S.No	Concept	Objectives	Skills	Learning Style	Activities	Subject Integration	Outcome	Assessment
1.	**Myths and Legends** Who Ate the Sun?	•To enhance the reading skills of the children. •To express opinions using context appropriate language. •To develop English language proficiency through deployment of communication skills. • The students would be able to know about some mythical or legendary creatures.	To inculcate- •Critical thinking •Social skills •Problem solving •Curiosity and imagination •Accountability	•Linguistic • Interpersonal • Intrapersonal	• The students will unscramble the letters and write the names of different mythical or legendary creatures correctly like Gryffin, phoenix, centaur, and yeti. • Sharing their own experience with the class mates about some mythical or legendary creatures/ people.	•Science- Evolution, Classification	•The students would be able to use new words while framing sentences. •understand the story and the idea behind it. •answer the questions related to the story correctly.	•Reading assessment • Dictation • Oral and written tests.
	The Thousand – Petalled Lotus	• To be able to read, understand and infer the chapter. •To enable the students to use specific examples to illustrate an aspect of human behaviour. • understand that if we lack wisdom and common sense, even the best skills cannot help us. ● The students will be able to comprehend that one should be generous, helpful and co-operative. They will analyze that good deeds done by us at any moment of life add to our stock and recognized and paid back by other at the moments when required.	To inculcate- •Critical thinking •Social skills •Problem solving •Curiosity and imagination •Accountability	•Linguistic • Interpersonal • Intrapersonal	•Story telling- Narrating any other folk tale. •An interaction with the teacher and their class mates.	•S.Sc-King Vikram appears in hundreds of traditional Indian legends, including those in Baital Pachis (Vikram and Betal) and Singhasan Battisi.	•The students would be able to realise the value of a humble life style. • They will know about King Vikram who was a legendary king of ancient India. In stories, he is often portrayed as the ideal king and is known for his generosity, courage and justice. • We must adopt the policy of forgetting and forgiving if we want to lead a peaceful life.	•Unit Tests •Reading assessment • Dictation • Oral and written tests

S.No	CONCEPT	OBJECTIVES	SKILLS	LEARNING STYLE	ACTIVITIES	SUBJECT INTEGRATION	OUTCOME	ASSESSMENT
2.	**Art and Culture** The Last Stonemason	The students will be able to: •Express themselves independently in grammatically correct language. •To enable the students to analyze how the character in the story faced the obstacles of life courageously and moved forward to attain his goal. To build an optimistic attitude and trust on the almighty. •To enable the students to believe in hard work, determination and dedication as the keys to success.	•Comprehending skills. To inculcate- •Critical thinking •Social skills •Problem solving •Curiosity and imagination •Accountability	•Linguistic • Interpersonal • Intrapersonal	•Vocabulary Builder- words and phrases to enhance the power of expression. • A circle time- 'Sharing an untold incident'.	•S.St- Art and architecture. •Value Edu- Importance of good communication between parents and children.	•The students will be able to know the importance of preservation of various forms of arts. •The students would be able to use new words while framing sentences. •Summarize the main events. The students will be able to describe the sufferings of a father. ● To develop feelings of love, compassion and empathy for others.	•Dictation •Class discussion •Mid Term Exam ●Diary entry: Supposing yourself as the protagonist of the story.
	Ozymandias	• The students will know about P. B. Shelley who is one of the best- known of poets of England. He is also called the myth maker. •Time is powerful – it wipes out everything even strong statues. •Nothing is immortal. The students will know the poetic devices. ● Holding high/low ranks is the cycle of time. We should not be proud/ regret on these basis.	•Analyse- Nothing remains forever. •Critical thinking	•Linguistic • Interpersonal • Intrapersonal ● Music smart	•Discussion-how one should behave while visiting the places of historical importance. •Speech Writing- Time is the greatest destroyer.	S.St-Various statues, castles and forts were built by the rulers. ● Music smart- They will listen to the poems related to the topic unfolding various secrets	•Understand that despite making various efforts man can't immortalize himself. ● The students will comprehend the poem which says that everyone is subject to death. Only art is permanent.	•Recitation •Class test •Class discussion ● S.A

