

Subject: ENGLISH

Unit - 1

Week	Lesson	Learning Outcomes	Source/ Resource	Activity		
				Classroom	Self learning	Optional
1	UNIT -1 (A) Reading: Attitude is Altitude	<p>1. Reading Comprehension:</p> <ul style="list-style-type: none"> • Reads the text material with Comprehension • Identifies details, Characters, main ideas, sequence of ideas and events in textual and non-textual material. • Compares and contrasts characters, events and relate them to life. • Answer questions orally and in writing on a variety of texts 	TEXT BOOK (A) Reading: Attitude is Altitude	<ul style="list-style-type: none"> • Teacher asks the learners to read the picture at page 2 and answer the questions that follows • Asks the learners to analyse the story. <ol style="list-style-type: none"> a. The attitude of Nick's parents b. The experience of Nick in the school and society as a disabled man. c. The positive attitude of Nick established and encouraged himself as an optimist and became a wonderful motivational speaker 	<ul style="list-style-type: none"> • Learners are asked to read the story once again. • Answers the questions given • Thinks about the disabledness of Nick and encourages himself as an optimist. 	<ul style="list-style-type: none"> • Finds the other disabled person and learns from their lives to encourage himself. • Reading - c "I will do it"
2	(A) Reading: Attitude is Altitude	<p>2. Vocabulary:</p> <ul style="list-style-type: none"> • Infers the meaning of unfamiliar words by reading them in Context. • refers dictionary, thesaurus in order to find meanings, spellings of words. • usage of synonyms antonyms and pronunciation in speech and in writing. • learns one word substitutes 	TEXT BOOK Dictionary Thesaurus TEXT BOOK Page: 8 TEXT BOOK Page- 9	<p>Learns new vocabulary related to the text.</p> <ul style="list-style-type: none"> • Refers dictionary to find the meanings of the words. • List of adjectives which describe Nick Vujicic and (✓) them • Identifies positive and negative qualities and tick (✓) or (X) respectively • Teacher explains one word substitutes at page 28,29 	<ul style="list-style-type: none"> • Usage of adjectives/ expressions which is nearest in meaning to the words underlined Text Book page - 10 III. IV. Fill in the blanks with words that match with the descriptions in Text Book page - 10,11 • Tick (✓) the most appropriate word on page - 29 	<p>II. Pick out from the text that supports nick's attributes Text Book - 9</p> <p>Pick out from the text 5 new words each day and find their meanings.</p>

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2	(A) Reading: Attitude is Altitude	3. Grammar : <ul style="list-style-type: none"> Communicates accurately using appropriate grammatical forms. Defining and Non-defining relative clauses. 	Text Book Page - 11,12	<ul style="list-style-type: none"> Teacher says and writes an example for Defining relative clause. If the clause defines the subject it has no commas. Non- defining relative clauses do not define it adds some extra information separated by commas or a hyphen. 	<ul style="list-style-type: none"> The grammatical part given in the text book is I, II & III in the text book page no: 12 	-
3	-	4. Creative Writing : <ul style="list-style-type: none"> Writes biographical sketch with the given details of a person 	Text Book Page - 13	<ul style="list-style-type: none"> Bringing the ideas from birth to death/ till last details in a Chronological order Learner will be explained about how to write a bio-graphical sketch 	<ul style="list-style-type: none"> The learner is given home work to write another biographical sketch by giving another persons details. 	<ul style="list-style-type: none"> The learner can write the bio-sketch of another person.
4	UNIT - 1 (B) Reading: EVERY SUCCESS STORY IS ALSO A STORY OF GREAT FAILURES	5. Reading Comprehension: <ul style="list-style-type: none"> Failures are stepping stones for success Reads the text with Comprehension and good understanding. Learns Glossary Comprehension Study skills 	Text Book page - 14 -20	Teacher reads the story and tells that every great person in the history has a failure. But trying again and again made them a successful person. Asks the learners the comprehension questions at page no. 20 <ul style="list-style-type: none"> Teachers Glossary Pg:18 Explain Comprehension at page No: 20 	<ul style="list-style-type: none"> Learners are asked to read the given reading text again with the help of Glossary given at page no: 18,19. 	"If you thinks" by Shive Khere <ul style="list-style-type: none"> Study skills at page no. 21

