

# English Language Teachers Forum Of Ranebennur

RANEBENNUR (TQ), HAVERI (DIST)

STANDARD: 8<sup>TH</sup>

## MODEL ANNUAL ACTION PLAN with LESSON PLAN 2021-22

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# ELT FORUM OF RANEBENNUR

RANEBENNUR (TQ), HAVERI (DIST)  
ANNUAL ACTION PLAN - 2021-22

SUB: 2<sup>nd</sup> Lang English

Standard- 8<sup>th</sup>

MONTH	NO: PDS	UNIT	CONTENT ANALYSIS	PERIODS ALLOTTED	LESSON COMPLETE D OR NOT	IF NOT REASONS	HOME WORK		EVALUATION ACTIVITY	TEACHER'S SIGN	HM'S SIGN
							Given	Completed			
JUL	22	Prose-1 A DAY IN THE ASHRAM	* Bridge course * ILA, IRA * Reading passage * Read and write * Vocabulary, prefixes and suffixes, antonyms	1+8+1+1 +4+1+1+ 1=18							
		Poem-1 BEAUTY	* About the poet, IRA * Presentation of the poem. * Understand and appreciation of the poem	1+1+1=3							
AUG	21	Prose-2 SIR CV RAMAN	* ILA, IRA* Reading passage. * Read and write * Vocabulary. Negative form of words * Fill in the blanks, opposites	1+4+1+1 +1+1=9							
		Poem-2 THE LITTLE BUSY BEE	* About the poet, IRA * Presentation of the poem * Understand and appreciation of the poem	1+1+1=3							
		1. THE STORY OF DHARMAVYDHA		1+1+1=3							

SEPT	23	Prose-3 JAMICAN FRAGMENT	* ILA, IRA * Reading passage * True or false * Read and write * vocabulary. Fill in the blanks	<b>1+4+1+1 +1=8</b>							
		Poem-3	* About the poet, IRA								

OCT	20	NO MEN ARE FOREIGN	* Presentation of the poem. * Understand and appreciation of the poem	<b>1+1+1=3</b>							
		Prose-4 JAMAICAN FRAGMENT CHILDREN ARE GOD	* ILA, Reading passage * Paragraph writing. Vocabulary.	<b>1+4+1+1 =7</b>							
		Poem-4 FOR A FIVE YEAR OLD	* About the poet. IRA * Presentation of the poem. * Understand and appreciation of the poem.	<b>1+1+1=3</b>							
		2. EARTH QUAKE		<b>1+1+1=3</b>							

NOV	17	Prose-5 THE SAWN AND THE PRINCE	* ILA. Reading the passage * Read and write. * Vocabulary. Fill in the blanks.	<b>1+4+1+1 +1=8</b>							
		Poem-5 SOMEBODY'S MOTHER	* About the poet, IRA. * Presentation of the poem. * Understand and appreciation of the poem.	<b>1+1+1+1 =4</b>							
DEC	22	Prose-6 ALL THE WORLD HER STAGE	* ILA, IRA * True or false * Read and write, Vocabulary	<b>1+4+1+1 +1=8</b>							
		Poem-6 COROMANDEL FISHERS	* About the poet. IRA * Presentation of the poem. * Understand and appreciation of the poem. * Read and write * Additional reading	<b>1+1+1+1 =4</b>							
		3. LAL BAHADDUR SHASTRI		<b>1+1+1</b>							
JAN	22	Prose-7 THE EMPOROR'S	* ILA, IRA * Reading passage * Read and write.	<b>1+5+1+1 +1+1+1=</b>							
		NEW CLOTHS	* Vocabulary.	<b>11</b>							

		Poem-7 MACHINE	* IRA, About the poet * Presentation of the poem * Read and write	1+1+1=3							
FEB	22	Prose-8 LUTHER BURBANK	* ILA, IRA * Read and write * Vocabulary	1+4+1+1 +1=8							
		Poem-8 THE AXE IN THE WOOD	* About the poet, ILA * Presentation of the poem	1+1+1=3							
		4. THE FIRST WOMAN IN SPACE		1+1+1=3							
MAR	20	REVISION-PREPARATORY EXAMS									
APR	20	REVISION-PREPARATORY EXAMS									

*Teacher's sign*

*H M sign*

# ELT FORUM OF RANEBENNUR

Std: 8<sup>th</sup>

Sub: English

Lesson Plan-2021-22

## Unit-1. EDUCATION FOR LIFE PROSE-1: A DAY IN THE ASHRAM

Objectives: 1. To enable the learners to read and comprehend the lesson.

2. To enable them to know the daily activities in the ashram.

Date	5 E'S Learning Objectives	Class room Learning (Facilitating activities)	Pupil's activity	Materials/ Resources required (TLM)	CCE tools & Techniques.
	Engage	Preparatory activities (ILR/IRA) teacher elicits answers from the learners.	actively participates in the activity	Text Book	Observing & electing
	Explore	Reading aloud by the teacher introducing new words	Reads silently, observes the new words uses in own sentences	Text book & dictionary	Observe & uses
	Explain	Teacher briefly explains about the experiences C F Andrews had in the ashram.	Learners share their opinion on the activities take place in the Ashram.	Charts	Encourages
	Elaborate/Expand	Check comprehension completes flowchart on the activities take place in the ashram. Use right antonyms, determiners.	Writes flowchart on the activities take place in the ashram. Use right antonyms, determiners.	Checklist rating scale	Evaluates & checks
	Evaluate	Asks questions to test the knowledge. Gives homework.	Learners answer the questions. Do the given work	Chalk & black board.	Evaluates & checks

Subject teacher's sign

Head master/Mistress's sign

### Unit-1 EDUCATION FOR LIFE Poem-1: BEAUTY

- Objectives: 1. To enable the learners to read and comprehend the poem.  
2. To enable them to know what the beauty is and how the beauty present around us.

<i>Date</i>	<i>5 E'S Learning Objectives</i>	<i>Class room Learning (Facilitating activities)</i>	<i>Pupil's activity</i>	<i>Materials/ Resources required (TLM)</i>	<i>CCE tools &amp; Techniques</i>
	<i>Engage</i>	<i>Preparatory activities (ILR/IRA)</i>	<i>Actively participates in the activity</i>	<i>Chalk &amp; black board</i>	<i>Elicitation</i>
	<i>Explore</i>	<i>Reading the poem aloud by the teacher introducing new words. asks to use them in their sentences.</i>	<i>Silent reading by the learners search meanings of new words use them in own sentences.</i>	<i>Charts &amp; flashcards</i>	<i>Reads &amp; Observes</i>
	<i>Explain</i>	<i>Teacher divides the class into 4-5 groups, reads the poem, explains what beauty is and how the beauty present around us.</i>	<i>Loud reading by the learners comprehend the poem sing along with the teacher.</i>	<i>Charts &amp; situation pictures</i>	<i>Encourages</i>
	<i>Elaborate/Expand</i>	<i>Check comprehension prefixes and suffixes.</i>	<i>Learners give the answers in groups. Learns to use prefixes and suffixes.</i>	<i>Black/ green board</i>	<i>appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge. Gives the homework</i>	<i>Learners answer the asked questions. Do the given work</i>	<i>Chalk &amp; black board</i>	<i>Evaluates &amp; checks</i>

Subject teacher's sign

Head master/Mistress's sign

**Unit-2: KAYAKAVE KAILASA****PROSE-2: SIR C.V. RAMAN**

- Objectives: 1. To enable the learners to read and comprehend the lesson.  
2. To enable them to know about life and achievements of Sir C.V. Raman.

<i>Date</i>	<i>5 E's Learning Objectives</i>	<i>Class room Learning (Facilitating activities)</i>	<i>Pupil's activity</i>	<i>Materials/ Resources required (TLM)</i>	<i>CCE tools &amp; Techniques</i>
	<i>Engage</i>	<i>Preparatory activities (ILR/IRA)</i>	<i>Actively participates in the activity. They identify the scientists of Sir C V Raman.</i>	<i>Picture chart</i>	<i>Thinks &amp; describe</i>
	<i>Explore</i>	<i>Reading the paragraph aloud by the teacher introducing new words.</i>	<i>Reads silently, observes the new words uses in own sentences</i>	<i>Text book &amp; dictionary</i>	<i>Observe&amp; answers</i>
	<i>Explain</i>	<i>Teacher explains detail about the life and achievements of Sir C V Raman.</i>	<i>Learners understand the life and achievements of Sir C.V. Raman</i>	<i>Charts&amp; video clip</i>	<i>Encourages</i>
	<i>Elaborate/Expand</i>	<i>Check comprehension assigns work on change the sentences into different tenses.</i>	<i>Answer the questions. Learn to change the sentences into different tenses</i>	<i>Tense showing chart</i>	<i>appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge. gives homework</i>	<i>Learners answer the asked questions. Do the given work</i>	<i>Rating scale</i>	<i>Evaluates &amp; checks</i>

*Subject teacher's sign*

*Head master/Mistress's sign*

**Unit-2: KAYAKVE KAILASA Poem-2: THE LITTLE BUSY BEE**

*Objectives: 1. To enable the learners to read and comprehend the poem.  
2. To enable them to sing and enjoy the poem.*

<i>Date</i>	<i>5 E'S Learning Objectives</i>	<i>Class room Learning (Facilitating activities)</i>	<i>Pupil's activity</i>	<i>Materials/Resources required (TLM)</i>	<i>CCE tools &amp; Techniques</i>
	<i>Engage</i>	<i>Preparatory activities (ILR/IRA)</i>	<i>Actively participates in the activity</i>	<i>Chalk &amp; black board</i>	<i>Elicitation</i>
	<i>Explore</i>	<i>Reading the poem aloud by the teacher introducing new words. asks to use them in their sentences.</i>	<i>Silent reading by the learners search meanings of new words use them in own sentences.</i>	<i>Charts &amp; flashcards</i>	<i>Reads &amp; Observes</i>
	<i>Explain</i>	<i>Teacher divides the class into 4-5 groups, reads the poem, explains how the little busy bee is busy and the theme of the poem.</i>	<i>Loud reading by the learners comprehend the poem sing along with the teacher.</i>	<i>Charts &amp; situation pictures</i>	<i>Encourages</i>
	<i>Elaborate/Expand</i>	<i>Check comprehension compound words.</i>	<i>Identify the compound words.</i>	<i>Black/green board</i>	<i>appreciates</i>
	<i>Evaluate</i>	<i>Asks to memorize the poem.</i>	<i>Learners memorize the poem.</i>	<i>Poem charts</i>	<i>Evaluates &amp; checks</i>

*Subject teacher's sign*

*Head master/Mistress's sign*

### Unit-3: UNIVERSAL BROTHERHOOD

### PROSE-3: JAMAICAN FRAGMENT

- Objectives: 1. To enable the learners to read and comprehend the lesson.  
2. To enable them to know how we misunderstand the man who belonged to the different country.