S.No	CONCEPT	OBJECTIVE	SKILL	LEARNING STYLE	ACTIVITY	SUBJECT INTEGRATION	OUTCOME	ASSESSMENT
3.	**An Indian Kaleidoscope** On Being an Indian	To enable the students to: • read with correct pronunciation, fluency and comprehension. •Know the importance of unity in diversity. •display the spirit of citizenship, respect diversity.	To inculcate- • Critical thinking • Social Skills	•Linguistic • Interpersonal • Intrapersonal	•Talk in a Group What does home mean to you? Would you be happy in a home anywhere else in the world? What would/ wouldn't you miss about your present home, if you had to go away for a few months? Make a list. • Think about what makes you an Indian. Make a list. Talk to the class for a minute.	Hindi- Similar stories.	•The students will be aware of surroundings and consciously make efforts to protect the environment and appreciate its beauty. •The students would be able to use new words while framing sentences	• Class discussion • Dictation
	In the Bazaars of Hyderabad	•The students would be told about the poet Sarojini Naidu and her works. They would be told about the products offered in the old bazaars of Hyderabad. •To enable the students to relish every small activity happening around us. To generate ideas for writing a fun filled poem.	To inculcate- •Critical thinking •Social skills •Problem solving •Curiosity and imagination •Accountability •Imagination •Initiation and agility.	•Linguistic • Interpersonal • Intrapersonal	•Recitation- similar to the oral presentation	Social Science- Social structure	• The vocabulary of the students will be enriched. • A sense of rhythm would be developed.	•Recitation •Class test •Class discussion • S.A

S.No	CONCEPT	OBJECTIVE	SKILL	LEARNING STYLE	ACTIVITY	SUBJECT INTEGRATION	OUTCOME	ASSESSMENT
4.	**Inventions and Discoveries** •An Amazing Ancestor	To enable the students to: • read the new words used in the chapter with understanding. • know the importance of scientific discoveries and inventions. • To encourage self reliant learning	To inculcate •Critical thinking •Analyse •Articulation of thoughts.	•Linguistic • Interpersonal • Intrapersonal	●Have a debate FOR or AGAINST this motion- GADGETS HAVE ENSLAVED US. ● Some phrasal verbs used in our practical life Use dictionary in the class and frame sentences.	•Science- Latest inventions and discoveries.	•The students would be able to use new words while framing sentences •They would be able to tell the meanings of new words and pronounce new words correctly.	• Class test •Class discussion • S.A
	Madame Curie	•To be aware that passion and will power combined with sincere efforts surely helps a person to achieve the set targets. •To be dutiful towards their profession/ any duty assigned to them. • To know about some of the famous scientists. •To enable the students to believe in hardwork, determination and dedication as the key to success.	• Study Skills activities e.g., use of dictionary. •Critical thinking •Evaluate: Women are nonetheless than men. •Apply: illustrate many famous female personalities- national and international.	•Linguistic • Interpersonal • Intrapersonal-Discussing and studying about great women. •Visual Spatial: Watching movies depicting life history of brave women, social reformers etc.	•A talk about the achievements of great scientists. • Speech on ' Women Empowerment'. •Collage of famous female personalities- national and international.	• Discussion about the discovery of radium by Madame Curie and her husband Pierre Curie.	•The students will be able to develop the spirit of team work. They will be inspired to be passionate and sincere towards achieving goals. •The children will be able to know that success is impossible without sincerity, hard work and dedication. •Women have excelled equally in all the fields. •Equal rights to men and women.	• Class test • Dictation • Diary Entry- Supporting yourself as the protagonist of the story.