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4	UNIT - 1 (B) Reading: EVERY SUCCESS STORY IS ALSO A STORY OF GREAT FAILURES	1. Listening & Speaking: <ul style="list-style-type: none"> • Responds to oral instructions and announcements in school and public places viz. Railway stations, bus station and act accordingly. • Engages in conversation in English with people from different professions such as bank staff, railway staff etc. • Speaks short speeches in morning assembly. • Oral Activity • Project work • Check your personality. 	TEXT BOOK & All India Radio English News	Teacher reads the listening passage from the text book at the end. <ul style="list-style-type: none"> • Attitude is everything. • Asks the learners to listen carefully the story events in sequential order • Asks the learners to arrange the sentences in the correct order. • After listening learners are asked to work in pairs to discuss the advantages and disadvantages of travelling abroad. 	<ul style="list-style-type: none"> • Listens to news details on TV and radio, video programmes on suggested websites. • Tries to converse with family, friends and people from different professions in English. 	Listens and tells stories from different sources and tells them to siblings and friends. <ul style="list-style-type: none"> • Do the oral activity • Project work • Check your personality

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Unit - 2

Week	Lesson	Learning Outcomes	Source/ Resource	Activity		
				Classroom	Self learning	Optional
5	UNIT -2	1. Reading Comprehension: <ul style="list-style-type: none"> • Reads the text with Comprehension • Identifies details characters, main ideas, sequence of ideas and events in textual material. • Answers the questions orally. 	Text Book	<ul style="list-style-type: none"> • Teacher asks the learners to read the picture at page 36 and answer the questions that follows • Teacher reads the story. • Asks the learners to analyse the story. • Asks the learner about different characters and events. • Asks the learners why they are doing such things. 	<ul style="list-style-type: none"> • Learners are asked to read the story again • Asked to answer the questions given • Thinks about the characters and their role. 	Comprehension at page - 44 Reading - C "The Brave Potter"
5	UNIT -2 B. The Dear Departed (Part - II)	1. Reading Comprehension: <ul style="list-style-type: none"> • Reads the text with Comprehension • Identifies details, characters, main idea, events in the text • Answers questions orally and in writing • Knows the characters of Mrs. Slater and Mrs. Jordan and other persons 	Text Book	<ul style="list-style-type: none"> • Reads the story explains characteristic of a playlet. • Asks questions on the playlet. • Presenting the play in the form of a story. • Assigning the characters from the play to the students and asked them to perform their parts. 	<ul style="list-style-type: none"> • Reads the playlet. Identifies characters and list them • List the events of the play. • Grasping the contents of the play. • Learns about the selfishness of people. • Answers the questions on the text at pg.51 I and II, III, IV on page - 52. 	Learn five new words each day
6	UNIT - 2 B. The Dear Departed (Part - II)	2. Vocabulary: <ul style="list-style-type: none"> • Infers meanings of words by reading them in content • Refers dictionary thesaurus to find meanings and spellings • Uses them in sentences • Learn irregular plurals foot(sl)-feet(pl) 	Text Book Dictionary Thesaurus	<ul style="list-style-type: none"> • Asks the students to write plurals of some Latin and Greek words. • Datum - data / Axis - Axes • Explains exclamations/ interjections. Ah! • Compound adjectives - clear - sighted 	<ul style="list-style-type: none"> • Picking the Latin and Greek words and writing singular, plural forms from text. Pg.53 • Interjections picking from text pg.54 • Compound adjectives pg.55 • Idiomatic expressions used in the text on pg.57 	Reads all the things done in the class once again

