

Class : VIII

Month	Monthly Syllabus with Objectives and Activities: English		
April	<p><u>English Reader</u></p> <p>Lesson-1 Abdul Hamid</p>	<ol style="list-style-type: none"> 1. To be able to comprehend, answer and ask questions. 2. To be able to read fluently at a moderate speed. 3. To locate details and retell ideas in a sequence. 4. To write one line gist of each paragraph. 5. To be able to use dictionary and enrich vocabulary. 6. Enjoy reading about the bravery of soldiers. 	<ol style="list-style-type: none"> 1. Watch Edusat CD on the lesson. 2. Ask questions while reading. 3. Motivate them to ask question. 4. In groups ask them to write something different from text about a soldier of State. 5. In groups, ask them to write/speak something on Indian soldiers in 50-100 words.
	<p><u>Poem</u></p> <p>True Growth</p>	<ol style="list-style-type: none"> 1. To be able to enjoy the poem. 2. To develop taste for different genres. 3. To be able to distinguish between rhyming and non-rhyming words. 4. To be able to read poems with proper pronunciations, stress, pause and intonation. 5. Understand new words with the help of 	<ol style="list-style-type: none"> 1. Make available a good recording of the poem for students and ask them to imitate pronunciation. 2. Ask them to write the gist of every four lines. 3. Find out more poems by the poet from other text books and read out in class. 4. Use new words in sentences of your own. 5. Try to write a few lines, adding to the poem.

		dictionary.	
	<u>Grammar</u> Parts of Speech	<ul style="list-style-type: none"> • To be able to develop productive skills. (in writing & speaking) • To be able to use language functions accordingly to contexts. 	<ol style="list-style-type: none"> 1. Introduce students with different parts of speech by showing pictures. 2. Ask them to collect pictures related to nouns, verbs etc. 3. Ask them to add an adjective with nouns and elaborate the verb with adverb. 4. In groups, ask them to write sentences using more than one noun, pronoun, verb, adverb, etc.
	<u>Paragraph</u> A Picnic	<ol style="list-style-type: none"> 1. To be able to write simple descriptive sentences independently. 2. Be able to use the inputs given. 3. To be able to express ideas with the help of verbal and visual clues. 4. To involve in pep talks. 5. To be able to write a short paragraph on their own. 	<ol style="list-style-type: none"> 1. Provide visual/verbal inputs/outlines. 2. Let there be a whole class discussion on the topic. 3. Ask them questions related to the topic and elicit responses. 4. Jot down their responses and ask them to arrange in sequence. 5. Give liberty to change/express their ideas in writing the final paragraph.

	<p><u>Informal Letter</u></p> <ul style="list-style-type: none"> • Imagine you are Rahul. You live at 44, Raja Gardens, Ludhiana. Write a letter to your uncle requesting him to buy a new bicycle for you. • Suppose you are Gurpreet. You live at G-10, S./d College Road, Barnala. Your uncle has sent you a wrist watch on your birthday. Write a letter of thanks to your uncle. 	<ol style="list-style-type: none"> 1. Be able to write short personal letter on their own. 2. Be able to write letters in a particular format. 	<ol style="list-style-type: none"> 1. Show them a CD on letter writing by Edusat. 2. Divide the students in groups and tell them to write the formats for personal letters. 3. Involve the whole class in writing the body of the letter. 4. Let them make paragraphs in groups. 5. Display in the class and ask suggestions and polish finally.
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	<p><u>Formal Letter</u></p> <ul style="list-style-type: none"> Imagine you are Minnie studying in XB at XYZ School, Morinda. You are ill. Write an application to your Headmaster requesting him to grant you sick leave for four days only. Write an application to the Principal of your school for leave for a day. 	<ol style="list-style-type: none"> To be able to write short formal letter on their own. To be able to organise ideas using simple beginnings and ending. To be able to write letters in a particular format. 	<ol style="list-style-type: none"> Divide the students in groups and tell them to write the formats for formal letters. Involve the whole class in writing the body of the letter. Let them make a beginning, a middle and an end in groups. Display in the class and ask suggestions and polish finally.
	<p><u>Notice</u></p> <p>Lost (Solved Example 1)</p>	<ol style="list-style-type: none"> To be able to write notices related to daily life/school. Understand the format. To be able to use language functions according to contexts. 	<ol style="list-style-type: none"> Watch Edusat CD on Notices. Show them notices on the notice board. Understand the format from a sample/chart/CD. Divide them in groups to write descriptions in 50 words on objects like pen, water bottle, watch and fill the notice. Provide/Discuss vocabulary/ inputs for the

