lesson):** -A video of animals in cages will be shown. -The students will be asked to share their	Students will be able to -appreciate/comprehend the poetry as a literary genre -learn/enrich vocabulary and its usage within appropriate context -reflect and analyse on broader perspectives in terms of freedom.	-Based on the Value Based answer written in notebook

		usage within appropriate context.	freely in their natural surrounding is any living being's birth right. - develop sympathy towards caged bird/ any captive being. -to know about the dark side of human history related to racial discrimination	experience of lockdown due to Covid-19. This would make them understand agony that he faced being a prisoner and students will learn more about conflict and hope. **Activity (To Support learning):** -After the explanation of the poem, another video of a poem having the same theme ('I know how the caged bird feels' by Maya Angelou) will be shown to students and asked to interpret the message. **Reading Skills**: -Recitation of the poem, followed by explanation **Writing Skills** Book exercises in Notes copy **Visual Art of Integration:** -The students will draw a picture related to the poemr, using their imagination. **Activity (to assess**	-respond to the text from multiple views points related to sympathy.	

				learning) Based on the Value Based answer written in notebook		
	Unit 4 Pushing the Limits Sec. 3 Be the Best	To enable the students -toappreciate/comprehend the poem -to express themselves in grammatically correct language. -to learn poetic devices -to understand the rhyming schemes. -to learn/enrich vocabulary and its usage within appropriate context -to develop confidence in recitation	-To enable the students -to develop a sense of motivation in every day work. -to be positive about one's job. -to understand that all works are important, none of them can be put on high or low profile. -to beaware and empathetic. -to inculcate positive attitude towards life and work. -to be enthusiastic towards their duties.	**- Process /Activities** **Activity (to introduce the lesson)** **Warm -up Activity:** -Discussion based on the difficulties faced by you and your mother when your maid was absent for a week. What did you learn from that? **Activity (to support learning)**-Animated video of the poem will be shown in the class. **ReadingSkills**: Loud reading of the poem with explanationand discussion. -The poem with the best rhyme scheme will be used to teach the concept of rhyming scheme. (The poem, 'The Old Wife and The Ghost' would be taken up for the same) **Writing Skill (in the Notes copy)** -The students will write the answers of the questions asked at the end of the	The students will be able -to appreciate/comprehend the poem -toexpress themselves in grammatically correct language. -to learn poetic devices and rhyming schemes -to develop confidence in recitation -to develop a sense of motivation in every day work. -to be positive about one's job. -to understand that every work is important.	-Students will be asked to write inspirational poem on the same theme.

				chapter. **Visual Art of Integration:** -The students will draw a picture related to the chapter, using their imagination. **Activity (to assess learning)** -Students will be asked to write inspirational poem on the same theme. (After the poem is over)		
	Grammar- 1.Tenses 2. Determiners **Writing Skill-** 1.Diary Entry	-The students enable to - apply the grammatical concept that requires thinking rather than mechanical application. - understand the time frame and apply them in correct forms of tenses.	The students will be able to -enjoy learning of grammar rather than finding it daunting. -express themselves in grammatically correct language. -be confident in using the language	-The topic will be introduced as per the class requirement (Class discussion, storytelling, power point presentations and activities) -Rules will be explained along with its application. -Model exercises followed by practice exercises in Practice sheets	The students will able to - apply the grammatical concept that requires thinking rather than mechanical application. - find out errors or omissions in the given sentences/paragraphs and rectify it. - understand the time frame and apply them in correct forms of tenses. -distinguish determiners and apply them in their day to day usage. -enjoy learning of grammar rather than finding it daunting. -express themselves in grammatically correct language. - be confident in using the language	-On the basis of their performance in the practice sheet exercises.

