

Class : IX

Month	Monthly Syllabus with Objectives and Activities: English		
April	<p><u>Main Course</u> <u>Book</u> Lesson-1 Grooming of a Boy</p>	<ul style="list-style-type: none"> • Be able to read the lesson for pleasure/comprehension. • Read fluently at a moderate speed. • Locate the details. • To understand life. • To understand life skills. • Ask and answer questions. • Write about the character/theme. 	<ul style="list-style-type: none"> • Show them topic related Edusat CD. • Show them material related to the great author. • Make a list of 5 things you would never do in your life. • Write/Speak a few lines on what type of a person you would like to become. • Answer textual questions.
	<p><u>Poem</u> Open Thy Eyes and see Thy God</p>	<ul style="list-style-type: none"> • To introduce to a new genre poem. • Enjoy the poem. • To know the great Indian poet R.N. Tagore. • To make a gist of every four lines and then the whole poem. • To enhance the vocabulary. 	<ul style="list-style-type: none"> • Provide them a good recording of the poem and make them imitate. • Read the poem/Listen to a good recording of the poem and recite it with correct pronunciation/intonation/ stress. • Write a sentence to bring out the gist of every stanza.

			<ul style="list-style-type: none"> Summarize the poem.
	<p><u>Supplementary Reader:</u> Lesson-1 The Magic Violin</p>	<ul style="list-style-type: none"> To read for comprehension. To make them confident to ask and answer questions regarding the lesson. Write the gist of each paragraph. Be able to use dictionary/thesaurus and technology to understand the lesson. Be able to understand to tackle difficult situations in life. 	<ul style="list-style-type: none"> Provide them Edusat CD for understanding the lesson through visual. Ask questions and elicit answers in short . Find new words/meanings to enhance vocabulary. Give them jumbled ideas of the text and tell them to rearrange in sequence. Discuss: 'the brain is mightier than a sword.'
	<p><u>Vocabulary</u> Nature of Words (Content Meaning)</p>	To understand, enjoy & appreciate the language.	Give them words like run, train to use in different contexts.
	<p><u>Grammar</u> Determiners</p>	To develop productive skills (accuracy & fluency in speaking & writing)	<ul style="list-style-type: none"> Give a paragraph to the students and make them underline the determiners in that. Provide them pictures and differentiate between various determiners.
	<u>Letter Writing</u>	<ul style="list-style-type: none"> To enable them to write 	<ul style="list-style-type: none"> Give verbal/non verbal

	Informal Letters	<p>letters on their own.</p> <ul style="list-style-type: none"> To develop communication skills. 	<p>inputs.</p> <ul style="list-style-type: none"> Involve the whole class in collecting ideas to form an outline. Form a paragraph on the basis of an outline. Tell the students to observe the format. Ask them to write a letter on their own.
	<p>Note Making Example and exercise A, B, C</p>	<ul style="list-style-type: none"> To be able to make short notes on their own. Organize ideas in sequence with fluency and accuracy. 	<ul style="list-style-type: none"> Introduce key words to be used for the topic. Give them words and ask them to use short form of those words abbreviations. Write points/notes on given paragraph.
May	<p>Main Course Book Lesson-2 Plants also Breathe and Feel. Lesson-3 The Postmaster</p>	<ul style="list-style-type: none"> To read for pleasure and comprehend the lesson. To be able to understand the idea/theme of the lesson. To introduce them to the great scientist Jagdish Chandra Bose and famous writer Rabindra 	<ul style="list-style-type: none"> Show them pics and material related to the authors. Write a few lines on the qualities of a great person e.g. Dr. Abdul Kalaim. Let them watch related Edusat CD.

		<p>Nath Tagore.</p> <ul style="list-style-type: none"> • Use the dictionary and thesaurus and technology. • Be able to ask questions and answer them. 	<ul style="list-style-type: none"> • What have you learnt from the chapter 'Plants also Breathe and Feel'. Speak a few lines on it. • Write the gist of each para. • Ask questions and prompt to ask questions and give answers. • Initiate them to find words-meanings and see words as different parts of speech. • Make sentences of your own of the new words. • Re-arrange the jumbled ideas of the lesson. • Suppose you are the Postmaster. Write an imaginary dialogue with the Postman.
	<p><u>Poem:</u> No Men Are Foreign</p>	<ul style="list-style-type: none"> • To introduce to a new genre-poem. • Enjoy the poem and find rhyming words and rhyming scheme. • To know the great poet. 	<ul style="list-style-type: none"> • Read the poem/Listen to a good recording of the poem and recite it with correct pronunciation/intonation/stress. • Write a sentence to bring out the gist of

