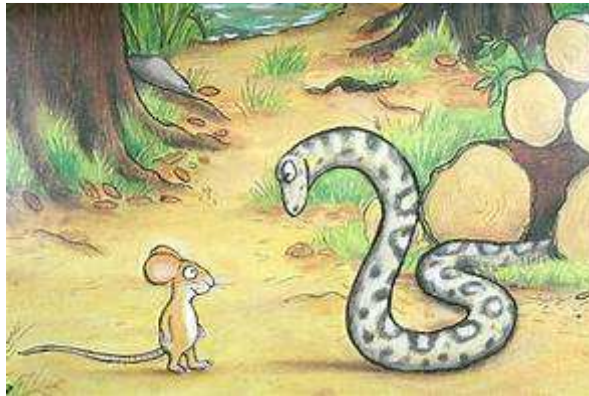


TERM II

CLASS 8

THE MOUSE AND THE SNAKE



PREVIOUS KNOWLEDGE TESTING:

- 1) *Should one be a bad person?*
- 2) *Do you know any story about relevance of 1st question?*

TEACHING AIDS:

Chalk , book, greenboard and textbook

OBJECTIVE:

1. *To enable the students to comprehend the chapter .*
2. *To develop an understanding of the main idea of the chapter .*

PROCEDURE:

The chapter will be read aloud with proper modulation and intonation .

VOCABULARY USED:

Feast, Lain

ACTIVITY:

Write a story with moral that we should not be greedy

RECAPITULATION:

Important rules of the chapter will be discussed with the smart class. Few questions will be asked .and those from back exercises will be given for better understanding.

HOME ASSIGNMENT:

Worksheets will be given for practice of topic.

LEARNING OUTCOMES:

The students will learn new stories and morals

TOPIC: THE GREAT SPORT



OBJECTIVES

: Students will be able to :

1. read to comprehend and infer.
2. understand colloquialism.
3. transform sentences from simple to complex.
4. practice tongue twisters.
5. Write a formal letter.

PK TESTING

: (a) Do you like to play sports?

(b) How many types of sports are there?

(c) What are the benefits of playing sports?

VOCABULARY

: (a) means, (b) fencing (c) adhere (d) enforced (e) reserve.

IMPORTANT

(a) Strategic (b) anticipate (c) stamina (d) dual (e) decoy.

SPELLING

EXPLANATION /

: Teacher will begin by explaining that the history of sports goes back to at least 3000 years with first Olympic games in 1600BC. The ancient Greek introduced formal sports. Teacher will assist with proper stress and intonation. New words will be discussed and explained in the class.

AIDS AND

INNOVATIVE

METHODS

SUBJECTS

RESOURCE

: Audio visual Aids, Books, chalk, duster etc.

LEARNING

: Enhanced interpersonal and communication skills, As the students will play games, it will enhance their mood and reduce stress.

OUTCOME

ASSESSMENT

Students will be assessed on oral drill, certain questions will be asked pertaining to the text.

NYAMINYAMI THE ZAMBEZI RIVER GOD

LEARNING OBJECTIVES-

- To make students comprehend and narrate the text effectively.
- Inculcate the value of staying in harmony.

PREVIOUS KNOWLEDGE TESTING-

Following questions will be asked from the students-

- What does Nyaminyami look like?
- Who built Kariba dam?
- What is the old name of Zambezi?

VOCABULARY USED-

Meaning and usage will be explained to the students-
Ceremonial, Downstream, Prosperity, Avoidance

IMPORTANT SPELLINGS-

Tremor, Metaphor, Representative, Calabash, Unprecedented

AIDS/INNOVATIVE METHODS/RESOURCES-

Textbook, Audio- Visuals-Smart Board, Green Board, Group Discussion by students.

LINKS-

www.safariafrica.co.za

PROCEDURE-

Discussion on Nyaminyami will be done in the class. The chapter 'Nyaminyami the Zambezi river God' will be read by the students paragraph-wise so that students get a fair idea of story. Each paragraph will be explained in detail marking difficult words and giving their meanings.

CO- SCHOLASTIC ACTIVITIES _

Students will be told to read the story. They will be asked to collect the pictures of famous Dams and Rivers and paste them in their notebook and also write down about the same.

ART INTEGRATION WITH OTHER DOMAIN-

Art in the form of Geography, Psychology, Sociology and languages will be integrated.

STUDENTS' PARTICIPATION

Students will be actively involved in the reading of the chapter 'Nyaminyami the Zambezi river God'. They will collect information from internet and various books and magazine and paste pictures of famous rivers and dams in their notebook.

RECAPITULATION/ ASSIGNMENTS-

Important points of the chapter will be discussed with the students. Various questions will be explained in the class. Value based questions will be put and students will frame their answers.

LEARNING OUTCOMES-

The students will be able-

To know and understand the theme of the lesson.

To know about authors and their works.

To use imagination to write a story based on a given picture.

ASSESSMENT-

Oral and written responses

Quiz in the form of MCQ.

DEBATE WRITING



LEARNING OBJECTIVES –

*Students will be able to: learn to voice their opinions.
Conduct research using multiple sources to support a position in a debate
Participate in a debate arguing one position in a focused manner.
To effectively communicate the new evidence to their peers.*

PREVIOUS KNOWLEDGE TESTING-

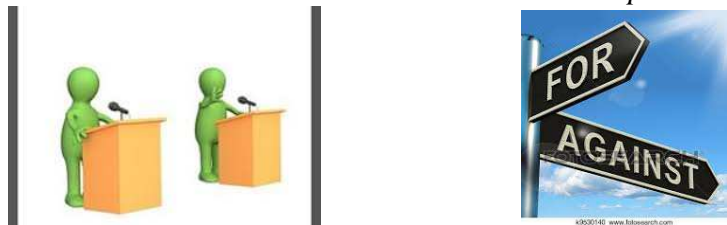
*Following questions will be asked from the students-
What is a Group Discussion?
How will you express your ideas?
What are the qualities of a good speaker?*

AIDS / INNOVATIVE METHODS / RESOURCES –

*Audio Visual, Green Board, Charts, Placards and Role play enactment.
Links- <https://targetstudy.com>
<https://www.successcds.net>*

PROCEDURE –

The students will be explained the two forms of Debate- ‘For’ and ‘Against’. Format of writing a Debate will be discussed on the Green Board. Suitable example will be shown on the smart board.



CO- SCHOLASTIC ACTIVITIES –

The class will be divided into groups for the Role Play for Debate. Students will scrutinize different points of view related to an issue like ‘Should Students be required to wear uniforms at School?’ They will give their opinions as a Parent, School Principal, Teacher as well as a Student.

ART INTEGRATION –

Art in the form of Drawing, Dramatics, Psychology and Languages will be integrated.

STUDENTS’ PARTICIPATION –

The students will actively participate in the Role Play Enactment for Debate. They will be divided into groups and will be given different roles to give their point of view according to their characters on one topic. They will introduce themselves and will argue the topic from the perspective of their character.

RECAPITULATION / ASSIGNMENT –

Format of writing or Debate will be discussed with students. Important points will be explained again in the class on the Smart Board. Few topics of Debate writing will be given to solve to the students from BBC.

LEARNING OUTCOMES –

STUDENTS WILL BE ABLE TO UNDERSTAND THE DIFFERENT STYLES OF WRITING.

ASSESSMENT -

Oral and written responses

DEBATE CARDS

You think that all children should wear school uniforms while at school.



You think that school uniforms should not be compulsory.



You think that it is necessary to have meat in a person's diet.



You think that it is not necessary to have meat in a person's diet.



You think that cats make better pets.



You think that dogs make better pets.



You think that sport is more important than art.



You think that art is more important than sports.



You think reality shows are better than sit coms



You think that reality shows are fake and sit coms are better



PREPOSITION

Prepositional Phrases				
AT	OUT	IN	BY	ON
at a rate of at a speed of at a standard at all costs at all events at issue at large at hand at long last at liberty at most at night at once at present at war at one's service at one's request	out of practice out of reach out of respect for out of sight out of stock out of work out of the ordinary out of the question 	in fear of in fashion in flower in full in future in gear in general in good condition in good faith in kind in harmony (with) in haste in hiding in high spirits in honor of in horror in ink	by design by dint of by far by force by hand by heart by law by marriage by means of by mistake by my watch by nature by no means by request by rights by sight	on an expedition on an island on approval on average on bail on behalf of on board on business on order on request on show on strike on suspension of on the agenda on the brink of on the edge of on a regular basis

LEARNING OBJECTIVES-

Students will be able to identify and define Preposition.

- To demonstrate correct usage of Prepositions.
- To construct sentences using correct Preposition.

PREVIOUS KNOWLEDGE TESTING-

Following questions will be asked from the students-

- What is a sentence?
- Identify subject and object from the following sentences-
- Ram is sitting on the last bench.
- The cat is under the tree.

AIDS / INNOVATIVE METHODS / RESOURCES –

Grammar book, BBC, Audio Visual Smart Board, Green Board, PPT File, Charts, Placards and objects.