<i>Date</i>	<i>5 E'S Learning Objectives</i>	<i>Class room Learning (Facilitating activities)</i>	<i>Pupil's activity</i>	<i>Materials/ Resources required (TLM)</i>	<i>CCE tools &amp; Techniques</i>
	<i>Engage</i>	<i>Preparatory activities (ILR/IRA) teacher elicits answers from the learners.</i>	<i>Actively participates in the activity</i>	<i>Map</i>	<i>Thinks &amp; answers</i>
	<i>Explore</i>	<i>Reading the paragraph aloud by the teacher introducing new words</i>	<i>Reads silently, observes the new words uses in own sentences</i>	<i>Text book &amp; dictionary</i>	<i>Observes &amp; observes</i>
	<i>Explain</i>	<i>Explains about the incident the author had about the racial discrimination.</i>	<i>Learners know about the incident the author had about the racial discrimination.</i>	<i>Situational pictures &amp; video clip</i>	<i>Encourages</i>
	<i>Elaborate/Expand</i>	<i>Check comprehension homonyms.</i>	<i>Do the exercise in groups on homonyms.</i>	<i>flashcards</i>	<i>appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge. gives homework</i>	<i>Learners answer the asked questions. Do the given work</i>	<i>Checklist rating scale</i>	<i>Evaluates &amp; checks</i>

*Subject teacher's sign*

*Head master/Mistress's sign*

**Unit-3: UNIVERSAL BROTHERHOOD Poem-3: NO MEN ARE FOREIGN**

*Objectives: 1. To enable the learners to read and comprehend the poem.  
2. To enable the learners to feel proud to be loved by all.*

<i>Date</i>	<i>5 E'S Learning Objectives</i>	<i>Class room Learning (Facilitating activities)</i>	<i>Pupil's activity</i>	<i>Materials/Resources required (TLM)</i>	<i>CCE tools &amp; Techniques</i>
	<i>Engage</i>	<i>Preparatory activities (ILR/IRA)</i>	<i>Actively participates in the activity</i>	<i>Chalk &amp; black board.</i>	<i>Elicitation</i>
	<i>Explore</i>	<i>Reading the poem aloud by the teacher introducing new words. asks to use them in their sentences</i>	<i>Silent reading by the learners search meanings of new words use them in their own sentences</i>	<i>Charts &amp; flashcards</i>	<i>Reads &amp; Observes</i>
	<i>Explain</i>	<i>Reads the poem, explain the gist of the poem</i>	<i>Loud reading by the learners comprehend the poem.</i>	<i>situation pictures</i>	<i>Encourages</i>
	<i>Elaborate/Expand</i>	<i>Check comprehension prefixes and suffixes</i>	<i>Learners answer to the questions</i>	<i>Black/ green board.</i>	<i>appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge. Gives the homework</i>	<i>Learners answer the asked questions. Do the given work</i>	<i>Home work book</i>	<i>Evaluates &amp; checks</i>

*Subject teacher's sign*

*Head master/Mistress's sign*

## UNIT-4: CHILDREN ARE GOD PROSE-4: THE BOY WHO ASKED FOR MORE

- Objectives: 1. To enable the learners to read and comprehend the lesson.  
2. To enable them to know how a boy faced problems being an orphan.*

<i>Date</i>	<i>5 E'S Learning Objectives</i>	<i>Class room Learning (Facilitating activities)</i>	<i>Pupil's activity</i>	<i>Materials/Resources required (TLM)</i>	<i>CCE tools &amp; Techniques</i>
	<i>Engage</i>	<i>Preparatory activities (ILR/IRA) teacher elicits answers from the learners.</i>	<i>Actively participates in the activity.</i>	<i>Black board</i>	<i>Thinks</i>
	<i>Explore</i>	<i>Reading the paragraph aloud by the teacher introducing new words.</i>	<i>Reads silently, observes the new words uses in own sentences</i>	<i>Text book &amp; dictionary</i>	<i>Observe &amp; answers</i>
	<i>Explain</i>	<i>Teacher explains how a boy born and chased him to an orphan house and how he got punished by his master.</i>	<i>Learners share their opinion about the orphan boy.</i>	<i>video clip</i>	<i>Encourages</i>
	<i>Elaborate/Expand</i>	<i>Check comprehension assigns work on suffixes and on framing questions.</i>	<i>Answer in group do the activities on suffixes and on framing questions.</i>	<i>Flashcard</i>	<i>appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge. Gives homework</i>	<i>Learners answer the asked questions. Do the given work</i>	<i>Checklist Rating scale</i>	<i>Evaluates &amp; checks</i>

*Subject teacher's sign*

*Head master/Mistress's sign*

### **Unit-4: CHILDREN ARE GOD Poem-4: FOR A FIVE YEAR OLD**

- Objectives: 1. To enable the learners to read and comprehend the poem.  
2. To enable learner to know how the children are thought by the elders about good habits.*

<i>Date</i>	<i>5 E'S Learning Objectives</i>	<i>Class room Learning (Facilitating activities)</i>	<i>Pupil's activity</i>	<i>Materials/Resource s required (TLM)</i>	<i>CCE tools &amp; Techniques</i>
	<i>Engage</i>	<i>Preparatory activities (ILR/IRA)</i>	<i>Actively participates in the activity</i>	<i>Chalk &amp; black board</i>	<i>Elicitation</i>
	<i>Explore</i>	<i>Reading the poem aloud by the teacher introducing new words. asks to use them in their sentences</i>	<i>Silent reading by the learners search meanings of new words use them in own sentences</i>	<i>flashcards</i>	<i>Reads &amp; Observes</i>
	<i>Explain</i>	<i>Teacher divides the class into 4-5 groups, reads the poem, explains how the children are taught by the elders about good habits</i>	<i>Loud reading by the learners comprehend the poem about how the children are taught by the elders about good habits</i>	<i>Charts &amp; pictures</i>	<i>Encourages</i>
	<i>Elaborate/Expand</i>	<i>Check the comprehension</i>	<i>Learners answer to the questions</i>	<i>Black/ green board</i>	<i>appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge. Gives the homework</i>	<i>Learners answer the asked questions. Do the given work</i>	<i>Chalk &amp; black board</i>	<i>Evaluates &amp; checks</i>

*Subject teacher's sign*

*Head master/Mistress's sign*

## Unit-5: QUALITY OF MERCY PROSE-5: THE SWAN AND THE PRINCES

- Objectives: 1. To enable the learners to read and comprehend the lesson.  
2. To enable them to know mercy wins the heart of animals or human beings.

<i>Date</i>	<i>5 E'S Learning Objectives</i>	<i>Class room Learning (Facilitating activities)</i>	<i>Pupil's activity</i>	<i>Materials/ Resources required (TLM)</i>	<i>CCE tools &amp; Techniques</i>
	<i>Engage</i>	<i>Assign the pre-reading activity</i>	<i>Actively participates in the activity.</i>	<i>Black board</i>	<i>Thinks &amp; describes</i>
	<i>Explore</i>	<i>Reading the paragraph aloud by the teacher introduce the characters.</i>	<i>Reads silently, observes the new words uses in own sentences. Get to know the characters.</i>	<i>Text book &amp; dictionary</i>	<i>Observe&amp; observes</i>
	<i>Explain</i>	<i>Divides the class into groups. Ask the learners to enact the story in the class.</i>	<i>Learners actively take part in the enactment and thus they understand the story well.</i>	<i>Charts</i>	<i>Encourages</i>
	<i>Elaborate/Expand</i>	<i>Check comprehension teach prepositions &amp; letter writing.</i>	<i>Give the answers in groups . learn using prepositions &amp; writing letter.</i>	<i>Flashcard</i>	<i>appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge. gives homework.</i>	<i>Learners answer the asked questions. Do the given work</i>	<i>Checklist Rating scale</i>	<i>Evaluates &amp; checks</i>

*Subject teacher's sign*

*Head master/Mistress's sign*

### **Unit-5: QUALITY OF MERCY Poem-5: SOMEBODY'S MOTHER**

- Objectives: 1. To enable the learners to read and comprehend the poem.  
2. To enable them to know and appreciate how the kind boy helped somebody's mother.

<i>Date</i>	<i>5 E'S Learning Objectives</i>	<i>Class room Learning (Facilitating activities)</i>	<i>Pupil's activity</i>	<i>Materials/ Resources required (TLM)</i>	<i>CCE tools &amp; Techniques</i>
	<i>Engage</i>	<i>Preparatory activities (ILR/IRA)</i>	<i>Actively participates in the activity</i>	<i>Chalk &amp; black board</i>	<i>Elicitation</i>
	<i>Explore</i>	<i>Reading the poem aloud by the teacher introducing new words. asks to use them in their sentences.</i>	<i>Silent reading by the learners search meanings of new words use them in own sentences.</i>	<i>Charts &amp; flashcards</i>	<i>Reads &amp; Observes.</i>
	<i>Explain</i>	<i>Make the learners to understand how the somebody's mother been helped by a kind boy.</i>	<i>comprehend the poem and appreciate the way the kind boy helped somebody's mother.</i>	<i>Charts &amp; situation pictures</i>	<i>Encourages</i>
	<i>Elaborate/Expand</i>	<i>Check comprehension Group-wise answers will be asked.</i>	<i>Learners answer to the questions.</i>	<i>Black/ green board</i>	<i>appreciates</i>
	<i>Evaluate</i>	<i>Asks question and give homework.</i>	<i>Learners answer the asked questions. do the given work.</i>	<i>Chalk and black board</i>	<i>Evaluates &amp; checks.</i>

*Subject teacher's sign*

*Head master/Mistress's sign*

## Unit-6: TIRELESS LIFE PROSE-6: ALL THE WORLD HER STAGE

Objectives: 1. To enable the learners to read and comprehend the lesson.

2. To enable them to know achievements of Sai Paranjpye

<i>Date</i>	<i>5 E'S Learning objectives</i>	<i>Class room Learning (Facilitating activities)</i>	<i>Pupil's activity</i>	<i>Materials/Resources required (TLM)</i>	<i>CCE tools &amp; techniques</i>
	<i>Engage</i>	<i>Preparatory activities (ILR/IRA) Teacher elicits answers from the learners</i>	<i>Actively participates in the activity</i>	<i>Text Book</i>	<i>Observing &amp; electing</i>
	<i>Explore</i>	<i>Reading aloud by the teacher introducing new words</i>	<i>observes the new words uses in own sentences</i>	<i>Text book &amp; dictionary</i>	<i>Observe &amp; uses</i>
	<i>Explain</i>	<i>Explains the achievements of Sai Paranjpye</i>	<i>Learn and appreciate the achievements of Sai Paranjpye</i>	<i>Situational pictures</i>	<i>Appreciates</i>
	<i>Elaborate/Expand</i>	<i>Check comprehension activity will be given on antonyms &amp; degrees of comparison.</i>	<i>Writes flowchart on the activities take place in the ashram. Use right antonyms, determiners.</i>	<i>Activity sheets flashcards</i>	<i>Appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge . gives homework</i>	<i>Learners answer the asked questions. Do the given work.</i>	<i>Checklist rating scale</i>	<i>Evaluates &amp; checks</i>

*Subject teacher's sign*

*Head master/Mistress's sign*

**Unit-6: TIRELESS LIFE Poem-6: COROMANDAL FISHERS**

- Objectives: 1. To enable the learners to read and comprehend the poem.  
2. To enable them to know how the life of fishers.