		<ul style="list-style-type: none"> • To make a gist of every four lines. • To be able to find the central idea. 	<ul style="list-style-type: none"> • every stanza. • Summarize the poem.
	<p><u>Supplementary Reader</u> Lesson-2 Wishes come True</p>	<ul style="list-style-type: none"> • To read for pleasure and comprehend the lesson. • To be able to understand the idea/theme/characters of the lesson. • To introduce them to the great Indian writer. • Use the dictionary and thesaurus and technology. • Be able to ask questions and answer them. 	<ul style="list-style-type: none"> • Show them picture and material related to the author. • Let them watch the related Edusat CD/any others. • Write the gist of each para. • Ask questions and prompt them to ask questions. • Initiate them to find words-meanings and see words as different parts of speech. • Make sentences of your own of the new words. • Re-arrange the jumbled ideas of the lesson. • Role play • Debate on the issue whether the parents should be strict with

			children or not?
	<p><u>Vocabulary</u> Words as different parts of speech Synonyms and Antonyms</p>	<ul style="list-style-type: none"> To understand, enjoy and appreciate the language. 	<ul style="list-style-type: none"> Give them sentences and ask them to find out part of speech of the underlined words. Give them jumbled words and ask them to find out or match with the similar/opposite word in the list given. Student with the highest score should be rewarded.
	<p><u>Grammar</u> Modals, Prepositions</p>	<ul style="list-style-type: none"> Develop productive skills. (Fluency and accuracy in speaking and writing) 	<ul style="list-style-type: none"> Divide the students into groups working on both the items separately and give them a chance to present/demonstrate how to use them with objects and ideas in the class.
	<p><u>Letter Writing</u> Informal Letter exercises</p>	<p>To enable them to write informal letters on their own.</p>	<ul style="list-style-type: none"> Watch CD on the lesson by Edusat. Give verbal/non verbal inputs. Involve the whole class in collecting ideas to form an outline.

			<ul style="list-style-type: none"> • Form 3 paragraphs of a beginning, a middle and an end on the basis of an outline. • Tell the students to observe the format. • Ask them to write the letter on their own.
July	<p><u>Main Course</u> <u>Book</u> Lesson-4 Budgeting Your Time</p>	<ul style="list-style-type: none"> • To read for pleasure and comprehend the lesson. • To be able to understand the idea/theme/character of the lesson. • Use the dictionary and thesaurus and technology. • Be able to ask questions and answer them. • To make them understand the value of time and to develop life skills. 	<ul style="list-style-type: none"> • Show them pics and material related to the author. • Let them watch topic related Edusat CD. • Write the gist of each para. • Ask questions and elicit answers and prompt to ask questions. • Initiate them to find word-meanings and see words as different parts of speech. • Make sentences of your own of the new words. • Re-arrange the jumbled ideas of the lesson. • Write a paragraph on

			<p>importance of time.</p> <ul style="list-style-type: none"> • Let them jot down points, form groups and put form and then points. • Ask them to make a time table of their routine to drive home the point that they are wasting or utilizing their time.
	<p><u>Supplementary Reader</u> Lesson-3 In the Flood</p>	<ul style="list-style-type: none"> • To read for pleasure and comprehend the lesson to be able to answer textual questions. • To be able to understand the idea/theme/characters of the lesson. • Use the dictionary and thesaurus and technology. • Be able to ask questions and answer them. 	<ul style="list-style-type: none"> • Show them pics and material related to the author. • Let them watch topic related Edusat CD. • Write the gist of each para. • Ask questions and prompt to ask questions. • Initiate them to find words-meanings and see words as different parts of speech. • Make sentences of your own of the new words. • Write/speak a paragraph on 'My Pet'.

			<ul style="list-style-type: none"> • They can draw/bring pictures of their pets. • Re-arrange the jumbled ideas of the lesson.
	<p><u>Vocabulary</u> Homonyms</p>	<ul style="list-style-type: none"> • To understand, enjoy and appreciate the language. • To enhance vocabulary. • To differentiate between similar sounding words. 	<ul style="list-style-type: none"> • Give them jumbled words and ask them to find out or match the correct word with the list given. • Ask them to use pics to see the difference between hair/hare.
	<p><u>Grammar</u> Conjunctions</p>	<ul style="list-style-type: none"> • To introduce them to conjunctions. • To be able to use them appropriately in speaking and writing. 	<ul style="list-style-type: none"> • Pick out conjunctions from the text. Use them in sentences and phrases on your own.
	<p><u>Letter Writing</u> Formal Letter solved</p>	<ul style="list-style-type: none"> • To enable them to write letters on their own. • To make use of role play. • Enact as if you are face to face with the person and telling him the problem directly and then use same points in the letters. 	<ul style="list-style-type: none"> • Watch Edusat CD or any other material. • Give verbal/non verbal inputs. • Involve the whole class in collecting ideas to form an outline. • Form three paragraphs of the beginning, a middle and an end on the