S.No	Concept	Objectives	Skills	Learning Style	Activities	Subject Integration	Outcome	Assessment
5.	**The Magic Words** The Palindrome	•To enhance the reading skills of the children. •To express opinions using context appropriate language. •To comprehend the text . . •To add new words to their vocabulary. ●To enable the students to know the importance of wit and humour. ●To understand that communication gap creates a lot of problems whereas effective and timely communication is a key to rectify misunderstanding.	To inculcate- •Critical thinking •Social skills •Problem solving •Curiosity and imagination •Accountability •Linguistic Skills	• Logical •Linguistic • Interpersonal • Intrapersonal	•Vocabulary Builder The children will frame different palindromes like Madam, I am Adam, Do geese see god? ●Narrating a short fictitious story.	History-Kingdom of Vijayanagar Hindi- Similar stories (Tenali Raman)	•The students will be able to understand the meaning of palindrome. •Their vocabulary will get enriched due to the frequent use of dictionary. They will understand that one has to be cool and calm to avoid confusion. ● The students will try to improve their communication skills and thus rectify their misunderstandings that occur any point of time. ●To understand subtle humour and live life to the fullest.	•Class test •Class discussion.
	Flutters of Thought	• To enable the students to relish every small activity happening around us. To generate ideas for writing a fun filled poem. •Understand the central idea of the poem. •To enable the students to develop interest to know the various hidden facts of the planet Earth.	To inculcate- •Critical thinking •Social skills •Problem solving •Curiosity and imagination •Accountability •Imagination •Initiation and agility.	•Linguistic Word smart- Learn phrases and their meanings. • Interpersonal • Intrapersonal- An interaction with the teacher and their classmates.	•Recite the poem with own music and rhythm. •Sharing their own experiences with the class mates about when they did something good for somebody and the feeling of contentment and happiness they derived from it.	• Hindi- Similar poems	• The vocabulary of the students will be enriched. • A sense of rhythm would be developed.	Assessment of the poem through various techniques like tests, assignment, recitation and reference to the context.

S.N	CONCEPT	OBJECTIVE	SKILL	LEARNING STYLE	ACTIVITY	SUBJECT INTEGRATION	OUTCOME	ASSESSMENT

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6.	**Heal the Earth** An Island of Trees	•To give children a rich and enjoyable language- learning experience. •To read silently at varying speeds depending on the purpose of reading. • To identify the main points of a text. •To sensitize about conservation. •To have deeper understanding of the text. •To understand the difference between the life style of a crowded city and a remote place. • living closer to nature is just like magic.	To inculcate- •Critical thinking •Social skills •Problem solving •Curiosity and imagination •Accountability •Analytical •Communication •Comprehension	•Linguistic • Interpersonal • Intrapersonal •Nature smart: To study and observe the effects of pollution on nature.e.g. melting of glaciers, global warming. •They'll add to their vocabulary and basic knowledge about Science and some facts about the plants and animals.	• Talk to the class about different plants and trees in their school.(The native names of the plants and trees and the biological names also) • Different types of pollution, causes, and steps to be followed to save our earth.	•Hindi- Similar stories •Science-Plants and trees. •Birds and their habitat. •Environment	•The students will be aware of surroundings and consciously make efforts to protect the environment and appreciate its beauty. •The students will be able to think on their own and express their ideas using their experience, knowledge and imagination.	•Class Discussion •Dictation •U.T •Listening to the talk by an environmentalist. • Speech on – Save the trees.
	The Tyger	•To make the students aware about the poet William Blake. • To read the poem for enjoyment and comprehension. • To enable the students to feel and understand the environment around us, its significance and the need to save it. • To tell them about the close relationship that exists between human beings and nature. • To appreciate the beauty of the poem. ●To understand selfishness and insensitivity of man towards animals.	To inculcate- •Critical thinking •Social skills •Problem solving •Curiosity and imagination •Accountability	•Linguistic • Interpersonal • Intrapersonal •Logical- loss of flora and fauna has quite tragic affect on every aspect of our lives, be it health, economy etc. •Naturalistic •Spiritual: it is the demand of the hour to lessen the light pollution to make the world a better place to live.	•Reference to context questions will be added to hone literary response and critical appreciation skills. •Compose a poem on nature and wildlife (Self composed poem) •Make a poster-In a group of four design a poster 'Save the tigers'.	•Science- Animals and their habitat. •S.St- Forests and wildlife. •Drawing- Design a poster.(Save the tigers)	•The students would be able to appreciate the poem and its rhythm. •The students will discuss about the poet ' William Blake'. •The students will be inspired to continue planting trees and gift plants to their friends.	•Recitation •Test based on the poem. •Assessment of the poem through various techniques like tests, assignment, recitation and reference to the context.