SEPTEMBER 20	**Grammar** – Active and Passive Voice	The students will be able to -apply the grammatical concept that requires thinking rather than mechanical application. -understand the application of different forms of speech. (active/passive voice) and learn their rules of inter conversions.	The students will be able to -enjoy learning of grammar rather than finding it daunting. -express themselves in grammatically correct language. -be confident in using the language	-The topic will be introduced as per the class requirement (Class discussion, storytelling, power point presentations and activities) -Rules will be explained along with its application. -Model exercises followed by practice exercises in Practice sheets	- The students will be able to apply the grammatical concept that requires thinking rather than mechanical application. - understand the application of different forms of speech. (active/passive voice) and learn their rules of inter conversions. - enjoy learning of grammar rather than finding it daunting. -express themselves in grammatically correct language. - be confident in using the language	-On the basis of their performance in the practice sheet exercises.
	Writing Skill- Data interpretation	To enable the students to - write in correct format. - use language clearly, precisely, convincingly and creatively. -develop their view points and ideas effectively. - describe experiences and events. -demonstrate a sense of style and	To enable the students - to imbibe the values of motivation**,** sensitivity, awareness, responsibility, care and concern. - to develop writing, imagination, planning, creative and critical	**- Process /Activities** **-Warm up activity** -Class discussion about the topic to be taught to check their previous knowledge. - **Activities** -Model Exercise in the	-The students will be able to -write in correct format. - use language clearly, precisely, convincingly and creatively. - develop their view points and ideas effectively. - describe experiences, events, objects, people and places.	-Based on their writing in the practice worksheet

		awareness of purpose. -draft, revise and write short paragraph based on visual clues.	thinking skills. - to think and collect ideas and organize them with focus on appropriate beginning, middle and ending. - to use polite words for communication with others. -to read, compare, contrast, think critically and relate ideas to life.	Grammar copy. -Practice exercise in the worksheet -Use of Black board to write the details, formats and other important information. **-Interactive Session** -Questions will be asked while teaching. -Discussion – old and new form of communication. -Significance of diary writing, data interpretation. -Content, format, model and practice exercises	- demonstrate a sense of style and awareness of purpose and audience. - imbibe the values ofmotivation**,** sensitivity, awareness, responsibility, care and concern. -develop writing, imaginative, planning, creative and critical thinking skills.	

OCTOBER 09	**Revision for First Term End Examination** **Literature** Unit 7 Citizens of the world Sec. 3 Two Scavengers in a Truck, Two beautiful People in a Mercedes**.**	The students will be able -to enable the students to recite with intonations. -to enrich the vocabulary of the students to use the same correctly. - to understand the difficult words and phrases in the poem. -to introduce various poetic devices (simile/ metaphor/personification/alliteration/ repetition) in the poem	-The students will able to - observe the inequalities in the society -think about how to reduce them. -understand that all humans have a dream to live a respectable life.	**- Process /Activities** **Activity (To introduce the lesson):** **Speaking Skills:** -Discussion about social class differences in their surroundings and why there is a gap. **Visual Art of Integration:** -The students will draw a picture related to the poem, using their imagination.	Students will be able to: -identify the figures of speech and understand their relevance. -understand the central idea of the poem and appreciate the humour associated. -speak confidently -realize that all ghosts are not scary -treasure their time spend with their grandparents -develop sympathy and concern for the elderly -develop a tendency to help out	After the completion of the poem, write your own ideas that you are implementing to bridge the gap of social inequality, share it with your elders in the family and get their feedback. (short composition, 80-

		-elderly people should be respected		**Activity (To Support learning):**Recitation of the poem with intonation. **Listening Skills:** Listen to another poem 'The World is a Beautiful Place' by the same poet and try to corelate the themes of the two poems. **Activity (to assess learning)** -After the completion of the poem, write your own ideas that you are implementing to bridge the gap of social inequality, share it with your elders in the family and get their feedback.	the elderly -understand what do aged people go through. -able to express their emotions in a better way	100 words)

TERM II

Month & Working Days	**Theme/ Sub-theme**	**Learning Objectives**		**Activities & Resources**	**Expected Learning Outcomes**	**Assessment**
		Subject Specific (Content Based)	**Behavioral (Application based)**			
NOVEMBER 24	**Literature** Unit 3**:** Conflict and Hope	To enable the students -to appreciate/comprehend the text -to express themselves in	To enable the students to -imbibe the values of – empathy, tolerance,	**- Process /Activities** **Activity (to introduce the lesson)**	-Students will be able to: -aappreciate/comprehend the text. -to express themselves in	DISCUSSION: Have you heard