<i>Date</i>	<i>5 E'S Learning Objectives</i>	<i>Class room Learning (Facilitating activities)</i>	<i>Pupil's activity</i>	<i>Materials/ Resources required (TLM)</i>	<i>CCE tools &amp; Techniques</i>
	<i>Engage</i>	<i>Preparatory activities (ILR/IRA) Teacher elicits answer from the learners by showing the two different pictures of the sea</i>	<i>Actively participates in the activity Identify and answer</i>	<i>Two pictures</i>	<i>Elicitation</i>
	<i>Explore</i>	<i>Reading the poem aloud by the teacher introducing new words. asks to use them in their sentences</i>	<i>Silent reading by the learners search meanings of new words use them in own sentences</i>	<i>Charts &amp; flashcards</i>	<i>Reads &amp; Observes</i>
	<i>Explain</i>	<i>Teacher reads the poem, explains how the fishermen work to lead their life</i>	<i>Comprehend &amp; appreciate how the fisher men work to lead their life</i>	<i>Charts &amp; situation pictures</i>	<i>Encourages</i>
	<i>Elaborate/Expand</i>	<i>Check comprehension group wise answer will be given</i>	<i>Learners answers to the questions</i>	<i>Black/ green board</i>	<i>appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge. Gives the homework</i>	<i>Learners answer the asked questions. Do the given work</i>	<i>Chalk &amp; black board</i>	<i>Evaluates &amp; checks</i>

*Subject teacher's sign*

*Head master/Mistress's sign*

**Unit-7: CLOTHES AND MACHINES PROSE-7: THE EMPOR'S NEW CLOTHES**

- Objectives: 1. To enable the learners to read and comprehend the lesson.  
2. To enable them to know about the lesson thought by the two magic tailors.*

<i>Date</i>	<i>5 E'S Learning Objectives</i>	<i>Class room Learning (Facilitating activities)</i>	<i>Pupil's activity</i>	<i>Materials/ Resources required (TLM)</i>	<i>CCE tools &amp; Techniques</i>
	<i>Engage</i>	<i>Preparatory activities (ILR/IRA) asks to identify different expressions of the faces.</i>	<i>Actively participates in the activity.</i>	<i>Pictures</i>	<i>Identify &amp; answers</i>
	<i>Explore</i>	<i>Reading the paragraph aloud by the teacher introducing new words introduce the characters.</i>	<i>Reads silently, observes the new words uses in own sentences. get to know the characters.</i>	<i>Text book &amp; dictionary</i>	<i>Observe</i>
	<i>Explain</i>	<i>Reads the dialogs in different voices modulation. Ask the learner to enact the play.</i>	<i>Reads the dialogs in different voices modulation. enact the play.</i>	<i>Charts</i>	<i>Encourages</i>
	<i>Elaborate/Expand</i>	<i>Check comprehension use of idioms &amp; phrases reported speech.</i>	<i>Do the activity on use of idioms &amp; phrases reported speech.</i>	<i>Activity sheets</i>	<i>appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge. gives homework</i>	<i>Learners answer the asked questions. Do the given work</i>	<i>Checklist Rating scale</i>	<i>Evaluates &amp; checks</i>

*Subject teacher's sign*

*Head master/Mistress's sign*

### **Unit-7: CLOTHES AND MACHINES Poem-7: MACHINE**

*Objectives: 1. To enable the learners to read and comprehend the poem.*

*2. To enable them to know and appreciate how the machine play an important role in human life.*

<i>Date</i>	<i>5 E'S Learning Objectives</i>	<i>Class room Learning (Facilitating activities)</i>	<i>Pupil's activity</i>	<i>Materials/Resources required (TLM)</i>	<i>CCE tools &amp; Techniques</i>
	<i>Engage</i>	<i>Preparatory activities (ILR/IRA)</i>	<i>Actively participates in the activity</i>	<i>Chalk &amp; black board</i>	<i>Elicitation</i>
	<i>Explore</i>	<i>Reading the poem aloud by the teacher introducing new words. asks to use them in their sentences.</i>	<i>Silent reading by the learners search meanings of new words use them in own sentences.</i>	<i>Charts &amp; flashcards</i>	<i>Reads &amp; Observes</i>
	<i>Explain</i>	<i>Teacher divides the class into 4-5 groups, reads the poem, explains how the machines help human to make their work easier &amp; what would be the danger if neglect them.</i>	<i>Learn and appreciate how the machines help human to make their work easier &amp; what would be the danger if neglect them.</i>	<i>Charts &amp; situation pictures</i>	<i>Encourages</i>
	<i>Elaborate/Expand</i>	<i>Check comprehension group-wise answers will be given.</i>	<i>Learners answer to the questions.</i>	<i>Black/ green board.</i>	<i>appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge. Gives the homework</i>	<i>Learners answer the asked questions. Do the given work</i>	<i>Chalk &amp; black board</i>	<i>Evaluates &amp; checks</i>

*Subject teacher's sign*

*Head master/Mistress's sign*

### **Unit-8: MOTHER EARTH PROSE-8: LUTHER BURBANK**

- Objectives: 1. To enable the learners to read and comprehend the lesson.  
2. To enable them to know about the life and achievements of Luther Burbank.

<i>Date</i>	<i>5 E'S Learning Objectives</i>	<i>Class room Learning (Facilitating activities)</i>	<i>Pupil's activity</i>	<i>Materials/ Resources required (TLM)</i>	<i>CCE tools &amp; Techniques</i>
	<i>Engage</i>	<i>Assign the pre-reading activity</i>	<i>Actively participates in the activity</i>	<i>Black board</i>	<i>Thinks &amp; describes</i>
	<i>Explore</i>	<i>Reading the paragraph aloud by the teacher introduce the characters</i>	<i>Reads silently, observes the new words uses in own sentences. Get to know the characters</i>	<i>Text book &amp; dictionary</i>	<i>Observe &amp; observes</i>
	<i>Explain</i>	<i>Teacher explains about the life and achievements of Luther Burbank</i>	<i>Learners understand &amp; appreciates about the life and achievements of Luther Burbank</i>	<i>Charts &amp; video clip</i>	<i>Encourages</i>
	<i>Elaborate/Expand</i>	<i>Check comprehension assign the task on collocative words &amp; passive voice .</i>	<i>Actively participate in the activity on collocative words &amp; passive voice</i>	<i>Flashcards</i>	<i>Appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge. gives homework</i>	<i>Learners answer the asked questions. Do the given work</i>	<i>Checklist Rating scale</i>	<i>Evaluates &amp; checks</i>

*Subject teacher's sign*

*Head master/Mistress's sign*

**Unit-8: MOTHER EARTH Poem-8: THE AXE IN THE WOOD**

*Objectives: 1. To enable the learners to read and comprehend the poem.*

*2. To enable them to know and appreciate the way wood cutter cuts the trees and dangers of cutting them.*

<i>Date</i>	<i>5 E'S Learning Objectives</i>	<i>Class room Learning (Facilitating activities)</i>	<i>Pupil's activity</i>	<i>Materials/ Resources required (TLM)</i>	<i>CCE tools &amp; Techniques</i>
	<i>Engage</i>	<i>Preparatory activities (ILR/IRA)</i>	<i>Actively participates in the activity</i>	<i>Chalk &amp; black board</i>	<i>Elicitation</i>
	<i>Explore</i>	<i>Reading the poem aloud by the teacher introducing new words. asks to use them in their sentences</i>	<i>Silent reading by the learners search meanings of new words use them in own sentences</i>	<i>Charts &amp; flashcards</i>	<i>Reads &amp; Observes</i>
	<i>Explain</i>	<i>Teacher reads the poem, explain the gits of the poem that how the wood cutter attracts the passers by and how we observe them by ignoring the result of cutting threes</i>	<i>Understand explain the gist of poem . Learn not to ignore the bad effects of cutting trees</i>	<i>Charts &amp; situation pictures</i>	<i>Encourages</i>
	<i>Elaborate/Expand</i>	<i>Check comprehension group-wise answers will be given.</i>	<i>Learners answer to the questions.</i>	<i>Black/ green board.</i>	<i>appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge. Gives the homework</i>	<i>Learners answer the asked questions. Do the given work</i>	<i>Chalk &amp; black board</i>	<i>Evaluates &amp; checks</i>

*Subject teacher's sign*

*Head master/Mistress's sign*

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# English Language Teachers Forum Of Ranebennur

RANEBENNUR (TQ), HAVERI (DIST)

STANDARD: 9<sup>TH</sup>

## MODEL ANNUAL ACTION PLAN with LESSON PLAN 2021-22

Prepared by – Sri Surlingaih .N . S. B.H.S Kavalettu

Guidance : Sri S. R. Tevari Dr. B.R.A.H.S Ranebennur

President: Sri Jagadish Malimath G.H.S. Vidyagiri , Hirebidari

Secretary : Sri Lokesh Lamani S.D.H.S Kavalettu

Treasurer: Sri M B Gurmi GHS Hediyaala

## ANNUAL ACTION PLAN - 2021-22

**SUB: 2<sup>nd</sup> Lang English**

**Standard - 9<sup>th</sup>**

MONTH	NO: PDS	UNIT	CONTENT ANALYSIS	PERIODS ALLOTTED	LESSON COMPLETED OR NOT	IF NOT REASONS	HOME WORK		EVALUATION ACTIVITY	TEACHER'S SIGN	HM'S SIGN
							Given	Completed			
JUL	21	Prose-1  THE ENCHANTE D POOL	<ul style="list-style-type: none"> <li>* Bridge course.</li> <li>* Before you read, IRA</li> <li>* Reading the passage</li> <li>* Reading the comprehension-a story *</li> <li>Listening and identifying the tone</li> <li>* Seeking agreement, Intonation pattern</li> <li>* writing a conversation</li> <li>* statements- Positive and Negative, 'Wh' questions</li> <li>* Prefixes * Dictionary work</li> </ul>	<b>1+8+1+1+4 +1+1+1+1+ 1+1=21</b>							
AUG	20	Poem-1 UPAGUPTA	<ul style="list-style-type: none"> <li>* Reading and appreciating</li> <li>* Listen to the poem</li> <li>* Describing the picture *</li> <li>Writing the summary, writing imagery</li> </ul>	<b>1 +1 +1=3</b>							

<p><b>Prose-2</b></p> <p><b>THE THREE QUESTIONS</b></p>	<p><i>* Before you read, IRA</i></p> <p><i>* Reading the passage</i></p> <p><i>* Reading the comprehension a story *</i></p> <p><i>Sharing views, Narrating a story * Simple and compound sentences * Word forms, Collocations</i></p>	<p><b>1+4+1+1+1</b></p> <p><b>+1+1+1=11</b></p>							
<p><b>Poem-2</b></p>	<p><i>* Reading and appreciating</i></p>								

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		<b>GRATEFULN ESS</b>	<ul style="list-style-type: none"> <li>* Listen to the poem</li> <li>* Group discussion</li> <li>* Translating in to the mother tongue</li> </ul>	<b>1+1+1=3</b>						
		S.R 1. ARUNA ASAF ALI		<b>1+1+1=3</b>						
SEPT	17	<b>Prose-3  MY BEGINNINGS</b>	<ul style="list-style-type: none"> <li>* Before you read, IRA</li> <li>* Reading the passage</li> <li>* Reading comprehension- an autobiography</li> <li>* Listening and the drawing the route map</li> <li>* Discussing in pairs, Narrating experiences, expressing appreciation</li> <li>* Writing a paragraph sharingchild-hood experiences</li> <li>* auxiliaries</li> <li>* Associated words</li> </ul>	<b>1+4+1+1+1 +1+1+1+1= 12</b>						
			<ul style="list-style-type: none"> <li>* Reading and appreciating</li> <li>* Listen to the poem</li> <li>* Identifying descriptive words</li> </ul>	<b>1+2+1+1=5</b>						

OCT	20	<p><b>Prose-4</b></p> <p><b>WHATEVER WE DO</b></p>	<p>* Before you read IRA</p> <p>* Reading the passage</p> <p>* Reading comprehension an article</p> <p>* Listening to dialogue * Showing preference, making suggestions * Writing a message /</p>	<p><b>1+5+1+1+1</b> <b>+1+1+1+1=</b> <b>13</b></p>						
			<p>note</p> <p>* Simple present tense</p> <p>* Guessing meanings, Dictionary work , Appropriate word forms</p>							

		<p><b>Poem-4</b> <b>THE</b> <b>WONDERFUL</b> <b>WORDS</b></p>	<ul style="list-style-type: none"> <li>* Reading and appreciating</li> <li>* Listening to a story</li> <li>* Identifying personification</li> <li>* Using words / phrase in meaningful contexts</li> </ul>	<b>1+1+1+1=4</b>						
		<b>2. THE HAPPY CURE</b>		<b>1+1+1=3</b>						
<b>NOV</b>	<b>14</b>	<p><b>Prose-5</b> <b>JUSTICE ABOVE</b> <b>SELF</b></p>	<ul style="list-style-type: none"> <li>* Before you read, IRA</li> <li>* Reading the passage</li> <li>* Reading comprehension- a story *</li> <li>* Listening to the poem *</li> <li>* Enacting the scene, presenting opinion, offering advice *</li> <li>* Writing a dialogue *</li> <li>* homophones</li> </ul>	<b>1+4+1+1+1</b> <b>+1+1=10</b>						