S. No	CONCEPT	OBJECTIVE	SKILL	LEARNING STYLE	ACTIVITY	SUBJECT INTEGRATION	OUTCOME	ASSESSMENT
7.	**In the Name of Peace** Ashoka, the Messenger of Peace	•To develop comprehensive English Language skills and nurture a holistic development of the learner. • To enable the students to share their individual thoughts on Ashoka's life. •To sensitise the children about the futility of war which only brings tragedy and sufferings into the lives of people. • To spread the message of peace and friendship and give up war and every form of violence. • To identify main events and characters in the story.	•To inculcate curiosity and imagination. • Critical thinking •Initiation •Accountability	• Naturalistic •Linguistic • Interpersonal • Intrapersonal •Logical	•In the groups of four discuss and create their own symbol of peace. • Draw and explain the symbol in the class. ●Narrating any incident from their life when they helped somebody in need.	• History- Mauryan Kingdom • History- Scripts like Brahmi was deciphered by James Prinsep.	• The students will come to know that wars bring sufferings into the lives of people. •The students will learn to spread the message of love and togetherness. •They will also learn that all religions deserve reverence and how do parents feel when their children sacrifice their lives during times of war. ●The students will be able to develop an attitude of being empathetic and sympathetic.	•S.A-2
	Maithreem Bhajatha—A Blessing for World Peace	•To read the poem for enjoyment and understand that our mother earth has enough for all of us to fulfil our needs. • The students will know about the singer M.S. Subbulakshmi who was invited to sing at the UN Day. • To become good citizens of the world. • To show friendship to all for it conquers hearts. • To teach the students to introspect whether they are caring and eventually express their feelings and showing kindness.	To inculcate- •Critical thinking •Social skills •Problem solving •Curiosity and imagination •Accountability •Analytical •Communication •Comprehension	•Naturalistic •Linguistic • Interpersonal • Intrapersonal	• The students will listen to the benediction sung by M S Subbulakshmi on the link rsgr.in/ciemcb 805 • Self composed poem.	•Music – hear the benediction. • know about the famous singer M S Subbulakshmi	•The students will be encouraged to think on their own and express their ideas using their experience, knowledge and imagination. •The students will be able to express and respond to personal feelings, opinions and attitudes. •They will be able to convey messages effectively. ●Develop the qualities like sincerity, devotion and reliability.	•S.A- 2

SUBJECT : ENGLISH (WRITING SKILLS)   CLASS : VIII

S.No	CONCEPT	OBJECTIVE	SKILL	LEARNING STYLE	ACTIVITY	SUBJECT INTEGRATION	OUTCOME	ASSESSMENT
1.	DIARY ENTRY	•To enable the students to get acquired with a personal form of writing. • They would be taught the specific format of diary entry and that it is written in first person.	•Interpersonal •Effective written communication •Imaginative •Creativity •Analytical • ordering details •Content organisation • Imaginative	•Verbal/ Linguistic •Interpersonal •Intrapersonal •Logical	●Individual diary entry.	● Hindi- Diary entry	• They would be able to express themselves using their imagination and creativity. • Use effective language with choice of appropriate words, proper punctuation and grammatical accuracy. •Use the appropriate words, maintain the accuracy and fluency and error free language.(language as well as grammar)	•Class discussion •Practice work •U.T •S.A •Tests
2.	STORY WRITING	•To enable the students to write a readable story based on some points. They would be told that they should have the whole plot clear in their mind and the main points arranged in the proper order. •To enable the students to anchor their thoughts around a theme or message and then decide upon the sequence of events to make a readable story. They would be guided to build up their story from outlines given to them.	•Interpersonal •Effective written communication •Imaginative •Creativity •Analytical • ordering details •Content organisation • Imaginative	•Verbal/ Linguistic •Interpersonal •Intrapersonal •Logical	●To conclude a story in an innovative way. ●Presenting an innovative end of a given story.	●Hindi – Story writing	•They would be able to connect the various points given in the outline to create an effective story. They would learn to use dialogues and in between and conclude the story in an interesting manner. • Use effective language with choice of appropriate words, proper punctuation and grammatical accuracy. •Use the appropriate words, maintain the accuracy and fluency and error free language.(language as well as grammar)	•Class discussion •Practice work •U.T •S.A •Tests