	Sec.2: Can we Change This	grammatically correct language. -to verbally communicate an imagined situation -to learn/enrich vocabulary and its usage within appropriate context -to understand first person narrative style.	determination, positivity and acceptance. -understand that racism, prejudice and discrimination are embedded in the fabric of society. -spread awareness of the caste system which is still prevalent. -realize that love and compassion are necessities, without them humanity cannot survive. -overcome caste boundaries and live in harmony. -develop writing, speaking, thinking and analytical skills. -develop confidence in speaking skills.	**Warm – up Activity:** -The words related to untouchability will be shared with the students and students will be asked to share their perspectives before beginning of the lesson. **Activity (to support learning)** **Speaking Skills** -Find the article from the Indian Constitution which gives the citizens right against untouchability. Find out about Right to Equality. **Activity(Integrated Visual Art.)** **Visual Art of Integration:** -The students will draw a picture related to the chapter, using their imagination. -The students will make /draw posters on abolition of caste system and display on the class soft board. **Reading Skills** -Loud reading followed by explanation and discussion.	grammatically correct language. -verbally communicate an imagined situation. - learn/enrich vocabulary and its usage within appropriate context. - understand first person narrative style. -imbibe the values of – empathy, tolerance, determination, positivity and acceptance. -understand that racism, prejudice and discrimination are embedded in the fabric of society. -spread awareness of the caste system still prevalent. -realize that love and compassion are necessities, without them humanity cannot survive. -overcome caste boundaries and live in harmony. -develop writing, speaking, thinking and analytical skills. -develop confidence in speaking skills.	about untouchability in any form? What will be your role to prevent the same?

				Writing Skill (in the Notes copy) -The students will write the answers of the questions asked at the end of the chapter		
	Writing Skill- Formal letter	To enable the students to - write in correct format. - use language clearly, precisely, convincingly and creatively. - develop their view points and ideas effectively. - describe experiences and events. - demonstrate a sense of style and awareness of purpose. - draft, revise and write short paragraph based on visual clues.	To enable the students - to imbibe the values of motivation**,** sensitivity, awareness, responsibility, care and concern. - to develop writing, imagination, planning, creative and critical thinking skills. - to think and collect ideas and organize them with focus on appropriate beginning, middle and ending. - to use polite words for communication with others. - to read, compare, contrast, think critically and relate ideas to life.	**- Process /Activities** **-Warm up activity** -Class discussion about the topic to be taught to check their previous knowledge. - **Activities** -Model Exercise in the Grammar copy. -Practice exercise in the worksheet -Use of Black board to write the details, formats and other important information. - **Interactive Session** -Questions will be asked while teaching. -Discussion – old and new form of communication. -Significance of writing letters (formal and informal) -Content, format, model and practice exercises	The students will be able to - write in correct format. - use language clearly, precisely, convincingly and creatively. - develop their view points and ideas effectively. - describe experiences, events, objects, people and places. - demonstrate a sense of style and awareness of purpose and audience. - imbibe the values ofmotivation**,** sensitivity, awareness, responsibility, care and concern. - develop writing, imaginative, planning, creative and critical thinking skills.	-Based on their writing in the practice worksheet

DECEMBER 17	**Literature** Unit5:Circle of Peace Sec. 3Night of the scorpion	To enable the students to -understand the poem -learn poetic devices (Simile, Alliteration, Personification) - learn/enrich vocabulary and its usage within appropriate context. - develop confidence in speaking skills.	-To enable the students to -know that every pain subsides if proper precaution and medicine is applied. -develop sensitivity towards sufferings of others. -learn correct ways to face the challenges. -develop kindness and concern for the family members. -be aware towards intuition. -be aware of eccentric relief measures	**- Process /Activities** **Activity (to introduce the lesson)- Class Discussion:** Recall any incident of your life, where your parent did not bother about their problems and tried to find solution for you. -'Magical Aroma': Children would be asked to prepare easy magic tricks and perform in the class. **Activity (to support learning)** -PPT based on superstition would be shown.(Made by students) -Scientific reasons for following superstitions would be explained by the teacher to the students. Figures of Speech Alliteration - stung by a scorpion, Parting with his poison, diabolic tail in the dark, risked the rain, poison purify, through and through, poured a little paraffin, flame feeding. Metaphor - scorpion is	-Students will be able to: -identify the figures of speech and understand their relevance. -understand that superstitious beliefs are not to implie in daily life. - know that lack of education makes people superstitious. -understand that environment around a person affects one's life and behaviour. -to develop the ability of the students to express their thoughts in a concise manner. - communicate confidently with grammatically correct language. -verbally communicate a hypothetical situation	-Students will be made to write the gist of the poem according to their perception.