Links- <https://www.grammarbank.com>

<https://www.englishclub.com>

PROCEDURE –

Sentence and its types will be discussed with the students. Definition of Preposition and its kind will be explained to the students with the help of examples. Usage of Preposition will be explained to the students.

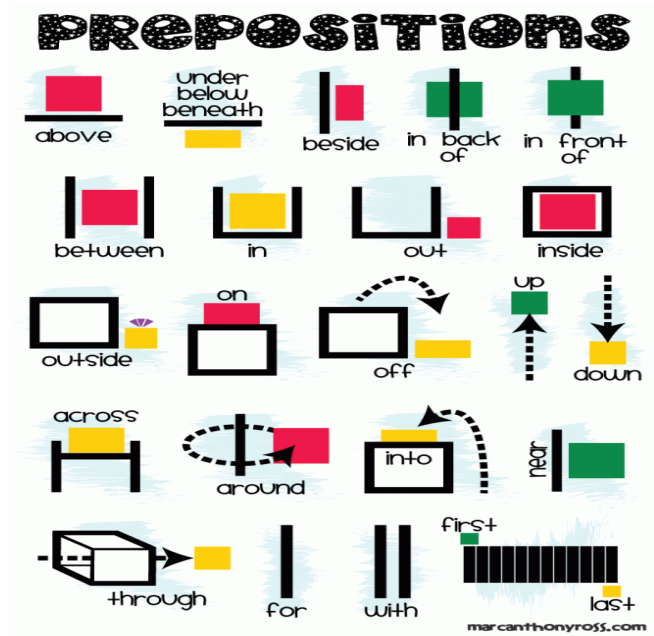
CO- SCHOLASTIC ACTIVITIES –

Students will actively participate in the fun activities. Students will be told to:

Draw a boy on the slide.

Draw a plane flying in the sky.

Draw a kite up on the tree.



ART INTEGRATION WITH OTHER DOMAIN –

Art in the form of Drawing, Music and Languages will be integrated.

STUDENTS' PARTICIPATION –

Students will be told to enact a situation in the class and other students will frame a sentence of the same. They will also make charts and placards to explain different types of Prepositions.

RECAPITULATION / ASSIGNMENT –

BBC and Grammar exercises will be discussed in the class. Usage of Prepositions will be explained on the Green Board. Worksheets will be given for practise.

LEARNING OUTCOMES –

*Students will be able to understand the usage of Prepositions.
They will be able to frame a correct sentence.*

ASSESSMENT –

*Oral and written responses and worksheets.
MCQ will be conducted in the class.*

Name: _____

Sort the Prepositions

Directions: Think about how these prepositional words are used and sort them into categories. Some words may belong to more than one group.

at in over on out-of between up
down away-from below under towards to
through into across along in-front-of
above next-to behind

prepositions
of time

prepositions
of place

prepositions
of movement



LOUIS PASTEUR



PREVIOUS KNOWLEDGE TESTING:

- 1) *What do you understand by the word encouragement?*
- 2) *Do you ever encourage anyone?*

TEACHING AIDS:

Chalk , book , greenboard

OBJECTIVES: 1. *To enable the students to comprehend the chapter .*
2. *To develop an understanding the main idea of the chapter .*

PROCEDURE: *The chapter will be read aloud with proper modulation and information .*

VOCABULARY USED: *Morality, Surmised*

Activity:

Write a story related to this chapter

RECAPITULATION: *Important rules of the chapter will be discussed. Few questions will be asked and back exercise will be given for better understanding.*

HOME ASSIGNMENT: *Written and oral assignment*

LEARNING OUTCOME: *The students will learn new stories and morals*

KAYLA WHEELER

OBJECTIVES

- : 1. *Students will be able to read to comprehend and infer.*
- 2. *Learn about idioms and fixed expressions.*
- 3. *Use literary words.*
- 4. *Write a report*

PK TESTING :

- (a) *Do you ever feel let down?*
- (b) *Why do you feel so?*
- (c) *How do you motivate yourself?*
- (d) *What do you think you have that you should thank God for?*

VOCABULARY

- : (a) *debilitating.*
- (b) *sensation.*
- (c) *articulate*

IMPORTANT WORDS

- : (a) *Congenital*
- (b) *Paralympic*
- (c) *Hydrotherapy*
- (d) *endurance*
- (e) *aforementioned.*

EXPLANATION / AIDS AND INNOVATIVE METHODS

- : *Chapter will be read aloud in the class, turn wise by the students. Teacher will assist in correct pronunciation and intonation. Teacher will begin by explaining that we can achieve everything, we set our heart at. Teacher will cite examples of same disabled people like – Stephen, Hawking, Beethoven etc. whose physical handicap also couldn't stop them from achieving their goal.*

STUDENT'S PARTICIPATION/ ACTIVITIES

- 1. *Students will be divided in group of 6. Students will prepare a radio script for presenting a radio programme. Radio show must have a radio jockey. There will be an interview session with a personality as well as fillers (e.g. jokes, advertisements, jingles, songs / music etc.)*
- 2. *Students will make a power point presentation on the provisions made for the disabled like inclusive education, separate pavements in Malls etc.*

RECAPITULATION

- : *Teacher will encourage the students to summarise the chapter*

in their own words. Teacher will assist them with the same.

ASSIGNMENT

: *Students will collect information about a famous personality and write a biosketch in their notebooks.*

RESOURCE

: *Audio visual Aids, Books, chalk, duster etc.*

ART INTEGRATION

: *Moral Science, GK, Public Speaking.*

WITH OTHER

DOMAIN

LEARNING

: *Enhanced interpersonal and communication skills. Students will be sensitized about the special needs of the differently abled people.*

OUTCOME

ASSESSMENT

Students will be assessed on the dialogue delivery, content writing and speaking skills.

TOPIC: THE BISHOP'S CANDLESTICKS

TOPIC: THE BISHOP'S CANDLESTICKS



OBJECTIVES

- : Students will be able to :
1. read to comprehend and infer.
 2. understand paradox
 3. join sentences
 4. know about phonetic symbols
 5. Write a diary entry.

PREVIOUS KNOWLEDGE TESTING

- : Teacher will begin by asking :
- (a) Do you like to help others?
 - (b) In what ways do you help others?
 - (c) How do you feel after that?
 - (d) Why is it important to be kind?

VOCABULARY

- : (a) Bishop (b) convict
(c) gendarmes (d) reluctant
(e) anew

Important Spellings

- : (a) preaching (b) temptation
(c) gendarmes (d) reluctant
(e) anew

EXPLANATION / AIDS AND INNOVATIVE METHODS

- : Chapter will be read aloud in the class, turnwise by the students. Teacher will assist in correct pronunciation and intonation. Teacher will begin by explaining that we can achieve everything, we set our heart at. Teacher will emphasise on the human qualities of kindness, benevolence and love.

STUDENT'S PARTICIPATION/ ACTIVITIES

- : 1. The class will be divided in three groups. Each group will enact on the recurring themes of the play.



RECAPITULATION

: Teacher will encourage the students to summarise the chapter in their own words. Teacher will assist them with the same. To check the understanding the teacher will ask the following questions :

1. What do you know about the prisoner?
2. What did he take from the Bishop's house?
3. What did Bishop do when he came to know that the stranger was a convict?
4. Comment on the generosity of the Bishop.

ASSIGNMENT

: Students will write a paragraph on benevolence.

ART INTEGRATION

: Theatre, Social Study, Moral Science

WITH OTHER DOMAIN

LEARNING

OUTCOME

: These activities will lead to aesthetic appreciation, cooperation/collaboration, help build self-confidence, interpreting the material in expressive ways. Verbal and non-verbal expression of ideas.

RESOURCE

: Audio visual Aids, Books, chalk, duster etc.

CO-SCHOLASTIC ACTIVITIES

: Theatre / Drama.

