DELHI PUBLIC SCHOOL, PALI

ANNUAL CURRICULUM PLAN SESSION 2019-20

CLASS : X
SUBJECT : ENGLISH

Month	Theme/ Sub-theme	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	**Behavioural (Application based)**			
April	**FIRST FLIGHT- Unit 1** **Chapter-1 A LETTER TO GOD** **Chapter Description-** **A letter to God** is a story of extreme faith in god. The writer has tried to depict the faith of a poor simple farmer in god.	**To enable the students:** -To develop their basic skills of language - listening, speaking, reading and writing. -To understand the plot and character of the story. -To enjoy and appreciate the story and the use of language. -To puzzle out the meaning of some unfamiliar words in the story. -To become aware of the theme and emotions. -To understand the importance of faith -To lend a helping hand to the needy. -To engage them in learning and recognizing the multilingualism of	**To enable the students to imbibe -** - Faith - Understanding for others - Trust - Helpfulness - Patience -Simplicity -Innocence -Piousness -Kindness -Empathy	**Activity (To introduce the lesson):** - Story prediction based on the title of the story (Guess the theme given in the story based on the title). -We communicate with our friends, teachers, relatives, and superiors verbally or through letters, emails, etc. We can‘t communicate with any mortal using our mind. On the contrary, we convey our thoughts with God mentally, not through letters or mails. Share your views regarding the same. **Activity (To Support learning):** -Lencho‘s innocence will be compared to the protagonist of the movie PK. - Metaphors used in the chapter will be underlined. The students will complete the chart given in	**Students will be able to:** - To understand the plot and character of the story. -To enjoy and appreciate the story and the use of language. -To puzzle out the meaning of some unfamiliar words in the story. -To become aware of the theme and emotions. -To understand the importance of faith -To believe that faith can move mountains -To develop such a faith in them that boosts their confidence in them. -To encourage them to develop faith in themselves. -To lend a helping hand to	* Lencho was sent money through Money Order and a letter to God. What are the latest ways to communicate and send money?

		everyday experience.		the book.	the needy. -To engage them in learning and recognizing the multilingualism of everyday experience. -To read for meaning in context, thus providinga bank of language to serve as a base for communication in English	
	Unit -1. Poem **DUST OF SNOW** **Chapter Description-** The poet is upset and sitting under the hemlock tree. Suddenly a crow sitting on the tree shakes the tree and the fine particles of snow from tree falls on the poet. The soft and cold touch of snow changes the poet‘s mood from sad to happy. He starts feeling soothed and refresh. In this way a simple moment proves to be very significant and saves rest of the day of poet from being wasted and held in regret.	**To enable the students:** -To inculcate the habit of reading poems -To appreciate rhyme and style of the poem -To introduce concept of symbolism used in poetry. (The crow and hemlock tree represent sorrow and depression felt by poet in this materialistic world. On the other hand, the dust of snow is the symbol of natural joy and energy.) -To identify the poetic devices used in the poem	**To enable the students to-** -To admire and observe nature‘s small incidents -To make students understand the thought and imagination contained in the poem. -To make students think about different human emotions and their effects. -To inspire them write their feelings in the form of short poems. -To develop their imagination skills -To make them realise that nature gives soothing/ healing effect and two negatives can become a positive	**Activity (To introduce the lesson):** -The Poetic device - Symbolism will be introduced - Hemlock tree- the story of The Death of Socrates will be shared - Class Discussion: Have there been times when you felt depressed or hopeless? Have you experienced any moment that helped you to get out of that mood of sadness?	**Students will be able to:** - inculcate the habit of reading poems -appreciate rhyme and style of the poem -know about symbolism - identify the poetic devices used in the poem -admire and observe nature‘s small incidents -understand the thought and imagination contained in the poem. - think about different human emotions and their effects. -write their feelings in the form of short poems. - develop their imagination skills - realise that nature gives soothing/ healing effect and two negatives can become a positive	* Class Discussion: The poem presents a moment that seems simple, but has a larger significance. Share your experience.

	Unit -1 **Poem-FIRE AND ICE** **Chapter Description-** In this poem, Frost points out that humans will be the agents of our own destruction, one way or another. He compares "desire" to "fire" and "hate" to "ice." Both desire and hate are represented by physical forces that could lead to our extinction.	**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 poem. -To enable the students appreciate the beauty, rhyme and style of the poem. -To make the students understand the thought and imagination contained in the poem. -To make students think about different human emotions and their effect. -To inspire them write their feelings in the form of short poems -To enable them to move from factual understanding to critical thinking. -To enable them to understand and identify the figures of speech.	**To enable the students to imbibe-** -Eagerness to learn -Importance of Love -Curiosity -Imagination -Faith -Control of emotions -Patience -Avoid instant reactions	**Activity (To introduce the poem):** - The recent tragedy of Corona Virus in China is an example of Human Desire to overpower the world. There are many ideas about how the world will ‗end'. Do you think the world will end someday? Have you ever thought what would happen if the sun got so hot that it ‗burst', or grew colder and colder? **Activity (to assess learning):** **Text book:** What is the rhyme scheme of the poem? How does it help in bringing out the contrasting ideas in the poem?	**Students will be able to:** -To read, write, speak understand English correctly. -To enrich the vocabulary to use the same correctly. -To understand the difficult words and phrases in the poem. -To appreciate the beauty, rhyme and style of the poem. -To understand the thought and imagination contained in the poem. -To think about different human emotions and their effect. -To write their feelings in the form of short poems. -To move from factual understanding to critical thinking. -To understand and identify the figures of speech. .	*The poet presents two reasons which will lead to the destruction of the humanity. What values do you garner from the two possible causes provided by him?
	Writing Skills-Letter Writing (Complaint and	**To enable the students-** -To Express effectively -To share ideas	**To enable the students to imbibe-** • Identify the	• Familiarize the students with different formats of the writing skills	**The students will be able to** -To Express effectively	Practice exercises will be given

	Placing Order) 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.	- To develop appropriate style of writing. - To write effectively - To Differentiate the style of expressing different writing skills -To know the purpose and importance of writing short and long compositions - to practically make use of writing skills -To know effective means of disseminating information on varied issues. -appropriate language, -use of accurate vocabulary, expressions and sentence structure	appropriate usage of writing skills • Apply it in practical life • Express their views in the desired manner	• Model exercise of each writing skill will be given • Practice exercise of each writing skill will be given	-To share ideas - To develop appropriate style of writing. - To write effectively - To Differentiate the style of expressing different writing skills -To know the purpose and importance of writing short and long compositions - to practically make use of writing skills -To know effective means of disseminating information on varied issues. -appropriate language, -use of accurate vocabulary, expressions and sentence structure	
	2.1 Nelson Mandela A Long Walk To Freedom **Chapter Description-** This unit shares Nelson Rolihlahla Mandela‘s moving description of his inauguration as South Africa‘s first black President and his thoughts of freedom. The purpose of Mandela's speech was not simply to address	**To enable the students to-** -understand that discrimination is injustice -understand the importance of humanity -understand how peace can prevail -get an insight into the long struggle for democracy and Mandela‘s belief about humanity - give a feeling of unity and a longing for change.	**To enable the students to -** -imbibe importance of freedom -imbibe righteousness -promote equality for all -rise above prejudices -unite and be change makers	**Activity (To introduce chapter):** 1.What is Apartheid? 2.Share the contribution of Nelson Mandela. **Activity (to support learning)** 1. Talk of Social Science Teacher to share extra information related to Nelson Mandela **Activity (to assess learning):** Mandela feels that both the oppressor and the oppressed are robbed their humanity and hence both of them must be liberated.	**Students will be able to:** -Understand the consequences of discrimination and how to rise above prejudices -become the change makers -instil a feeling of patriotism and work for the betterment of society by contributing towards achieving humanitarian goals -revise usage of article	**Assessment-** Q. True liberty is freedom from poverty, deprivation and all forms of discrimination. Write your views in reference of the chapter.