S.No	CONCEPT	OBJECTIVE	SKILL	LEARNING STYLE	ACTIVITY	SUBJECT INTEGRATION	OUTCOME	ASSESSMENT
3.	NOTICE WRITING	The students would be able to- •Express themselves independently in grammatically correct language using the required format. •use focussed, relevant and original content with appropriate choice of words. •Convey precise information like what, when, why, where for whom etc. to readers within prescribed word limit.	•Interpersonal •Effective written communication •Imaginative •Creativity •Analytical • ordering details •Content organisation • Imaginative	•Verbal/ Linguistic •Interpersonal •Intrapersonal •Logical	Group Activity- To write notice for class. (Topic- Class rules or to maintain code of conduct.)	Hindi- Notice Writing	The students will be able to •Write a notice on a given topic having all the required information, clear purpose depending on the audience, one is writing for. • use simple sentences maintaining accuracy and fluency with no grammatical errors.	•Class discussion •Practice work •U.T •S.A •Tests
4.	LETTER WRITING (Formal letter, Informal letter and Email)	•Expand notes into a piece of writing. •Express their ideas or feelings to their relatives, friends with suitable style format. • learn systematic presentation of ideas with a beginning, middle and end. •learn to write in a personal or formal style •To enable the students to write in an appropriate style for communication-coherent planning, organizing and presenting ideas. •E mail – To enable the students to exchange messages electronically using computers. They would be taught the format and creating an e-mail ID and the structure of an email address.	•Interpersonal •Effective written communication •Imaginative •Creativity •Analytical • ordering details •Content organisation • Imaginative ● Adaptability	•Verbal/ Linguistic •Interpersonal •Intrapersonal •Logical	•To write a letter to the editor. ● Reading out a letter to the editor from a newspaper in the class. ● Writing and sending an email to a family member or friend.	•Hindi- letter writing	•Write an informal letter or email expressing their thoughts clearly and precisely maintain accuracy and fluency. • Use effective language with choice of appropriate words, proper punctuation and grammatical accuracy. •Use the appropriate words, maintain the accuracy and fluency and error free language.(language as well as grammar) ● E mail- They would be able to send any textual data, images and audio and video files in less time and at a nominal cost.	•Class discussion •Practice work •U.T •S.A •Tests

S.No	CONCEPT	OBJECTIVE	SKILL	LEARNING STYLE	ACTIVITY	SUBJECT INTEGRATION	OUTCOME	ASSESSMENT
5.	ARTICLE WRITING	The students will be able to- • develop quick thinking skills. •organise their thoughts in a coherent manner •Use fluent and accurate language. • Infer the information from a diagram, table, pie chart to a written form.	•Critical thinking •Effective written communication • Creative and Interpretative	•Verbal/ Linguistic •Interpersonal •Intrapersonal •Logical	• To read interesting articles from the newspapers or magazines and discuss in class. •Writing article based on the current social issues published in the Students' newspaper edition.	• Hindi – Article writing	•The students will be - •express their thoughts creatively and coherently. •Use vocabulary expressing their emotions and feelings on a given topic or current issue. •present ideas systematically with a beginning, middle and end. •Know that the content must have clear purpose.	•Class discussion •Practice work •U.T •S.A •Tests
6.	BIO SKETCH	To enable the students to write the personal profile of a person in brief. It would include person's name, place of residence, education, occupation, life and activities and other important details. They would be taught to interpret certain facts.	●To inculcate Critical thinking ●Effective written communication ●Analyzation of information	•Verbal/ Linguistic •Interpersonal •Intrapersonal •Logical	●Class discussion	Hindi – Write a Bio sketch	• They would be able to describe the person's personality and provide an explanation why he/ she acted in certain ways. They would learn to present the facts and tell what those facts mean.	•Practice work •U.T •S.A •Tests
7	SPEECH WRITING	•To enable the students to use an appropriate style to communicate and coherent presentation of ideas. • They would be taught to start it with a formal address and conclude it with a 'Thank You' though the style is conversational.	•Critical thinking •Effective written communication • Creative and Interpretative ●Initiation	•Verbal/ Linguistic •Interpersonal •Intrapersonal •Logical • A sense of responsibility	• Delivering a speech •Pamphlet- Based on a current topic was made.	•Hindi - Speech	• They would be able to construct a speech based on a major idea along with supporting ideas. They would learn to write with a specific purpose.	•Practice work •U.T •S.A •Tests