ASSESSMENT

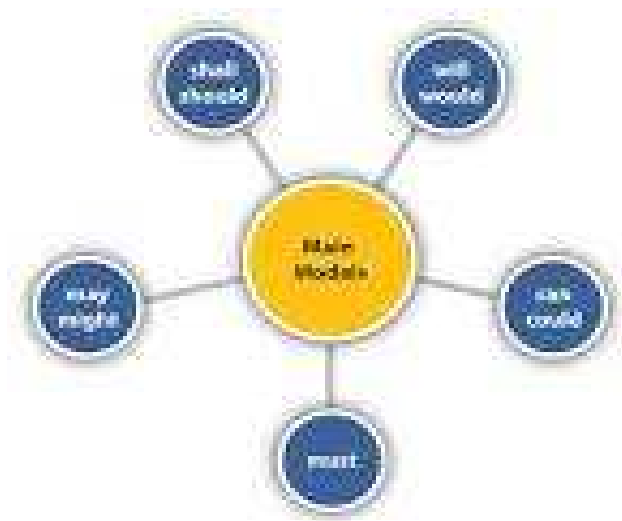
: Oral and written assignment and group discussion

THE INCHCAPE ROCK

OBJECTIVES	<p><i>Students will be able to –</i></p> <ul style="list-style-type: none"> • <i>Enhance their vocabulary</i> • <i>Students will be able to - Understand the theme of the poem</i> <i>- Read to comprehend and infer</i> • <i>They will learn about eye rhyme</i> • <i>They will learn poetic justice or karma</i>
P.K.TESTING	<p><i>Transaction would proceed in the following manner-</i> <i>Ask the Students : What is a theme ?</i> <i>What do you mean by “You Reap what you Sow”</i> <i>Brain Storming –The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now.</i></p>
VOCABULARY USED	<i>Mirthful, surge, despair, plundered</i>
INNOVATIVE METHOD	<i>Some stories leave gaps for us to fill in. In this story there are a number of gaps</i>
PROCEDURE	<i>After the poem is read aloud then class will be divided into groups and they will be asked to work out how it illustrates the idea that you Reap what you Sow. Then they will be asked to fill the gaps of the story e.g. Why Sir Ralph cut the bell.</i>
STUDENT S PARTICIPATION	<i>Students will be asked to write the thoughts going through Sir Ralph’s mind as he drowns.</i>
RECAPTULATION	<p><i>They say when people drown their whole life flashes before their eyes like a movie.</i> <i>What might flash before his eyes?</i></p>
ART. INTEGRATION WITH THEIR DOMAIN	<i>Fusion of drama, Drawing, Science</i>

LEARNING OUTCOME	<i>Students will be more creative. They will read their work aloud to class</i>
RESOURCES	<i>Chalk, Duster, book</i>
CO-SCHOLASTIC ACTIVITY	<i>Drama, eye rhyme</i>
ASSESSMENT	<i>Point out that there are many poems like “The Inchcape Rock” which require the students to fill in the gaps The students will be asked to frame more stories like the one mentioned above.</i>

MODALS



LEARNING OBJECTIVES:

1. To teach students the concept of Modals.
2. To make them understand the usage of Modals.
3. They should be able to explain what a modal is.
4. To make them enable to give examples of modals in spoken language.
5. They should be able to analyze the proper usage of Modals.
6. They should be able to differentiate between the modals used for possibility, obligation and necessity by identifying these types of modals in the language around them.
7. They should be able to choose an appropriate modal to complete a sentence.

TEACHING AIDS:

Blackboard, Chalk and Grammar Book

PREVIOUS KNOWLEDGE TESTING

1. What are verbs?

2. How are they used in sentences?
3. Give some examples
4. Few sentences will be written on board and students will be asked what kind of sentences are these?
For example:

We will do some exercises.

He should exercise everyday

I can speak English

May I borrow a book for a day?

Activity

Students will be organized in groups. Each group will be assigned one category of modals. Then each group will be asked to write a short skit or dialogue demonstrating the use of modals within the category they have been assigned. Each group will be given 10-15 minutes. After they are finished they will be asked to present it.

SUBJECT INTEGRATION: This will help in developing the intellectual skills of the students. They will improve upon their language function and also learn grammatical skills. They will also improve upon their spoken.

PROCEDURE:



***Bart.....
You MUST go out
of this room
immediately***

***Oh Lisa! You
SHOULD go out
and see some
friends....***

***Ok Bart you
CAN go out.***

Look at the sentences Marge says



DEFINITION:

A Modal verb is a type of auxiliary verb that is used to indicate modality- that is likelihood, ability, permission, possibility.....



**Two of my friends can play guitar.
(ABILITY)**

MODAL VERBS:

Can Would
Could Shall
May Should
Might Ought to
Will Must

STRUCTURE:

<u>SUBJECT</u>	<u>MODAL VERB</u>	<u>MAIN VERB</u>	<u>COMPLEMENT</u>
I			
WE	MUST	GO	TO SLEEP
THEY	CAN	DRINK	SOME WATER
YOU	SHOULD	EAT	SOME FOOD
HE	MAY	DO	EXERCISE
SHE	WILL		
IT			

**USE THE BASIC FORM OR INFINITIVE OF THE MAIN VERBS
AFTER THE MODAL VERBS**

MODAL VERBS:

Simple

I could work

Continuous

I could be working

Perfect

I could have worked

Perfect Continuous

I could have been working.

CO-SCHOLASTIC ACTIVITIES:

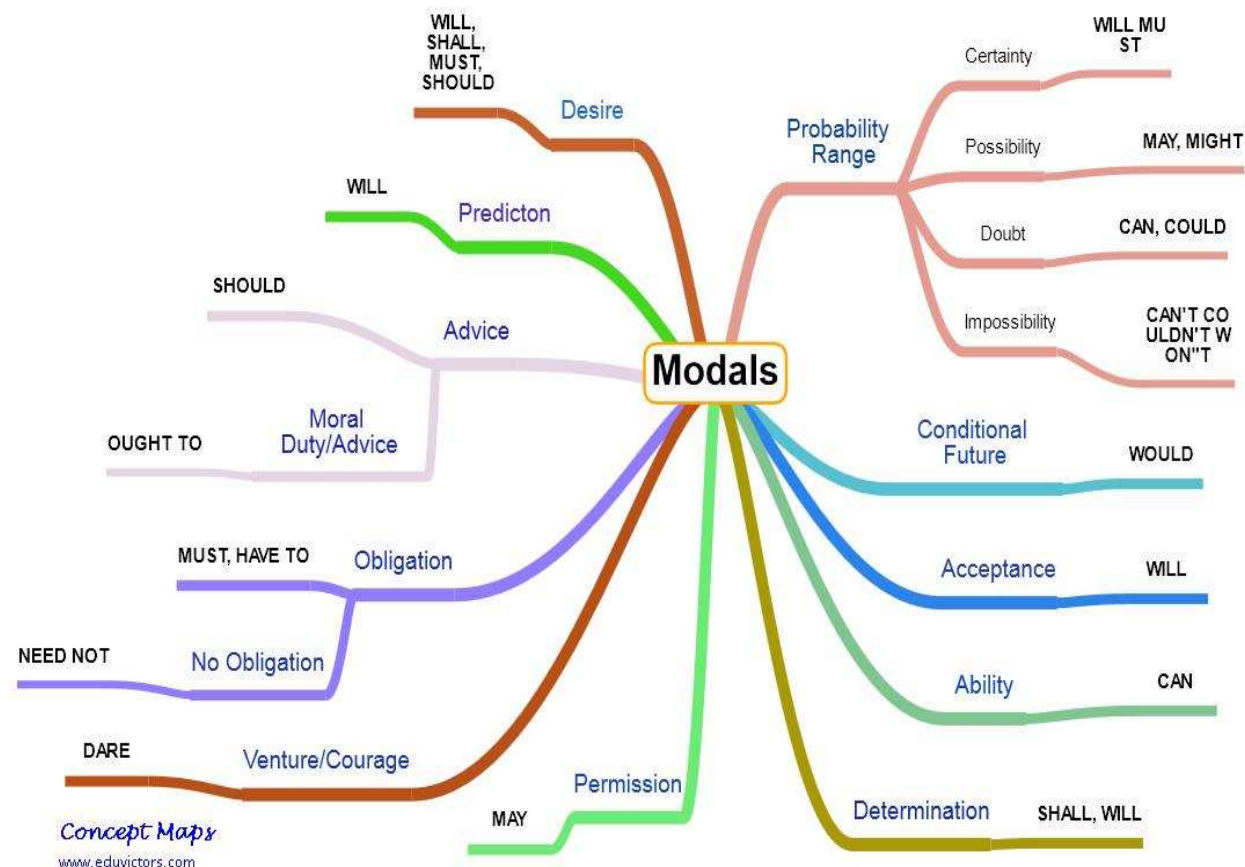
Crossword will be given to students. Quiz will be conducted.



PARTICIPATION OF STUDENTS

Students will be asked to make sentences with various modals.

They will actively participate in the activity and play the game.



RECAPITULATION:

- Exercises will be discussed.*
- Short questions based on the topic will be asked.*

3. *They will be asked to solve various exercises on the smart board.*
4. *They will be made to write down the various types of modals.*
5. *Various exercises will be solved from the grammar book.*

HOME ASSIGNMENT:

1. *Exercises discussed in the class will be given as home task.*
2. *Exercises will be given to be solved in the grammar book.*

LEARNING OUTCOMES:

1. *Students will be able to read sentences aloud with appropriate pause, speed and pronunciation.*
2. *They will actively participate in the activity.*
3. *They will be able to give response to various questions based on topic.*
4. *They will be able to differentiate between various modal verbs by giving examples.*
5. *They will be able to think critically, compare and contrast between different modal verbs.*
6. *They will be able to analyze the proper usage of modals.*

ASSESSMENT:

Worksheet will be conducted. Home Assignment will be assessed.

Who says that? MUST/MUSTN'T

Complete the sentences with must or mustn't and the correct verb in the list. Then match them to the pictures.



You _____
junk food
because it's not
healthy.