			<p>given topic.</p> <p>6. Finally write in prescribed format.</p>
May	<p><u>English Reader</u></p> <p>Lesson-2</p> <p>Say 'No'!</p>	<ol style="list-style-type: none"> 1. To understand and comprehend the lessons and locate details. 2. To read fluently at a moderate speed. 3. To be able to find new words and use. 4. Write a gist in short of each paragraph. 5. To develop confidence for asking and answering questions. 6. To develop reading habits. 	<ol style="list-style-type: none"> 1. Ask questions and motivate them to ask questions. 2. Summarize the lesson. 3. Provide different situations. Ask them to tell their views. 4. Ask them to write a few lines on the main characters Akbar and Birbal. 5. Ask them to give the story an ending of their choice and relate in the class. 6. In groups, ask them to draw an imaginative picture related to the chapter and frame questions to be asked to the other groups.
	<p><u>Poem</u></p> <p>About Ben Adhem</p>	<ol style="list-style-type: none"> 1. To be able to enjoy and comprehend the poem. 2. To be able to read poems with proper pronunciation, stress, pause and intonation. 3. To create interest in reading more poems. 4. Be able to write/add a few lines of poetry to the same poem. 5. To be able to 	<ol style="list-style-type: none"> 1. Make available a good recording of the poem for students and ask them to imitate pronunciation/ intonation/ stress. 2. Ask them to write the gist of every four lines. 3. Find/Write rhyming words. 4. Give them a list of new words to be used in sentences of your own. 5. Try to write a dialouge

		<p>understand the central idea of the poem.</p> <p>6. To be able to distinguish between rhyming and non-rhyming words.</p>	<p>between yourself and the angel and relate in the class.</p> <p>6. Try to write a few lines, adding to the poem.</p>
	<p><u>Grammar</u> Noun</p>	<p>1. To enhance their vocabulary.</p> <p>2. To be able to develop productive skills (in speaking and writing).</p>	<p>1. Collect pictures related to nouns.</p> <p>2. Rewrite the sentences changing the gender/number in the given sentences.</p> <p>3. Ask them to underline the nouns in the given paragraph and classify them.</p>
	<p><u>Paragraph</u> A School Library</p>	<ul style="list-style-type: none"> • To be able to develop productive skills. (in writing & speaking) • To be able to write simple controlled descriptive sentences independently of 150 words or 80. • To involve them in pep talks. • To be able to express themselves creatively. 	<p>1. Visit the school library of any public library.</p> <p>2. Provide visual/verbal inputs/outlines.</p> <p>3. Let there be a whole class discussion on the importance of a school library.</p> <p>4. Jot down their responses on the blackboard.</p> <p>5. Ask them to form sentences using them.</p> <p>6. Ask to arrange the points in sequence.</p> <p>7. Give liberty to change/express their ideas</p>

			in writing the final paragraph.
	<p><u>Application/ Letter</u></p> <ul style="list-style-type: none"> • Application to Headmaster requesting him to exempt your from the payment of school fee. • Suppose you are Rajesh Sharma studying in IX-A at XYZ School, Batala. You are a poor student. You cannot pay your fees. Write an application to your Headmaster requesting him to grant you full fee concession. 	<ol style="list-style-type: none"> 1. Be able to write a letter on their own. 2. Be able to write letters in a particular format. 3. To be able to convey their views and ideas in writing. 	<ol style="list-style-type: none"> 1. Divide the students in groups and tell them to write the format for application. 2. Enact the scene in front of the Principal. 3. Give them the situation giving reasons for not paying school dues. 4. Giving the same reasons write an application.
	<p><u>Notice</u> Annual Meet</p>	<ol style="list-style-type: none"> 1. To be able to write notices related to daily life/school. 	<ol style="list-style-type: none"> 1. Watch Edusat CD on Notices. 2. Show them notices on the

		<p>2. Understand the format.</p>	<p>notice board.</p> <p>3. Understand the format from a sample/chart/CD.</p> <p>4. Divide them in groups to write descriptions in 50 words on school competitions, quiz, etc. and fill the notice.</p> <p>5. Provide/Discuss vocabulary/ inputs for the given topic.</p> <p>6. Finally write in prescribed format.</p>
	<p><u>Newspaper</u> <u>Headlines</u> 1-4 (Solved)</p> <p>1. PM leaves for Moscow.</p> <p>2. Earthquake rocks village in HP hundred killed.</p> <p>3. Hero Cycle Strike: Deadlock Continues.</p> <p>4. New Grades for School Teachers.</p>	<ul style="list-style-type: none"> • To be able to convert the headlines into a report. • To be able to read and comprehend name boards, newspaper highlights, ads and pamphlets. 	<p>1. Note headlines from T.V. and bring them to class.</p> <p>2. Show more news headlines cuttings from newspapers.</p> <p>3. Tell them to read them.</p> <p>4. Divide them in groups and ask them to find the Tenses and Voice used in headline on Pg. 163 to Pg. 164.</p> <p>5. Ask them to convert into reports.</p>