	the nation as their new president and give gratitude to those who put him there but instead to make a statement that South Africa was going to make immense changes and unify to show the world what the nation could truly do in order to become a land of hope, freedom, justice and equality for all.	-join together in making changes for a better future -bring up the sense of pride for one‘s nation and a sense of obligation to continue doing the right thing -learn usage of _the‘ before proper noun(definite article) -learn about verb-noun pairs and homophones -enrich with idiomatic expressions -learn new vocabulary like besieged by, chevron, despised, emancipation, resilience etc.		Discuss	_the‘ before proper nouns -read, write, speak and understand English correctly. -Strengthen usage of correct grammar while expressing orally and in writing. - enrich vocabulary and use the same correctly.	
	2.2 A Tiger in the Zoo **Chapter Description-** This poem contrasts a tiger when it is in its natural habitat and when it is imprisoned in a zoo. On a starry night, the poet sees a tiger in a zoo. The tiger moves slowly up and down in his cage. He is full of rage but is quiet in his helplessness	**To enable the students –** -To inculcate the moral values -To enhance the vocabulary -To enable the students to understand the importance of freedom. -To enable the students to understand the dangers of deforestation and blessings of forestation. -To enable the students to understand that all animals will be happy only in their natural habitat. -To enable the students to	**To enable the students to-** -have sympathy towards animals -Show care and concern -Feel their pain - Spread awareness to save wild life -Spread awareness about deforestation	**Activity (To introduce the lesson):** **-Compare our situation during Lockdown with the animals in the zoo and birds in the cage locked down forever for our fun.** There is a slogan written in Nandan Kanan, Bhubaneshwar,"In 1910 there were thousands of tigers, in 2110 there are few thousand tigers, in 2110 we will write "Ek Tha Tiger". What does this slogan mean? **Activity (to assess learning):** Are zoos necessary for the	**Students will be able :** -To understand the dangers of deforestation and blessings of forestation. -To understand that all animals will be happy only in their natural habitat. -To understand the responsibility of present generation in preserving the environment and earth. -To enable the students to learn to recite poem with proper intonation and rhythm. -To stir their thinking.	Q. Find out the poetic devices in the poems- The Tiger and The Panther, given in the textbook for Extended Learning.

		understand the responsibility of present generation in preserving the environment and earth. -To enable the students to learn to recite poem with proper intonation and rhythm. -To stir their thinking. -To enable the students to use new words and phrases of English. -To make them realize the importance of animals.		protection or conversation of some species of animals? Are they useful for educating the public? Are there alternatives to zoo?	To use new words and phrases of English. -To make them realize the importance of animals.	
	FPWF- 1.A Triumph of Surgery **Chapter Description-** This story has been written by James Herriot. The subject of this story is a pet dog which is spoilt by its owner. The dog is left with all other dogs so that it can play and get the much needed physical exercise.	**The students will be able to-** -comprehend the chapter, enhance their vocabulary, expressions and communicate their ideas. -develop the habits of reading for information & pleasure, drawing inferences from what they read & relating texts to their previous knowledge. -learn reading critically & develop the confidence to ask & answer questions. -express their own ideas in a creative & coherent way. -promote the habit of self-learning & reduce dependence on the teacher.	**The students will be able to –** -understand that silly and negligent behaviour of rich people may harm their near and dear ones by their extra caring nature. -inculcate values, care and concern for the animals.	**Warm up questions:** A discussion on _Pets‘ and how to take care of them? **Activities (to support learning):** -Do you think there are parents like Mr. Pumphrey? -This episode describes the silly behaviour of a rich woman who is foolishly indulgent, perhaps because she is lonely. Do you think such people are merely silly, or can their actions cause harm to others?	**The students will be able to -** -develop their imaginative and analytical skills. -gain knowledge of different kinds of pet animals. -understand that dog is the most faithful pet. -understand that declined health was the outcome of Mrs Pumphrey‘s over-caring nature. -understand the pompous nature of the rich.	Q. What would you have done if you were in the narrator‘s place?

		-gain knowledge of different kinds of pet animals. -understand that dog is the most faithful pet. -analyse the misuse of money by rich people like Mrs. Pumphrey who overfed her pet and made him sick. -understand thatfor emotional satisfaction, Mrs Pumphrey bestows all her love and care on Tricky.				
May	**2.The Thief's Story** **Chapter Description-** There is a small time thief who befriends a struggling author; in the plans of making a steal. Anil; the struggling author is a good fellow who wants to teach Hari Singh how to read and write. Gradually, Anil develops trust in Hari Singh. But Hari Singh has been waiting for the right moment to make a killing by doing what he is best at. After stealing money from Anil, Hari Singh tries to go away	**To enable the students-** -To enrich their vocabulary. -To read the lesson in proper intonation. -To understand importance of education. -To understand the two different characters i.e. Anil & Hari Singh -To get enjoyment through reading the lesson. To appreciate/comprehend the text. -To express themselves in grammatically correct language. -To comprehend the text locally and globally.	**To enable the students to imbibe-** *Motivation *Confidence *Faith *Concern *Importance of Education *Understanding Behaviour *Helping *Caring *Belief *Forgiveness	**Activity (To introduce the lesson):** * few examples of film stories and drama like Bishop's Candlesticks will be shared to make them understand how trust can reform a person **Speaking Skills:** *Imagine the circumstances that can turn a fifteen year old boy into a thief? **Activity (to assess learning)** *Do you think people like Anil and Hari Singh are found only in fiction, or are there such people in real life? Share your views. * How can Education change a man's perspective towards life?	**Students will be able** -To enrich their vocabulary. -To read the lesson in proper intonation. -To understand importance of education. -To understand the two different characters i.e. Anil & Hari Singh -To get enjoyment through reading the lesson. -To appreciate/comprehend the text. -To express themselves in grammatically correct language. -To comprehend the text	Q. Love and affection can transform even a criminal. Explain how it is true in case of Hari Singh?

	forever. But some inner voice stops him from doing so. He returns to Anil because he wants to live a life of respect. Anil does not show that he knew about the incident and accepts Hari Singh with open arms. Thus, a well-intentioned person tries to reform a teenager who had diverted from the correct path.	-To learn vocabulary and its usage within appropriate context. -To develop confidence in speaking skills.			locally and globally. -To learn vocabulary and its usage within appropriate context. -To develop confidence in speaking skills.	
	FF-3.1.Two stories about Flying 3.1.1.His First Flight **Chapter Description-** Bravery and cowardice are the relative terms. One is coward as long as fear encompasses him / her. In this story the young seagull poses to be a coward incarnate. His other three elder brothers and sister had already flown. The entire family member boosted him to fly, but he couldn‘t. Mother took final decision to put before him bait. It worked; he dived for a scrap of fish.	**To enable the students-** -To inculcate the moral values -To enhance the vocabulary -To enable the learners to extrapolate from the given text -To enable the students to share their personal experiences -To enhance their LSRW skills -To make them understand that to succeed one has to put in hard work - To make them understand that continuous practice makes a man perfect - To teach them that one	**To enable the students to imbibe-** • Courage • Curiosity • Confidence • Eagerness to learn • bravery	**Activity (To introduce the lesson):** Parental encouragement and discipline play a great role in shaping the destiny of the young children. Do you agree? **Activity (To Support learning):** How can you conquer your fear? **Activity (to assess learning):** Do you think a human baby also finds it a challenge to take its first steps?	**Students will be able to:** -To inculcate the moral values -To enhance the vocabulary -To enable the learners to extrapolate from the given text -To enable the students to share their personal experiences -To enhance their LSRW skills -To make them understand that to succeed one has to put in hard work - To make them understand that continuous practice makes a man perfect - To teach them that one	Share your initial attempts at learning a skill. You could describe the challenges of learning to ride a bicycle or learning to swim.

	He opened his wings and found himself flying. This was the way he was taught to make his first flight. Hence, we can say parental encouragement and discipline play a great role in shaping the destiny of the young children.	has to try regardless of a possibility of a failure.			has to try regardless of a possibility of a failure.	
June	**FF -3.1: Black Aeroplane** **Chapter Description-** The story revolves around the mystery. The narrator was on his way to England hoping to have a good English breakfast with his family. But he saw great storm clouds ahead of him. There were huge, mountain shaped clouds. The narrator risked to enter in the clouds. No sooner he entered in the clouds everything turned black. He saw another aeroplane without lights on its wings. The pilot waved his hand to the narrator and asked him to follow him. The	**To enable the students- -** -To make them believe of the mysteries that exist in this world. -To help them think critically whether such mysteries really exist. -To help them arrive at a conclusion if an aeroplane can fly and land safely even in an odd condition as mentioned in the lesson. -To enable the students share their personal experiences. -To enable them express themselves in grammatically correct language. -To sensitise the students to the feelings of an individual. -To enable the students think of an alternative	**To enable the students to imbibe-** • Curiosity • Believe in mystery • Eagerness to learn • faith	**Activity (To introduce the lesson):** Do you believe in mystery? **Activity (To Support learning):** -Share your experiences when you took risk in your life. -What can be an alternative ending to this story?	**Students will be able to:** -To make them believe of the mysteries that exists in this world. -To help them think critically whether such mysteries really exist. -To help them arrive at a conclusion if an aeroplane can fly and land safely even in an odd condition as mentioned in the lesson. -To enable the students share their personal experiences. -To enable them express themselves in grammatically correct language. -To sensitise the students to the feelings of an individual. -To enable the students	Who do you think helped the narrator to reach safely? Discuss this among yourselves and give reasons for your answer. -Define the values that reflect from the action of the pilot of the old Dakota aero plane when he wanted to thank the pilot of the black aero plane.