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		<ul style="list-style-type: none"> Learns plural forms of some Latin and Greek words Learns exclamations, compound adjectives, confusing words & idiomatic expressions 		<ul style="list-style-type: none"> Words often confused differ in meaning. Ex: Except - accept Rewrite the paragraph after correction " Idiomatic expressions 1. get one's own way 2. for ages etc. using them in own sentences. 		
7	B. The Dear Departed (Part - II)	Grammar: <ul style="list-style-type: none"> Usage of 'enough' as an 'adjective' or an 'adverb' Usage of articles at different contexts often omitted before common nouns. Compound prepositional phrases like according to, because of, instead of It's time The simple past and the present perfect tense. 	Text Book page-58	<ul style="list-style-type: none"> Explains the usage of enough as an adjective and an adverb Explains when the articles are not used before common nouns. Explains common prepositional phrase Explains the usage of it's time it's high time, it's about time. Usage of simple past and present perfect tense from page no.64 to 66,67. 	<ul style="list-style-type: none"> Does the exercises given at page no. 58, 61, 62, 66 and reads all the examples, explanations given in the text book from pg. 58 to 67 Fill in the blanks at pg. 66 to 67. 	<ul style="list-style-type: none"> The student is asked to use the learned grammar in his daily life with others
8		Writing: <ul style="list-style-type: none"> Learns to convert the play into a story. Learns to write a letter to a friend. 	Text Book pg. 67	<ul style="list-style-type: none"> The teacher explains how to convert a play into a story. The teacher explains how to write a letter on a given theme. 	<ul style="list-style-type: none"> The learner reads again the story and practices a letter to write his friends. 	Study Skills: <ul style="list-style-type: none"> Analyse the data and write a report on "On the world Grand parents Day" on pg. 68,69.

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8	Unit -2 (B) The Dear Departed (Part - II)	Study Skills Listening & Speaking: • The learner listens for information and responds accordingly " Responds to oral instructions.	Text Book page no.09 Bus 65 questions pg.69	<ul style="list-style-type: none"> The teacher reads the listening passage bus 65 at page no. 209 in the Text Book. Asks the learners to answer the questions given True/ False orally at page no. 69 	<ul style="list-style-type: none"> The learners are expected to form a group and ask one of them to explain any funny incident they have followed. 	<ul style="list-style-type: none"> Project work at page no. 76

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Unit - 3

Week	Lesson	Learning Outcomes	Source/ Resource	Activity		
				Classroom	Self learning	Optional
9	UNIT -3 A. Reading - "The Journey" (C) What is my name?	Reading Comprehension: • Reads the text with Comprehension • Sequence the events in the lesson "The Journey" • Identifies details, characters, main idea. • Reads, compares, contrasts, thinks critically and relates ideas to life.	Text Book page 81 to 84	<ul style="list-style-type: none"> Teacher asks the learners to read the picture on page 80 and answer the questions that follows Reads the text from page 81 to 84 'The Journey' Ask the learners to understand the lesson and compare the Characters of Father and Son moving in opposite direction at the end. 	<ul style="list-style-type: none"> Reads the text and answers the questions under comprehension I, II, III on page - 85, 86 Learner is asked to read the text with good pronunciation, stress and intonation 	<ul style="list-style-type: none"> Reads the text and tries to learn 5 new words each day (C) Reading: What is my name?

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Week	Lesson	Learning Outcomes	Source/ Resource	Activity		
				Classroom	Self learning	Optional
10	UNIT -3 (A) Reading "The Journey"	Vocabulary: <ul style="list-style-type: none"> • Infers meaning of new words by reading them in context • Refers Dictionary thesaurus to find meanings spellings of words etc. • Uses them in sentences. 	Text book page No. 89 Dictionary Thesaurus	<ul style="list-style-type: none"> • Refers the glossary at page No.85 and dictionary to know the meanings of words and their usage in sentences. • Learns the compound words • Learns the <ol style="list-style-type: none"> a) Duplicative words. Eg. Bye bye b) Alternative words eg. Dilly - Dally & Chit - Chat c) Rhyming type words. Eg. Super - Duper 	<ul style="list-style-type: none"> • Learner is asked to do the exercises given under 'Vocabulary' in the Text Book on page no. 87 I - A, B on page no. 88 C, II - A, B on page no.89 	<ul style="list-style-type: none"> • The learner is asked to read, understand thoroughly all vocabulary from page no.86 to 89.
10		Grammar: <ul style="list-style-type: none"> • Learns adverbial clauses As, since, because, if, when. • Communicates grammatical forms using adverbial clauses. 	Text book page No. 91-92	<ul style="list-style-type: none"> • Teacher explains the usage of As, Since, if, because, when. 	<ul style="list-style-type: none"> • The learner is asked to do the exercises to fill up the blanks using the word given in the brackets on page no.92 	-
11	UNIT -3 (A) The Journey	Creative Writing: <ul style="list-style-type: none"> • Learns to summarise the paragraph " Study skills 	Text book page No.92-93	<ul style="list-style-type: none"> • The teacher explains the learner how to summarise the text given. 	<ul style="list-style-type: none"> • Summarise the essay 'umbrella morals'. • Alfred George Gardiner. 	<ul style="list-style-type: none"> • Study skills on page 95,96