You _____
your seat belt when
you go by car.



You _____
the park
clean to enjoy it.

You _____
your dog twice a
day to keep him
fit.



You _____
late for
school.

You _____
loudly in a library.



I _____ an
umbrella because
it's raining.

It's our secret.
Remember, you _____
your brother.

We _____
endangered species
or they'll die out.



You _____
too much TV. It's
bad for your eyes.

A driver _____
when he sees this sign.

be
brush
eat
fasten
feed
go
keep
listen
protect
speak
stop
take
tell
watch
wear



You _____
your teeth after
each meal.

You _____
to the
dentist if your
tooth aches.



You _____
to loud music late
at night.

You _____
a helmet to
protect your head
when you
ride your bike.

MODAL VERBS

Complete the sentence with a suitable modal verb in the past.

- 1.- Julio missed the plane. He (get up) earlier.
- 2.- Gina isn't at home . She (go) out.
- 3.- You look tired. You (be) with friends until too late.
- 4.- Helen did very well in the exam. She (study) very hard.
- 5.- The girls arrived late for work. They (miss) the 8.00 train.
- 6.-The film was very sad so I cried a lot. I (watch) it.
- 7.-The team was beaten because Tony didn't score any goals. He (play)yesterday.
- 8.- Barbara was very disappointed. She (choose) for the school play.
- 9.-Linda didn't enjoy so much at the party. Her best friend (come) with her.
- 10.-Miriam missed an episode of her favourite soap opera. She (record) it.
- 11.-Lorenzo still hasn't forgiven her. She (apologize)
- 12.-Edward broke his leg in the snow. He (learn) to ski.
- 13.-Look! There is no sugar. You (buy) some yesterday.
- 14.-The cat is hungry. I (feed) him this morning.
- 15.- Lucy lost his mobile phone on the bus. She (be) more careful.
- 16.- Yesterday it was very hot. You (go) to the swimming pool.
- 17.- You'd better drive more carefully. You (cause) a bad accident.
- 18.- If you don't eat meat, you (tell) me when I invited you for dinner.
- 19.- He loves drinking coffee but today he (drink) tea for breakfast.
- 20.- I don't know what to do. I (ask) the doctor.



MODAL VERBS

Complete the sentences with the correct modal verb in *italics*:

1. You *must / should / shouldn't* be 18 before you can drive in Spain.
2. You *don't have to / mustn't / shouldn't* go to bed so late. It's not good for you.
3. You *don't have to / mustn't / shouldn't* wear a school uniform in most Spanish state schools.
4. You *must / mustn't / needn't* come. I can do it without you.
5. You *don't have to / must / mustn't* copy during exams.
6. You *don't have to / mustn't / shouldn't* be very tall to play football.
7. You *must / mustn't / needn't* be a good writer to win the *Pulitzer Prize*.

Complete the sentences with the positive or negative forms of *must* or *have to*.

1. Brilliant! I _____ study tonight because I've finished my exams.
2. You _____ use a mobile phone on a plane.
3. You can go out, but you _____ be home by midnight.
4. Jo _____ go to school by bus. She lives nearby.
5. We _____ cook tonight. We can get a pizza.
6. She _____ get up early. She's on holiday.
7. You _____ study harder or you are going to fail.
8. You _____ drive faster than 120 km/h on the motorway.

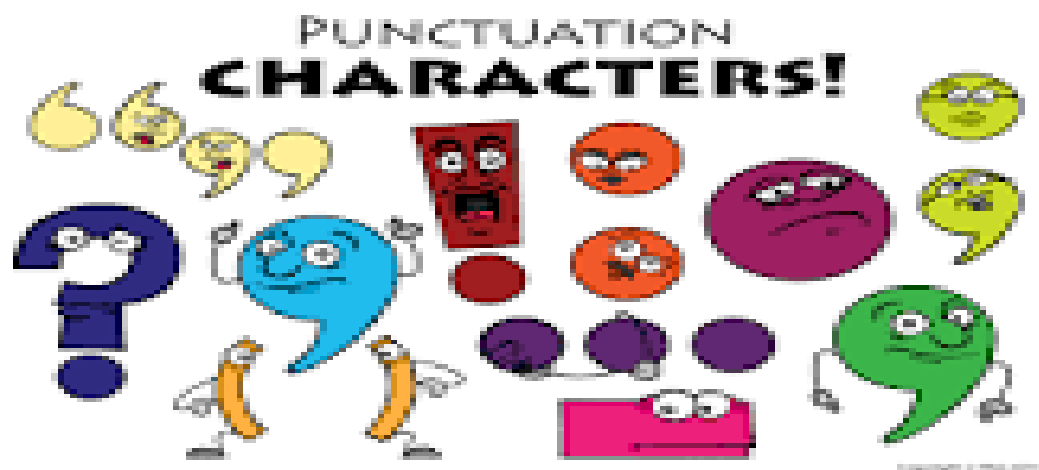
Complete the sentences with the correct modal verb. Use *must*, *mustn't*, or *don't have to*.

I _____ go to school from Monday to Friday. We _____ wear a uniform, so I normally wear sports clothes. We _____ arrive late, and we _____ go to every class. In class, we _____ shout, play or sing. We _____ have lunch at school, so I sometimes go home. When school finishes, I _____ look after my little sister. When my parents come home I _____ stay in, so I usually go out with my friends. When I get home, I _____ do my homework. I _____ go to bed late, except on Fridays, when I _____ go to bed before midnight.

Choose the correct modal verb in *italics*:

1. I *can / can't / might* go out tonight. I'm too busy.
2. I haven't studied enough. I *may / may not / might* pass my exams.
3. I *could / couldn't / might* be here next weekend.
4. They say it *can / could not / might* snow tomorrow.
5. She *can / might not / won't be able to* help us. She's not available.
6. *Can / May / Might* you come to my party?
7. We should run or we *can / might / might not* miss the bus.
8. I don't know, but I *can / couldn't / may* be late.

PUNCTUATION



LEARNING OBJECTIVES:

To make the students familiar with the different punctuation marks.

- To enable them to use the different punctuation marks in the correct way.
- Demonstrate an understanding of punctuation through correct usage.
- Identify when each punctuation mark (period, exclamation point, question marks, comma and quotation marks) is needed.

TEACHING AIDS:

Blackboard, Chalk, Duster, Grammar Book

PREVIOUS KNOWLEDGE TESTING

Students will be asked where do we use full stop(.), question mark(?), apostrophe('), exclamation mark(!), comma(,) etc.

AIDS OR INNOVATIVE METHODS USED:

1. **Activity:** Class will be divided into pairs. Students will be asked to find out any two sentences from their English text book with the following punctuation marks:

Full stop (.)	Exclamation mark (!)
Question mark (?)	Apostrophe (')

Each pair will write the sentences in the notebooks and read them to the whole class.

2. Students will be divided in various groups. They will be given sentence sets with correct and incorrect punctuation. They will be told to discuss the difference in the meaning that punctuation makes.

***I did it.
I did it?
I did it !***

***Kill him, not
Leave him.
Kill him not***

SUBJECT INTEGRATION:

Students will learn accurate, fluent and appropriate usage of language. They will also be able to judge and adjust the speed of reading.

CO-SCHOLASTIC ACTIVITIES:

Role play and quiz will be conducted in the class.

PROCEDURE:

- 1. Students will be shown punctuations in the smart class.*
- 2. They will be explained the different types of punctuations and their uses.*



PARTICIPATION OF STUDENTS:

The students will actively participate in the class by performing the activity.

- 1. While explaining the topic, students will be asked some questions.*
- 2. Students will make sentences with different punctuation marks in their notebooks.*
- 3. They will be asked to summarize the key points at the end of the topic.*

RECAPITULATION:

- 1. Exercises will be discussed.*
- 2. Short questions based on the topic will be asked.*
- 3. They will be asked to solve various exercises on the smart board.*
- 4. They will be made to write down the various rules of using punctuations with examples of each type.*
- 5. Various exercises will be solved from the grammar book.*

HOME ASSIGNMENT:

- 1. Exercises discussed in the class will be given as home task.*
- 2. Exercises will be given to be solved in the grammar book.*

LEARNING OUTCOMES:

- 1. Students were able to read sentences aloud with appropriate pause, speed and pronunciation.*
- 2. They actively participated in the activity.*
- 3. They asked and responded to questions based on topic.*
- 4. They could think critically, compare and contrast the different punctuation marks.*
- 5. They could also infer the meaning of various punctuation marks.*

ASSESSMENT:

Quiz will be conducted in the class.

Test in the form of worksheet will be conducted in the class.

Punctuation and Capitalization

Name: _____ Date: _____

Instructions: Add the correct punctuation and capitalization to each sentence. Include commas, periods, question marks, and quotation marks where needed.



1. what are you bringing to the picnic she asked her teacher
2. she shouted I don't care if i ever see you again
3. You're the finest thing i ever did see she told her new kitten
4. Karl asked his coach how late is chris going to be to the game

Rewrite each sentence with the correct punctuation. Capitalize words and add quotation marks where needed.