ST.ALBANS SCHOOL

ENGLISH CURRICULUM   (2018-19)

SUBJECT : ENGLISH (GRAMMAR)   CLASS : VIII

S.No	CONCEPT	OBJECTIVE	SKILL	LEARNING STYLE	ACTIVITY	SUBJECT INTEGRATION	OUTCOME	ASSESSMENT
1.	DETERMINERS	•To enable the students to know •determiners are words which identify or specify a noun in some way. •We can never use a singular countable noun alone (that is, without a determiner).	• Writing Skills • Letter Writing- while writing a letter, children should remember to write possessive pronoun not possessive i.e. determiner.	•Linguistic • Interpersonal • Intrapersonal •Logical	•The students will play a role play, enacting different determiners like articles, demonstratives, possessives, distributives, Interrogatives and tell about their correct usage.	•S.Sc-To frame proper questions using What, Which, Whose etc which are determiners while framing questions.	The students will be able use determiners appropriately in sentences and in creative writing.	•Tests • Pen Paper Test
2.	VERBS: TENSES	•Identifying different forms of verb; subject verb agreement. • The students will learn the correct usage of different tenses.	•Creative writing skills	•Linguistic • Interpersonal • Intrapersonal •Logical	•The students will write diary entry and article writing using correct tenses.	•S.Sc-The events that took place in past e.g. India became republic in 1950.	•Students will be able to use correct helping verbs; identify singular/plural verbs; subject verb agreement while framing sentences.	•Practice work •U.T •S.A •Tests • Pen Paper Test
3.	MODALS	•To enable the students to be aware of correct grammatical structures. •To know the details of correct usage of grammar.	To inculcate- •Effective written communication •Could suggest general ability or permission to do something; was able to suggest ability in a particular situation.	•Linguistic • Interpersonal • Intrapersonal •Logical •Discussing various exercises with the teacher/ classmates and writing answers in the notebook.	•Discuss with the classmates which activities are possible and then make sentences using can and can't.	Framing the sentences using modals. • Science-I can Solve this equation. •Physical Education – You are putting on weight. You should take regular exercise.	• The students will learn to use modals to give advice, seek or give permission, make suggestions, make polite requests, give invitations etc.`	•Practice work •U.T •S.A •Tests

	CONCEPT	OBJECTIVE	SKILL	LEARNING STYLE	ACTIVITY	SUBJECT INTEGRATION	OUTCOME	ASSESSMENT
4.	NON FINITES	• To enable the students to be aware of correct grammatical structures. •To know that Non-finites retain the same form whatever be the subject in a sentence.	• To inculcate- •Effective oral and written communication. •Social skills.	•Linguistic • Interpersonal • Intrapersonal •Logical •Naturalistic	•To speak out the sentences using the Non-finites in the class. E.g. Her English seems to have improved a lot.	•Science – To frame various sentences using Non-finites	• They would understand that sometimes infinitives make our sentences compact. e.g. Mr. Raj hoped to win the election easily	•Practice work •U.T •S.A •Tests
5.	ACTIVE and PASSIVE VOICE	To enable the students to express the fact that where the subject doesn't act, but suffers the action done by something or by someone. To teach them to narrate the steps they had followed while preparing a particular dish or accomplishing a particular task.	To inculcate- •Effective oral and written communication. •Social skill	•Linguistic • Interpersonal • Intrapersonal •Logical •Naturalistic	•Sharing the recipe of one's favourite dish with others.	Arts- How to make a paper bag. •Procedure writing – how to make tea.	They would be able to share the procedure to accomplish any given task.	•Practice work •U.T •S.A •Tests
6.	COMPARISONS	To enable the students to understand the degrees of comparison:	• Writing Skills	•Linguistic • Interpersonal • Intrapersonal •Logical •Discussing various exercises with the teacher/ classmates and writing answers in the notebook.	Crossword puzzle (to fill in suitable adjective) Flow chart was used wherever required.	S.St- Which is the longest river in the world? • Compare different datas.	Students will be able to identify different kinds of adjectives; use appropriate describing words while speaking/communicating with others. Will also use variety of describing words in creative writing.	•Practice work •U.T •S.A •Tests
7.	ADVERBS	•To enable the students to convey elaborately about any action or any descriptive word. To help them to specify the intensity, frequency or nature of an action.	•To inculcate effective and oral communication; articulation of thoughts and ideas.	•Linguistic • Interpersonal • Intrapersonal •Logical	•The students would talk about their favourite activities and will add adverbs to those actions.	Maths, Science	•They would be able to differentiate between action words and descriptive words or adverbs	•Practice work •U.T •S.A •Tests
8.	PREPOSITIONS	•To enable the students to build a relation between two main factors of a sentence to make it meaningful.	To develop effective and oral communication skills.	•Linguistic • Interpersonal • Intrapersonal •Logical	Some students would be directed to do some specific actions which would be used to frame	Hindi, Science	•The students will be able use prepositions appropriately in sentences and in	•Practice work •U.T •S.A •Tests