	<p><u>Dialogue Writing</u></p> <ul style="list-style-type: none"> • Suppose a friend of yours wants to know about your school library. The answers are given below or in the text book. Complete the dialogue by writing questions your friend asked. • Imagine that your father is ill. You went to the hospital to get late for school. The Headmaster asked you the reason for being late. 	<ol style="list-style-type: none"> 1. To be able to converse in English. 2. Build confidence in using appropriate vocabulary and ideas. 3. To involve them in pep talks. 4. To be able to ask questions, elicit responses and volunteer information. 	<ol style="list-style-type: none"> 1. Give opportunity to children to talk to each other in English. 2. Supervise only, helping here and there. 3. Provide vocabulary and ideas on the blackboard to the related topic. 4. Ask them to form dialogues in groups and present in front of the class. 5. Divide them in groups and ask them to complete Ex-2 (solved) and Ex-5 (practice). Declare the winner.
July	<p><u>English Reader</u></p> <p>Lesson-3 How Daddy decided what he wanted to be?</p> <p>Lesson-4</p>	<ol style="list-style-type: none"> 1. To be able to enjoy reading the story and comprehend the lesson. 2. To read fluently at moderate speed. 3. To make them understand the lesson 	<ol style="list-style-type: none"> 1. Listen to the reading and explanation of the lesson by the teacher. 2. Ask questions and answer questions. 3. Ask one group to rearrange the jumbled gists of

	Three Questions	<p>in detail.</p> <ol style="list-style-type: none"> 4. To be able to find new vocabulary and use it. 5. To develop confidence for asking and answering questions. 6. Be able to write the gist of each paragraph. 7. to develop interest in stories. 	<p>paragraphs written by the other group.</p> <ol style="list-style-type: none"> 4. Speak a few lines on the story. 5. To relate a story from house language.
	<p><u>Grammar</u> Pronoun</p>	<ol style="list-style-type: none"> 1. To enhance their vocabulary. 2. To be able to develop productive skills. 	<ol style="list-style-type: none"> 1. Rewrite the sentences by using suitable pronouns in place of nouns. 2. Give them different pronouns and ask them to form sentences using them. 3. Ask them to sort out pronouns from a given list of words and then classify them.
	<p><u>Paragraph</u></p> <ul style="list-style-type: none"> • A Cricket Match • A Journey By Train 	<p>To be able to write independently.</p>	<ol style="list-style-type: none"> 1. Provide visual/verbal inputs/ outlines. 2. Let there be a whole class discussion. 3. Ask to arrange the points in sequence. 4. Give liberty to change/express their ideas in writing the final paragraph.

	<p><u>Application/ Letter</u></p> <ul style="list-style-type: none"> You are John. You are live at 14, The Mall, Kapurthala. Write a letter to your friend Sushil congratulation him on his standing first in the examination. Imagine your are Harpal. You live at Hari Bhavan, Doraha, Ludhaiana. Write a letter to your friend congratulation him on his brilliant success in the Middle School Examination. 	<ol style="list-style-type: none"> Be able to write a letter on their own. Be able to write letters in a particular format. 	<ol style="list-style-type: none"> Divide the students in groups and tell them to write the formats for personal letters. Ask them to present a role play involving John and Sushil. Involve the whole class in writing the body of the letter. Let them make paragraphs in groups. Display in the class and ask suggestions and polish finally.
	<p><u>Incomplete Paragraph</u></p> <p>Complete an Incomplete</p>	<p>To be able to develop productive skills. (in writing & speaking)</p>	<ol style="list-style-type: none"> Provide visual/verbal inputs/ outlines. Let there be a whole class discussion.