			<p>basis of an outline.</p> <ul style="list-style-type: none"> • Tell the students to observe the format. • Ask them to write the letter on their own.
	<p><u>Note Making</u> Exercise - D, E</p>	<ul style="list-style-type: none"> • To be able to make short notes on their own. • Organize ideas in sequence with fluency and accuracy. 	<ul style="list-style-type: none"> • Introduce key words to be used for the topic. • Write points/notes on given paragraph. • Give them words and ask them to use short form of those words.
August	<p><u>Main Course</u> <u>Book</u> Lesson-5 Journey by Night</p>	<ul style="list-style-type: none"> • To read for comprehension and pleasure. • To make them confident to ask and answer questions regarding the lesson. • Write the gist of each paragraph. • Be able to use dictionary/thesaurus and technology to understand the lesson. • Be able to understand the main idea/characters. 	<ul style="list-style-type: none"> • Provide them Edusat CD for listening. • Ask questions and elicit answers in short . • Find new words to enhance vocabulary. • Give them jumbled ideas of the text and tell them to rearrange in sequence. • Write a short note on having performed an act of bravery/social service. • Speak on your

			<p>experience of going out of station alone.</p> <ul style="list-style-type: none"> • Write it in your notebooks.
Revision of Poems 1, 2, 3			
	<p><u>Supplementary Reader</u> Lesson-4 My Father and I</p> <p><u>Main Course Book</u> Lesson-6 & 7 The Bishop's Candle Sticks I & II</p>	<ul style="list-style-type: none"> • Read the lesson for pleasure/comprehension. • Locate the details. • To understand life. • To understand to do good learn skills. 	<ul style="list-style-type: none"> • Show them related Edusat CD in group. • Write a few sentences on love, friends and hatred only creates enemies. • Show them material related to the great author. • Give/Write or speak your views on the title.
	<p><u>Reading Skills</u> Unseen passage followed by comprehension questions.</p>	<ul style="list-style-type: none"> • To make them understand the topic. • To be able to find how vocabulary and use it. • To be able to write the gist of each paragraph. • To develop confidence for 	<ul style="list-style-type: none"> • Answer the questions based on the text. • Use the new found words in sentences of your own. • Give silent reading of the text. • Make them speak a few lines on the paragraph.

		asking and answering questions.	
	<u>Vocabulary</u> Formation of words.	<ul style="list-style-type: none"> • To understand enjoy and appreciate the language. • Develop productive skills. 	<ul style="list-style-type: none"> • Form words by adding prefixes and suffixes to it and identify whether the word is an adjective, verb, noun or any other or has any other positive connotations.
	<u>Grammar</u> Simple/Complex sentences	<ul style="list-style-type: none"> • To be able to use different types sentences in writing and speaking accurately. 	<ul style="list-style-type: none"> • In a given text let them find connectors and different types of sentences and what idea they convey. • Make them write different types of sentences on their own in groups and speak the sentences in the class presentation.
October	M.C.B. Lesson No.8 God Sees the Truth but Waits-I	<p>(1)To read for pleasure and comprehend the lesson.</p> <p>(2)To be able to understand the idea/theme/ character of the lesson.</p> <p>(3)To introduce them to great foreign writers and feel their culture.</p>	<p>(1)Show them pictures and material related to the author.</p> <p>(2)Let them watch related Edusat CD.</p> <p>(3)Write the gist of each para.</p> <p>(4)Ask questions and prompt to ask questions.</p> <p>(5)Initiate them to find</p>