1. Mustang sally you better slow your mustang down he sang

2. i need you like a fish needs a bicycle she said as she stormed out of the room

3. he told her i wish you wouldn't say those hurtful things

4. im about three-fourths of the way done with my paper she told her tutor

5. im studying during the summer because i want to get smarter and give myself a better chance of success the child thought to himself

STORY WRITING

LEARNING OBJECTIVES:

- *To analyze the story structure and language needed for story writing.*
- *To be able to recognize and use transition words.*
- *To be able to write strong endings to their narratives.*



TEACHING AIDS:

Blackboard, Textbook, Duster, Chalk

PREVIOUS KNOWLEDGE TESTING:

1. *Do you like stories?*
2. *Which is your favourite story?*
3. *What do you like about your favourite story?*

AIDS OR INNOVATIVE METHODS USED:

- **Activity:** *Students will be given a storyboard worksheet. They will be asked to complete the storyboard with their own ideas for a story. They will also be asked to make their own storyboard chart and fill it in with writing.*
- *They will also be told to make a comic strip of their favourite story in their notebooks.*
- **Subject Integration:** *Students will integrate drawing as they will make storyboard charts and comic strips. They will improve upon their imagination and will also incorporate moral values.*

CO-SCHOLASTIC ACTIVITIES:

Story writing competition will be conducted in the class. They will also be told to make a comic strip.

PROCEDURE:

1. *Students will be shown the title, cover and some pictures from the story. Children will be asked to predict about the story. This will be used as an opportunity to tackle some of the more difficult words from the story.*
2. *They will be shown a story on the smart class.*
3. *Students will be explained about the necessary ingredients of a story*

PARTICIPATION OF STUDENTS

1. *The students will actively participate in the class by performing the activity.*
2. *While explaining, students will be asked questions.*
3. *Students will perform the activity and make a comic strip in their notebooks.*
4. *They will be asked to summarize the key points at the end of the topic.*

RECAPITULATION:

1. Important points for writing a story will be discussed.
2. Test will be conducted in the class.

HOME ASSIGNMENT:

Students will be asked to write few stories with morals in their notebooks.



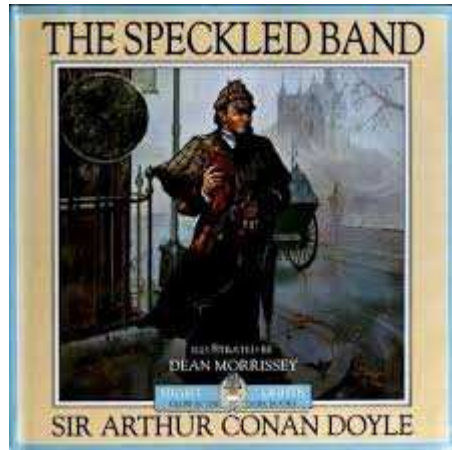
LEARNING OUTCOMES:

1. Students will be able to frame their own stories.
2. They will actively participate in the activity.
3. They will ask and respond to questions based on the topic.
4. They will be able to think critically.
5. They will also learn various moral values.

ASSESSMENT:

Story writing competition will be conducted in the class.

THE SPECKLED BAND



LEARNING OBJECTIVES:

- To enhance fluency, intonation, stress and language function.
- Children should be able to read and comprehend the chapter.
- They should use vocabulary words in context.
- The students should enjoy the adventure in the story.
- Students should be able to learn about the plot of 'The Speckled Band'
- To enable the students to understand the mystery in the story .
- To enrich their active and passive vocabulary.

TEACHING AIDS:

Blackboard, Chalk, duster and Textbook

PREVIOUS KNOWLEDGE TESTING:

- What kind of books do you like to read?
- Do you love mystery?
- Why do you like mystery books?
- Why are detective stories so popular?
- How is a mystery different from other fiction novels?
- Which are the best mystery books to read?

VOCABULARY USED:

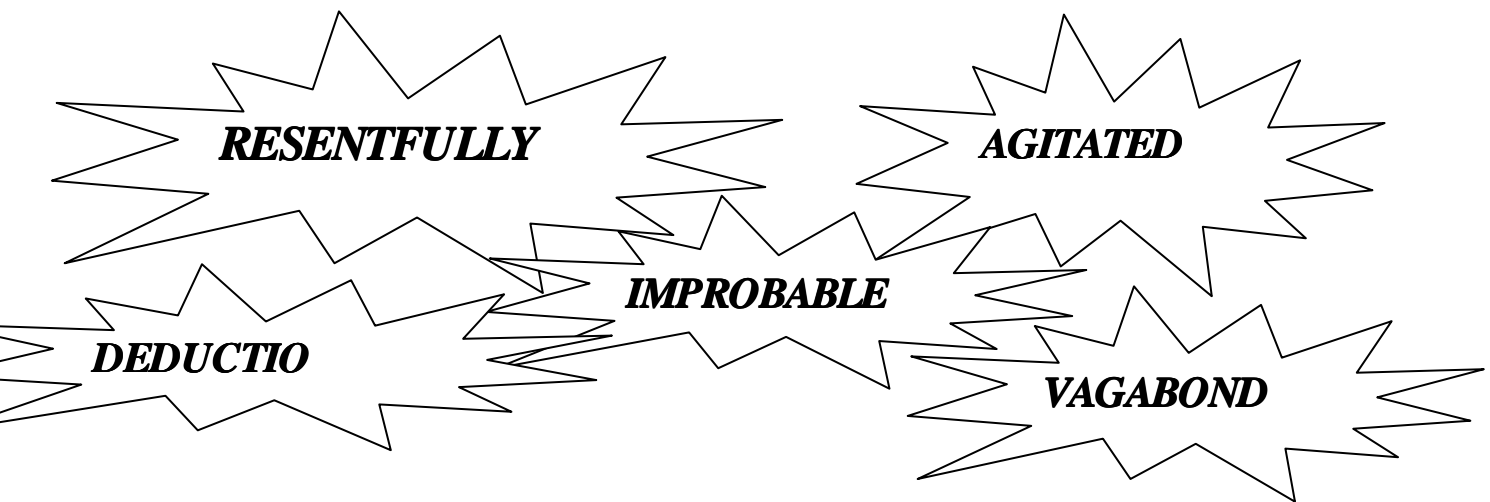
1. List of words for pronunciation drill

S.no	WORDS
1	Resentfully
2	Agitated
3	Vagabonds
4	Coincidentally

MEANINGS OF NEW WORDS WILL BE EXPLAINED:

Resentfully, Agitated, Deduction, Improbable, Vagabonds, Bell-rope.

IMPORTANT SPELLINGS WILL BE DISCUSSED



AIDS OR INNOVATIVE METHODS USED:

- **Activity:** Students will be asked to work in groups and concoct a mystery of their own with clues and other things of that nature. This could be a kind of like a scavenger hunt. Award prizes to the team who completes it first.
- Split the class into groups and assign each group one portion of this story. Have each group create a puppet show of their section to present to the class. Later they will be asked to write why their assigned portion was so important to the plot.
- The class will be divided into groups and will be asked to perform a role play.
- **Subject Integration:** Students will enhance their imagination and creativity. They will improve their intellectual and communication skills. They will also learn to work in a team. This will help in increasing their self confidence.

CO-SCHOLASTIC ACTIVITIES:

Role play will be performed.

PROCEDURE:

- The chapter will be introduced as a story which will make it more interesting for students.
- Reading and explanation of the chapter will be done .The story will be read aloud in the class with proper voice modulation and intonation.
- The chapter will be shown on the smart board for better understanding.
- In order to enhance vocabulary, the meanings of difficult words will be explained to students.



PARTICIPATION OF STUDENTS

- The students will actively participate in the class by reading the chapter.
- While explaining the chapter, students will be asked questions.
- They will concoct a mystery.
- They will also perform a puppet show and the role play.
- They will be asked to summarize the key points at the end of the chapter.

RECAPITULATION:

- Exercises given at the back of the chapter will be discussed.
- Short questions based on the chapter will be asked.
- Word meanings will be discussed.
- **REFERENCE QUESTIONS WILL BE DONE IN THE CLASS.**

HOME ASSIGNMENT:

- Questions/Answers discussed in the class will be given as home task.
- Character sketch will be done in the notebooks.
- Meanings of difficult words will be done in the notebooks.

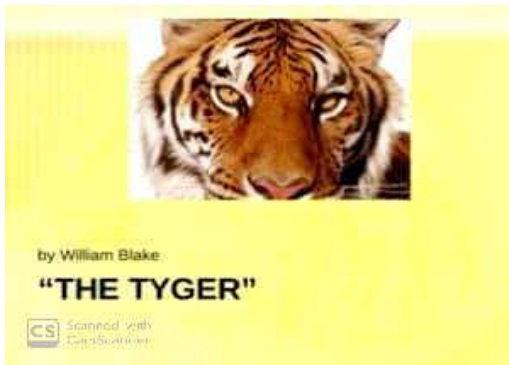
LEARNING OUTCOMES:

- Students will be able to read the chapter aloud with appropriate pause, intonation and pronunciation.
- They will actively participate in the activity.
- They will be able to think critically, compare and contrast the characters.
- They will be able to identify the key symbols.
- They will be able to explain the theme of the chapter.
- They will be able to identify and describe the characters.