		<b>Poem-5 JUSTICE</b>	<ul style="list-style-type: none"> <li>* Reading and appreciating</li> <li>* Listening to the poem</li> <li>* Identifying Personification</li> <li>* <u>Using words / phrase in meaningful contexts</u></li> </ul>	<b>1+1+1+1=4</b>							
<b>DEC</b>	<b>22</b>	<b>Prose-6 THE NOBLE BISHOP</b>	<ul style="list-style-type: none"> <li>* Before you read, IRA</li> <li>* reading the passage</li> <li>* Reading the comprehension- a story</li> <li>* Identifying the silent</li> </ul>	<b>1+5+1+1+1 +1+1+1+1+ 1=14</b>							
			<ul style="list-style-type: none"> <li>letters / r/ and/h/, Dialogue practice</li> <li>* Seeking information</li> <li>* Persuading someone, Role play</li> <li>conjunctions modals</li> <li>* types of sentences, simple, compound and complex</li> </ul>								

		<p><b>Poem-6</b> <b>NOBILITY</b> <b>ENKINDLETH</b> <b>NOBILITY</b></p>	<ul style="list-style-type: none"> <li>* Reading and appreciating</li> <li>* Listening to the poem</li> <li>* Writing summary * words related to sympathy,</li> <li>* Dictionary work</li> </ul>	<p><b>1+1+1+1+1</b> <b>=5</b></p>						
		<b>3. RANJI'S WONDERFUL BAT</b>		<b>1+1+1=3</b>						
<b>JAN</b>	<b>13</b>	<p><b>Prose-7</b> <b>THE WILL OF</b> <b>SACRIFICE</b></p>	<ul style="list-style-type: none"> <li>* Before you read, IRA</li> <li>* Reading the passage</li> <li>* Reading comprehension- letters *</li> <li>Writing dialogues *</li> <li>Word combination , phrasal verbs</li> </ul>	<p><b>1+4+1+1+1</b> <b>+1+1=10</b></p>						
		<p><b>Poem-7</b> <b>THE SONG OF</b> <b>FREEDOM</b></p>	<ul style="list-style-type: none"> <li>* Reading and appreciating</li> <li>* Listening to the poem</li> <li>* Describing the picture * Sharing thoughts and feelings *</li> <li>Drawing pictures modals</li> </ul>	<p><b>1+1+1=3</b></p>						

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<i>FEB</i>	<i>20</i>	<i>Prose-8</i>	<i>* Before you read, IRA * reading the passage 8 Reading</i>								
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*Teacher's sign*

*HM sign*

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		<b>TO MY COUNTRYMEN</b>	<i>comprehension- an essay * Listening to a description * Delivering speech * conducting an interview * Editing and revising collocations</i>	<b>1+4+1+1+1 +1+2+1=12</b>						
		<b>Poem-8 IF NEVER COMES AGAIN</b>	<i>* Reading and appreciating * Identifying Personification * Rhyming words</i>	<b>1+1+1+1+1 =5</b>						
		<b>4. MONDAY MORNING</b>		<b>1+1+1=3</b>						
<b>MAR</b>		<b>REVISION-PREPARATORY EXAMS</b>								
<b>APR</b>		<b>REVISION-PREPARATORY EXAMS</b>								

# ELT FORUM OF RANEBENNUR

Std: 9<sup>th</sup>

Sub: English

Lesson Plan-2021-22

## Unit-1.

### PROSE-1:THE ENCHANTED POOL

Objectives:1. To enable the learners to read and comprehend the lesson

2. To enable to know about the Dharma of Yudhistira

Date	5 E's Learning Objectives	Class room Process (Facilitating Activities)	Pupil's Activity	Materials/Resources required (TLM)	CCE tools and Techniques
	Engage	Preparatory activities (ILR/IRA)	Actively participates in the activity	Text Book	Eliciting
	Explore	Reading aloud by the teacher Introducing new words.	Reads silently, observes the new words, uses in own sentences.	Text Book & Dictionary	Observes & Answers
	Explain	Teacher divides the class into 4-5 groups, briefly explains about how the Yama tested his son Yudhistira and blessed him.	Learners share their opinion about how the Yamaha tested his son Yudhistira and blessed him.	Charts & video clip	Encourages
	Elaborate /Expand	Check comprehension 'w h' questions	Learners answered the questions. Use 'w h' questions in the sentence.	flashcards	Appreciates
	Evaluate	Asks questions to test the knowledge. Gives homework.	Learners answer the asked questions. Do the given work.	Checklist Rating scale	Evaluates & Checks

Subject Teacher's Sign

Head master/Mistress's Sign

### **Unit-1 POEM-1:UPAGUPTA**

**Objectives:1.** To enable the learners to read and comprehend the poem.

**2.**To enable them to enjoy the poem appreciate the greatness the Buddhist Monk, Upagupta

<b>Date</b>	<b>5 E's Learning Objectives</b>	<b>Class room Process (Facilitating Activities)</b>	<b>Pupil's Activity</b>	<b>Materials/Resources required (TLM)</b>	<b>CCE tools and Techniques</b>
	<i>Engage</i>	<i>Preparatory activities(ILR/IRA) Teacher elicits answers from learners.</i>	<i>Actively participates in the activity</i>	<i>Chalk &amp; Black Board</i>	<i>Elicitation</i>
	<i>Explore</i>	<i>Reading the poem aloud by the teacher. Introducing new words. Asks to use them in their sentences.</i>	<i>Silent reading by the learners Search the meanings of new words Use them in their own sentences</i>	<i>Charts &amp; flashcards</i>	<i>Reads &amp; Observes</i>
	<i>Explain</i>	<i>Teacher explains about the simplicity and the greatness of the Buddhist Monk, Upagupta</i>	<i>Loud reading by the learners Comprehend the poem Sing along with the teacher</i>	<i>Charts &amp; Situation pictures</i>	<i>Encourages</i>
	<i>Elaborate /Expand</i>	<i>Check the comprehension Group-wise answers will be given</i>	<i>Learners answer to the questions.</i>	<i>Black/green board</i>	<i>Appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge. Gives the Homework.</i>	<i>Learners answer the asked questions. Do the given work.</i>	<i>Chalk &amp; Black Board</i>	<i>Evaluates &amp; Checks</i>

*Subject Teacher's Sign*

*Head master/Mistress's Sign*

## Unit-2 PROSE-2: THE THREE QUESTIONS

Objectives:1. To enable the learners to read and comprehend the poem.

2.To enable the learner to know about the king and the experience he had with hermit.

<i>Date</i>	<i>5 E's Learning Objectives</i>	<i>Class room Process (Facilitating Activities)</i>	<i>Pupil's Activity</i>	<i>Materials/Resources required (TLM)</i>	<i>CCE tools and Techniques</i>
	<i>Engage</i>	<i>Preparatory activities(ILR/IRA)</i>	<i>Actively participates in the activity</i>	<i>Black Board</i>	<i>Thinks &amp; answers</i>
	<i>Explore</i>	<i>Reading the paragraph aloud by the teacher Introducing new words</i>	<i>Reads silently, observes the new words, uses in own sentences.</i>	<i>Text Book &amp; Dictionary</i>	<i>Observes &amp; Answers</i>
	<i>Explain</i>	<i>Explains about the three questions the king had and how the king tried to get answer from the hermit. Narrates the story.</i>	<i>Learners share their opinion about the three questions the king had and how the king tried to get answer from the hermit.</i>	<i>Charts &amp; video clip</i>	<i>Encourages</i>
	<i>Elaborate /Expand</i>	<i>Assign the work to write a flowchart on the king about the experience he had with hermit. Assigns work on simple and compound sentences.</i>	<i>Write the flowchart on the king about the experience he had with hermit. Do the assigned work on simple &amp; compound sentences</i>	<i>Flowchart Flashcards</i>	<i>Appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge. Gives homework.</i>	<i>Learners answer the asked questions. Do the given work.</i>	<i>Checklist Rating scale</i>	<i>Evaluates &amp; Checks</i>

*Subject Teacher's Sign*

*Head master/Mistress's Sign*

## Unit-2

### POEM-2: GRATEFUINESS

*Objectives: 1.To enable the learners to read, sign and comprehend the poem.*

*2.To enable them to sign and enjoy the poem.*

<i>Date</i>	<i>5 E's Learning Objectives</i>	<i>Class room Process (Facilitating Activities)</i>	<i>Pupil's Activity</i>	<i>Materials/Resources required (TLM)</i>	<i>CCE tools and Techniques</i>
	<i>Engage</i>	<i>Preparatory activities (ILR/IRA)</i>	<i>Actively participates in the activity</i>	<i>Chalk &amp; Black Board</i>	<i>Elicitation</i>
	<i>Explore</i>	<i>Reading the poem aloud by the teacher. Introducing new words. Asks to use them in their sentences.</i>	<i>Silent reading by the learners Search the meanings of new words Use them in their own sentences</i>	<i>Charts &amp; flashcards</i>	<i>Reads &amp; Observes</i>
	<i>Explain</i>	<i>Teacher divides the class into groups, reads the poem, explains about how we should be grateful for the gift we are given.</i>	<i>Loud reading by the learners. Comprehend the poem Sing along with the teacher.</i>	<i>Charts &amp; Situation pictures</i>	<i>Encourages</i>
	<i>Elaborate /Expand</i>	<i>Check the comprehension Group wise answers will be given</i>	<i>Learners answer to the questions.</i>	<i>Black/green board</i>	<i>Appreciates</i>
	<i>Evaluate</i>	<i>Asks to memorize the poem</i>	<i>Learners memorize the poem</i>	<i>poem chart</i>	<i>Evaluates &amp; checks</i>

*Subject Teacher's Sign*

*Head master/Mistress's Sign*

### **Unit-3 PROSE-3: MY BEGINNINGS**

*Objectives: 1.To enable the learners to read and comprehend the lesson.*

*2.To enable the learner to know about life and achievement of Kapil Dev.*

<i>Date</i>	<i>5 E's Learning Objectives</i>	<i>Class room Process (Facilitating Activities)</i>	<i>Pupil's Activity</i>	<i>Materials/Resources required (TLM)</i>	<i>CCE tools and Techniques</i>
	<i>Engage</i>	<i>Preparatory activities (ILR/IRA) Teacher elicits answers from the learners.</i>	<i>Actively participates in the activity</i>	<i>Black Board</i>	<i>thinks &amp; answers</i>
	<i>Explore</i>	<i>Reading the paragraph aloud by the teacher. Introducing new words.</i>	<i>Reads silently, observes the new words, uses in own sentences</i>	<i>Text Book &amp; Dictionary</i>	<i>Observes&amp; Observes</i>
	<i>Explain</i>	<i>Explains about the life of Kapil Dev. Explains about the achievements of Kapil Dev.</i>	<i>Learners know about the life of Kapil Dev and about the achievements of Kapil Dev.</i>	<i>Charts</i>	<i>Encourages</i>
	<i>Elaborate /Expand</i>	<i>Check comprehension Assign the work of using auxiliaries</i>	<i>Do the compression exercise in group. Do the work in group.</i>	<i>Flashcards</i>	<i>Appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge. Gives Homework.</i>	<i>Learners answer the asked questions. Do the given work.</i>	<i>Checklist Rating scale</i>	<i>Evaluates &amp; Checks</i>

*Subject Teacher's Sign*

*Head master/Mistress's Sign*

### Unit-3

#### POEM-3: A GIRL CALLED GOLDEN

Objectives: 1. To enable the learners to read and comprehend the poem.

2.To enable the learners to feel proud about the girl, who is called as golden.