		<p>(4)Use the dictionary and thesaurus and technology.</p> <p>(5)Be able to ask questions and answer them.</p>	<p>words-meanings and see words as different parts of speech.</p> <p>(6)Make sentences of your own of the new words.</p> <p>(7)Re-arrange the jumbled ideas of the lesson.</p> <p>(8) Narrate an incident related to children's own life where they felt "God sees the truth but waits."</p>
M.C.B. Lesson No.9 God Sees the Truth but Waits-II	<p>(1)To read for pleasure and understanding the lesson.</p> <p>(2)To be able to understand the idea/theme of the lesson.</p> <p>(3)To introduce them to great foreign writers and feel their culture.</p> <p>(4)Use the dictionaries and thesaurus and technology.</p> <p>(5)Be able to ask questions and answer them.</p>	<p>(1)Show them related Edusat CD.</p> <p>(2)Show them material related to the great author.</p> <p>(3)Give/Write and speak your views on the title.</p> <p>(4) Write about the main character- discuss in groups display on black board and finally write. Some students can even draw the main characters.</p>	
M.C.B. Poem 3: Excelsior	<p>(1)To enjoy the poem by listening/reading</p> <p>(2)To introduce to a literary genre-poem.</p> <p>(3)Introduce them to a</p>	<p>(1)Watch the Edusat CD.</p> <p>(2)Make them listen to a good recording of the poem and imitate for intonation/ stress, pronunciation.</p>	

	<p>famous poet H.W. Longfellow.</p> <p>(4)To be able to find rhyme scheme in the poem.</p> <p>(5)To understand the main idea of the poem.</p> <p>(6)To grasp the meaning of each stanza and write the gist in one lines.</p> <p>(7)Be able to summarize the poem.</p> <p>(8) To encourage them to write poetry.</p>	<p>(3)Show pics of the poet and his life.</p> <p>(4)Make them read and find rhyming words in each stanza and try beginning and ending with rhyming words.</p> <p>(5)Write the gist of each stanza in one line.</p> <p>(6)Join the lines and tell them to summarize.</p>
<p>Supplementary Reader: Lesson No.5 I became a Great Friend of Animals and Birds.</p>	<p>(1)To read for comprehension.</p> <p>(2)To make them confident to ask and answer questions regarding the lesson.</p> <p>(3)Write the gist of each paragraph.</p> <p>(4)Be able to use dictionary/ thesaurus and technology to understand the lesson.</p> <p>(5)Be able to understand the main idea/characters.</p>	<p>(1)Provide them Edusat CD for listening.</p> <p>(2)Ask textual questions and elicit answers in short.</p> <p>(3)Find new words to enhance vocabulary.</p> <p>(4)Give them jumbled ideas of the text and tell them to rearrange in sequence.</p> <p>(5) Write about characters/theme after going discussion.</p>
<p>Grammar: Tenses\Voice</p>	<p>(1)To develop productive skills</p>	<p>(1)Find passive sentence in a given piece of text.</p>

		(fluency and accuracy in speaking & writing)	(2)Ask them to bring news headlines cuttings and to find tenses and voice used. (3) Draw a tense chart and ask them to change tenses as fast as they could.
	Writing Skills: Paragraph Writing	(1)To be able to describe people on their own in simple sentences.	(1)Make them write the points only about names /physical qualities and other details, etc of their friends. (2)Make them write qualities in points and then speak. (3)Develop paragraph.
November	M.C.B. Lesson No.10 Life Story of a Man Eater	(1)To read for pleasure and comprehend the lesson. (2)To be able to understand the idea/theme of the lesson. (3)To introduce them to great foreign writers and feel their culture. (4)Use the dictionary and thesaurus and technology. (5)Be able to ask questions and answer them.	(1)Show them pics and material related to the author. (2)Let them watch related Edusat CD. (3)Write the gist of each para. (4)Ask questions and prompt to ask questions. (5)Initiate them to find words-meanings and see words as different parts of speech. (6)Make sentences of your own of the new words. (7)Re-arrange the jumbled ideas of the lesson.

	<p>M.C.B. Poem: Nightingale and the Glow worm</p>	<p>(1)Introduce them to the genre- poem. (2)Be able to enjoy/recite. (3)Introduce the poet William Cowper. (4)To enjoy the poem by listening and reading silently. (5)Be able to understand new words in the poem with the help of the dictionary and audio-video. (6) To understand the main idea. (7)To make a one line gist of each stanza. (8)To write a central idea and summarize. (9) Encourage them to write poetry.</p>	<p>(1)Watch CD's from Edusat for pronunciation/ intonation and stress understanding of the life and ideas of the poet. (2)Listen and imitate the poem. (3) Look for a different rhyme-scheme. (4) Make one line sentence of every 4 lines. (5) Use the new words in sentences of your own. (6)Recite the poem in the class. (7)Write the central idea and summary in groups and share in class. (8) Tell the students to try hands at adding a few line to the poem.</p>
	<p>Supplementary Reader Lesson No. 6 'A letter to God'</p>	<p>(1)Read the lesson for pleasure/ comprehension. (2) Locate the details. (3)To understand life. (5) To understand to do good skills. (6)To engage in independent reflection. (7)Be able to write short/mini-stories.</p>	<p>(1) Ask question on the text. (2) Write the gist of each para. (3)Rearrange the jumbled sentence in sequence. (4)Write and speak about an incident like this. (5) Make them write for school magazine.</p>