ASSESSMENT:

Quiz will be conducted in the class. Tests will be conducted in the form of tests.

THE TYGER



LEARNING OBJECTIVES

The students will be able to:

- identify imagery used in the poem 'The Tyger'
- identify the themes of the poem-religion and God,eternal mystery and limitations of literature and poetry.
- Study repetition,alliteration and hyperbole as figure of speech

PREVIOUS KNOWLEDGE TESTING

- 1.What is interesting about the title?
- 2.What images and emotions are evoked by the words in the title?

VOCABULARY USED

Immortal, fearful, symmetry, thine, aspire,sieze,sinews, dread

IMPORTANT SPELLINGS

Symmetry, spears, furnace,thy, thine, anvil

AIDS USED

Textbook, green board, dictionary

RESOURCES

<http://www.learnoutloud.com/Catalog/Literature>

PROCEDURE

The students will be asked to read the poem.They will be instructed to read and re-read the poem to infer the meaning of difficult words and the poem. They will be reminded to encircle the unknown vocabulary words and

use a dictionary to find the meaning. Thereafter the explanation will be done by the teacher with the help of digital resources. The deeper meaning will be explained and various poetic devices will also be taken.

PARTICIPATION OF STUDENTS

The poem will be read in the class. The students will form their own impression of the tiger based on the poem by William Blake. The students will then create an original piece of artwork on the Tyger. Share your Tyger image with a friend and see if they can spot which verse line of the poem it illustrates. The students will be asked to write a short poem on any animal or bird of their choice.

Worksheet

Read the poem. What is your favourite line and why?

Note down which stanza each sentence summarises. The first one has been done for you.

Stanza	Sentence summarising what the speaker asks the tiger
1	The speaker asks what eternal being could possibly have made the tiger.
	The speaker asks who could possibly have had both the strength and the skill to create the tiger's beating heart.
	The speaker asks what eternal being dared make the tiger.
	The speaker asks where it could have been made and who would dare to create such a ferocious beast.
	The speaker asks whether the creator was happy with his creation created and whether He made the lamb too.
	The speaker asks what remarkable blacksmith dared to conceive of the tiger's brain.

In this poem, the poet asks the tiger about his creator.

Re-read the poem and...

- 1) underline any nouns or pronouns that refer to the tiger
- 2) circle that refer to the creator.

CO- SCHOLASTIC ACTIVITIES

The students will participate in art and writing skills.

ART INTEGRATION

Art in the form of drawing, mythology and languages will be integrated.

RECAPITULATION/ASSIGNMENT

How can we explain the presence of evil in the world?

How does Blake use imagery to craft tone and convey a message.

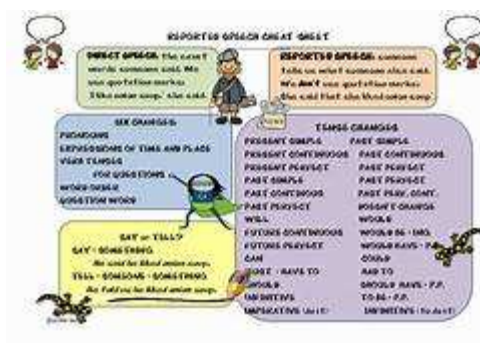
In what ways is the Tyger portrayed as both positive and negative.

What could this suggest about the Natural world?

LEARNING OUTCOMES:

1. Students will be able to read the poem aloud.
2. They will be able to explain the rhyme scheme and poetic devices.
3. They will be able to give answers to various question based on the poem.
4. They will be able to write the summary and explain the theme of the poem.

REPORTED SPEECH



LEARNING OBJECTIVES

1. Students will be able to identify the use of punctuations in the direct speech.
2. Students will be able to understand the use of reporting verbs and tense in direct speech.
3. Students will be able to transform comics' dialogues to direct speech with various reporting verbs.

PREVIOUS KNOWLEDGE TESTING

The students will be asked the following questions

1. What is a sentence?
2. Identify verb---The insurance agent gave her sound advice.
3. Punctuate the sentence-We had a great time in France the kids really enjoyed it.

AIDS USED

Grammar book, audio visual aids, green board.

PROCEDURE

Students will be made aware of the topic and rules for changing direct speech into indirect speech. The grammar book will be used to go through the basic rules with examples. Examples will be given to change present, past and future sentences from direct to indirect speech.

PARTICIPATION OF STUDENTS

Activity: Reporting back – famous interviews

In this activity, students create the interview themselves. Divide students into groups. Tell the groups that they must do the following:

1. Decide on a famous person (living or dead) who they would like to interview.
2. Nominate ONE person in that group to be the famous person.
3. Once groups have nominated their famous people ask those people to come up to the front and form a new group.
4. Explain that the famous people are all on a panel to be interviewed by the class, who are journalists.
5. Give the journalists some time to think of questions. During this time the famous people can talk about what they are going to say.
6. When the journalists are ready, begin moderating the interview by asking for questions.
7. Once all the famous people have answered the questions send them back to their original seats.
8. Now ask everybody to write a report with at least two things they remember from the interview. They should include examples of reported speech in their report. Ask students to compare their reports in pairs.
9. Circulate and help. At the end, ask different pairs to read out their reports.

Fun Time

I am Happy Being a Reporter!

- Work in the groups of three.
 - One of you will interview the other student. The questions asked can be on the following topics:
 - Your daily schedule
 - Your hobbies
 - Your friends
 - Your aim in life
 - The second student will respond.
 - The third student will say the question and its answer in indirect speech.
- Examples:
- Rajesh asked Taruna what time she wakes up.
 - She answered that she wakes up at 5 o'clock.



Tip for the teacher: Encourage children to keep the interview short and ask questions slowly. This will help the third child in the group to note down the questions and their answers.

REPORTING VERBS GAME

Throw the dice. Read the sentence in the square you land on and report it using a **REPORTING VERB**.

START	1. You did it! You took the last cookie from the cookie jar!	2. You did really well in the test. I'm proud of you, son.	3. You'd better not go there. It's dangerous.	4. I'll do it first thing tomorrow.
	5. You really should see a doctor. It might be something serious.	6. GO BACK TO SQUARE 1.	7. Watch your mouth, dude. I will not be spoken to like that!	8. Why don't we go to the movies?
	9. I really must leave now.	10. I won't go in there. I hate caves.	11. You've got the wrong guy. I didn't kill her!	12. MOVE TO SQUARE 15.
	13. Please, please, teacher, don't tell my mom!	14. Can't you learn anything, man? You've made a terrible mistake. Again.	15. I'm sorry, I wasn't listening.	16. Say that again and I'll shoot you!
	17. Will you please, put the kettle on, hon?	18. Let me carry those bags for you, ma'am.	19. Yes, I did it. It was me who took the money.	20. Jones might be our guy. He was at the murder scene.
21. You really must read the Adrian Mole series. It's hilarious.	22. It's all your fault! You wanted us to go there!	23. Yeah, you are totally right. Let's stay in tonight.	24. GO BACK TO SQUARE 20.	25. What took you so long? I've been waiting for an hour!
26. MOVE TO SQUARE 30	27. Good job, son! I knew you'd pass the test this time.	28. Will you have dinner with me tonight?	29. Don't forget to feed the dog before you leave.	30. Hey, watch out! It's slippery in here. I've just mopped the floor.
31. Kate, will you marry me?	32. GO BACK TO SQUARE 17.	33. You've got goose bumps. Shall I get you a blanket?	FINISH	

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WORKSHEETS

REPORTED SPEECH

REWRITE THESE COMIC STRIPS IN THE REPORTED SPEECH.

Jon told Garfield that _____

Garfield said _____

Jon told Garfield that _____ and _____

He asked him _____

Garfield told John that _____ That way _____

Jon asked him _____

Jon told Garfield _____

He warned him _____

Garfield said _____

Jon wondered _____

He asked Garfield _____

He wondered _____

Garfield said _____

Jon told Garfield _____

Garfield asked him _____

He said _____

Reported Speech Test

1. Write the statements in reported speech:

1. "I see a shooting star," said Tom. _____
2. "Comet is flying very fast," she said. _____
3. "The space shuttle has landed," said the reporter. _____
4. "I bought a telescope for my son," said Helen. _____
5. "I will be a famous astronaut," said little Paul. _____



2. Write the questions in reported speech:

1. "Where is that comet?" The girl asked _____
2. "Who is at the space station?" He asked _____
3. "When is he landing?" She asked _____
4. "Who operates the rocket?" Sally asked _____
5. "What does he do on the spaceship?" Jack asked _____



3. Write the sentences in reported speech using told or asked:

1. "Look at the picture of Mars," said the teacher. _____
2. "Bring your telescope at the lesson," said the teacher. _____
3. "Can you please draw the solar system," said the teacher. _____
4. "Can you help me name all the constellations?" said Mike. _____
5. "Don't be late for the astronomy lesson," said Mom. _____

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CO SCHOLASTIC ACTIVITIES ---Public speaking, drawing

ART INTEGRATION---Art in the form of drawing and sketching, languages oral skill will be integrated

RECAPITULATION/ASSIGNMENT

The rules with examples will be taken for recapitulation.Exercises from BBC will be taken up for practice.