	narrator followed the pilot of another aeroplane as his compass, radio went dead. Even there was not enough fuel in his tank. With the help of another pilot, he landed safely and when he went to receptionist to thank the pilot he was informed by the lady that there was no any other plane flying in the sky that night.	ending to the story. -To enable them use new words and phrases in their own language.			think of an alternative ending to the story.	
	3.2. How to Tell Wild Animals **Chapter Description-** This humorous poem tells about the strange habits and behaviours of some wild animals. The poet suggests some dangerous ways to identify wild animals and gives a beautiful description of the Asian Lion and the Bengal Tiger. Then he points out about the Leopard and the Bear. He describes the Hyena for its smiling face and the crocodile for its tears. Then the poet describes	**To enable the students-** -identify some of the wild animals with their peculiarities -enjoy and appreciate humorous poems -understand meaning of expressions like crocodile tears, bears hug, hyenas smile etc and -recall similar expressions and popular ideas about wild animals in their own language(s) -understand poetic license. -Form mental pictures(imagery) -admire bounty of nature. -Explore language and learn new vocabulary like	**To enable the students to imbibe-** -understand animals' behaviour -respect diversity -develop aesthetic sense	**Activity (To introduce chapter):** 1.Share your experience of jungle Safari(if any) 2.What is the special feature of Bengal Tiger, Chameleon and crocodile? **Activity (to support learning)** **There are various ways to give lighter touch to scary objects or things. It happens when people try to make them feel comfortable. Recall any incident when your parents tried to present things in a lighter way so as to not to give you stress.**	**Students will be able to:** -understand the identifying features of few animals -appreciate a different genre (humour) -enjoy reading the poem for pleasure -enrich vocabulary and use the same correctly. -respect diversity -get well versed with imagery and rhyme scheme	- Information will be shared about identifying features of other animals.

	how the Chameleon changes its colour.	nonplus, caress, etc.				
	3.3 The Ball Poem **Chapter Description-** ‗The Ball Poem' is a very subtle and beautiful poem about a little boy's growing up. The poet sees this little boy one day when he has just lost his ball. The loss of his ball is teaching him that in life, we often lose things and they cannot be easily replaced. Such lessons are a part of growing up, and everyone has to learn them at some point in time or the other. However, it is painful for the poet to watch the boy in his sad state. He is sure that the ball, as well as the person who whistles by the boy, feels the same way as he does.	**To enable the students-** -comprehend the poem, enhance their vocabulary, expressions and communicate their ideas. - learn and accept about the loss of something they love. -learn to develop the ability to understand the difficult situations in their life. -experience new things over the loss of something. -cope with the problems of life. -use new words in their own language.	**To enable the students to imbibe-** -experience grief at the loss of a beloved possession. - develop a sense of belongingness. -accept responsibilities in life. -develop a deep emotional attachment and memories. -experience a feeling of regret on losing something. -develop reasoning ability as well as the ability to justify views. -analysis on the basis of the poem read. - Sensitivity towards the sufferings of losing things. -To cope up with the challenges, stand against all odds and progress in life	**Activities (to introduce the lesson):** **Warm up questions:** A class room discussion on – -Have you ever lost something you liked very much? Describing how you felt then, and saying whether — and how — you got over your loss. **Activities (to support learning):** **-It is very difficult to accept the loss of our near and dear ones in real life, despite knowing the fact that we are mortals and subject to death. Still when someone dies in our society, people approach to console the disheartened heart. Why do you think it is difficult to accept the reality?**	**The students will be able to –** -understand the importance of loss and responsibility in life. -analyze that the world is full of possessions and money is an external item. -understand and accept that all throughout their life, they will be forced to do things that they don't want to do; and they will lose or have to give up the things that they love. -learn to be strong and get on with their lives - no matter how much it hurts inside. - learn to accept situations and to let go.	What does the poet say the boy is learning from the loss of the ball? Try to explain this in your own words.
	4.1. From the Diary of Anne Frank **Chapter Description-** This lesson is an excerpt from ―The **Diary of a Young Girl**‖ or ―The	**To enable the students-** - To activate their prior knowledge about Anne Frank and the Holocaust -To write in formal tone, to be precise and to the	**To enable the students to imbibe-** • understand student teacher relationship • Acceptance of situations and face	**Activity (To introduce the lesson):** **Warm up Activity:** **- corona virus made us experience the most adverse conditions of our life. Being in**	**Students will be able** - To understand the characters and their role in the novel -To understand elements of humour in the novel	*Anne says teachers are most unpredictable. Elucidate

	Diary of Anne Frank‖. It is an autobiography that was first published in 1947. In this, Anne expresses her thoughts in a diary which was gifted to her on her thirteenth birthday. She names the diary –kitty‖ which she considers as her only true friend. She mentions about her childhood incident when she was studying in school and all the students were eagerly waiting for the result. She mentions her Maths teacher who made her write essays to improve his talkative nature.	point. -To inculcate reading habits and to improve vocabulary -To understand the first person narrative style -To sharpen writing and speaking skills -To understand the characters and their role in the novel -To understand elements of humour in the novel -To understand the plot and the theme of the novel -To critically think about identity -To empathize and relate to Anne Frank -To understand the importance of teacher	them with a lot of courage and find solutions to problems in life • Decision making in most adverse conditions • Understand child psychology • empathy • care and concern • spreading peace and brotherhood • developing compassion • Building rapport • Unbiased approach	**Lockdown there was constant fear in the minds of people about the well-being of our family members. How did you cope up with the situation and in what way you motivated your family members?** i) Do you read novels? Specify the genre-mystery, horror, fiction, romance, adventure etc. ii) Who is your favourite author and why? 2. Novel will be briefed to the students to understand the sufferings of the Jews.	-To understand the plot and the theme of the novel -To critically think about identity -To empathize and relate to Anne Frank -To understand the importance of teacher -To understand child psychology -To understand student teacher relationship -To learn to accept of situations and face them with a lot of courage and find solutions to problems in life	
July	**Writing Skills-** Letter Writing (Editor and Enquiry) 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.	**To enable the students-** -To Express effectively -To share ideas -To develop appropriate style of writing. -To write effectively - To differentiate the style of expressing different writing skills -knowledge of the purpose and importance of writing short and long compositions	**To enable the students to imbibe-** • -Identify the appropriate usage of writing skills • Apply it in practical life • Express their views in the desired manner	• Familiarize the students with different formats of the writing skills • Model exercise of each writing skill will be given • Practice exercise of each writing skill will be given	**The students will be able to** - Express effectively -share ideas -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	Practice exercises will be given

		-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.			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.	
	Grammar-Active and Passive Voice Grammar is the set of structural rules which influences the composition of clauses, phrases, and words in any given language. It is the systematic study and description of a language, and it helps us to understand how words and their component parts combine to form sentences.	**To enable the students-** -application of knowledge -Express effectively -develop appropriate style of writing. -write grammatically correct sentences. -will be able to apply the rules of grammar -write effectively with appropriate expressions, vocabulary and content -knowledge of the purpose and importance of grammar topics	**To enable the students to imbibe-** • Acquire knowledge through rules in grammar • concentration, confidence and independent • Sharing of ideas • Decision • creativity • -novelty of ideas	-Students Involvement in explanation of the certain concepts by asking them to frame questions and giving answers -Model exercise of each topic will be given -Practice exercise of each topic will be given -Intra Class Quiz will be conducted	**The students will be able to-** -use of important rules -application of knowledge -Express effectively -develop appropriate style of writing. -write grammatically correct sentences. -will be able to apply the rules of grammar -write effectively with appropriate expressions, vocabulary and content -knowledge of the purpose and importance of grammar topics	Practice exercises will be given in the form of Quiz, games
	FF- 4.2.Amanda **Chapter Description-** This poem depicts the state of a little girl‘s mind who is constantly instructed about do‘s and don‘ts by her elders. She is told not to	**To enable the students- -** To make poetry reading / listening an enjoyable experience -To inculcate an appreciation for poetry and the poem in this unit -To connect learning with	**To enable the students to imbibe-** • Understanding • Respect for Parents • Analyze situations of life • Understanding the real meaning of freedom	**Activity (To introduce the poem):** Do you know the story of Rapunzel? Do you wish to be like her? Why? **Activity/Assignment:** Every child feels that she/he is controlled and instructed not to	**Students will be able:** -To make poetry reading / listening an enjoyable experience -To inculcate an appreciation for poetry and the poem in this unit -To connect learning with	*Every child feels that she/he is controlled and instructed not to do one thing or another. You too may feel that your freedom is curtailed. ---Write down some of the things you want to do,