<p>Supplementary Reader: Lesson No.7 The Last Leaf</p>	<p>(1) To read for pleasure and comprehension. (2)To be able to understand the main points/theme/ characters. (3)To be able to question and answer questions. (4)To be able to understand the value of kindness to fellow beings. (5)To locate details of the lessons. (6)To introduce a great English story writer.</p>	<p>(1)Watch Edusat CD. (2)Write the gist of each paragraph. (3)Re-arrange the jumbled ideas. (4)Role play. (5)Dialogue writing (based on textual characters)</p>
<p>Grammar: Narration</p>	<p>(1)To develop productive skills (accuracy and fluency in speaking and writing)</p>	<p>(1)Find narration-direct/indirect sentences in the lessons. (2)Learn the punctuation marks from the text, how to write the Reporting verb, Reported Speech. Also change into indirect of the selected examples.</p>
<p>Paragraph Writing Describing Places</p>	<p>(1)Be able to describe a place on their own. (2) To deal with real life situations.</p>	<p>(1)Provide verbal/ non verbal inputs. (2)Show Edusat CD on the topic. (3)Tell them to describe the places like class-room,</p>

			library/school ground and then their use.
	E-Mails from Grammar Book	(1)To be able to draft e-mails formally and informally. (2)To enable to use in daily life. (3) To use them in daily life.	(1)Show them Edusat CD on the topic. (2)Give them topics to write on (3)Send mails to Principal/School/friends ID.
Decemb er	M.C.B. Lesson No. 11 The Discovery of Moon	(1)To read for comprehension and gather scientific knowledge. (2)To develop scientific vocabulary and learn to use dictionary & technology. (3)To locate the main points/gist in one line of each paragraph. (4)Be able to ask questions with new vocabulary. (5)Be able to write and speak on related topics.	(1)Watch Edusat CD for vocabulary. (2)In groups find meanings from dictionary/thesaurus. (3)Answer questions based on text and ask questions. (4)Rearrange the jumbled ideas of the text in sequence. (5)Famous discoveries, space travel, Kalpana Chawla- topics to be written on and given speeches on.
	M.C.B. : Poem 6 : The Ballad of Father Gilligan	(1)To enjoy the poem- appreciate the beauty of the language. (2)Be aware of other religions/cultures/ customs of foreign lands.	(1)Listen to a good recording of the poem from Edusat CD/YouTube and imitate. (2)Watch Edusat CD. (3)Recitation of poem by individuals.

		<p>(3) Appreciate the poet the ballad.</p> <p>Be able to grasp the main idea of the poem.</p> <p>(4) Write the gist of every stanza.</p> <p>(5) Summarize it.</p> <p>(6) Inspire to read more poems like this in library.</p> <p>(7) Beliefs of Christianity.</p> <p>(8) Comparison of different religions.</p>	<p>(4) Write the gist of each stanza.</p> <p>(5) Find and write/speak on the duties of a Father.</p> <p>(6) Find the pattern of the rhyme scheme and rhythm.</p> <p>(7) Write the daily routine of Father Gilligan.</p> <p>(8) Write a message from a villager to the Father.</p> <p>(9) Speak a few lines on Father Gilligan.</p> <p>(10) Rearrange the jumbled gists of the poem.</p> <p>(11) Learn the poem.</p>
Supplementary Reader: Lesson No.8 The Bewitched Jacket	<p>(1) To read for pleasure and language learning.</p> <p>(2) Improve vocabulary- by using dictionary and technology.</p> <p>(3) Be able to locate the details main idea.</p> <p>(4) To make a gist of each paragraph.</p> <p>(5) Be able to put the ideas in sequence.</p>	<p>(1) Speak on the character/ or any particular incident.</p> <p>(2) Use new found words in sentences of your own.</p> <p>(3) Ask questions based on texts. (4) Relate stories. read or heard.</p>	
Supplementary Reader: Lesson No.9 The King Who Limped	<p>(1) To be able to enjoy the play- a new literary genre.</p> <p>(2) Be able to understand the main idea behind the play.</p>	<p>(1) In parts- let the children act out the play.</p> <p>(2) Write incidents showing how the courtiers copied the king in flattery.</p> <p>(3) Write the gist/C. idea of</p>	