<p>paragraph. Solved Example No. 1 & Practice Ex.-1 (To be done by the teacher)</p>		<ol style="list-style-type: none"> 3. Ask to arrange the points in sequence. 4. Give liberty to change/express their ideas in writing the final paragraph.
<p><u>Newspaper Headlines</u> 5-8 (Solved)</p> <ol style="list-style-type: none"> 1. Australia beat India in the Opening Match. 2. Terrorists strike CRPF camp in Jammu. Two Jawans killed. 3. Bullion rises further. 4. Husband, in-laws booked in Dowry Case. 	<p>To be able to convert the headlines into a report.</p>	<ol style="list-style-type: none"> 1. Note headlines from T.V. and bring them to class. 2. Show more news headlines cuttings from newspapers. 3. Tell them to read them. 4. Divide them in groups and ask them to find the Tenses and Voice used in headline on Pg. 157-158. 5. Ask them to convert into reports.
<p><u>Notice</u> You have found a purse lying in one of the lawns of your school. Write a notice asking the owner of the purse to contact you. (Practice ex-1)</p>	<ol style="list-style-type: none"> 1. To be able to write notices related to daily life/school/locality. 2. Understand the format. 	<ol style="list-style-type: none"> 1. Watch Edusat CD on Notices. 2. Show them notices on the notice board. 3. Understand the format from a sample/chart/CD. 4. Divide them in groups to write descriptions in 50 words on objects like pen,

			<p>water bottle, watch and fill the notice.</p> <p>5. Provide/Discuss vocabulary/ inputs for the given topic.</p> <p>6. Finally write in prescribed format.</p>
August	<p><u>English Reader</u> Lesson-5 Our National Symbols</p>	<p>1. To be able to comprehend, answer and ask questions.</p> <p>2. To read fluently.</p> <p>3. To locate details.</p> <p>4. To write one line gist of each paragraph.</p> <p>5. Use dictionary.</p> <p>6. Make them understand the importance of our National Symbols.</p>	<p>1. Watch Edusat CD.</p> <p>2. Collect pictures of national symbols.</p> <p>3. Motivate them to ask question while reading.</p> <p>4. In groups, ask them to speak/write something on Indian National Symbols.</p>
	<p><u>Grammar</u> Adjectives Verbs</p>	<p>To be able to develop productive skills. (in writing & speaking)</p>	<p>1. Underline adjectives in a given paragraph and ask them to use them in their own sentences.</p> <p>2. Collect picture related to degrees of comparison/ verb.</p> <p>3. Ask them to add an adjective with nouns and elaborate the verb with another verb etc.</p>
	<p><u>Paragraph</u> A Street Quarrel An Indian Farmer</p>	<p>To be able to develop productive skills. (in writing & speaking)</p>	<p>1. To provide material on the topic.</p> <p>2. Provide visual/verbal</p>

			<p>inputs/outlines.</p> <ol style="list-style-type: none">3. Let there be a whole class discussion.4. Ask to arrange the points in sequence.5. Give liberty to change/express their ideas in writing the final paragraph.
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	<p><u>Application/ Letter</u></p> <p>Suppose you are Salim, living at 7, Sant Nagar, Bathinda. Your younger brother is always reading books and never playing games. Write a letter to him, advising him to take part in games.</p> <p>Imagine you are Gita. You live at 31, The Mall, Ludhiana. Your friend is a book-worm. Write a letter (to her) advising her to take part in games.</p>	<ol style="list-style-type: none"> 1. Be able to write a letter on their own. 2. Be able to write letters in a particular format. 	<ol style="list-style-type: none"> 1. Divide the students in groups and tell them to write the formats for personal letters. 2. Give them the situation: enact how you will advise your younger brother. 3. Use same advice write the letter.
	<p><u>Application/ Letter</u></p> <ul style="list-style-type: none"> • Imagine that your are Kewal, a student of XYZ School, Abohar. 	<ol style="list-style-type: none"> 1. Be able to write a letter on their own. 2. Be able to write letters in a particular format. 	<ol style="list-style-type: none"> 1. Divide the students in groups and tell them to write the format for letters. 2. Enact the whole scene in front of the Principal. 3. Using the same explanation you gave write the

	<p>You were fined Rs. 10/- for remaining absent from the school for a day. Write an application to your Principal requesting him to remit your fine.</p> <ul style="list-style-type: none">• Suppose you are Hari Singh studying in XYZ School, Banga. You have been fined Rs. 20/- by your teacher incharge. Write an application to your Headmaster, requesting him to remit the fine. (Practice Exercise-III)		application on the format.
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<p>October</p>	<p>English Reader: Lesson No.6 A Robot Called Makito</p>	<ul style="list-style-type: none"> • To be able to enjoy reading science fiction. • To read fluently at a moderate speed. • To make them understand the lesson in detail. • Be able to write the gist of each paragraph. • To be able to find new different vocabulary and use it. • To motivate them to read, learn and develop the spirit to invent new things. • To develop a scientific temperament. 	<ul style="list-style-type: none"> • Listen to the reading and explanation of the lesson by the teacher. • Ask questions and answer questions. • Ask one group to rearrange the jumbled gists of paragraphs, written by the other group. • Read science fiction watch movies/CDs and relate in class. • Tell them to write dialogues between a student and a robot. The topic can be from daily life. Now enact this in class. (The robot child should speak differently)
	<p>English Reader: Poem:- This is My Prayer to Thee</p>	<ul style="list-style-type: none"> • To be able to enjoy the poem. • To introduce to the great poet - Tagore. • To develop taste for different genres. • To create interest in reading more poems by Tagore. • Be able to write a few lines of poetry. • To be able to understand the central 	<ul style="list-style-type: none"> • Make available a good recording of the poem for students and recite similarly. • Ask them to write the gist of every four lines. • Find out more poems by Tagore from other text books and read out in class. • Use new words in sentences of your own. • Try to write a few lines, adding to the poem.