LEARNING OUTCOMES

The students will be able to

- 1.Form statements in indirect speech.
- 2.Incorporate questioning techniques.
- 3.Use listening skills to answer complex questions.

ASSESSMENT

Worksheets, oral test,pen paper test.

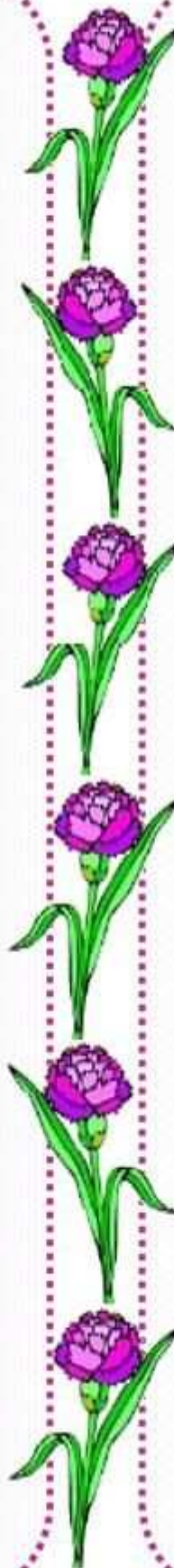


REPORTED SPEECH



1. Reported Statements and Commands:

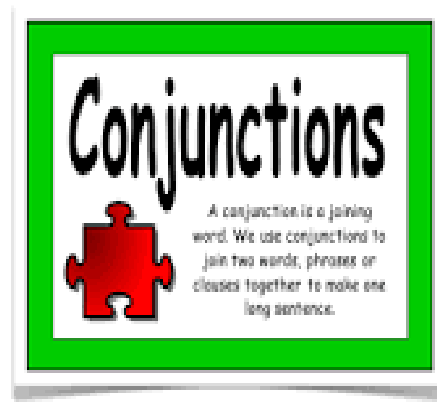
1. She said, "I can stay at home".
2. He said, "I live in London".
3. Tom said to him, "I phoned you".
4. I said, "I will go to the party".
5. He said, "I've just finished it".
6. Ben said, "The train leaves at 5".
7. Liz said, "Kate took my book".
8. Paul said, "Pam is writing a test".
9. I said, "Tim was in the hospital".
10. He said, "I've lost my key".
11. She said to us, "Stand up!"
12. He said to them, "Don't sleep!"
13. They said to me, "Run!"
14. I said to him, "Don't take it!"
15. She said to me, "Don't talk!"
16. He said to us, "Write the test!"
17. My mum said to me, "Stop it!"
18. She said to him, "Don't smoke!"
19. He said to her: "Call me at 11!"



2. Reported General and Special Questions:

1. She asked, "Do you like to sing?"
2. Tim asked, "Did you visit London?"
3. I asked, "Was your trip OK?"
4. He asked, "Will you arrive at 6?"
5. She asked, "Were you at home?"
6. He asked her, "Can you swim?"
7. They asked, "Does she ski well?"
8. I asked, "Have you seen my dog?"
9. We asked, "Were you in Spain?"
10. Kate asked, "Is Bill at school?"
11. I asked, "Where do you live?"
12. He asked, "Why are you crying?"
13. I asked, "Why didn't you come?"
14. They asked, "What do you play?"
15. We asked, "What has he seen?"
16. She asked, "When will he come?"
17. I asked, "What is he doing?"
18. We asked, "Why was he absent?"
19. He asked, "Where are you from?"

CONJUNCTIONS



LEARNING OBJECTIVES:

- *To enrich the vocabulary of students.*
- *To develop communication skills among the students.*
- *Enable the students to use the vocabulary of the text in their conversation.*
- *To make students aware about the grammar*

RESOURCES:

- *Grammar book, PPT*

PREVIOUS KNOWLEDGE TESTING:

A quiz will be played in the class so that the basic knowledge of the topic can be tested.



VOCABULARY USED:

Coordinating Conjunction, Correlative Conjunction, Subordinating Conjunction.

INNOVATIVE METHODS USED:

- 1) *Teacher will introduce the story of AND THEN WHAT? For this the teacher can use bilingual method.*

- 2) Students will have to work in pairs. One partner will pick a strip randomly which has a conjunction and two pictures. He/she will frame a sentence using the picture strip and speak the sentence aloud.

ART INTEGRATION:

Fusion of drama, drawing

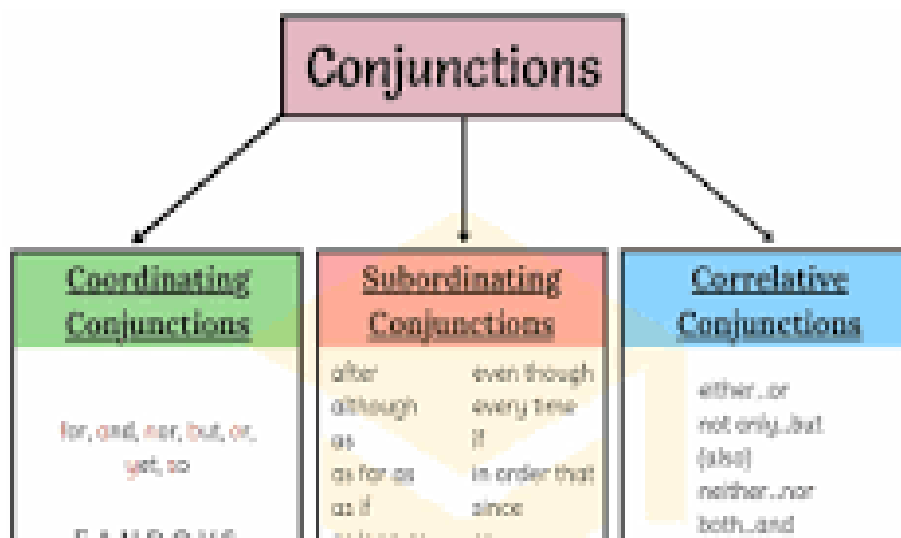
CO- SCHOLASTIC ACTIVITIES:

Quiz and Role Play

PROCEDURE:

Class will be divided into small groups. Children will be asked to prepare a Role-Play with the help of a set of conjunction cards for each pair of students.

For example: Conjunctions: and/or/but/however/ both/ either-or /because/although



STUDENTS PARTICIPATION:

They will enjoy the role play and will grasp the concepts effectively.

LEARNING OUTCOMES:

With the quiz and role play, students will enjoy and learn proper usage of conjunctions through repeated actions. This will clear their concepts of grammar.

ASSESSMENT:

Students have to make posters or word walls of three types of conjunctions with all the examples they can think of.

Conjunctions



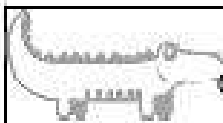
Complete each sentence with the correct conjunctions:

although - so - because - and - or - but

- 1-I will study every night, _____ I can pass the test.
- 2-We can drive into the city, _____ we can take the bus.
- 3-I wanted to call you last night, _____ my brother was on the phone.
- 4-She went to the store, _____ bought some new shoes.
- 5-He went to the hospital, _____ he hurt his leg.
- 6-Sami bought a new car, _____ he is very poor.

Match the correct sentences:

- | | |
|-----------------------|-----------------------------|
| 1- Alia is happy | - so I shut the window. |
| 2- Tom studied hard, | - and she can cook |
| 3- Do you prefer tea, | - because she won the race. |
| 4- It was cold, | - but failed the test. |
| 5- She can draw well | - although it was raining. |
| 6- He went out | - or coffee. |



Gary Gator's

Name: _____

Coordinating Conjunctions

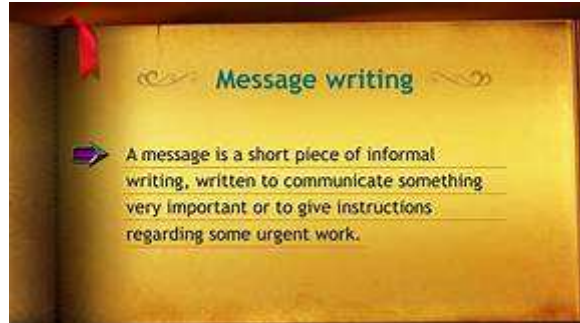
FANBOYS

for	and	nor	but	or	yet	so
-----	-----	-----	-----	----	-----	----

Directions: Complete each sentence with the correct conjunction from the word box.