	hunch her shoulders and to sit up straight. She is told to finish her homework and tidy her room. She is forbidden from eating a chocolate that she has. But all the time, the little girl Amanda keeps dreaming of a life of freedom in the open. She dreams of mermaids in the sea, of roaming barefoot in the dusty street and of the golden haired Rapunzel who lived alone in a high tower. She takes no note of what is being said to her. Then she is rebuked for being moody and sulking all the time.	the learner's context and experiences -To learn the use of imperatives -To enable the students understand and enjoy the theme and language by reading Amanda -To enable the students to be specific in reflection, expression and individual opinion and deeper understanding of Amanda -To enable the students know more about the poet or background of the poem. -To enable the students enrich their vocabulary. -To enable the students acquire a few grammar items, stress patterns, punctu*ation,* pronunciation, rhyme and rhythm.	• Imagination • Balancing emotions • Patience	do one thing or another. You too may feel that your freedom is curtailed. Write down some of the things you want to do, but your parents/ elders do not allow you to. How do you react when your freedom is curtailed? -To introduce imperatives and their conversion in narration, the teacher can give few imperative sentences in class, in direct speech, then ask the students to change them along with discussion of the rules.	the learner's context and experiences -To learn the use of imperatives -To enable the students understand and enjoy the theme and language by reading Amanda. -To enable the students to be specific in reflection, expression and individual opinion and deeper understanding of Amanda. -To enable the students identify the connection to words or phrases that resonate with other things. -To enable the students know more about the poet or background of the poem. -To enable the students enrich their vocabulary. -To enable the students acquire a few grammar items, stress patterns, punctu*ation,* pronunciation, rhyme and rhythm	but your parents/ elders do not allow you to. How do you react when your freedom is curtailed?
	FPWF 3.The Midnight Visitor **Chapter Description-** This story is about a detective who defies	**To enable the students-** -use the key words, phrases, expressions, and grammar correctly and appropriately.	**To enable the students to imbibe-** • analyse different situations and characters.	**Activity (To introduce the chapter):** -Do you think it is very important to present ourselves in an	**The students will be able to -** -develop their imaginative and analytical skills. -understand thatsecret	When do you think Ausable thought up his plan for getting rid of Max? Do you think he had worked out his plan

	the stereotype; as we know from novels and movies. Ausable is a fat man with short height and thick accent. A young writer goes to meet him to get some inspiration for his next story or novel. But as Ausable says; the young writer must be highly disappointed to see an unassuming person as a detective. However, when they reach Ausable‘s room and intruder is already present in the room. Ausable uses his quick wit and makes a story of a non-existent balcony and policemen. The fear of police makes the intruder jump out of the window; only to crash at the ground.	-know more about the author, detective stories and related information about secret agents. - think quickly, act wisely and calmly in the situation of danger and surprise. -make character analysis of Ausable, Max and Fowler -analyse Ausable‘s ability to think quickly and calmly in a situation of panic. -comprehend the chapter, enhance their vocabulary, expressions and communicate their ideas. -express their own ideas in a creative & coherent way.	• develop the ability to plan events • develop the importance of presence of mind • develop the ability to think quickly, act calmly and wisely in a situation of danger or surprise.	impressive way, according to our profession? In what way, it is effective? **Activities (to support learning):** How is Ausable different from other secret agents? Who is Fowler and what is his first authentic thrill of the day?	agents in fiction are projected like ideal men. -understand that life is full of unexpected twists and turns. -analyse the importance of presence of mind and face the situation rather than running away. -develop the ability to think quickly, act calmly and wisely in a situation of danger or surprise	in detail right from the beginning? Or did he make up a plan taking advantage of events as they happened?
	4..AQuestion of Trust **Chapter Description-** This story is	**To enable the students- -** -To inculcate the moral values	**To enable the students to imbibe-** • Courage	**Activity (To introduce the lesson):** Is it right to commit a crime in	**The students will be able to –** -To inculcate the moral	* **Activity (to assess learning):** Discussion-Do you

	about a thief who gets a taste of his own medicine .....During his burglary attempt at a big house, he gathers all thenecessary information and enters the house for stealing from the safe. He is cheated by a lady thief, who claims herself to be the owner of the house.	-To enhance the vocabulary -To enable the students to enrich vocabulary. -To enable them to enjoy the reading story in English. -To make them realise that we should not harm anyone for our own benefit. -To enable the students to use new words and phrases of English. -To make them learn the different use and meaning of the few words. Ex :- no room means -no place , no choice -To make them understand the term- Honour Among Thieves	• Confidence • Don‘t trust unknown people • Be a meticulous planner • Be smart enough to judge a person • Trust should not be broken	order to fulfil one‘s hobby? Discuss. **Activity (To Support learning):** –Thief is not the one who steals, but the one that is caught.‖ What do you understand by this proverb?	values -To enhance the vocabulary -To enable the students to enrich vocabulary . -To enable them to enjoy the reading story in English. -To stir their thinking. -To enable the students to use new words and phrases of English. -To make them learn the different use and meaning of the few words. Ex :- no room means -no place , no choice	think Horace Danby was unfairly punished, or that he deserved what he got? Did you begin to suspect, before the end of the story, that the lady was not the person Horace Danby took her to be? If so, at what point did you realise this, and how?
August	5.**FPWF- Footprints Without Feet** **Chapter Description-** The chapter is about a lone researcher, Griffin, whose discovery of invisibility alienates him from other people. He goes from scientist to fanatic when he begins to focus all of his attention merely on the	**To enable the students- -** -To improve vocabulary -To enjoy and appreciate the science fiction -To know the effects of misusing the technology -To develop the four skills of the language. -To develop positive attitude towards the language.	**To enable the students -** • To imbibe values like empathy, respect, care and concern, faith, peace and patience, compassion • To understand that knowledge should be used for betterment of humanity • To help the society in developing with one‘s	**Activity (to introduce the lesson)** Warm up activity- Class 12 teachers will be invited to brief the novel and to describe main characters **Activity(to support learning)** 1. Express your views _Science is a good servant but a bad master.‘ **Activity/Assignment** (to check	**The students will be able to -** ❖ - understand that an individual is powerless compared to larger society ❖ know that the ambition can be the greatest foe of man ❖ know the effects of misusing the	* How would you assess Griffin as a scientist and a human being? What qualities or values would you suggest will make him a better person?

	concept of invisibility and neglects to think about the consequences He was not liked by his landlord. He decided to take revenge on him. One day he set his landlord's house on fire. Then he drank his rare drug and put off his clothes. Now, he could see everyone but none could see him. He was safe from being caught. But he was without clothes and it was very cold. He passed the night in a London store. He stole goods and money from the store. Then he went to a village called Iping. He stayed at an inn. He stole money from clergy man's desk. A policeman named Jaffers was called. A strange fight took place. Griffin took off hisbandages, his glasses and his hat. Now, he looked helpless. People were horrified. Griffin hit the policeman. He got free and ran away.	-To enable them to discriminate the good from the evil. -To develop moral values in the students. -To understand that Science is a boon for humanity and is a good servant if correctly used - To understand elements of horror, suspense, conflict in the chapter	intellect • To spread peace and brotherhood • To overcome the feeling like jealousy • To do selfless service to the society • To know that greed destroys everything and isolation leads to failure • To understand that over ambition results in frustration and destruction	learning) 1.Suppose you are invisible for a day, how will you enjoy every moment of the day? 2. Griffin, the invisible man was introduced as a mysterious stranger but he was a great scientist. Discuss.	technology ❖ understand that Science is a good servant but a bad master ❖ improve vocabulary by reading the chapter ❖ develop flair for language	