		<p>idea of the poem.</p> <ul style="list-style-type: none"> • To be able to distinguish between rhyming and non-rhyming words. • To find the meaning of new words. 	<ul style="list-style-type: none"> • Use the vocabulary learnt from the poem.
	<p>Grammar:- Tenses</p>	<ul style="list-style-type: none"> • To be able to develop productive skills (in writing and speaking) 	<ul style="list-style-type: none"> • Show Edusat CD on Tenses. • Demonstrate to teach tenses. e.g. A student is reading a book.(Present Continuous Tense) • Ask questions related to the tense being taught for e.g. (Present Continuous) What is the girl/boy doing now? The student will answer in the same tense. i.e. She is reading a book. (for Present Cont. Tense) • Give back exercises of the chapter to practice.
	<p>Application/ Letter: 1.Imagine you are Manpreet. Your address is 36, Nehru Nagar, Khanna. Write a letter to your friend inviting him to your</p>	<ul style="list-style-type: none"> • Be able to write a letter on their own. • Be able to write letters in a particular format. 	<ul style="list-style-type: none"> • Divide the students in groups and tell them to write the format for personal letters. • Ask them to draft invitations giving details like venue, time, date, occasion etc. • Give different topics to different groups.

	<p>sister's wedding.</p> <p>2. Suppose you are Ravinder. You live at 38, Manvata Park, Hoshiarpur. Invite your friend to come to your birthday party.</p> <p>3. Imagine you are Gurpreet. You live at 1403, Green avenue, Amritsar. Write a letter to your friend who has met with an accident enquiring after his health. (Practice ex.12)</p>		<ul style="list-style-type: none"> • Let them make three paragraphs of a beginning, a middle and an end in groups. • Display in the class and ask suggestions and polish finally. • Give a situation where a child is Gurpreet and is asking about his/her friend's health. • Use some points write in the format of personal letter.
	<p>Paragraph:- A Visit to A Hospital Our School Peon</p>	<ul style="list-style-type: none"> • To be able to write a paragraph independently. • Be able to use the given inputs. 	<ul style="list-style-type: none"> • Provide visual/verbal inputs/outlines. • Let there be a whole class discussion. • Ask to arrange the points in sequence. • Give liberty to change/express their ideas in writing the final paragraph.
	<p>Dialogue writing:- You gave some</p>	<p>(1)To be able to converse in English.</p>	<p>(1)Give opportunity to children to talk to each other</p>

	<p>clothes for dry cleaning. Your suit was spoiled. You went to the dry cleaner and made the complaint. The answers you gave are given below. Complete the dialogue, writing the questions the dry cleaner asked you. (Practice Exercise 2 To be solved by the teacher)</p>	<p>(2)Build confidence in using appropriate vocabulary and ideas.</p>	<p>in English. (2)Supervise only, helping here and there. (3)Provide vocabulary and ideas on the blackboard to the related topic. Ask them to form dialogues in groups and present in front of the class.</p>
November	<p>English Reader:- Lesson No. 9: The Punjab - A Glimpse</p>	<p>(1)To be able to comprehend, answer and ask questions. (2)To locate details. (3)To write one/two line gist of each paragraph. (4)Use dictionary. (5)Enjoy reading about Punjab.</p>	<p>(1)Watch Edusat CD. (2)Ask questions while reading. (3)Motivate them to ask question. (4)In groups ask them to write something different from text about their State.</p>
	<p>English Reader:- Lesson No. 10: Childhood</p>	<p>(1)To be able to enjoy reading and imbibe ideas like the Mahatma. (2)To locate details. (3)To rearrange the jumbled gists of the lesson. (4)Be able to write some</p>	<p>(1)Provide difference situations and ask them to tell their views/or how they would react as Gandhi did. (2)Relate the stories they have read and the lesson they have learnt.</p>