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12	UNIT -3 (A) The Journey (B) Reading: Once upon a Time.	<p>Listening & Speaking:</p> <ul style="list-style-type: none"> • Listens to the paragraph and comprehend the theme and answer the questions asked. <p>Poem: Once upon a time:</p> <ul style="list-style-type: none"> • Recites the poem, understands and appreciates • Identifies the theme and events • Asks questions orally and in written <p>Project Work</p>	Text Book on page: 210 UNIT - 3	<p>The teacher reads the listening passage for UNIT -3 at page: 210 aloud with good pronunciation, stress and intonation.</p> <p>Reads the poem loudly with proper stress, intonation.</p> <ul style="list-style-type: none"> • Encourage the learner to talk about the theme • Discuss the tone of the poem. • Asks questions on the poem. 	<p>The learner listens the story and answer the questions asked on page no.97</p> <ul style="list-style-type: none"> • Recites the poem loudly • Identifies the theme and the tone of the poem • Answers the questions. 	<p>UNIT - 3 (C) What is my Home? Do the project work at page no:111</p>

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Unit - 5

Week	Lesson	Learning Outcomes	Source/ Resource	Activity		
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13	UNIT -5 (A) Reading: Environment. (C) Reading: A Tale of three villages.	Reading Comprehension: <ul style="list-style-type: none"> • Reads the picture and Comprehend it • Reads the text and comprehend it. • Sequence the events in the lesson ' Environment' • Identifies details, characters, main ideas • Reads, compares, contrasts, thinks critically and relates ideas to life. • Reads a variety of texts for pleasure. 	Text Book Page No 151 to 155,156	<ul style="list-style-type: none"> • Teacher asks the learners to read the picture on page 150 and answer the questions that follows • Reads the text from 151 to 155 'The Environment' • Allots the characters of Wangari Mathai' (WM) NHK Radio to students and ask them to act. • High lights the determination and reaching the goal to grow plants & trees. 	<ul style="list-style-type: none"> • The learner is asked to write the answers to the comprehension questions on page no. 156 and II pick out correct choice on page 157 	<ul style="list-style-type: none"> • (C) Reading: A Tale of three villages. • Grammar on page 174, 175, 176
14	Reading: (A) Environment	Vocabulary: <ul style="list-style-type: none"> • Infers meaning of new words by reading them in context • Refers Dictionary, thesaurus to find meanings, spellings of words. • Use the words in context. 	Text Book	<ul style="list-style-type: none"> • Refers the glossary at page no.156 • Explains the meanings of words given in the box on page 157. • Explains one word substitutes ecology, Environment 	III. Fill in the blanks with the appropriate forms of the underlined words on page 159. IV. Ticks the correct options of the given 1-10 on page: 160	-
14		Grammar: <ul style="list-style-type: none"> • Learns finite and non-finite clauses. • Reported speech conversion. 	Text Book Page No 160 to 165	<ul style="list-style-type: none"> • Learns Non finite clauses which has no subject Finite clause has subject. • Explains how to convert direct speech into indirect speech. 	<ul style="list-style-type: none"> • Underlines the non-finite clauses into following sentences pg;161 (B) page no: 162 • Write the following into reported speech pg:164, 165 	-
15		Creative writing: <ul style="list-style-type: none"> • Learns how to write conversations, interviews 	Text Book Page No 165	<ul style="list-style-type: none"> • Explains how to write conversations, takes interview. 	<ul style="list-style-type: none"> • Writes an imaginary interview at page No: 165 	-

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16	UNIT- 5 (B) Reading: Or will the dreamer wake? By Medora Chevalier	Poem: Or will the dreamer wake? • Recites the poem, understands and appreciates. • Identifies the theme and events. • Asks the questions in oral and in written to get the answers.	Text Book Page No 166, 167	<ul style="list-style-type: none"> • Reads the poem loudly with proper stress intonation. • Encourages the learner to talk about the theme. • Discuss the tone of the poem • Asks questions on the poem. 	<ul style="list-style-type: none"> • Recites the poem loudly • Identifies the theme and tone of the poem. • Answer the given questions in the text page: 168. 	-
16		Listening: • Listens the passage page no: 212 Study Skill		<ul style="list-style-type: none"> • Teacher reads loudly passage on page 212 "A talk by an Environmentalist" 	<ul style="list-style-type: none"> • Answers the questions on page 169 	Study Skills on page 170
16		Project work	-	-	-	Project Work page : 178

