

# CLASS X

## LANGUAGE AND LITERATURE (184)

PRESCRIBED BOOKS: (a) *FIRST FLIGHT*

(b) *FOOTPRINTS WITHOUT FEET*

Supplementary Reader

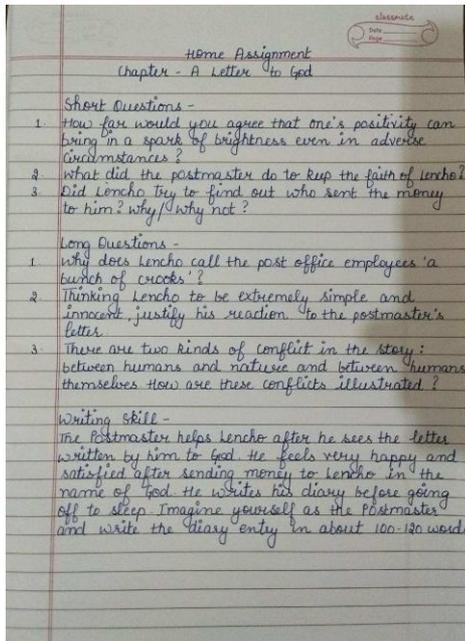
<b>Term 1</b>	<b>Term 2</b>
<ul style="list-style-type: none"><li>• <i>A letter to God</i></li><li>• <i>Nelson Mandela</i></li><li>• <i>Two stories about flying</i></li><li>• <i>From the Diary of Anne Frank</i></li><li>• <i>The Hundred Dresses -I</i></li><li>• <i>The Hundred Dresses- II</i></li><li>• <i>A Triumph of surgery</i></li><li>• <i>The Thief Story</i></li><li>• <i>Footprints without feet</i></li><li>• <i>Dust of snow</i></li><li>• <i>Fire and ice</i></li><li>• <i>A Tiger in zoo</i></li><li>• <i>The Ball poem</i></li><li>• <i>Grammar – Tenses, modals, Subject verb concord, determiners, Reported speech, commands and request, statements and questions</i></li><li>• <i>Writing : Formal letters based on a given situation</i></li><li>• <i>Letter to the editor</i></li><li>• <i>Letter of complaint (official and business)</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Glimpses of India</i></li><li>• <i>Madam Rides the Bus</i></li><li>• <i>The Sermon of Benares</i></li><li>• <i>The Proposal</i></li><li>• <i>The Making of a Scientist</i></li><li>• <i>The Necklace</i></li><li>• <i>The Hack Driver</i></li><li>• <i>Bholi</i></li><li>• <i>Amanda</i></li><li>• <i>Animals</i></li><li>• <i>The Tale of Custard The Dragon</i></li><li>• <i>Grammar – Tenses, modals, Subject verb concord, determiners , Reported speech, commands and request, statements and questions</i></li><li>• <i>Writing : Analytical Paragraph based on given outline/data/chart/cues</i></li><li>• <i>Writing : Formal letters based on a given situation</i></li><li>• <i>Letter of order</i></li><li>• <i>Letter of inquiry</i></li></ul>