				the Evil One. Simile - like swarms of flies. **Writing Skill (in the Notes copy)** Textual Exercise. **Visual Art of Integration:** -The students will draw a picture related to the chapter, using their imagination.		
	Writing Skill- Notice Writing	To enable the students to -write in correct format. - use language clearly, precisely, convincingly and creatively. -develop their view points and ideas effectively. - describe experiences and events. - demonstrate a sense of style and awareness of purpose. -draft, revise and write short paragraph based on visual clues	To enable the students - to imbibe the values of motivation**,** sensitivity, awareness, responsibility, care and concern. - to develop writing, imagination, planning, creative and critical thinking skills. - to think and collect ideas and organize them with focus on appropriate beginning, middle and ending. - to use polite words for communication with others. - to read, compare, contrast, think critically and relate ideas to life.	**- Process /Activities** **-Warm up activity** -Class discussion about the topic to be taught to check their previous knowledge. - **Activities** -Model Exercise in the Grammar copy. -Practice exercise in the worksheet -Use of Black board to write the details, formats and other important information. - **Interactive Session** -Questions will be asked while teaching. -Discussion – old and new form of communication.	The students will be able to - write in correct format. - use language clearly, precisely, convincingly and creatively. - develop their view points and ideas effectively. -describe experiences, events, objects, people and places. - demonstrate a sense of style and awareness of purpose and audience. - imbibe the values ofmotivation**,** sensitivity, awareness, responsibility, care and concern. -develop writing, imaginative, planning, creative and critical thinking skills.	-Based on their writing in the practice worksheet

				-Significance of writing letters (formal and informal), notice, diary, message, -story , dialogue completion, data interpretation, bio sketch and e-mail writing. -Content, format, model and practice exercises		
JANUARY 25	**Literature** Unit 6: Beyond the Veil Sec.1 The Red Headed League	This lesson will enable students to: -share their views and participate in opinion sharing activities. -develop critical thinking by suggesting a solution to a problem. Promote inferential skills of the students based on the reading of the text. -build their vocabulary by getting familiar with new words and phrases. -appreciate Fiction and suspense as a literary form.	The students will be able to -imbibe the values of Bravery, Hard work, Patience, Time Management, Courage and Honesty. -understand that there is no shortcut to become successful in life. U -Know that too much greed for money is enough to become a criminal. U -be very careful before trusting anyone. -understand that astute observation and deductive reasoning are must to solve any baffling case for a detective -learn not to trust too	**Process / Activities** **Activity (To introduce the lesson):** **Speaking skills:** Discussion: Share your experience where you felt that something was wrong (suspicious situation) and with your conscious efforts you tried to resolveit. -Detective series of ByomkeshBakshi would be shown to them **Reading Skills:** -Loud reading followed by lesson explanation and discussion. **Digital Content to be**	Students will be able to -share their views and participate in opinion sharing activities. EV -develop critical thinking by suggesting a solution to a problem. -promote inferential skills of the students based on the reading of the text. U -build their vocabulary by getting familiar with new words and phrases. -appreciate Fiction and suspense as a literary form. -imbibe the values ofBravery, Hard work, Patience, Time Management, Courage and Honesty. -understand that there is no shortcut to become successful in life. -know that too much greed for money is enough to become a	- Enactment: The students will be divided in groups of seven and would enact a skit based on detective story.

			early on any individual.	**used:** -**Activity (to assess learning)** **Integrated Art.** Enactment: The studentswill be divided in groups of seven and would enact a skit based on detective story. **Visual Art of Integration:** -The students will draw a picture related to the chapter, using their imagination.	criminal. -be very careful before trusting anyone. -understand that astute observation and deductive reasoning are must to solve any baffling case for a detective -think twice before trusting anyone -understand that Greed can put you in deep trouble. -understand the importance of timely actions -motivate themselves to work hard with patience to complete the undertaken task -develop courage to undertake new and challenging assignments.	
	Grammar – Reported speech Modals	-To apply the grammatical concept that requires thinking rather than mechanical application. -To understand the application of different forms of speech. (Direct/Indirect) and learn their rules of inter conversions.	The students will be able to -enjoy learning of grammar rather than finding it daunting. -express themselves in grammatically correct language. -be confident in using the language	-The topic will be introduced as per the class requirement (Class discussion, storytelling, power point presentations and activities) -Rules will be explained along with its application.	-To apply the grammatical concept that requires thinking rather than mechanical application. -To understand the application of different forms of speech. (Direct/Indirect) and learn their rules of inter conversions. -To enjoy learning of grammar rather than finding it daunting. -To express themselves in	-On the basis of their performance in the practice sheet exercises.