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Unit - 6

Week	Lesson	Learning Outcomes	Source/ Resource	Activity		
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17	UNIT- 6 (A) Reading: My Childhood (C) Reading: "Unity in Diversity in India"	Reading Comprehension: <ul style="list-style-type: none"> • Reads the picture and Comprehend it • Reads the text and comprehend it. • Sequence the events in the lesson 'My Childhood' • Identifies details, characters, main ideas • Reads compares, contrasts, thinks critically and relates ideas to life. • Reads a variety of texts for pleasure. 	Text Book Page No 183 to 187	<ul style="list-style-type: none"> • Teacher asks the learners to read the picture at page 182 and answer the questions that follows • Reads the text from 183 to 187 • Explains the story and asks some oral questions • Highlights the incidents of unity in diversity like a muslim boy participate in Hindu procession etc. • Muslim boy eating at Brahmin teacher's house etc. 	<ul style="list-style-type: none"> • The learner is asked to read the text once again and identify the events in "Unity is Diversity" • Comprehension questions given at page no: 188 	<ul style="list-style-type: none"> • Learns atleast 5 new words a day at home. <p>(C) Reading: "Unity in Diversity in India"</p>
18		Vocabulary: <ul style="list-style-type: none"> • Infers meaning of new words by reading them in context • Refers Dictionary, thesaurus to find meanings, spellings of words. • Use the words in context. 	Text Book Page No 189, 190	<ul style="list-style-type: none"> • Explains suitable words to fill the blanks. 	<ul style="list-style-type: none"> • Tick the appropriate meanings of the given words 	<ul style="list-style-type: none"> • Vocabulary on page 204, 205
18	UNIT - 6 (A) Reading: My Childhood	Grammar: <ul style="list-style-type: none"> • Learns the linkers like 'on the whole' 'however' etc. • Joins the sentences using the linkers. • Passive voice without Agents. 	Text Book Page No: 190, 193	<ul style="list-style-type: none"> • The teacher explains how to use linkers 'on the whole', 'however', 'though' etc. • Explains the passive form when the agent is not given. 	<ul style="list-style-type: none"> • Refers to a dictionary and group them according to the function they perform <p>a. Page:191 b. Page:192 c. Page: 192 d. Page:192</p> <ul style="list-style-type: none"> • Edit the paragraph page 193 	-

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19	UNIT - 6 (A) Reading: My Childhood	Creative writing: <ul style="list-style-type: none"> • Learns how to write 'Diary Entry'. • Learns to write personal letter. • Identifies the aspects related to the heritage of Kalam and his village 	Text Book Page No:194, 195	<ul style="list-style-type: none"> • Teacher explains how to write a diary both orally and in written form. • Explains how to write aspects related to the heritage of Kalam and his village. • Explain how to write a reply letter. 	<ul style="list-style-type: none"> • Write a 'Diary Entry' on humanity of Kalam in the class room 	<ul style="list-style-type: none"> • Writing on page 205
19		Speaking: <ul style="list-style-type: none"> • Listens to passage at page no:212 	Text Book Page No:212 & 213	<ul style="list-style-type: none"> • Teacher reads the lesson at page no:212 and asks questions at page 195. 	<ul style="list-style-type: none"> • Oral Activity <ol style="list-style-type: none"> i) Role play ii) Group Discussion 	-
19		• Study Skills	Text book Page no. 197	-	-	• Study Skills
20	UNIT-6 Reading: B A Plea for India	Poem: "A plea for India" <ul style="list-style-type: none"> • Recites the poem, understands and appreciates • Identifies the theme and events • Asks the questions in oral and in written to get the answers. 	Text book Page no. 198, 199	<ul style="list-style-type: none"> • Reads the poem loudly with proper stress and intonation • Encourages the learner to talk about the theme. • Discuss the tone of the poem • Asks questions on the poem 	<ul style="list-style-type: none"> • Recites the poem loudly once again. • Identifies the theme and tone of the poem. • Answers the given questions at page 199. 	<ul style="list-style-type: none"> • Read the poem again and again
20		Project Work	-	-	-	<ul style="list-style-type: none"> • Project work on page no. 206