	Writing Skills- **Story Writing** **Article Writing** 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.	**To enable the students-** -To Express effectively -To share ideas -To develop appropriate style of writing. -To write effectively - To 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.	**To enable the students to imbibe-** • -Identify the appropriate usage of writing skills • Apply it in practical life • Express their views in the desired manner	• Familiarize the students with different formats of the writing skills • Model exercise of each writing skill will be given • Practice exercise of each writing skill will be given	**The students will be able to** - Express effectively -share ideas -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.	Practice exercises will be given
	FF 5.1 The Hundred Dresses Part-I **6.1 The Hundred Dresses Part-II** **Chapter Description-** It is a story of heedless cruelty and intolerance -- as school children make wretched the life of a poor little Polish girl, difficult name	**To enable the students-** -learn about relative clauses -appreciate/comprehend the text -develop style of writing -verbally communicate an imagined situation -understand the phrasal verbs -learn/enrich vocabulary	**To enable the students to imbibe-** • Inculcate the insight about right way to judge others • Have the courage to speak truth • Remain undisturbed by the views of others about one	**Activity (To introduce chapter) (Discussion):** How should we judge the people around us- by their money, wealth and possessions? Or is there something of more enduring value to look for in a person? Is it alright to be a mute spectator of wrong happening in front of us? Aren‘t the people who –say	**The students will be able to –** -learn about relative clauses -appreciate/comprehend the text -develop style of writing -verbally communicate an imagined situation -understand the phrasal verbs	* What issues does the story _The Hundred Dresses‘ raise? How should we tackle them?

	seems funny to them, and whose one faded, shapeless, but always a blue dress made her boast of ""100 dresses at home"" good cause for taunting. When she submits 100 sketches for the dress design contest -- and is not there to receive the honest admiration of her schoolmates and her merited prize, the children realize what they have done, and two of them at least make what amends they can. The story is simply told, without any preaching but the lesson will be easily realised by any young reader.	and its usage within appropriate context -understand first person narrative style -develop confidence in speaking skills	• Work upon one‘s own progress rather than fault-finding • be kind and respectful towards people who have hurt us	nothing‖ or –do nothing‖ to prevent the wrong / injustice happening in front of them, equal partners in the wrong being done? **Activity (to support learning)** Information about the Polish-American Community in the United States will be shared. (As they will have learned about Nazis in the previous chapter no.4, they can correlate the pain of immigrants.)	-learn/enrich vocabulary and its usage within appropriate context -understand first person narrative style -develop confidence in speaking skills -Inculcate the insight about right way to judge others -Have the courage to speak truth -Remain undisturbed by the views of others about one -Work upon one‘s own progress rather than fault-finding -be kind and respectful towards people who have hurt us	
	6.2. Animals **Chapter Description-** The poem reflects the difference between the human beings and the animals. The poet makes us realise what good qualities animals possess. He depicts about the positive traits which humans possess and elaborates that the	**To enable the students- -** To help them to appreciate poetry as a genre. -To make them understand about the free verse. -To enrich vocabulary and its usage. -To learn recitation.	**To enable the students to imbibe-** • Develop sensitivity towards understanding the difference between animals and humans and draw their attention to the folly of mankind. • To draw their attention towards the values that humans are getting	**Activity: Discuss and explain in pairs** What are the basic aspects of our nature as living beings that human choose to ignore or deny?	**The students will be able to –** -appreciate poetry as a genre. -understand about the free verse. - enrich vocabulary and its usage. - learn recitation. -develop sensitivity towards understanding the difference between	Poets, poems and their themes are timeless (relevant in all times), justify the statement with respect to the poem _Animals‘

	animals are reflecting more of these qualities than the humans.		devoid of and the animals still persist		animals and humans and draw their attention to the folly of mankind. - draw their attention towards the values that humans are getting devoid of and the animals still persist.	
September	**FF- 7. Glimpses of India** 7.1.1. A Baker from Goa **Chapter Description-** This lesson is a pen-portrait of a traditional Goan village baker who still has an important place in the society. What changes take place in the life of the baker with the passage of time a glimpse is presented in this extract. Goa is a place which has the varied culture of French, English and Portuguese. Here in this lesson the description of a village hacker reminds us of the old Portuguese days.	**To enable the students-** comprehend the chapter, enhance their vocabulary, expressions and communicate their ideas. -understand the age old traditional method of baking bread. -gain knowledge of words like _ poder‘, _bolinhas‘, _bol, _kabai‘ -get to know about the nostalgic childhood memories -understand the record of monthly accounts by the bakers of Goa.	**To enable the students to imbibe-** respect traditions. -recollect childhood memories. -respect values, beliefs and customs of others. -develop inquisitiveness – towards people, culture and old methods. -understand that tradition is deep rooted in our culture.	**Activities (to introduce the lesson):** **Warm up questions:** Which place do you like to visit and why? **Activity (to support learning)** -A Video will be shown on _Bakers of Goa‘ -A guest lecture by Mrs. Arti Vishwakarma based on the same. -The students will find out the answers of these questions- Q. How many tourists visit Goa every year? Q What is famous food of Goa? Q. What other business they have except tourism?	**The students will be able to –** -know the expressions used in the lesson and their usage. -appreciate the old methods of baking bread in Goa. -respect traditions. -respect values, beliefs and customs of others -develop their imaginative and analytical skills.	Bakers of Goa are losing their importance and culture, which other traditions of the different places that are almost diminished.
	7.1.2 Coorg **Chapter Description-** Coorg is the smallest district and a coffee	**To enable the students-** -familiarize the students with a tourist place of India.	**To enable the students to imbibe-** - acquaint with the life of the people, gain knowledge of the	**Activities (to introduce the lesson):** **Warm up questions:** The students whos who have	**The students will be able to –** -gain knowledge of the attractions of Coorg.	Give examples to show the traditional valour and courage of the people of coorg.

	producing area in the Karnataka State of India. It is situated midway between Mysore and the coastal town of Mangalore. This land is famous for its rainforests and spices.It looks like a piece of heaven on the earth. It is a hilly place of brave men, beautiful women and wild creatures. It is also known by the name of _Kodagu‘. We can reach Coorg from Mangalore, Bangalore, or Mysore by rail, road or by air. It is the home of evergreen forests, spices and coffee plantations. It rains heavily during the monsoons and the visitors keep away. But the months from September to March are very pleasant. The air breathes of refreshing coffee.	- make them feel the beauty of Coorg. - enhance their knowledge about the geography of Coorg. - make them aware of the people of Coorg. - tell them about its location, historical background, climate etc. - know about its famous tourist spot and destinations. - read and identify the main points of the text. - use new words and their meanings. - comprehend the chapter.	climatic conditions, culture, various sports activities, flora and fauna of Coorg. -appreciate the culture , tradition and natural beauty of Coorg, its forests and coffee plantations and the bio-diversity .	visited to coorg, will share their experiences. A Video on Coorg will be shown to the students. **Activities (to support learning):** The Coorgis are the descendants of the Greeks of the Arabs and are still able to maintain their traditional practices. Do you agree that following these practices today is important? Why or why not?	-know about the people, India‘s largest Tibetan settlements, main crop, sports activities and animals in Croog. -enhance their vocabulary and expression	
	7.1.3.Tea from Assam **Chapter Description-** The story revolves around the tea garden of Assam. In this extract	**To enable the students-** -To test student‘s prior knowledge and use it as scaffold to promote comprehension of the text.	**To enable the students to imbibe-** -appreciate the tea gardens -acquire knowledge and enjoy the text related to Tea	**Activities (to introduce the lesson):** **Warm up questions:** -Describe a tea garden. - Video on Tea gardens will be	**The students will be able to –** -gain knowledge of the origin of Tea. -enhance their vocabulary	Q. Write a travelogue of any place you have visited recently.