		<p>(3)Be able to apply the message in life.</p> <p>(4)To understand different culture/behaviour/set up in royal life.</p> <p>(5)Be able to deliver dialogues from the play.</p> <p>(6)To motivate to read more material from library.</p>	<p>the play.</p> <p>(4)Give a speech or write a report on Sycophancy.</p> <p>(5)Write dialogues on daily life routine, like meeting a friend, asking for information etc. and present in class.</p> <p>(6)Dialogues are direct narration. (Grammar)</p>
	Grammar: Non-Finites	To be able to produce productive skills (accuracy in speaking and writing)	(1)Find non finites from a given text and their usage.
	Paragraph Writing: Describing Incidents/ Events	<p>(1)To be able to describe incidents independently.</p> <p>(2)Organize ideas in sequence with fluency and accuracy.</p>	<p>(1)Describe incidents around in daily life.</p> <p>(2)Describe an accident, a fighting scene, etc. - with verbal, non-verbal inputs.</p>
January	M.C.B. Lesson No.12 Three Great Indians	<p>(1)To appreciate and enjoy reading biographies/life sketches of great people.</p> <p>(2)To read for comprehension.</p> <p>(3)To locate the main ideas of the write-ups.</p> <p>(4)To make a gist of the same.</p> <p>(5)To be able to</p>	<p>(1)Talk about some great folks describing them physically and then their qualities.</p> <p>(2)Write the main points in the speech use them for short write ups. Can make notes. While the speeches are going on.</p> <p>(3)Ask questions regarding the great people they have</p>

		<p>describe persons in daily life.</p> <p>(6)Speak on the people they come in contact.</p> <p>(7)Be able to imbibe knowledge.</p>	read.
M.C.B. Lesson No.13 The Death of Abhimanyu	<p>(1)To be able to enjoy the account from the ancient Indian history.</p> <p>(2)To be able to comprehend the lesson.</p> <p>(3)To locate the details.</p> <p>(4)Develop confidence to ask questions or give answers.</p> <p>(5)Use library/references for better understanding.</p> <p>(6)Be able to comprehend the major idea behind the lesson.</p> <p>(7)Make points/notes then expand them.</p> <p>(8)Be able to write the gist of each paragraph and finally summarize.</p> <p>(9)Read such stories.</p>	<p>(1)Write points/notes on each paragraph.</p> <p>(2)Let the children ask questions and let them answer questions asked by the teacher.</p> <p>(3) Divide into groups. Write a speech to be delivered in the morning assembly/class.</p> <p>(4)Find new words related to mythology – a different register. Use the words in sentences.</p> <p>(5)Relate the stories briefly in class.</p>	
Supplementary Reader: Lesson No.10 The Diamond Maker	<p>(1)To read for comprehension.</p> <p>(2)To make them confident to ask and answer questions</p>	<p>(1)Provide them Edusat CD for listening.</p> <p>(2)Ask questions and elicit answers in short to.</p> <p>(3)Find new words to</p>	

		<p>regarding the lesson.</p> <p>(3)Write the gist of each paragraph.</p> <p>(4)Be able to use dictionary/ thesaurus and technology to understand the lesson.</p> <p>(5)Be able to understand the main idea/characters.</p>	<p>enhance vocabulary.</p> <p>(4)Give them jumbled ideas of the text and tell them to rearrange in sequence.</p> <p>(5) Group work: Jot points and develop characters.</p>
	Describing procedures	Be able to describe procedures on their own especially in labs.	(1)Use blocks/lab equipments etc. and demonstrate in the classes.
February	English Main Course Book	Revision of Syllabus	
y	Poetry	Revision of Syllabus	
	English Literature Book	Revision of Syllabus	
	Grammar	Revision of Syllabus	
	Paragraph Writing	Revision of Syllabus	
	(Pre Annual Examination for 70 marks)		
March	Final Examinations		
	Total marks for monthly tests =60		
	Marks for September and February examination are 70+70=140		
	Total marks = 60+140=200		
	100 marks are for projects/homework/assessment and continuous comprehensive evaluation parameters.		
	Therefore total marks for April to February assessment would be 60+140+100=300		
	The teacher would calculate 10% of the above 300 marks. i.e. 30 marks.		
	March examination would be of 70 marks.		
	Final examination would be from 100 marks.		