	incident from their own life. (5) Motivate to read other autobiographies/stories.	(3) Write a few lines on Mahatma Gandhi's school life/childhood.
Grammar:- Voice	(1) To develop productive skills in writing and speaking fluently. (2) Be able to convert from Active to Passive and vice versa. (3) Be able to write procedures and reports.	(1) Understand the rules. (2) Provide vocabulary for procedures and reports. (How to prepare a cup of tea.) (3) Whole class Activity. (4) Let them put the steps in sequence.
English Reader: Poem:- Lucy Gray	(1) Be able to enjoy and understand the idea of the poem. (2) To introduce them to William Wordsworth- the nature poet. (3) Notice the rhyming scheme. (4) Make a gist of each stanza. (5) Appreciate and develop taste for poems by Wordsworth	(1) Watch Edusat CD. (2) Listen to a good recording of the poem and imitate it. (3) Write a one line gist of each stanza. (4) Rearrange the jumbled ideas, in whole class activity. (5) Write the central idea. (6) Write a few rhyming words.
Application/Letter: 1. Suppose You are Baljit. You live at 6, Soni Street, Khanna. Your friend Daljit has	(1) Be able to write a letter on their own. (2) Be able to write letters in a particular format.	(1) Divide the kids in groups and tell them to write the formats for personal letters. (2) Role-Play as Baljit and Daljit. (3) Let them make three paragraphs of a beginning, a

	<p>lost his mother. Write a letter of condolence to him.</p> <p>2.Imagine you are Satwant Kaur, a student of XYZ School, Amritsar. You cannot take the examination, because of marriage of your elder sister. Write an application to your Headmistress, requesting her to exempt you from this examination.</p>		<p>middle and an end in groups. (4)Display in the class and ask suggestions and polish finally. (5) Role play as Satwant Kaur and Principal using same ideas complete the application.</p>
	<p>Notice:- Your school is organizing a tour to Delhi and Agra. You are the Secretary of the Tour Organizing Committee. Draft a notice asking the student to give their names to you. (Ex.- II)</p>	<p>(1)To be able to write notices related to daily life/school. (2)Understand the format.</p>	<p>(1)Watch Edusat CD on Notices. (2)Show them notices on the notice board. (3)Understand the format from a sample/chart/CD. (4)Divide them in groups to write descriptions in 50 words on objects like pen, water bottle, watch and fill the notice. (5)Provide/Discuss vocabulary/ inputs for the given topic.</p>

			(6)Finally write in prescribed format.
	<p>Dialogue Writing:- Practice Exercise – 4</p> <p>Suppose you were travelling in a bus and your pocket was picked. Your father wants to know about it. Complete the dialogue by writing questions your father asked.</p>	<p>(1)To be able to converse in English.</p> <p>(2)Build confidence in using appropriate vocabulary and ideas.</p>	<p>(1)Give opportunity to children to talk to each other in English.</p> <p>(2)Supervise only helping here and there.</p> <p>(3)Provide vocabulary and ideas on board to the related topic ask them to four dialogues in groups and present in front of the class.</p>
	<p>Incomplete Paragraph:- Solved Exercise No. 2 (Practice Exercise No.-2)</p>	<p>(1)To be able to complete an incomplete paragraph.</p> <p>(2)Write ideas in sequence in simple language.</p>	<p>(1)Ask questions regarding football match. Jot them on the board in sequence.</p> <p>(2)Develop the paragraph.</p> <p>(3)Follow the same pattern for Practice Example No. 2.</p>
Decem ber	<p>English Reader:- Two Memorable Speeches</p>	<p>(1)To understand and comprehend the lessons and locate details.</p> <p>(2) Find new words and use.</p> <p>(3)Write a gist in short of each paragraph.</p> <p>(4)To develop confidence for asking and answering questions.</p>	<p>(1)Ask questions and motivate them to ask questions.</p> <p>(2)Summarize the lesson.</p> <p>(3)Provide them with dates and tell the children to find the importance as given on Pg. 88. of English Reader.</p>