				-Model exercises followed by practice exercises in Practice sheets	grammatically correct language. -To be confident in using the language	
February 23	**Literature** **Unit7: Citizens of The World** Sec. 2 Yang theYoungest	To enable the students -to appreciate/comprehend the text. to express themselves in grammatically correct language. to learn/enrich vocabulary and its usage within appropriate context. U -to develop confidence in speaking skills. -to understand that personal attitude plays a key role in adjusting in an alienenvironment. -to handle prejudice of the native people. -to understand the effect of peer on an individual	The students will be able -to imbibe the values like - Sensitivity towards family bonding/ values, Empathy, Tolerance, Discipline -to create awareness toavoid bullying colleagues. -to develop Readiness in lending a helping hand. -to encourage peer interaction with politeness. -to cope up with cultural diversity. -to develop adaptation, adjustment, observation, thinking skills.	**- Process /Activities** **Activity (To introduce the lesson):** Video based on cultural difference of South, North, West and East regions of India will be shown. **Activity (to support learning)**An interactive session with a foreign student / student from some other state will be conducted. The session will bring to light the difficulties faced by an individual to adjust in an alien atmosphere. **Speaking Skill** -Loud reading followed by discussion and explanation -**Visual Art of Integration:** -The students will draw a picture related to the	Students will be able to: -appreciate/comprehend the text locally and globally. -express themselves in grammatically correct language. -comprehend the text learn/enrich vocabulary and its usage within appropriate context -develop confidence in speaking skills -understand the effect of peer pressure -cope up with cultural diversity. -understand that personal attitude plays a key role in adjusting in an alienenvironment. -try to find solution to every problem. -accept cultural differences and to handle prejudice of the native people.	Students will write a paragraph on any experience where they observed cultural differences with regards to food habit, dressing styles, festivals etc. and how did they adjust with it?

				chapter, using their imagination. . **Writing Skill** -Students will write a paragraph on any experience where they observed cultural differences with regards to food habit, dressing styles, festivals etc. and how did they adjust with it?		
	Grammar – Finite and nonfinite verbs	-To apply the grammatical concept that requires thinking rather than mechanical application. -To distinguish modals, finite and non-finite verbs and apply them in their day to day usage.	The students will be able to -enjoy learning of grammar rather than finding it daunting. -express themselves in grammatically correct language. -be confident in using the language	-The topic will be introduced as per the class requirement (Class discussion, storytelling, power point presentations and activities) -Rules will be explained along with its application. -Model exercises followed by practice exercises in Practice sheets	-To apply the grammatical concept that requires thinking rather than mechanical application. -To distinguish modals, finite and non-finite verbs and apply them in their day to day usage. -To enjoy learning of grammar rather than finding it daunting. -To express themselves in grammatically correct language. -To be confident in using the language	-On the basis of their performance in the practice sheet exercises.
MARCH 14	**Writing Skill-** -Bio sketch	To enable the students to - write in correct format. - use language clearly, precisely, convincingly and creatively.	To enable the students - to imbibe the values of motivation**,** sensitivity, awareness, responsibility,	**- Process /Activities** **-Warm up activity** -Class discussion about the topic to be taught to	-The students will be able to -write in correct format.	-Based on their writing in the practice

	Revision for Second Term Examination	-develop their view points and ideas effectively. -describe experiences and events. - demonstrate a sense of style and awareness of purpose. - draft, revise and write short paragraph based on visual clues.	care and concern. - to develop writing, imagination, planning, creative and critical thinking skills. -to think and collect ideas and organize them with focus on appropriate beginning, middle and ending. - to use polite words for communication with others. - to read, compare, contrast, think critically and relate ideas to life.	check their previous knowledge. - **Activities** -Model Exercise in the Grammar copy. -Practice exercise in the worksheet -Use of Black board to write the details, formats and other important information - **Interactive Session** -Questions will be asked while teaching. -Discussion – old and new form of communication. -Significance of writing bio sketch -content, format, model and practice exercises	-use language clearly, precisely, convincingly and creatively. -develop their view points and ideas effectively. -describe experiences, events, objects, people and places -demonstrate a sense of style and awareness of purpose. -develop writing, imaginative, planning, creative and critical thinking skills.	worksheet