	Pranjol, a youngster from Assam is Rajvir‘s classmate at a school in Delhi. Pranjol‘s father is the manager of a tea-garden in Upper Assam and Pranjol has invited Rajvir to visit his home during the summer vacation.	-To encourage students to use different words to express themselves -To enable the students to share their personal experiences -To enable the learners to extrapolate from the given text. -To sensitise the students to the feeling on an individual -To give information about something crucial.	-express well based on the knowledge of the text.	own to the students. **Activities (to support learning):** - Rajvir was so excited to visit sam that he studied many things out the place before visiting. Do you try to gather knowledge before going anywhere?	and expressions. -understand that the tea pluckers are different from other farm labourers. -gain information of the various stages of growing tea. -know stories related to the origin of Tea from the text.	
	7.2. The Trees **Chapter Description-** The poem –Trees‖ by Adrienne Rich is a symbolic poem which tells about the plants who want to escape the walls of the house and want to move in the forest. The trees are the symbolic representation of being women who want to move out of the enclosed walls of the society and escape in the world of freedom. The poet objectively describes the escape of the plant to its new environment.	**To enable the students-** -To compare the natural forests to the artificial ones that man has created inside his house to suit the purpose. -To imagine the tree as a symbol of mankind -To revise about various poetic devices like Imagery, Personification, Simile, Free verse. -To do strengths‘ and weaknesses‘ study of their own personality. -To comprehend the poem locally and globally. -To infer the meaning of unfamiliar words and phrases.	**To enable the students to imbibe-** • Concern for Mother Earth • Sensitivity • Mother Nature is inevitable • Tree as a symbol of mankind • Empathy • Understanding • develop thought, critical analysis on the basis of the text read • Importance of freedom • Equality	**Activity (To introduce the poem):** Quick Speak- What comes to your mind when you read the title of the poem? Do you remember about the conflict between human and nature studied in ch-1 ‗A Letter to God‘? Can there be a forest without trees? Imagine. If yes, how it will be? **Activity (To Support learning):** - -Read the poem ‗On Killing a Tree‘ by Gieve Patel (Beehive – Textbook in English for Class IX, NCERT). Compare and contrast it with the poem you have just read.	**The students will be able to –** -To compare the natural forests to the artificial ones that man has created inside his house to suit the purpose. -To imagine the tree as a symbol of mankind -To revise about various poetic devices like Imagery, Personification, Simile, Free verse. -To do strengths‘ and weaknesses‘ study of their own personality. -To comprehend the poem locally and globally. -To infer the meaning of unfamiliar words and	- Do you think that the trees are right in asserting for the freedom and breaking the boundaries? Is it important? How?

					phrases..	
	FPWF 6. The Making of a Scientist **Chapter Description-** This article is an account of a curious child channelizing his curiosity to become a scientist. Ebright was a highly curious child since his childhood. His mother; his only companion during childhood; helped in further deepening his curiosity. Ebright began his journey by collecting butterflies. After that, he worked on tagging the monarch butterflies so that the scientists‘ community could be benefited. Later on, he did research on utility of gold spots on pupae of monarch butterflies. He became famous when his paper on working of cell was published in a scientific journal. Ebright participated in many science exhibitions but winning	**To enable the students-** -develop interest in small discoveries and inculcate the habits thereof. -learn about Richard Ebright and his journey to become a scientist. -understand what is biography and the biographical element of Richard Ebright through this lesson. -understand that learners can get knowledge of various stage, species and growth of butterflies. -analyse that the learners can get ample knowledge about the theory of cell. -analyse that Richrad Ebright was multi talented and used to put extra effort in his work -evaluate that Ebrights‘ works were directly related to Biology and discovery of cell‘s structure helped the scientific community to understand how the organisms function and grow. -comprehend the chapter,	**To enable the students to imbibe-** • -inculcate competitive spirit in them. • -develop their curiosity to enhance their knowledge, learning, be observant and unending hunger to discover more. • -research and do in-depth study. • -share their knowledge with others. • -do real experiments to test their findings and relate with real life situations. • -develop competitive spirit. • -develop their reading habit. • -develop a strong desire to work really hard on their area of interest.	**Warm up questions**: Q1: How can one become a scientist, an economist, a historian... ? Does it simply involve reading many books on the subject? Does it involve observing, thinking and doing experiments? **Activities (to support learning):** A Guest lecture will be organised by inviting Science teachers in order to give insight in to the scientific approach and DNA details.	**The students will be able to –** -develop their imaginative and analytical skills. -understand that bright and sharp mind, curiosity and the will to win for the right -reasons are the three major qualities of a scientist. -know the importance of gathering information. -analyse that the brain processes the information that affects the degree of learning. -understand that the first and foremost criteria to become a genius in one‘s chosen -field is to have great curiosity and unending hunger to discover more. -understand that experiments are must to test the findings against possible variables and in real life situations. -understand that it is an urge, a strong desire to work really hard in the	You must have read about cells and DNA in your science books. Discuss Richard Ebright‘s work in the light ofwhat you have studied. If you get an opportunity to work like Richard Ebright on projects and experiments , which field would you like to work on and why?

	an award for the sake of wining was never his goal. He participated in those exhibitions because he wanted to do a task as best as that could be done.	enhance their vocabulary, expressions and communicate their ideas. -express their own ideas in a creative & coherent way. -promote the habit of self-learning.			area of interest.	
October	Periodic Assessment Test (PAT)	**Revision for PAT**				

Month & Working Days	**Theme/ Sub-theme**	**Learning Objectives**		**Activities &Resources**	**Expected Learning Outcomes**	**Assessment**
		Subject Specific (Content Based)	**Behavioural (Application based)**			
November	**FPWF 7. The Necklace** **Chapter Description-** The main theme of ‗The Necklace' is Class Conflict as Madam Loisel, a member of lower class strives to appear to be in a higher class than she actually is, which causes conflict ,but it also hints at another theme of appearance and reality. However her desire to attain the goal leads to a	**To enable the students-** - To know that satisfaction is the key to happiness. - To understand that we should be content with what life give us. - To enjoy and appreciate the stories giving lessons of life -To understand ‗Honesty is the best policy' -To understand that You may pay a terrible price for greed and desire (Mme. L's fatal flaw, her	**To enable the students to imbibe-** • -inculcate the values of realization of truth and satisfaction • -understand that over ambition results in frustration and destruction of peace of mind • understand showism and greed has no limit, it ultimately proves disastrous, thus would refrain from it	**Activity (to introduce the lesson)** -What would you look for when you are invited for a party by a high class society? -Are dresses and accessories the priority of such parties? -Suppose you do not have such dress, would you arrange for it, borrow it or purchase it? −If you were caught in a situation like this. How	**The students will be able to –** -know that satisfaction leads to contentment which is a key to happiness. - understand that acceptance of mistake will make the life easier in contrast to hiding the truth and paying for it later/or ruining your inner peace -enjoy and appreciate the stories giving lessons of life	*Over ambition/ showism results in frustration and destruction. Express your views.

	display of generosity on the part of Madam Forestier as she loans a very expensive necklace which she loses and is forced to give up her own goals in her life to repay for the lost necklace.	desire for material things, her fakeness just like the necklace) - To enrich vocabulary - To read with proper intonation and pronunciation -comprehend the text - To express effectively, share ideas and develop appropriate style of writing. - To know the meaning of phrases used in the lesson.		would you have dealt with it? -Honesty is the best policy. Explain with reference to the chapter.	-enrich vocabulary like Incessantly, Spitefully, Exquisite etc. -read with proper intonation and pronunciation -comprehend the text -express effectively, share ideas and develop appropriate style of writing. -know the meaning of phrases used in the lesson.	
	8. The Hack Driver **Chapter Description-** This story is about a young lawyer who is too innocent. He goes to a village to serve summon to a person called Lutkins. At the railway station he meets a person who identifies himself as Bill. Bill appears to know everyone in the village and promises to search Lutkins for the lawyer. He takes the lawyer for a ride and dupes him off lots of money. But after a six hour long search, they do not find Lutkins. Next day,	**To enable the students- -** -To learn to deal smartly with unknown persons -To know how to avoid being duped by a stranger -To maintain secrecy of a matter that involved law and security. -To understand and react to the feelings of an individual. -To enable the students to share their personal experience. -To promote the habit of self-learning. -To develop the confidence to ask and answer questions	**To enable the students to imbibe-** • Understanding of right and wrong • Hope • Confidence • -Innocence • -Cleverness • -Wisdom • -Honesty • -Patience • -Contentment • -Interest in work	**Activity (To introduce the lesson):** -In life, people who easily trust others are sometimes made to look foolish. One should not be too trusting. Do you agree? Why/ Why not? -Who is a ‗con man‘, or a ‗confidence trickster‘? **Activity (To Support learning):** • Story prediction based on the title of the story.	**The students will be able to –** -To learn to deal smartly with unknown persons -To know how to avoid being duped by a stranger -To maintain secrecy of a matter that involved law and security. -To understand and react to the feelings of an individual. -To enable the students to share their personal experience. -To promote the habit of self-learning. -To develop the confidence to ask and answer questions.	Do we come across persons like Lutkins only in fiction or do we encounter them in real life as well? You can give examples from fiction, or narrate an incident that you have read in the newspaper, or an incident from real life A person may appear humble but in actual he may not be so. Explain this in context of story ‗The Hack Driver‘.