				•Discussing various exercises with the teacher/ classmates and writing answers in the notebook.	sentences having various prepositions.			creative writing.		
9.	CONJUNCTIONS		•To enable the students to connect two or more than two words, phrases or sentences. To teach them to express their thoughts in a compact manner.	To inculcate effective and oral communication; articulation of thoughts and ideas.	•Linguistic • Interpersonal • Intrapersonal •Logical •Naturalistic	Chit game-Chits would be prepared which will have two sentences with the same subject. Students will pick a chit and combine the sentences.	•Science, Social Science	•They would develop the capability to convey their ideas or opinions in short and concise way.	•Practice work •U.T •S.A •Tests	
10.	PHRASES and CLAUSES	•To enable the students to differentiate between a phrase a clause. •Identification of Noun, Adverb and Adjective Clauses.	•The students will analyse that a clause has one finite verb whereas a sentence can have more than one finite verb. •They will comprehend what Principal and Subordinate Clauses are. Self up gradation will be possible through the understanding of proper sentence construction. • They will evaluate which clause is introduced by what e.g- Adverb Clauses are introduced by because, where, as soon as etc.	• Word- smart, Interpersonal and Intrapersonal •Discussion among classmates, teacher and the students to sort out correct answers, writing answers in the notebook.	•Blackboard activity- completing the sentences using Principal/ Subordinate Clause. • Identifying Noun, Adverb and Adjective Clauses. •Show and tell – Showing pictures of persons, things and animals and they will define them using appropriate Relative Clause.	•Hindi- Complete the sentences using either Principal or Subordinate Clause.	•The students will be able to classify different types of clauses. • The children will complete the sentences using suitable clauses. •Complete the sentences e.g. Fill ups-A person **who treats sick people** is called a doctor.	•Practice work •U.T •S.A •Tests •Adding Noun, Adverb or Adjective Clause as per instructions.	
11.	SENTENCES (SIMPLE, COMPOUND AND COMPLEX)	• To enable them to differentiate between simple, compound and complex sentences.	• The students will comprehend the structure of three kinds of sentences. • They will analyse that a simple sentence can be short as well as long. •They will evaluate that a sentence may have a double subject or double object but it is a simple sentence if it has one finite verb.	•Linguistic • Interpersonal • Intrapersonal •Logical –They will self study, add to their knowledge about sentences, interacting among themselves to sort out correct answers.	• Black-board Interaction	•Hindi- Identifying the types of sentences.	•The students will be able to classify simple, compound and complex sentences.	•Practice work •U.T •S.A •Tests	