<i>Date</i>	<i>5 E's Learning Objectives</i>	<i>Class room Process (Facilitating Activities)</i>	<i>Pupil's Activity</i>	<i>Materials/Resources required (TLM)</i>	<i>CCE tools and Techniques</i>
	<i>Engage</i>	<i>Preparatory activities (ILR/IRA)</i>	<i>Actively participates in the activity</i>	<i>Chalk &amp; Black Board</i>	<i>Identifies</i>
	<i>Explore</i>	<i>Reading the poem aloud by the teacher Introducing new words Asks to use them in their sentences</i>	<i>Silent reading by the learners Search the meanings of new words Use them in their own sentences</i>	<i>Charts &amp; flashcards</i>	<i>Reads &amp; Observes</i>
	<i>Explain</i>	<i>Reads the poem, explain the achievement of the girl, Betty Cuthbert and how she became the golden girl.</i>	<i>Loud reading by the learners Comprehend the poem</i>	<i>Situation pictures</i>	<i>Encourages</i>
	<i>Elaborate /Expand</i>	<i>Check the comprehension Group-wise answers will be given</i>	<i>Learners answer to the questions.</i>	<i>Black/green board</i>	<i>Appreciates</i>
	<i>Evaluate</i>	<i>Gives the Homework.</i>	<i>Do the given work.</i>	<i>Chalk &amp; Black Board</i>	<i>Evaluates &amp; Checks</i>

*Subject Teacher's Sign*

*Head master/Mistress's Sign*

### **Unit-4 PROSE 4: WHATEVER WE DO**

*Objectives:1.To enable the to read and comprehend the lesson.*

*2.To enable them to read about how one should do the things better.*

<i>Date</i>	<i>5 E's Learning Objectives</i>	<i>Class room Process (Facilitating Activities)</i>	<i>Pupil's Activity</i>	<i>Materials/Resources required (TLM)</i>	<i>CCE tools and Techniques</i>
	<i>Engage</i>	<i>Preparatory activities [ILR/IRA] Teacher elicits answers from the learners.</i>	<i>Actively participates in the activity</i>	<i>Black Board</i>	<i>Thinks &amp; answers</i>
	<i>Explore</i>	<i>Reading the paragraph aloud by the teacher Introducing new words</i>	<i>Reads silently, observes the new words, uses in own sentences.</i>	<i>Text Book &amp; Dictionary</i>	<i>Observes &amp; Observes</i>
	<i>Explain</i>	<i>Teacher divides the class into 5 groups and assign the work of performing different situations by making it better.</i>	<i>Learners discuss in group and perform before the class.</i>	<i>Charts</i>	<i>Encourages</i>
	<i>Elaborate /Expand</i>	<i>Check comprehension Assigns the work of writing simple present tense.</i>	<i>Answer in group Do the activity of writing simple present tense.</i>	<i>Flashcards</i>	<i>Appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge. Gives Homework.</i>	<i>Learners answer the asked questions. Do the given work.</i>	<i>Checklist Rating scale</i>	<i>Evaluates &amp; Checks</i>

*Subject Teacher's Sign*

*Head master/Mistress's Sign*

### Unit-4 POEM 4:THE WONDERFUL WORDS

Objectives: 1.To enable the learners to read, sing and comprehend the poem.  
2.To enable them to know about how the words are wonderful.

<i>Date</i>	<i>5 E's Learning Objectives</i>	<i>Class room Process (Facilitating Activities)</i>	<i>Pupil's Activity</i>	<i>Materials/Resources required (TLM)</i>	<i>CCE tools and Techniques</i>
	<i>Engage</i>	<i>Preparatory activities [ILR/IRA] Teacher elicits answers from the learners.</i>	<i>Actively participates in the activity</i>	<i>Black Board</i>	<i>Thinks &amp; answers</i>
	<i>Explore</i>	<i>Reading the paragraph aloud by the teacher Introducing new words</i>	<i>Reads silently, observes the new words, uses in own sentences.</i>	<i>Text Book &amp; Dictionary</i>	<i>Observes &amp; Observes</i>
	<i>Explain</i>	<i>Teacher divides the class into 5 groups and assign the work of performing different situations by making it better.</i>	<i>Learners discuss in group and perform before the class.</i>	<i>Charts</i>	<i>Encourages</i>
	<i>Elaborate /Expand</i>	<i>Check comprehension Assigns the work of writing simple present tense.</i>	<i>Answer in group Do the activity of writing simple present tense.</i>	<i>Flashcards</i>	<i>Appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge. Gives Homework.</i>	<i>Learners answer the asked questions. Do the given work.</i>	<i>Checklist Rating scale</i>	<i>Evaluates &amp; Checks</i>

*Subject Teacher's Sign*

*Head master/Mistress's Sign*

## Unit-5

### PROSE 5:JUSTICE ABOVE SELF

Objectives:1. To enable the learners to read comprehend the lesson.

2.To make the learner understand about how justice is above everything.

<i>Date</i>	<i>5 E's Learning Objectives</i>	<i>Class room Process (Facilitating Activities)</i>	<i>Pupil's Activity</i>	<i>Materials/Resources required (TLM)</i>	<i>CCE tools and Techniques</i>
	<i>Engage</i>	<i>Assign the pre-reading activity Enacting the play</i>	<i>Actively participates in the activity</i>	<i>Black Board</i>	<i>Enacts</i>
	<i>Explore</i>	<i>Reading the paragraph aloud by the teacher Introducing new words</i>	<i>Reads silently, observes the new words, uses in own sentences.</i>	<i>Text Book &amp; Dictionary</i>	<i>Observes &amp; answers</i>
	<i>Explain</i>	<i>Divide the class into groups. Ask the learners to enact the story in the class and understand how justice is above everything.</i>	<i>Learners actively take part in the enactment and thus they understand the story very well.</i>	<i>Charts</i>	<i>Encourages</i>
	<i>Elaborate /Expand</i>	<i>Check comprehension Assign work on Writing Dialogue and on Homophones,</i>	<i>Give the answers in groups. Do the work on writing Dialogue and on Homophones.</i>	<i>Flashcards</i>	<i>Appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge. Gives Homework.</i>	<i>Learners answer the asked questions. Do the given work.</i>	<i>Checklist Rating scale</i>	<i>Evaluates &amp; Checks</i>

Subject Teacher's Sign

Head master/Mistress's Sign

## Unit-5

### PROSE 5: JUSTICE

Objectives:1. To enable the learners to read, ding and comprehend the poem.

2.To enable them to appreciate and enjoy the poem.

<i>Date</i>	<i>5 E's Learning Objectives</i>	<i>Class room Process (Facilitating Activities)</i>	<i>Pupil's Activity</i>	<i>Materials/Resources required (TLM)</i>	<i>CCE tools and Techniques</i>
	<i>Engage</i>	<i>Preparatory activities [ILR/IRA] Teacher elicits answers from the learners.</i>	<i>Learners read the paragraph and answer to the questions.</i>	<i>Chalk &amp; Black Board</i>	<i>Elicitation</i>
	<i>Explore</i>	<i>Reading the poem aloud by the teacher Introducing new words Asks to use them in their sentences</i>	<i>Silent reading by the learners Search the meanings of new words Use them in their own sentences</i>	<i>Charts &amp; flashcards</i>	<i>Reads&amp; Observes</i>
	<i>Explain</i>	<i>Teacher describes the present status of justice.</i>	<i>Comprehend the poem which describes the present status of Justice.</i>	<i>Charts &amp; situation pictures</i>	<i>Encourages</i>
	<i>Elaborate /Expand</i>	<i>Check the comprehension Group-wise answers will be given</i>	<i>Learners answer to the questions</i>	<i>Black/green board</i>	<i>Appreciates</i>
	<i>Evaluate</i>	<i>Asks questions Gives the Homework</i>	<i>Learners answer the asked questions. Do the given work</i>	<i>Chalk &amp; Black Board</i>	<i>Evaluates &amp; Checks</i>

Subject Teacher's Sign

Head master/Mistress's Sign

## Unit-6 PROSE 6: THE NOBLE BISHOP

*Objectives: 1. To enable the learners to read and comprehend the lesson.*

*2. to enable to know about the noble Bishop.*

<i>Date</i>	<i>5 E's Learning Objectives</i>	<i>Class room Process (Facilitating Activities)</i>	<i>Pupil's Activity</i>	<i>Materials/Resources required (TLM)</i>	<i>CCE tools and Techniques</i>
	<i>Engage</i>	<i>Gives the preparatory activity to group the people into many types</i>	<i>Actively participates in the activity.</i>	<i>Flashcards</i>	<i>Thinks &amp; answers</i>
	<i>Explore</i>	<i>Introduce the characters Introducing new words</i>	<i>Observes the new words, use them in sentences</i>	<i>Text Book &amp; Dictionary</i>	<i>Observes &amp; uses</i>
	<i>Explain</i>	<i>Teacher reads the dialogues in different voice modulations. Explains about the nobleness of Bishop.</i>	<i>Read with voice modulation, comprehend the play. Feel proud about the nobleness of Bishop.</i>	<i>Situational pictures</i>	<i>Encourages</i>
	<i>Elaborate /Expand</i>	<i>Check comprehension models.</i>	<i>Answer the asked questions. Learn to use models.</i>	<i>Flashcards</i>	<i>Appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge. Gives Homework.</i>	<i>Learners answer the asked questions. Do the given work.</i>	<i>Checklist Rating scale</i>	<i>Evaluates &amp; Checks</i>

*Subject Teacher's Sign*

*Head master/Mistress's Sign*

**Unit-6**

## POEM 6: NOBLENES ENKINDLETH NOBLENES

*Objectives:1. To enable the learners to read comprehend the poem.*

*2.To enable to know about how nobleness enkindleth nobleness*

<i>Date</i>	<i>5 E's Learning Objectives</i>	<i>Class room Process (Facilitating Activities)</i>	<i>Pupil's Activity</i>	<i>Materials/Resources required (TLM)</i>	<i>CCE tools and Techniques</i>
	<i>Engage</i>	<i>Preparatory activities [ILR/IRA]</i>	<i>Actively participates in the activity. Identify and answer</i>	<i>Flashcards</i>	<i>Elicitation</i>
	<i>Explore</i>	<i>Reading the poem aloud by the teacher Introducing new words Asks to use them in their sentences</i>	<i>Silent reading by the learners Search the meanings of new words, use them in their own sentences</i>	<i>Charts &amp; flashcards</i>	<i>Reads &amp; Observes</i>
	<i>Explain</i>	<i>Teacher reads the poem, explains how nobleness enkindleth nobleness.</i>	<i>Loud reading by the learners. Comprehend the poem.</i>	<i>Charts &amp; situation pictures</i>	<i>Encourages</i>
	<i>Elaborate /Expand</i>	<i>Check the comprehension Group-wise answers will be given.</i>	<i>Learners answer to the questions.</i>	<i>Black/green board</i>	<i>Appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge Gives the Homework</i>	<i>Learners answer the asked questions Do the given work</i>	<i>Chalk &amp; Black Board</i>	<i>Evaluates &amp; Checks</i>

*Subject Teacher's Sign*

*Head master/Mistress's Sign*

### **Unit-7 PROSE 7: THE WILL OF SACRIFICE**

*Objectives: 1.To enable the learners to read and comprehend the lesson.*

*2.To enable to know about the sacrifice of Bhagat Singh.*

<i>Date</i>	<i>5 E's Learning Objectives</i>	<i>Class room Process (Facilitating Activities)</i>	<i>Pupil's Activity</i>	<i>Materials/Resources required (TLM)</i>	<i>CCE tools and Techniques</i>
	<i>Engage</i>	<i>Preparatory activities [ILR/IRA]</i>	<i>Actively participates in the activity.</i>	<i>Black Board</i>	<i>Thinks&amp; describes</i>
	<i>Explore</i>	<i>Reading the paragraph aloud by the teacher Introducing new words</i>	<i>Reads silently, observes the new words, uses in own sentences.</i>	<i>Text Book &amp; Dictionary</i>	<i>Observes &amp; Observes</i>
	<i>Explain</i>	<i>Teacher explains about the life and sacrifice of Bhagat Singh.</i>	<i>Learners know about the life and sacrifice of Bhagat Singh.</i>	<i>Charts &amp; video clip</i>	<i>Encourages</i>
	<i>Elaborate /Expand</i>	<i>Check comprehension Dialogue writing Phrasal Verbs</i>	<i>Writes flowchart on Bhagat Singh. Learn to write dialogue and use right phrasal verbs.</i>	<i>Flowchart</i>	<i>Appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge. Gives Homework.</i>	<i>Learners answer the asked questions. Do the given work.</i>	<i>Checklist Rating scale</i>	<i>Evaluates &amp; Checks</i>

*Subject Teacher's Sign*

*Head master/Mistress's Sign*

## Unit-7 PROSE 7: THE SONG OF FREEDOM

Objectives: 1. To enable the learners to read, sing and comprehend the poem.  
2. To enable to know and appreciate the poem.