	when the lawyer goes to the village with one of his colleagues, he discovers that it was Lutkins who posed as Bill on the previous day. Everyone, except the lawyer have a hearty laugh at the predicament of the lawyer.					
	FF-8.1 Mijbil the Otter **Chapter Description-** The lesson revolves around the otter Mijbil and his master; the author himself, the meeting of the two, how it grows into *a bond of love* and their eventful journey from Bsara in Iraq to London and then the encounter of the otter with the other humans including children and elders and their different interpretations of the animal.	**To enable the students-** -Describe a repeated action in past -learn about noun modifiers - learn about phrases that indicate a particular quantity of something that is not usually countable - read and identify the main points of the text. -use new words and their meanings	**To enable the students to imbibe-** • -Empathise with animals • -Learn to take care about animals • -Learn to be responsible towards other life forms.	**Activities (to introduce the lesson):** cussion about Bruno in their previous class IX lesson _The Bond of Love‘ relating to this lesson. **Warm up activity** Introductory video will be shown **Activities (to support learning):** Revision of collective nouns for group of animals	**The students will be able to –** Describe a repeated action in past - learn about noun modifiers -learn about phrases that indicate a particular quantity of something that is not usually countable. - read and identify the main points of the text. - use new words and their meanings. - comprehend the chapter -Empathize with animals - Learn to take care about animals -Learn to be responsible towards other life forms	Q.1 What _experiment‘ did Maxwell think Camusfearna would be suitable for? Q2. What guesses did the Londoners make about what Mij was?
	8.2 Fog **Chapter Description-** In this poem the poet, Carl-Sandburg has	**To enable the students-** -know about Haiku-A Japanese poem of seventeen syllables	**To enable the students to imbibe-** • appreciate nature and find beauty in it • -respect nature	**Activity (To introduce chapter):** **Warm up questions:** 1. Name some natural	**The students will be able to –** -understand the powerful nature and worth of	*What metaphor has the poet used in the poem _Fog‘? Do you think it is appropriate?

	portrayed the nature and its silent working. The poet tells that the fog comes silently and slowly like a cat. When it comes it does not disturb us. It sits silently as a cat does. It goes on falling and looking silently over harbour and city. (Then it moves on all at once with a gust of wind). It is a fine example of the use of metaphor in the poetry.	-understand that nature is more powerful than anything that humans can produce -understand that change is an unavoidable and natural process -appreciate imagery and metaphor used in poem and understand their relevance. - analyse the poem through appropriate inferential questions -enhance their vocabulary and comprehension of the poem.		phenomenon occurring around. 2. What is the science behind Fog? **Activity (to support learning)** 1. Discussion on different types of poem (sonnet, ballad, parable, Acrostic) and specifically detailing about _Haiku‘ Compose a Haiku of your own and share	natural occurrences . -revise different types of poem read earlier and know about Haiku -appreciate poem and understand metaphor -know how natural occurrences could be beautifully expressed in verses. -understand change is unavoidable	
	Grammar- Direct and Indirect Speech Grammar is the set of structural rules which influences the composition of clauses, phrases, and words in any given language. It is the systematic study and description of a language, and it helps us to understand how words and their component parts combine to form sentences.	**To enable the students-** -application of knowledge -Express effectively -develop appropriate style of writing. -write grammatically correct sentences. -will be able to apply the rules of grammar -write effectively with appropriate expressions, vocabulary and content -knowledge of the purpose and importance of grammar topics	**To enable the students to imbibe-** • Acquire knowledge through rules in grammar • concentration, confidence and independent • Sharing of ideas • Decision • creativity • -novelty of ideas	-Students Involvement in explanation of the certain concepts by asking them to frame questions and giving answers -Model exercise of each topic will be given -Practice exercise of each topic will be given -Intra Class Quiz will be conducted	**The students will be able to-** -use of important rules -application of knowledge -Express effectively -develop appropriate style of writing. -write grammatically correct sentences. -will be able to apply the rules of grammar -write effectively with appropriate expressions, vocabulary and content -knowledge of the purpose and importance of grammar topics	Practice exercises will be given in the form of Quiz, games

December	**9.1. Madam Rides the Bus** **Chapter Description-** This is a sensitive story of an eight-year-old girl‘s first bus journey into the world outside her village. The girl Valli, at a very tender age, tries to understand the mystery of life and death. The outside world for Valli is charming and fascinating but mysterious. She longs to experience it by herself.	**To enable the students- -** To develop the skill of communication. -To enable them to speak in grammatically correct language and with proper expression. -To enable the learners to extrapolate from the given text. -To enable the students to think of an alternative ending to the story. -To enable them to use new words and phrases in expression.	**To enable the students to imbibe-** • feel sensitive towards the feelings of an individual. • enjoy a light-hearted literature. • realise the lessons and experiences that travelling gives us	**Activities (to introduce the lesson):** · **How do you consider the behaviour of a person, who behaves in a more matured way than their age? Will you appreciate their behaviour or will you comment on them?** **Activity (to support learning):** discussion about a journey that was unforgettable in some way? What made it memorable?	**The students will be able to –** -develop the skill of communication. -Speak in grammatically correct language and with proper express -extrapolate from the given text -think of an alternative ending to the story. -use new words and phrases in expression. -feel sensitive towards the feelings of an individual. -enjoy a light-hearted literature. -realise the lessons and experiences that travelling gives us	Are you concerned about traffic and road safety? What are your concerns? How would you make road travel safer and more enjoyable?
	9.2 The Tale of Custard the Dragon **Chapter Description** The Tale of Custard the Dragon is a ballad about a girl named Belinda and her pets- a black kitten, a grey mouse, a yellow dog and a dragon named Ink, Blink, Mustard and Custard respectively. All her pets praised their bravery expect Custard the Dragon who	**To enable the students-** -To enable the students to comprehend the text. -To enable them to verbally communicate. -To enable them to enhance their writing skills. -To enrich vocabulary and its usage within appropriate context. -To enable them express themselves in grammatically correct	**To enable the students to imbibe-** • Be brave • Help others • Not to boast • Develop compassion • Infer that good deeds are rewarded.	**Activity (To introduce the lesson):** ‗Never judge a book by its cover.‘ What do you understand by this? **Activity (To Support learning):** Mahatma Gandhi was lean and thin person, still he an example before the world by working on his principles. How can you relate this to the poem? Have you ever help anybody at the time of	**The students will be able to –** -To enable the students to comprehend the text. -To enable them to verbally communicate. -To enable them to enhance their writing skills. -To enrich vocabulary and its usage within appropriate context. -To enable them express themselves in	1 ‗The Tale of Custard the Dragon‘ is a ballad. What message does the poet want to give through the poem?

	always cried for the safe cage. But when a pirate entered their little house who were boasting fled except the real and true dragon. He bravely fought with the pirate and gobbled him. Thus instead of boasting, we should do something worth valuable.	language. -To develop a love for literature in students. -To introduce the students with life and works of Ogden Nash.		need?	grammatically correct language. -To develop a love for literature in students. -To introduce the students with life and works of Ogden Nash.	
	10.1.The Sermon at Benares **Chapter Description-** The journey of Goutam Buddha from prince hood to his saintly life. He left the palace at the age of 25, after seeing the sufferings of the world, to seek enlightenment. He wandered for seven years, here and there, and under a peepal tree at Bodhgaya he got it. His first sermon was delivered at Benaras as it was considered to be the holiest place because of the river Ganga. He thought that he who seeks peace should draw out the arrow of lamentation,	**To enable the students- -** -To enable the students have spiritual outlook. -To enable them express themselves in grammatically correct language. - To enable the learners extrapolate from the given text. -To sensitise the students to the fact that death is the ultimate truth in the world. -To enable them use new words and phrases in their own language. -To help them know that nothing is permanent. Everything is subject to decay. All human beings are mortals. And mortals are bound to die. -They help them know the fact that grieving on the	**To enable the students to imbibe-** • Know the reality • Peace of mind • Accept the truth • Faith • Acceptance • Be patient • Reach out to others in their grief	**Activity (To introduce the lesson):** -When a friend, loved one, or co-worker is experiencing grief—how can we help? What is a sermon? -What is the difference between Sermon and preaching? - Grief is an emotion natural to all types of loss or significant change. How one experiences the feeling of grief? **Activity (To learning):** Do you think Buddha's ideas and way of teaching continue to hold meaning for us? Or have we found better ways to deal with grief? Discuss this in groups or in class.	**The students will be able to –** -To enable them express themselves in grammatically correct language. - To enable the learners extrapolate from the given text. -To sensitise the students to the fact that death is the ultimate truth in the world. -To enable them use new words and phrases in their own language. -To help them know that nothing is permanent. Everything is subject to decay. All human beings are mortals. And mortals are bound to die. -They help them know the fact that grieving on the death of a relative brings	Q. One should be practical to accept the truth of life. Discuss