					•Naturalistic				
12.		REPORTED SPEECH	•To enable the students to report the actual words of the speaker in their own words. •To aware them of the difference between direct and indirect speech.	•The students will learn various changes to be made regarding pronouns, tenses and others like 'today' into 'that day'. They will comprehend that the tense of the reported speech never changes if the reporting verb is in present/ future tense. They will convert the given dialogues in their own language applying certain rules.	•Linguistic • Interpersonal • Intrapersonal •Logical •Discussing various exercises with the teacher/ classmates and writing answers in the notebook.	• A dialogue between two students and the third student reporting their dialogue in his own language.	• Science- Writing definitions (a definition is always written in direct speech.	• The students will be able to report the direct words of the speaker in their own words keeping in mind the certain changes to be made.	•Practice work •U.T •S.A •Tests •Black board tests
13		GAP- FILLING	To enable the students to enrich their vocabulary, make intelligent deductions after thorough reading. They would be taught to understand the central idea of the passage.	To inculcate- • Effective written communication	Linguistic • Interpersonal • Intrapersonal •Logical •Naturalistic	Completion of a passage sensibly.	Any subject based on the topic.	•They would be able to think systematically and come to a conclusion.	•Practice work •U.T •S.A •Tests
14.		EDITING/ OMISSION	•To enable the students to be aware of correct grammatical structures. •To know the details of correct usage of grammar.	•The students will comprehend that a sentence, if not completely framed, doesn't give a sense. They will evaluate that a sentence should contain the required grammatical structure. They will analyse and understand the importance of correct sentence formation for a better communication.	•Linguistic • Interpersonal • Intrapersonal •Logical •Naturalistic Listening to the teacher's explanation of how to pick out error regarding parts of speech / spellings/ tense and replace it with the correct word and where and why to put the required word.	Filling in the Gaps: Teacher will speak out sentences with one word wrong or missing in each line and insert the appropriate words.	Sanskrit- To write wrong/ incomplete sentences on the black- board and asking the students to complete them by putting the correct or missing words.	Students will be able to write sentences with correct grammatical structures.	•Practice work •U.T •S.A •Tests
15.		REARRANGE	To enable the students to arrange the words and phrases sensibly to form a meaningful sentences.	To inculcate-Effective oral and written communication.	•Linguistic • Interpersonal • Intrapersonal •Logical •Naturalistic	Rearranging words and phrases written on the board.	All the subjects depending on the content.	The students will be able to write sentences in correct formation.	•Practice work •U.T •S.A •Tests

S.No	OBJECTIVES	OUTCOME

1.	READING	To enable the students to : ●read a variety of print texts including drama, poetry, fiction and non-fiction. ●Seek meaning in reading using a variety of strategies such as prior knowledge, inferring, predicting and confirming. ●read fluently and view the given text for information and enjoyment. ●deduce the meaning of graphical texts. ●identify rhetorical devices, figures of speech and explain them.	●They should be able to: ● understand a text i.e. drama, poetry, fiction and non-fiction. ●They would be able to read and answer the questions or give the explanation based on given text and would be able to summarize main and supporting ideas in the form of notes/ points and make connections between them.
2.	LISTENING	●Listen to a wide range of oral texts, summarize, record and respond to them. ●Listen critically for specific information. ●exhibit comprehension of oral texts by recording main or supporting ideas. ● listen to and share ideas, viewpoints and reflect an understanding of concepts.	● Listen and understand a range of oral text, interpret it and respond to it. ● They would be able to share ideas and views, they would be able to answer the questions based on the given texts and would be able to distinguish between facts and opinions.
3.	SPEAKING	●To enable the students to communicate confidently and effectively in spoken language in a wide range of situations, speak confidently in public. ● Use appropriate vocabulary, use the appropriate tone, gestures, postures, pauses and maintain eye contact while speaking.	● The students would be able to communicate confidently and effectively with others using appropriate vocabulary, tone, gestures, postures, pauses and maintain eye contact while speaking. They would be able to exhibit skills of making oral presentations.
4.	WRITING	To enable the students to: ●write factual description of a place, object, person or process ● Present arguments and opinions. ●express themselves through letters, articles, diary- entries,e-mails ●expand notes into a piece of writing. ●use proper punctuation and appropriate words.	●The students would be able to write factual description, articles, diary-entry, letters, e-mails etc. in the appropriate style and format. They would be able to coherent ideas and organise them into main and supporting ideas. ●The students would be able to understand that an effective writing includes- choice of appropriate words, systematic presentation of ideas, proper punctuation, grammatical accuracy, correct spellings and legible handwriting.