1. Do you like playing outdoors, _____ prefer watching T.V. indoors?
2. Jim neither exercises, _____ does he care about what he eats.
3. I called Vivian many times, _____ she didn't answer.
4. I was stuck in a traffic jam, _____ I was late for my appointment.
5. Ruth came back home early, _____ she wasn't feeling very well.
6. The baby was tired, _____ he took a short nap.
7. Marcela gave her 100%, _____ wowed the judges.
8. The test sure was tough, _____ I still scored a perfect 100.
9. Chlee has a lot of friends, _____ she is a charming girl.
10. I feel so full after my lunch, _____ I am still craving a hot fudge.

MESSAGE WRITING



OBJECTIVES

- : a) *To enhance the writing skill of the students.*
- b) *To encourage students to integrate grammar with writing task.*
- c) *To express themselves properly.*
- d) *To be able to take instructions and convey it in a form of a message.*

PREVIOUS KNOWLEDGE TESTING

- : a) *How were messages conveyed in earlier times?*
- b) *Name any two methods of conveying a message.*
- c) *Which is the most convenient form of conveying a message?*

EXPLANATION /

: ***Students will be asked.***

AIDS AND INNOVATIVE METHODS

- a) *Do you text message?*
- b) *What do you like about it?*
- c) *What is tricky about writing a message?*
- d) *Have you ever left a message for someone on a piece of paper?*

Teacher will make the format of message writing on board and ask the students to note down some points which they

should remember while drafting a message.

Points to Remember:-

- a) Message should be written in a box.*
- b) It should be written in indirect speech.*
- c) Year should not be written and salutation should be written without dear.*
- d) Mention the time and date.*
- e) Word limit is 50 words.*
- f) Message should be precise*

FORMAT

<i>MESSAGE</i>	
<i>Date(without year)</i>	<i>Time</i>
<i>Salutation</i>	
<i>For whom the message is written</i>	
<i>Content</i>	<i>50 words</i>
<i>Name of the person who has written the message</i>	

**STUDENTS'
PARTICIPATION/
ACTIVITIES
RECAPITULATION**

: *Students will paste pictures on traditional methods of delivery of a message.*

Students will write a paragraph on 'Advancement of Communication Technology'

: *Teacher will ask the students to narrate the points to remember in the class. Some of the students will be asked to draw the format of message writing in the notebook while others will be asked to make the necessary corrections if any, in the format*

ASSIGNMENT	: <i>One sample will be given as home assignment</i>
ART INTEGRATION WITH OTHER DOMAIN	: <i>Creative Writing.</i>
LEARNING OUTCOME	: <i>Enhanced writing skills</i>
RESOURCES	: <i>Smart Board (Extra marks), Chalk, Duster.</i>
CO-SCHOLASTIC ACTIVITIES	: <i>Students will be encouraged to write a message and practice at home when their parents go to market, neighbours' and leave the message in their absence for the other family members.</i>
ASSESSMENT	: <i>Students will be asked to share their message with the class. Student will read out their message to the class.</i>

Koyal called Mrs Grover, a furniture shop owner. Since she was not available, her assistant, Vidhi answered. The following is a conversation between Koyal and Vidhi. As Vidhi was going out immediately afterwards, she left a message for Mrs Grover. Read the conversation and write a message. Put your message in a box.

Koyal: Hello, is that Grand Furniture?

Vidhi: Yes.

Koyal: Could I speak to Mrs Grover?

Vidhi: I am afraid she's not here at the moment.

Koyal: When will she be back?

Vidhi: Not before six in the evening. Can I take a message for her?

Koyal: Yes. Could you tell her that she has to deliver the furniture ordered by me, for my new house only on the 20th August and not on 14th August. Ask her to keep it ready by 9:00 am on the 20th of August. I will be sending a pick up van and so she does not have to arrange for the same.

Vidhi: Ok, I will inform her.

Koyal: Thank you.

EDITORIAL LETTERS



LEARNING OBJECTIVES-

- Students will be able to compose a well structured letter, effectively and creatively..
- Students will be able to improve social skills-saying 'thank you' and offering help or support.
- Students will be able to exchange their ideas and opinions with others.

PREVIOUS KNOWLEDGE TESTING-

Following questions will be asked from the students-

Name some means of communication.

Which method of communication do you feel is the best?

What is the need to write an editorial letter?

AIDS / INNOVATIVE METHODS / RESOURCES-

Grammar Book, BBC, Audio Visual, Green Board, Brain Storming. Links- <https://www.perfectyourenglish.com>

PROCEDURE -

Concept of writing an Editorial Letter will be discussed in the class. Format of Editorial letter will be discussed to the students. Important value points will be discussed in the class.

FORMAT-

Sender's Address

Date(with year)

Receiver's Address

Salutation

Subject-

Content 3 to 4 paras

Introduction

Problems

Solution

Conclusion

Subscription
Yours Sincerely
XYZ(NAME)

CO- SCHOLASTIC ACTIVITIES –

Students will be asked to write a letter to the editor of the newspaper. In this letter, they will state a general problem which they are facing in their area and tell the editor to publish in the newspaper. The students will put letter in an envelop and paste it in their notebook. They will also cut editorial letters from newspaper and paste it in their notebook.

ART INTEGRATION WITH OTHER DOMAIN –

Art in the form of Sociology, Psychology and Languages will be integrated.

STUDENTS' PARTICIPATION –

A sample editorial letter will be shown and students will note down in their note books. They will also draw format of letter in the notebook. They will write a letter and put it in envelop and paste it in their notebook. They will paste newspaper cuttings of editorial letters in notebook.

RECAPITULATION / ASSIGNMENT –

Format of Editorial letter will be discussed with students. Important points will be explained again in the class on the Smart Board. Few topics of editorial letter will be given to solve to the students from BBC.

LEARNING OUTCOMES –Students will be able to organise sentences and learn how to write letter coherently in English.

ASSESSMENT –

Written responses and worksheets.

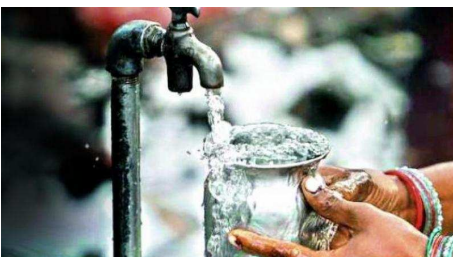
WORKSHEET – LETTER TO EDITOR

Do any two-

1. Write a letter to the Editor of 'the Hindustan Times' complaining about the nuisance created by the rickshaw pullers and auto drivers at metro stations.
2. Write a letter to the Editor of the 'Times of India' regarding the frequent traffic jams on the roads of your city because of poor road conditions.



3. Write a letter to the Editor of the 'The Tribune' regarding shortage of drinking water in your area.



4. Write a letter to the editor of 'The Times of India' complaining about the nuisance created by the use of loudspeakers. You are Piyush Sharma, a resident of Sector 15, Vasundhara Enclave, New Delhi.



SPEECH WRITING

LEARNING OBJECTIVES

Students will be able to:

- learn to voice their opinions.
- Conduct research using multiple sources
- To develop confidence of public speaking
- To effectively communicate the new evidence to their peers.

PREVIOUS KNOWLEDGE TESTING-

Following questions will be asked from the students-

- How do you express your ideas?
- What is a Speech?
- What are the qualities of a good speaker?

AIDS / INNOVATIVE METHODS / RESOURCES

Audio Visual, Green Board, Charts, Placards and Role play enactment.

PROCEDURE

The students will be explained the method to write a speech and present strong arguments to support their

views

FORMAT OF A SPEECH	
Title	Think and Dream Big
Formal Address	Your Excellency, the president of India, other distinguished guests and dear young friends.
Thanks for Invitation	I sincerely thank the organisers for the valuable and cordial invitation.
Impressive Introduction	I have always desired to meet the young girls like you.
Announcement of the topic	Today, I would like to share with you the secrets of success in sports—Think And Dream Big.
Development 1.	When you think and dream big, your vision and area of action widens automatically. Even the initial partial success enhances your confidence and boost your morale.
Development 2.	Be vigilant ! Don't allow difficulties and defeats discourage you. We know very well—failure is

CO- SCHOLASTIC ACTIVITIES –

The students will be given a topic in groups with a group leader to write a speech on a particular topic and the group leader will represent the group and speak in public.

ART INTEGRATION –

Art in the form of Drawing, Dramatics, Psychology and Languages will be integrated.

STUDENTS' PARTICIPATION _

The students will actively participate in the Role Play Enactment for Speech They will be divided into groups and will be given different roles to give their point of view according to their characters on one topic. They will introduce themselves and will argue the topic from the perspective of their character.

RECAPITULATION / ASSIGNMENT _

Format of writing Speech will be discussed with students. Important points will be explained. Few topics of Speech writing will be given to solve to the students from BBC.

LEARNING OUTCOMES –

Students will be able to understand the different styles of writing.

ASSESSMENT -

Oral and written responses

Write a speech to be delivered in the school assembly on the topic 'Position of women in society then and now'