	complaint and grief. He who has overcome all will be free from sorrow and be blessed.	death of a relative brings nothing. It only invites physical pain.			nothing. It only invites physical pain.	
	FF- 10.2 For Anne Gregory **Chapter Description-** The poet describes a conversation between himself and Lady Gregory‘s grand-daughter named Anne Gregory. He tells Anne that her yellow hair is beautiful and that all the young men who claim to be in love with her love her for that hair. In other words, all men love her for her outward appearance and not for her inner beauty. Anne then replies to the poet saying that she can easily dye her hair black or brown or orange, and then she would look ugly. If she looked ugly, then perhaps some man would look beyond her appearance and see her for who she really is on the inside. However, the poet quickly assures her that no such thing will	**To enable the students- -** -To enable the students comprehend the poem locally and globally. -To infer the contextual meaning of the text. -To enable the students to know their strengths and weaknesses -To make study of their own personality. -To infer the meaning of unfamiliar words and phrases. -To identify the poetic devices like metaphor, alliteration etc., -To know about the rhyme scheme used in the poem	**To enable the students to imbibe-** ● Appreciation ● Respect ● Beauty of thought ● Purity of Soul ● Acceptance ● Accept Challenges ● Courage to face the reality	**Activity (To introduce the lesson):** **-Objects have qualities which make them desirable to others.** What about people? Do we love others because we like their qualities, whether physical or mental? Or is it possible to love someone ―for themselves alone‖? Are some people ‗more lovable‘ than others? Discuss this question in pairs or in groups, considering points like the following. (i) a parent or caregiver‘s love for a new born baby, for a mentally or physically challenged child, for a clever child or a prodigy (ii) the public‘s love for a film star, a sportsperson, a politician, or a social worker (iii) your love for a friend, or brother or sister (iv) your love for a pet, and the pet‘s love for you.	**The students will be able to –** --To enable the students comprehend the poem locally and globally. -To infer the contextual meaning of the text. -To enable the students to know their strengths and weaknesses -To make study of their own personality. -To infer the meaning of unfamiliar words and phrases. -To identify the poetic devices like metaphor, alliteration etc., -To know about the rhyme scheme used in the poem	Do you think that the love felt for someone‘s physical appearance is not pure and true? Write your answer reflecting on the poem.

	happen. It is a universal truth that men always judge women on their physical appearance alone. Besides, even if Anne wants to look ugly, she cannot do so for she is a beautiful person on the inside.					
	Revision for Pre Board					
January	11. The Proposal **Chapter Description-** This one act play is about the tendency of wealthy Russian families or people to seek marriage ties with other wealthy families or people to increase their estates by encouraging marriages that make good economic sense. Ivan Lomov comes to seek the hand of Chubukov's 25 year old daughter Natalya. All three are quarrelsome. They quarrel over petty issues. The proposal is in danger of being forgotten amidst all this quarreling. But economic good sense ensures that the	**To enable the students- -** To help them differentiate between internal and external conflict. -To help them identify the different types of conflict within the story. -To help them articulate the necessity of conflict within the text. -To appreciate/ comprehend the text. -To express themselves in grammatically correct language. -To make understand drama as the form of literature. -To make them appreciate the efforts of different writers and their style. -To make them aware of the Russian Wedding custom and culture -To compare the wedding	**To enable the students to imbibe-** ● Managing Conflicts ● Anger management ● Need to control the usage of language ● Trust ● Faith ● Understanding Behaviour ● Forgiveness	**Activity (To introduce the lesson):** -Can you think of three ill effects that result from anger? -Suggest some ways to avoid losing your temper in such situation. -Are there any benefits from anger? Anger Management: As adults, one important thing to learn is how to manage our temper. Some of us tend to get angry quickly, while others remain calm. Can you think of three ill effects that result from anger? Suggest ways to avoid losing your temper in such situations. Are there any benefits from anger?	**The students will be able to –** To help them differentiate between internal and external conflict. -To help them identify the different types of conflict within the story. -To help them articulate the necessity of conflict within the text. -To appreciate/ comprehend the text. -To express themselves in grammatically correct language. -To make understand drama as the form of literature. -To make them appreciate the efforts of different writers and their style. -To make them aware of the Russian Wedding custom and culture	Are there parts of the play that remind you of film scenes from romantic comedies?

	proposal is made successful, after all - although the quarreling perhaps continues.	ceremonies of India and Russia.			-To compare the wedding ceremonies of India and Russia	
	FPWF 9. Bholli Chapter Description This story is about a girl who is ugly and who stammers. As she is different from her siblings, she does not get proper care in her family. Her father sends her to a school because of a command from the tehsildar. The teacher in the school becomes the true mentor of Bholi and helps her gain some confidence. Time flies and with that Bholi becomes a young woman who is educated; unlike her sisters. Because of her ugly looks and pockmarked face, her father agrees to marry her off to a person who is double her age. Bholi agrees with her parents‘ decision. But when the bridegroom arrives he demands a hefty dowry to marry her. Her father	**To enable the students- -** -To sensitize the students to the importance of education. -To explain the importance of emotional security and family support for children. -To indicate the need of love, encouragement and education for the disabled to fight against their odds. -To demonstrate the use of simple past and past perfect tense in speech and writing. -To stuff moral values in the students such as dowry is a social abuse, any disabled should not be made fun of etc.	**To enable the students to imbibe-** • Compassion • Confidence • Care and concern for girls • Empathy • Gender equality • Willingness to help others • Nobility	**Activity (To introduce the lesson):** TV serial ‗Balika Vadhu‘ will be discussed. (Girl Education) Film ‗ Dangal‘ will be discussed. (Gender inequality) **Activity (To Support learning):** Discussion- Do you think girl children are not treated at par with boys? You are aware that the government has introduced a scheme to save the girl child as the sex ratio is declining. The scheme is called ―Beti Padhao, Beti Bachao‖ . People must aware about ‗ Beta Padhao, Beti Bachao‘. Work of Ministry of Women and Child Development, Government of India will be discussed. **Activity (to assess learning):** You noticed your younger brother mimicking his friend (who limps) and making fun of him. Is it justifiable on his part to do	**The students will be able to –** --To sensitize the students to the importance of education. -To explain the importance of emotional security and family support for children. -To indicate the need of love, encouragement and education for the disabled to fight against their odds. -To demonstrate the use of simple past and past perfect tense in speech and writing. -To stuff moral values in the students such as dowry is a social abuse, any disabled should not be made fun of etc.	Bholi‘s teacher helped her to overcome social barriers by encouraging and motivating her. How do you contribute towards changing the attitudes illustrated in this story? Draw a character sketch of Bholi in your own words, highlighting her transformation from a harmless dumb cow to a fearless and independent girl.

	somehow manages that money. Bholi is aghast at this development and decides to rebel against all. She decides to spend rest of her life to serve her parents and to teach in the school.			such act. If no, why?		
February	10.**The Book That Saved the Earth** **Chapter Description-** A historian in the museum is telling the story about 20th century; the century of the books. He tells how a book saved the earth from Martian invasion. The invaders from Mars consider themselves too intelligent for the earthlings. They think they are superior race than the inhabitants of the earth.	**To enable the students- --** -To introduce the concept of Aliens, Martians. -To help the students think futuristically. -To introduce the main ideas of a play. -To enable the students to understand the plot and characters and sequence of incidents in the play. -To appreciate the humor in the play. -To enable the students to stage a play.	**To enable the students to imbibe-** *Confidence *Unity *Presence of mind *Acceptance *Time Management *Cooperation *Friendship *Trust	**Activity (To introduce the lesson):** Recall your understanding of the chapter _The Fun They Had', Class 9. What was the theme given in that chapter? Guess the theme of the chapter _The Book That Saved the Earth'. The students will be asked to choose the characters they wish to portray and then the play would be read out in the class, simultaneous briefing can be done by the teacher. **Activity (to support learning)** Do you think books are being replaced by the electronic media? Can we do away with books altogether?	**The students will be able to –** To introduce the concept of Aliens, Martians. -To help the students think futuristically. -To introduce the main ideas of a play. -To enable the students to understand the plot and characters and sequence of incidents in the play. -To appreciate the humor in the play. -To enable the students to stage a play.	In what ways does Think-Tank misinterpret innocent nursery rhymes as threats to the Martians? Can you think of any incidents where you misinterpreted a word or an action? How did you resolve the misunderstanding?
February-March	Revision for Board Examination					