<i>Date</i>	<i>5 E's Learning Objectives</i>	<i>Class room Process (Facilitating Activities)</i>	<i>Pupil's Activity</i>	<i>Materials/Resources required (TLM)</i>	<i>CCE tools and Techniques</i>
	<i>Engage</i>	<i>Preparatory activities [ILR/IRA] Teacher elicits answers from the learners</i>	<i>Actively participates in the activity</i>	<i>Charts &amp; Black Board</i>	<i>Elicitation</i>
	<i>Explore</i>	<i>Reading the poem aloud by the teacher Introducing new words Asks to use them in their sentences</i>	<i>Silent reading by the learners Search the meanings of new words Use them in their own sentences</i>	<i>Charts &amp; flashcards</i>	<i>Reads &amp; Observes</i>
	<i>Explain</i>	<i>Teacher divides the class into groups, reads the poem, explain the gist of the poem.</i>	<i>Loud reading by the learners Answering in group Comprehend the poem Sign along with the teacher</i>	<i>Charts &amp; situation pictures</i>	<i>Encourages</i>
	<i>Elaborate /Expand</i>	<i>Check the comprehension Group-wise answers will be given</i>	<i>Learners answer to the questions</i>	<i>Black/green board</i>	<i>Appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge Gives the Homework</i>	<i>Learners answer the asked questions Do the given work</i>	<i>Chalk &amp; Black Board</i>	<i>Evaluates &amp; Checks</i>

*Subject Teacher's Sign*

*Head master/Mistress's Sign*

## Unit-8

### PROSE 8: TO MY COUNTRYMEN

*Objectives: 1. To enable the learners to read and comprehend the poem.*

*2. To enable to know about the extract from 'ignited Minds' by Dr. A. P. J. Abdul Kalam.*

<i>Date</i>	<i>5 E's Learning Objectives</i>	<i>Class room Process (Facilitating Activities)</i>	<i>Pupil's Activity</i>	<i>Materials/Resources required (TLM)</i>	<i>CCE tools and Techniques</i>
	<i>Engage</i>	<i>Preparatory activities [ILR/IRA]</i>	<i>Actively participates in the activity.</i>	<i>Black Board</i>	<i>Thinks &amp; describes</i>
	<i>Explore</i>	<i>Reading the paragraph aloud by the teacher Introducing new words</i>	<i>Reads silently, observes the new words, uses in own sentences.</i>	<i>Text Book &amp; Dictionary</i>	<i>Observes &amp; Observes</i>
	<i>Explain</i>	<i>Teacher explains about the experience Dr. Abdul Kalam had and his contribution to the nation.</i>	<i>Learners understand about the experience Dr. Abdul Kalam had and his contribution to the nation.</i>	<i>Charts &amp; video clip</i>	<i>Encourages</i>
	<i>Elaborate /Expand</i>	<i>Check comprehension Editing &amp; Collocations</i>	<i>Give the answers to the asked questions.</i>	<i>Flashcards</i>	<i>Appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge. Gives Homework.</i>	<i>Learners answer the asked questions. Do the given work.</i>	<i>Checklist Rating scale</i>	<i>Evaluates &amp; Checks</i>

*Subject Teacher's Sign*

*Head master/Mistress's Sign*

## Unit-8

### PROSE 8: IT NEVER COMES AGAIN

*Objectives: 1. To enable the read, sing and comprehend the poem.*

*2. To enable to know and appreciate the strength of the youth.*

<i>Date</i>	<i>5 E's Learning Objectives</i>	<i>Class room Process (Facilitating Activities)</i>	<i>Pupil's Activity</i>	<i>Materials/Resources required (TLM)</i>	<i>CCE tools and Techniques</i>
	<i>Engage</i>	<i>Preparatory activities [ILR/IRA] Teacher elicits answers from the learners</i>	<i>Actively participates in the activity</i>	<i>Charts &amp; Black Board</i>	<i>Elicitation</i>
	<i>Explore</i>	<i>Reading the poem aloud by the teacher Introducing new words Asks to use them in their sentences</i>	<i>Silent reading by the learners Search the meanings of new words Use them in their own sentences</i>	<i>Charts &amp; flashcards</i>	<i>Reads &amp; Observes</i>
	<i>Explain</i>	<i>Teacher reads the poem, explains how youth is the important stage of life and how one should make use of it.</i>	<i>Loud reading by the learners Comprehend that how youth is the most important stage of life and how one should make use of it.</i>	<i>Charts &amp; situation pictures</i>	<i>Encourages</i>
	<i>Elaborate /Expand</i>	<i>Check the comprehension Group-wise answers will be given</i>	<i>Learners answer to the questions</i>	<i>Black/green board</i>	<i>Appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge Give the Homework</i>	<i>Learners answer the asked questions Do the given work</i>	<i>Chalk &amp; Black Board</i>	<i>Evaluates &amp; Checks</i>

*Subject Teacher's Sign*

*Head master/Mistress's Sign*

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# English Language Teachers Forum Ranebennur

RANEENNUR (TQ), HAVERI (DIST)

STANDARD: 10<sup>TH</sup>

## MODEL ANNUAL ACTION PLAN with LESSON PLAN 2021-22

Prepared by – Sri Surlingaih .N . S. B.H.S Kavalettu

Guidance : Sri S. R. Tevari Dr. B.R.A.H.S Ranebennur

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Secretary : Sri Lokesh Lamani S.D.H.S Kavalettu

Treasurer: Sri M B Gurmi GHS Hediya

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AUG	21	PROSE-2 THERE'S A GIRL BY THE TRACKS! DEVAN KANAL	* Before you read, IRA * Reading passage * Words of movements, idioms, Flow chart * Expressing sympathy * Reading pictures	<b>1+4+1+1+1 +1+1+1+1+ 1 =13</b>							
			* Letter of public interest * Interview questions * Sub and verb agreement * Dictionary task								
SEPT	17	POETRY-2 QUALITY OF MERCY BY: WILLIAM SHAKESPEARE	* Before you read, IRA * Reading the poem * Understanding the poetry * Appreciation qualities * Introduction to the poet * Suggested reading	<b>1+1+1+1+1 =05</b>							
		S.READING -1. NARAYANPUR INCIDENT		<b>1+1+1=3</b>							
		PROSE-3 GENTLEMAN OF RIO MEDIO JUAN A.A.SEDILLO	* Before you read, IRA * Reading the passage * Word maze, Route map * Seeking information * Skimming and scanning * Cheques, "IF " clause * Bank services	<b>1+4+1+1+1 +1+1+1+1= 11</b>							
		POETRY-3 I AM THE LAND MARINA D BELAGENTA	* Before you read, IRA * Comprehend the poem * Appreciation qualities * Introduction to the poet * Suggest reading	<b>1+1+1+1+1 +1=06</b>							

OCT	21	<p>Prose-4</p> <p>Dr. B.R. AMBEDKAR</p>	<p>* Before you read, IRA</p> <p>* Reading the passage * Phrase. * Linkers.</p> <p>* Expressing gratitude. * Reading poem. * Articles/Determiners. * Syllabification.</p>	<p><b>1+5+1+1</b> <b>+1+1+1+</b> <b>1+1=13</b></p>							
		<p>Poem-4</p> <p>THE SONG OF INDIA</p>	<p>* Before you read, IRA * Reading * Understanding the poem. * Appreciation * Introduction to the poem. * Suggested reading</p>	<p><b>1+1+1+1</b> <b>+1=5</b></p>							
		2. ON THE TOP OF THE WORLD		<b>1+1+1=3</b>							
NOV	17	<p>Prose-5</p> <p>MUSIC THE AMBROSIA THE CONCERT</p>	<p>* Before you read, IRA</p> <p>* Reading the passage * Cross-word * Radio announcement</p> <p>* Narrating * Drawing flowchart * Invitation * Finite and non-finite</p> <p>* SMS</p>	<p><b>1+4+1+1+1</b> <b>+1+1+1+1=</b> <b>12</b></p>							
		<p>Poem-5</p> <p>JAZZ POEM 2</p>	<p>* Before you read, IRA</p> <p>* Reading</p> <p>* Understanding the poem. * Appreciation</p> <p>* Introduction to the poem. * Suggested reading</p>	<p><b>1+1+1+1</b> <b>+1=5</b></p>							

		<p>Prose-6 THE SPIRIT OF DISCOVERY THE DISCOVERY</p>	<p>* Before you read, IRA * Reading the passage * Describing the words and synonyms * Listen and classify * Seeking permission * Transforming data * E-mail * Types of sentences * Bibliography</p>	<p><b>1+5+1+1+1 +1+1+1+1+ 1+=14</b></p>							
		<p>Poem-6 BALLAD OF THE TEMPEST</p>	<p>* Before you read, IRA * Reading * Appreciation * Introduction to the poet. * Suggested reading</p>	<p><b>1+1+1+1+1 =5</b></p>							
	22	3. A GREAT MARTYR EVER CHERISHED		<b>1+1+1=3</b>							
JAN	19	<p>Prose-7 COLOUR OF SILENCE</p>	<p>* Before you read, IRA * Reading the passage * Appropriate words (prefixes)</p>	<p><b>1+4+1+1+1</b></p>							



<b>MAR</b>		<i>REVISION-PREPARATORY EXAMS</i>							
<b>APR</b>		<i>REVISION-PREPARATORY EXAMS</i>							

*Teacher's sign*

*H M sign*

ELT FORUM OF RANEBENNUR

# ELT FORUM OF RANEBENNUR

Std: 10<sup>th</sup>

Sub: English

Lesson Plan-2021-22

## Unit-1 HUMOUR PROSE-1: A Hero

Objectives:1. To enable the learners to read and comprehend the lesson.

2.To enable to know about heroism of Swami.

Date	5 E's Learning Objectives	Class room Process (Facilitating Activities)	Pupil's Activity	Materials/Resources required (TLM)	CCE tools and Techniques
	Engage	Preparatory activities (ILR/IRA)	Actively participates in the activity.	Text Book	Observing & eliciting
	Explore	Reading aloud by the teacher Introducing new words.	Reads silently, observes the new words, uses in own sentences.	Text Book & Dictionary	Observes & Answers
	Explain	Teacher divides the class into 4-5 groups, briefly explains about the heroism of Swami. Asks the questions.	Learners share their opinion about newspaper report. Know about braveness of Swami.	Charts & video clip	Encourages
	Elaborate /Expand	Check comprehension Completes flowchart on Swami Homophones	Writes flowchart on Swami. Identifies the homophones with correct pronunciation.	Flashcards Flowchart	Appreciates
	Evaluate	Asks questions to test the knowledge. Gives homework.	Learners answer the asked questions. Do the given work.	Checklist Rating scale	Evaluates & Checks

Subject Teacher's Sign

Head Master/Mistress's Sign

## Unit-1 HUMOUR

### PROSE-1: Grandma Climbs A Tree

Objectives:1. To enable the learners to read and comprehend the Poem.