	English Reader: Saint Ravidas	(1)To enjoy and comprehend the life history of a great saint. (2)Make a register of new words. (3)Draw motivation from the life sketch. (4)Write a gist of each paragraph.	(1)Discuss the 'deer incident' in the class. Write the points in sequence. Tell them to write in first person in Past Tense. (2)Write and speak on an incident in personal life.
	English Reader: Poem: Sympathy	(1)To enjoy the poem. (2)To introduce a new genre- the poem. (3)Appreciate and develop aesthetic sense. (4)Find the rhyming words. (5)Comprehend the central idea of the poem. (6)Be able to write a few lines – adding to the poem.	(1)Listen to a good recording and try to immitate. (2)Note down the rhyming words and write a few more. (3)Write a single line on the gist of the poem of every stanza. (4)Join the sentences and summarize the poem. (5)Write the central idea of the poem in.
	Grammar:- The Adverb Determiners	(1)To develop productive skills in writing and speaking fluently.	(1)Give them practice with the $\text{S}, \text{A}, \text{P}$ formula. (2)Activities like Walk slowly. Write fast, walk quickly and then explain what an Adverb does.
	Paragraph Writing: The Volley-ball Match	(1)To be able to complete an incomplete paragraph. (2)Write ideas in sequence in simple language.	(1)Ask questions regarding volleyball match. Jot them on the board in sequence. (2)Develop the paragraph. (3)Follow the same pattern for Practice Example No. 2.

	<p>Newspaper Headlines:- Practice Exercise 1-6</p> <p>(1) 10 killed in a hosiery godown fire.</p> <p>(2) 14 girls killed in bus collision.</p> <p>(3) Residents Get I-Cards full of errors.</p> <p>(4) Men Gets RI for throwing boy out of train.</p> <p>(5) Party workers shine shoes to collect relief.</p> <p>(6) In-Laws held in dowry case.</p>	<p>(1)To be able to convert the headlines into reports.</p>	<p>(1)Note headlines from T.V. and bring them to class.</p> <p>(2)Show more news headlines cuttings from newspapers.</p> <p>(3)Tell them to read them.</p> <p>(4)Divide them in groups and ask them to find the Tenses and Voice used in headlines on Pg. 157-158.</p> <p>(5)Ask them to convert into reports.</p>
	<p>Informal Letter:- 1. Suppose you are Satinder. You are living in boarding house of your school. Write a letter to your elder brother requesting him to send you two thousand rupees for fees and books. (Practice</p>	<p>(1)Be able to write a letter on their own.</p> <p>(2)Be able to write letters in a particular format.</p>	<p>(1)Divide the kids in groups and tell them to write the formats for personal letters.</p> <p>(2)Enact the role play as Satinder and your elder brother.</p> <p>(3)Let them make three paragraph in groups.</p> <p>(4)Display in the class and ask suggestions and polish finally.</p>

	Exercise-VI)		
January	English Reader:- Our Civilization -1 Our Civilization -2	(1)To be able to comprehend and answer and ask questions. (2)To locate details. (3)To write one line gist of each paragraph. (4)Use dictionary.	(1)Watch Edusat CD. (2)Ask questions while reading. (2)Motivate them to ask question.
	Grammar:- The sentence	(1)To develop productive skills in speaking and writing fluently.	(1)The teacher should speak and write different forms of sentences and ask what form of sentence it is. Begin with Interrogative followed by Exclamatory, Imperative, Affirmative and Optative etc.
	Formal Letter:- 1.Imagine you are Balwinder. You live in the hostel of XYZ school, Malerkotla. Request your father to send you some money. (Solved example - 10) 2.Suppose you are Rajkumari, a student of X Class of XYZ school Kotkapura, Your	(1)Be able to write a letter on their own. (2)Be able to write letters in a particular format.	(1)Divide the kids in groups and tell them to write the format for personal letters. (2)Role play by different points. (3)Let them make three paragraphs in groups. (4)Display in the class and ask suggestions and polish finally.

	<p>father has been transferred to Chandigarh. Write an application to the Principal of your school requesting him to issue you a School Leaving Certificate.</p> <p>(Practice Ex. 4 & solved 4)</p>		
	<p>Newspaper Headlines:- Practice Exercise 7-12</p> <p>(1) Army man saved 11 from Tsunami Waves.</p> <p>(2) Youth shoots dead his uncle.</p> <p>(3) Government abolishes 300 posts of clerks.</p> <p>(4) Aid not reaching earthquake hit people.</p> <p>(5) Kalam for research on quake prediction.</p> <p>(6) The party leader asks voters</p>	<p>(1) To be able to convert the headlines into a report.</p>	<p>(1) Note headlines from T.V. and bring them to class.</p> <p>(2) Show more news headlines cuttings from newspapers.</p> <p>(3) Tell them to read them.</p> <p>(4) Divide them in groups and ask them to find the Tenses and Voice used in headline on Pg. 157-158.</p> <p>(5) Ask them to convert into reports.</p>

	to give his party a chance.		
	Comprehension:- 1.Unseen passage from the Reader for practice.	(1)To be able to comprehend what the written matter says. (2)Be able to understand the vocabulary used in content. (3)Be able to answer in speaking and writing.	(1)Provide exercise to practice question answers and given vocabulary, etc.
	Complete an Incomplete Paragraph:- Exercise-III and V (To be done by the teacher) Solved Exercise 3 (To be done by the teacher)	To be able to write a few lines/paragraph on their own.	(1)Provide them vocabulary related to the topic. (2)Ask them to write on a given topic in groups. (3)Jot down the points on the blackboard. (4)Finally write the points in the form of a paragraph.
Februa ry	Poem:- He That Is Down Needs Fear No Fall	(1)Be able to enjoy and comprehend the poem. (2)Be able to write the gist of every stanza. (3)Notice the rhyming scheme. (4)Appreciate and develop taste for poems.	(1)Watch Edusat CD. (2)Listen to a good recording of the poem immitate. (3)Write a one line gist of each stanza. (4)Rearrange the jumbled ideas. (5)Write the central idea. (6)Write a few rhyming words.
	Grammar:- Non-Finite	To develop productive skills in speaking and writing fluently.	(1)Explain types of non-finites. (2)Pick out the non finites from the text and describe their types.

	<p>Newspaper Headlines:- Practice Exercise 13-18</p> <p>(1)Cell phones at cheaper rates. (2)Mahila Wing demands 14 seats. (3)People educated on road safety. (4)Indo-Pak ties need to be improved. (5)Six held for stealing vehicles. (6)Officer held for cheating finance companies.</p>	<p>(1)To be able to convert the headlines into a report.</p>	<p>(1)Note headlines from T.V. and bring them to class. (2)Show more news headlines cuttings from newspapers. (3)Tell them to read them. (4)Divide them in groups and ask them to find the Tenses and Voice used in headlines on Pg. 157-158. (5)Ask them to convert into reports.</p>
	<p>Notice:- You are incharge of the Junior Humanities Forum of your school. The forum is organizing a paper reading contest. Draft a notice inviting the participants to give you their names. (Practice Exercise-III)</p>	<p>(1)To be able to write notices related to daily life/school. (2)Understand the format.</p>	<p>(1)Watch Edusat CD on Notices. (2)Show them notices on the notice board. (3)Understand the format from a sample/chart/CD. (4)Ask question like who, where, whom, how, etc. and fit the notice format. (5)Provide/Discuss vocabulary/ inputs for the topic given. (6)Finally write in prescribed format.</p>

	<p>Paragraph:- The Policeman</p>	<p>(1)To be able to complete an incomplete paragraph. (2)Write ideas in sequence in simple language.</p>	<p>(1)Ask questions regarding policeman. Jot them on the board in sequence. (2)Develop the paragraph. (3)Follow the same pattern for Practice Example No. 2.</p>
	<p>Dialogue Writing:- Imagine your brother met with an accident. You went to see him in the hospital. Your friend wants to know about his condition. The answers you gave are given below. Complete the dialogue writing using the questions your friend asked. (Practice Exercise-V)</p>	<p>(1)To be able to converse in English. (2)Build confidence in using appropriate vocabulary and ideas.</p>	<p>(1)Give opportunity to children to talk to each other in English. (2)Supervise only, helping here and there. (3)Provide vocabulary and ideas on board to the related topic and ask them to form dialogues in groups and present in front of the class.</p>
	<p>Formal Letter:- 1.Imagine you are Rajni. You live at 108, Friends Colony, Fazilka. Write a letter to your elder sister who lives in</p>	<p>(1)Be able to write a letter on their own. (2)Be able to write letters in a particular format.</p>	<p>(1)Divide the kids in groups and tell them to write the format for personal letters. (2)Ask the groups to write on two different topics of Diwali and Birthday. (3)Let them make three paragraph in groups.</p>

	<p>England telling her how you celebrated Diwali. (Practice Ex.-10)</p> <p>2.Imagine you are Harish. You live in Mohalla Ashok Nagar, Nawan Shahr. Write a letter to your friend, who lives in Mohalla Sant Nagar, Jalandhar, telling him how you celebrated your birthday. (Practice Ex.-12)</p>		<p>(4)Display in the class and ask suggestions and polish finally.</p>
	<p>Complete an Incomplete Paragraph:- Solved Example 4 & 5. Practice exercise- 4 (To be done by the teacher)</p>	<p>To be able to write a few lines/paragraph on their own.</p>	<p>(1)Provide them vocabulary related to the topic. (2)Ask them to write on a given topic in groups. (3)Jot down the points on the blackboard. (4)Finally write the points in the form of a paragraph.</p>