2. To enable them to enjoy the poem.

Date	5 E's Learning Objectives	Class room Process (Facilitating Activities)	Pupil's Activity	Materials/Resources required (TLM)	CCE tools and Techniques
	Engage	Preparatory activities (ILR/IRA) Teacher elicits answers from learners	Actively participates in the activity	Chalk & Black Board	Elicitation
	Explore	Reading the poem aloud by the teacher. Introducing new words. Asks to use them in their sentences.	Silent reading by the learners Search the meanings of new words Use them in their own sentences	Charts & flashcards	Reads & Observes
	Explain	Teacher divides the class into 4-5 groups, reads the poem, explain the gist of the poem.	Loud reading by the learners Answering in group Comprehend the poem Sing along with the teacher	Charts & Situation pictures	Encourages
	Elaborate /Expand	Check the comprehension Group-wise answers will be given	Learners answer to the questions.	Black/green board	Appreciates
	Evaluate	Asks questions to test the knowledge. Gives the Homework.	Learners answer the asked questions. Do the given work.	Chalk & Black Board	Evaluates & Checks

Subject Teacher's Sign

Head Master/Mistress's Sign

## Unit-2: COMPASSION

### PROSE-2: *There Is A Girl By The Tracks!*

*Objectives:1. To enable the learners to read and comprehend the lesson.*

*2. To enable the learner to know about care and concern of Baleshwar.*

<i>Date</i>	<i>5 E's Learning Objectives</i>	<i>Class room Process (Facilitating Activities)</i>	<i>Pupil's Activity</i>	<i>Materials/Resources required (TLM)</i>	<i>CCE tools and Techniques</i>
	<i>Engage</i>	<i>Asks to speak about different physically challenged people.</i>	<i>Actively participates in the activity. They speak about physically challenged people.</i>	<i>Black Board</i>	<i>Thinks &amp; describes</i>
	<i>Explore</i>	<i>Reading the paragraph aloud by the teacher Introducing new words</i>	<i>Reads silently, observes the new words, uses in own sentences.</i>	<i>Text Book &amp; Dictionary</i>	<i>Observes &amp; Answers</i>
	<i>Explain</i>	<i>Discuss in the group about the greatness of Baleshwar Narrates the story.</i>	<i>Learners share their opinion about the greatness of Baleshwar</i>	<i>Charts &amp; video clip</i>	<i>Encourages</i>
	<i>Elaborate /Expand</i>	<i>Check comprehension Assigns work on identification of idioms</i>	<i>Writes flowchart on Swami. Identify the idioms &amp; use in sentence</i>	<i>Flashcards of idioms</i>	<i>Appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge. Gives homework.</i>	<i>Learners answer the asked questions. Do the given work.</i>	<i>Checklist Rating scale</i>	<i>Evaluates &amp; Checks</i>

*Subject Teacher's Sign*

*Head Master/Mistress's Sign*

## Unit-2 COMPASSION

### POEM-2: Quality Of Mercy

*Objectives:1. To enable the learners to read and comprehend the poem.*

*2. To enable them to sing and enjoy the poem.*

<i>Date</i>	<i>5 E's Learning Objectives</i>	<i>Class room Process (Facilitating Activities)</i>	<i>Pupil's Activity</i>	<i>Materials/Resources required (TLM)</i>	<i>CCE tools and Techniques</i>
	<i>Engage</i>	<i>Preparatory activities (ILR/IRA) Teacher elicits answers from the learners</i>	<i>Actively participates in the activity</i>	<i>Chalk &amp; Black Board</i>	<i>Elicitation</i>
	<i>Explore</i>	<i>Reading the poem aloud by the teacher Introducing new words Asks to use them in their sentences</i>	<i>Silent reading by the learners Search the meanings of new words Use them in their own sentences</i>	<i>Charts &amp; flashcards</i>	<i>Reads &amp; Observes</i>
	<i>Explain</i>	<i>Teacher divides the class into groups, reads the poem, explain the gist of the poem Quality of Mercy</i>	<i>Loud reading by the learners Answering in group Comprehend the poem Sing along with the teacher</i>	<i>Charts &amp; Situation pictures</i>	<i>Encourages</i>
	<i>Elaborate /Expand</i>	<i>Check the comprehension Group-wise answers will be given</i>	<i>Learners answer to the questions</i>	<i>Black/green board</i>	<i>Appreciates</i>
	<i>Evaluate</i>	<i>Asks to memorize the poem</i>	<i>Learners answer to the questions</i>	<i>Poem chart</i>	<i>Evaluates &amp; Checks</i>

*Subject Teacher's Sign*

*Head Master/Mistress's Sign*

### Unit-3. NATIVITY

#### PROSE-3: Gentleman Of Rio En Medio

Objectives:1. To enable the learners to read and comprehend the poem.

2. To enable to know generosity of Don Anselmo.

<i>Date</i>	<i>5 E's Learning Objectives</i>	<i>Class room Process (Facilitating Activities)</i>	<i>Pupil's Activity</i>	<i>Materials/Resources required (TLM)</i>	<i>CCE tools and Techniques</i>
	<i>Engage</i>	<i>Preparatory activities (ILR/IRA) Teacher elicits answers from the learners.</i>	<i>Actively participates in the activity</i>	<i>Black Board</i>	<i>Thinks &amp; answers</i>
	<i>Explore</i>	<i>Reading the paragraph aloud by the teacher Introducing new words</i>	<i>Reads silently, observes the new words, uses in own sentences.</i>	<i>Text Book &amp; Dictionary</i>	<i>Observes &amp; answers</i>
	<i>Explain</i>	<i>Explains about the generosity of Don Anselmo. Know about the man of principle.</i>	<i>Learners know about the generosity of Don Anselmo.</i>	<i>Charts</i>	<i>Encourages</i>
	<i>Elaborate /Expand</i>	<i>Check comprehension Group-wise answers will be given Knowing of 'If Clause'</i>	<i>Do the compression exercise in group. Learn 'If Clause'</i>	<i>Flashcards Flowchart</i>	<i>Appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge. Gives Homework.</i>	<i>Learners answer the asked questions. Do the given work.</i>	<i>Checklist Rating scale</i>	<i>Evaluates &amp; Checks</i>

Subject Teacher's Sign

Head Master/Mistress's Sign

### Unit-3 NATIVITY

#### POEM-3: I Am The Land

Objectives:1. To enable the learners to read and comprehend the poem.

2. To enable the learners to feel proud about the Mother Earth.

<i>Date</i>	<i>5 E's Learning Objectives</i>	<i>Class room Process (Facilitating Activities)</i>	<i>Pupil's Activity</i>	<i>Materials/Resources required (TLM)</i>	<i>CCE tools and Techniques</i>
	<i>Engage</i>	<i>Preparatory activities (ILR/IRA)</i>	<i>Actively participates in the activity</i>	<i>Chalk &amp; Black Board</i>	<i>Elicitation</i>
	<i>Explore</i>	<i>Reading the poem aloud by the teacher Introducing new words Asks to use them in their sentences</i>	<i>Silent reading by the learners Search the meanings of new words Use them in their own sentences</i>	<i>Charts &amp; flashcards</i>	<i>Reads &amp; Observes</i>
	<i>Explain</i>	<i>Reads the poem, explain the gist of the poem i. e, what is the present status of the Mother Earth.</i>	<i>Loud reading by the learners Comprehend the poem</i>	<i>Situation picture</i>	<i>Encourages</i>
	<i>Elaborate /Expand</i>	<i>Check comprehension Group-wise answers will be given</i>	<i>Learners answer to the questions.</i>	<i>Black/green Board</i>	<i>Appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge. Gives Homework.</i>	<i>Learners answer the asked questions. Do the given work.</i>	<i>Chalk &amp; Black Board</i>	<i>Evaluates &amp; Checks</i>

*Subject Teacher's Sign*

*Head Master/Mistress's Sign*

## Unit-4 PATRIOTISM

### PROSE 4: Dr. B. R. Ambedkar

Objectives:1. To enable the learners to read and comprehend the lesson.

2. To enable to know about the achievements of Dr. B. R. Ambedkar.

<i>Date</i>	<i>5 E's Learning Objectives</i>	<i>Class room Process (Facilitating Activities)</i>	<i>Pupil's Activity</i>	<i>Materials/Resources required (TLM)</i>	<i>CCE tools and Techniques</i>
	<i>Engage</i>	<i>Preparatory activities [ILR/IRA] Teacher elicits answers from the learners.</i>	<i>Actively participates in the activity</i>	<i>Black Board</i>	<i>Thinks</i>
	<i>Explore</i>	<i>Reading the paragraph aloud by the teacher Introducing new words</i>	<i>Reads silently, observes the new words, uses in own sentences.</i>	<i>Text Book &amp; Dictionary</i>	<i>Observes &amp; Replies</i>
	<i>Explain</i>	<i>Teacher divides the class into groups, Asks them to share Ambedkar's achievement.</i>	<i>Learners share their opinion about the achievements of Ambedkar.</i>	<i>Charts</i>	<i>Encourages</i>
	<i>Elaborate /Expand</i>	<i>Check comprehension Group-wise answers will be given Activities are given on phrases, articles and determiners.</i>	<i>Answer in group Do the activities on phrases, articles and determiners.</i>	<i>Flashcards</i>	<i>Appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge. Gives Homework.</i>	<i>Learners answer the asked questions. Do the given work.</i>	<i>Checklist Rating scale</i>	<i>Evaluates &amp; Checks</i>

Subject Teacher's Sign

Head Master/Mistress's Sign

### Unit-4 PATRIOTISM

#### POEM-4: The Song Of India

Objectives:1. To enable the learners to read and comprehend the poem.

2. To enable to know and appreciate prosperity of India.

<i>Date</i>	<i>5 E's Learning Objectives</i>	<i>Class room Process (Facilitating Activities)</i>	<i>Pupil's Activity</i>	<i>Materials/Resources required (TLM)</i>	<i>CCE tools and Techniques</i>
	<i>Engage</i>	<i>Preparatory activities [ILR/IRA]</i>	<i>Actively participates in the activity.</i>	<i>Black Board</i>	<i>Elicitation</i>
	<i>Explore</i>	<i>Reading the poem aloud by the teacher Introducing new words Asks to use them in their sentences</i>	<i>Silent reading by the learners Search the meanings of new words Use them in their own sentences</i>	<i>Flashcards</i>	<i>Reads &amp; Observes</i>
	<i>Explain</i>	<i>Teacher divides the class into groups, reads the poem, explain the gist of the poem.</i>	<i>Loud reading by the learners Answering in group Comprehend the poem</i>	<i>Charts &amp; pictures</i>	<i>Encourages</i>
	<i>Elaborate /Expand</i>	<i>Check the comprehension</i>	<i>Learners answer to the questions</i>	<i>Black/green board</i>	<i>Appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge Gives the Homework</i>	<i>Learners answer the asked questions Do the given work</i>	<i>Chalk &amp; Black Board</i>	<i>Evaluates &amp; Checks</i>

Subject Teacher's Sign

Head Master/Mistress's Sign

## **Unit:5. MUSIC THE AMBROSIA**

### **Prose:5. THE CONCERT**

*Objectives : 1) To enable the learners to read and comprehend the lesson.*

*2) To enable to know about the sympathetic nature of Ravi Shankar.*

<b>Date</b>	<b>5 E'S Learning objectives</b>	<b>Class room Learning (Facilitating activities)</b>	<b>Pupil's activity</b>	<b>Materials/Resources required (TLM)</b>	<b>CCE tools &amp; Techniques.</b>
	<i>Engage</i>	<i>Assign the pre-reading activity</i>	<i>Actively participates in the activity.</i>	<i>Black board</i>	<i>Thinks &amp; describes</i>
	<i>Explore</i>	<i>Reading the paragraph aloud by the teacher . Introduce new words.</i>	<i>Reads silently observes the new words , uses in own sentences .</i>	<i>Text book &amp; dictionary</i>	<i>Observes &amp; Answers</i>
	<i>Explain</i>	<i>Divide the class into groups. Ask the learners to enact the story in the class.</i>	<i>Learners activity take part in the enactment and thus they understand the story very well</i>	<i>Charts</i>	<i>Encourages</i>
	<i>Elaborate/ Expand</i>	<i>Check comprehension Teach on what are finite and non finite verbs and identification them in the sentences.</i>	<i>Give the answer in groups . understand finite and non-finite verbs and their identification in the sentences.</i>	<i>Flowchart</i>	<i>Appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge. Gives homework.</i>	<i>Learners answer the questions. Do the given work</i>	<i>Checklist rating scale</i>	<i>Evaluates &amp; Checks</i>

Subject Teacher's Sign

Head Master/Mistress's Sign

**Unit: 5. MUSIC THE AMBROSIA**

**Poem: 5. JAZZ POEM TWO**

Objectives : 1) To enable the learners to read and comprehend the lesson.

2) To enable to know and appreciate of jazz two.

<b>Date</b>	<b>5 E'S Learning Objectives</b>	<b>Class room Learning (Facilitating activities)</b>	<b>Pupil's activity</b>	<b>Materials/Resources required (TLM)</b>	<b>CCE tools &amp; Techniques.</b>
	<i>Engage</i>	<i>Teacher elicits answers on music from the learners.</i>	<i>Learners give their opinion on music</i>	<i>Chalk &amp; Black board</i>	<i>Elicitation</i>
	<i>Explore</i>	<i>Reading the poem aloud by the teacher . Introduce new words. Asks to use them in their sentences</i>	<i>Silent reading by the learners Search the meaning of new words, use them in their sentences</i>	<i>Charts &amp; flashcards</i>	<i>Reads &amp; Observes</i>
	<i>Explain</i>	<i>Teacher describe the physical features of the jazz player and his attitude.</i>	<i>Comprehend the poem, and appreciate the nature and attitude of the jazz player</i>	<i>Charts &amp; Situational pictures</i>	<i>Encourages</i>
	<i>Elaborate/ Expand</i>	<i>Check comprehension group wise answer will be given</i>	<i>Learners answer to the questions .</i>	<i>Black/ Green board</i>	<i>Appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge. Gives homework.</i>	<i>Learners answer the questions. Do the given work</i>	<i>Chalk &amp; black board</i>	<i>Evaluates &amp; Checks</i>

Subject Teacher's Sign

Head Master/Mistress's Sign

## **Unit: 6. THE SPIRIT OF DISCOVERY**

### **Prose: 6. THE DISCOVERY**

*Objectives : 1) To enable the learners to read and comprehend the lesson*

*2) To enable to know about the courage and determination of Columbus*

<b>Date</b>	<b>5 E'S Learning Objectives</b>	<b>Class room Learning (Facilitating activities)</b>	<b>Pupil's activity</b>	<b>Materials/ Resources required (TLM)</b>	<b>CCE tools &amp; Techniques.</b>
	<i>Engage</i>	<i>Gives the Preparatory activity to group the people into many types.</i>	<i>Actively participates in the activity</i>	<i>flashcard</i>	<i>Thinks &amp; describe</i>
	<i>Explore</i>	<i>Introduce the characters Introduce new words</i>	<i>observes the new words use them in own sentences</i>	<i>Text book &amp; dictionary</i>	<i>Observe&amp; uses</i>
	<i>Explain</i>	<i>Teacher divides the class into 4-5 groups. Reads the dialogs in different voice modulations. Explains about the courage &amp; determination of Columbus.</i>	<i>Read with voice modulation, comprehend the play. feel proud about the courage &amp; determination of Columbus.</i>	<i>Situational pictures</i>	<i>Encourages</i>
	<i>Elaborate/ Expand</i>	<i>Check comprehension describing words.</i>	<i>Answer the asked questions identify the describing words in the sentences.</i>	<i>Flashcards</i>	<i>appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge. Gives homework.</i>	<i>Learners answer the questions. Do the given work</i>	<i>Checklist Rating scale</i>	<i>Evaluates &amp; Checks</i>

Subject Teacher's Sign

Head Master/Mistress's Sign

**Unit: 6. THE SPIRIT OF DISCOVERY**

**Poem: 6. BALLED OF THE TEMPEST**

Objectives : 1) To enable the learners to read and comprehend the lesson.

2) To enable to know and appreciate the faith the girl had and the way she motivated the sailors

<b>Date</b>	<b>5 E'S Learning Objectives</b>	<b>Class room Learning (Facilitating activities)</b>	<b>Pupil's activity</b>	<b>Materials/Resources required (TLM)</b>	<b>CCE tools &amp; Techniques.</b>
	<i>Engage</i>	<i>Preparatory activity (ILR/IRA)Teacher elicits answers from the learners by showing the two different pictures of the sea.</i>	<i>Actively participates in the activity. Identify and answer.</i>	<i>Two pictures</i>	<i>Elicitation</i>
	<i>Explore</i>	<i>Reading the poem aloud by the teacher . Introduce new words. Asks to use them in their sentences</i>	<i>Silent reading by the learners Search the meaning of new words, use them in their sentences</i>	<i>Charts &amp; flashcards</i>	<i>Reads &amp; Observes</i>
	<i>Explain</i>	<i>Teacher reads the poem, explain the gist of the poem.</i>	<i>Loud reading by the learners Answer in group comprehend the poem sing along with teacher</i>	<i>Charts &amp; Situational pictures</i>	<i>Encourages</i>
	<i>Elaborate/ Expand</i>	<i>Check comprehension group wise answer will be given</i>	<i>Learners answer to the questions .</i>	<i>Black/Green board</i>	<i>Appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge. Gives homework.</i>	<i>Learners answer the questions. Do the given work</i>	<i>Chalk &amp; black board</i>	<i>Evaluates &amp; Checks</i>

Subject Teacher's Sign

Head Master/Mistress's Sign

**Unit: 7. ENABLING THE DISABLING**

**Prose: 7. COLOURS OF SILENCE**

*Objectives : 1) To enable the learners to read and comprehend the lesson.*

*2) To enable to know about the achievements of Satish Gujral*

<b>Date</b>	<b>5 E'S Learning Objectives</b>	<b>Class room Learning (Facilitating activities)</b>	<b>Pupil's activity</b>	<b>Materials/Resources required (TLM)</b>	<b>CCE tools &amp; Techniques.</b>
	<i>Engage</i>	<i>Asks to speak about different physically challenged people .</i>	<i>Actively participates in the activity. They speak about physically challenged people .</i>	<i>Black board</i>	<i>Thinks &amp; describes</i>
	<i>Explore</i>	<i>Reading the paragraph aloud by the teacher . Introduce new words.</i>	<i>Reads silently observes the new words , uses in own sentences .</i>	<i>Text book &amp; dictionary</i>	<i>Observes &amp; Answers</i>
	<i>Explain</i>	<i>Teacher explain the story the boy who, despite of his deafness, achieves a lot of in field of art and becomes world known artist</i>	<i>Learners know about the achievements of Satish Gujral</i>	<i>Charts &amp; video clip</i>	<i>Encourages</i>
	<i>Elaborate/ Expand</i>	<i>Check comprehension use of prefixes profile writing</i>	<i>Writers flowchart on Satish Gujral. Identify &amp; use prefixes. Learn to write the paragraph</i>	<i>Flowchart</i>	<i>Appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge. Gives homework.</i>	<i>Learners answer the questions. Do the given work</i>	<i>Checklist rating scale</i>	<i>Evaluates &amp; Checks</i>

Subject Teacher's Sign

Head Master/Mistress's Sign

**Unit: 7. ENABLING THE DISABLING**

**Poem: 7. THE BLIND BOY**

Objectives : 1) To enable the learners to read and comprehend the lesson.

2) To enable to know and appreciate the attitude of the blind boy.

<b>Date</b>	<b>5 E'S Learning Objectives</b>	<b>Class room Learning (Facilitating activities)</b>	<b>Pupil's activity</b>	<b>Materials/Resources required (TLM)</b>	<b>CCE tools &amp; Techniques.</b>
	<i>Engage</i>	<i>Preparatory activity (ILR/IRA)Teacher elicits answers from the learners.</i>	<i>Actively participates in the activity.</i>	<i>Chalk &amp; Black board</i>	<i>Elicitation</i>
	<i>Explore</i>	<i>Reading the poem aloud by the teacher . Introduce new words. Asks to use them in their sentences</i>	<i>Silent reading by the learners Search the meaning of new words, use them in their sentences</i>	<i>Charts &amp; flashcards</i>	<i>Reads &amp; Observes</i>
	<i>Explain</i>	<i>Teacher divides the class, reads the poem , explain the gist of the poem.</i>	<i>Loud reading by the learners Answer in group comprehend the poem sing along with teacher</i>	<i>Charts &amp; Situational pictures</i>	<i>Encourages</i>
	<i>Elaborate/ Expand</i>	<i>Check comprehension group wise answer will be given</i>	<i>Learners answer to the questions .</i>	<i>Black/ Green board</i>	<i>Appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge. Gives homework.</i>	<i>Learners answer the questions. Do the given work</i>	<i>Chalk &amp; black board</i>	<i>Evaluates &amp; Checks</i>

Subject Teacher's Sign

Head Master/Mistress's Sign

## Unit: 8. SCINCE

### Prose: 8. SCINCE AND HOPE OF SURVIVAL

Objectives : 1) To enable the learners to read and comprehend the lesson.

2) To enable to know about the science and hope of survival

<i>Date</i>	<i>5 E'S Learning Objectives</i>	<i>Class room Learning (Facilitating activities)</i>	<i>Pupil's activity</i>	<i>Materials/Resources required (TLM)</i>	<i>CCE tools &amp; Techniques.</i>
	<i>Engage</i>	<i>Preparatory activities (ILR/IRA) assign the work to speak few sentences about the profession they want to choose.</i>	<i>Actively participates in the activity. They speak few sentences about the profession they want to choose.</i>	<i>Black board</i>	<i>Thinks &amp; describes</i>
	<i>Explore</i>	<i>Reading the paragraph aloud by the teacher . Introduce new words.</i>	<i>Reads silently observes the new words , uses in own sentences .</i>	<i>Text book &amp; dictionary</i>	<i>Observes &amp; Answers</i>
	<i>Explain</i>	<i>Teacher explain about the experience Keilies Barok had when he had been to Geneva to solve the problems regarding Nuclear Testing.</i>	<i>Learners understands the problems arise by the Nuclear Test</i>	<i>Charts</i>	<i>Encourages</i>
	<i>Elaborate/ Expand</i>	<i>Check comprehension teach the collocations, editing &amp; Reported speech</i>	<i>Answers to the questions. Learn how to use collocations, editing &amp; Reported speech .</i>	<i>Flashcards</i>	<i>Appreciates</i>
	<i>Evaluate</i>	<i>Asks questions to test the knowledge. Gives homework.</i>	<i>Learners answer the questions. Do the given work</i>	<i>Checklist rating scale</i>	<i>Evaluates &amp; Checks</i>

*Subject Teacher's Sign*

*Head Master/Mistress's Sign*

## Unit:8. SCINCE

### Poem: 8. OFF TO THE SPACE TOMORROW MORNING

Objectives : 1) To enable the learners to read and comprehend the lesson.

2) To enable to know about how the things change when the poet is ready to go to space.

Date	5 E'S Learning Objectives	Class room Learning (Facilitating activities)	Pupil's activity	Materials/ Resources required (TLM)	CCE tools & Techniques.
	Engage	Preparatory activity (ILR/IRA)Teacher elicits answers from the learners.	Actively participates in the activity.	Chalk & Black board	Elicitation
	Explore	Reading the poem aloud by the teacher . Introduce new words. Asks to use them in their sentences	Silent reading by the learners Search the meaning of new words, use them in their sentences	Charts & flashcards	Reads & Observes
	Explain	Teacher reads the poem explain the gist of the poem i.e, what are the curiosities when the poet off to outer space next morning	Loud reading by the learners Answer in group comprehend the poem	Charts & Situational pictures	Encourages
	Elaborate/ Expand	Check comprehension group wise answer will be given	Learners answer to the questions .	Black/Green board	Appreciates
	Evaluate	Asks questions to test the knowledge. Gives homework.	Learners answer the questions. Do the given work	Chalk & black board	Evaluates & Checks

Subject Teacher's Sign

Head Master/Mistress's Sign