## LESSON PLAN

### Text Book – First Flight

#### *Topic: A letter to God by G.L Fuentes*

1. OBJECTIVE	<i>Students will be able to –</i> <ul style="list-style-type: none"><li>• Enhance their vocabulary &amp; Writing Skills</li></ul>
2. P.K.TESTING	<i>Students will be asked the following questions:</i> <ul style="list-style-type: none"><li>• How many of you believe in God?</li><li>• How many of you pray daily?</li><li>• Do you really believe that there is some natural power which would help you when you are in an hour of need?</li></ul>
3. VOCABULARY WORDS	<i>Conscience, pesos, gale, bunch of crooks, locusts, intimacy</i>
4. INNOVATIVE METHOD	<i>The whole story will be enacted in the class with dialogues framed by the students. The enactment will be conducted in the class where the students will enact as Lencho, his family and post office employees. They will be taught that God is there to help his people but that help also comes through somebody.</i>
5. PROCEDURE	<i>Enactment of the whole story in the class by the students.</i>
6. STUDENTS PARTICIPATION	<i>Students will enjoy the act and will understand that there are people like Lencho on this earth who are so simple and innocent.</i>
7. RECAPITULATION	<i>Class discussion of the following questions will be taken:</i> <ul style="list-style-type: none"><li>• Do you think that the postmaster deserves a letter of recognition and appreciation for his act of charity?</li><li>• Writing a letter to God for help, really shows not only the unshaken faith of the writer, Lencho in God but also shows his utter simplicity and innocence.</li></ul>
8.ASSIGNMENT	<i>Design a poster for your area on how to save water during summer and when it is available in excess. Extra questions will be given for practice.</i>
8. CO-SCHOLASTIC ACTIVITY	<i>Role play will be conducted</i>
9. RESOURCES	<a href="https://www.youtube.com/">WWW.YOUTUBE.</a> ENGLISHACADEMY DIKSHA APP



## **TOPIC - Nelson Mandela: Long walk to freedom: Nelson Rolihlahla Mandela**

### **P.K. TESTING**

1. What do you know about Apartheid?
2. Name few personalities who fought against Apartheid.
3. What happens when the depths of oppression increase?

**OBJECTIVES** → To enable the students appreciate the theme and language of the text.

### **VOCABULARY USED**

besieged, amphitheatre, chevron, spectacular array, emancipation, despised, resilience, prejudice, illusion, transitory

### **Aids/Innovative methods used:**

- Text book
- Group discussion on (a) Black Americans and their fight against discrimination (b) Colour prejudice in India and (c) Women and their fight for equality.
- **Additional Resource: <https://www.Sabc.co.za/news>**
- **<https://www.studyrankers.com>**
- **DIKSHA APP**
- Enactment of Pt. Nehru giving his famous 'Tryst with Destiny and the first Indian Cabinet taking Oath and pledging themselves to the welfare of the Country.

### **Procedure**

- The chapter will be partially read by the teacher and partially by the students.

- Meanings of the difficult words and explanation of the difficult phrases will be given to the students
- The textual questions will be discussed and the students will be encouraged to write the answers on their own.

**Art Integration:** Art in the form of enactment will be incorporated.

### **Participation of Students**

1. The students will be actively involved in reading the chapter and in solving the back exercises.
2. The students will be involved in a group discussion mentioned earlier.
3. The students will be made to present their views after their group discussions.

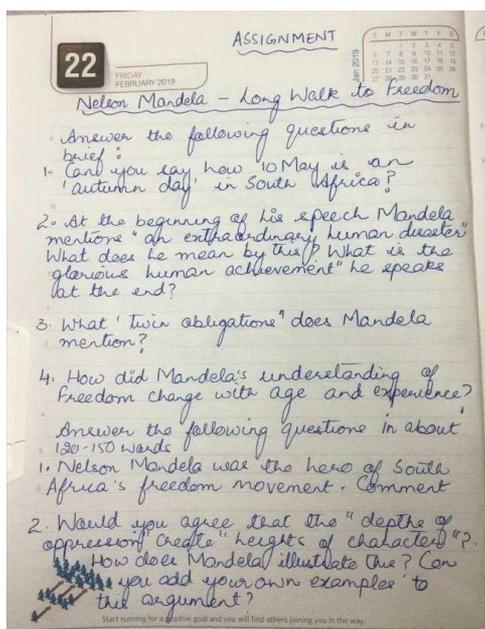
**Learning Outcome** – Themes of Critical thinking, Character and Citizenship will be made clear.

### **Recapitulation**

Short questions will be taken up for recapitulation

**Incorporation of co-scholastic Activities:** Students will be made to write and deliver a speech.

**Assignment:** Write a speech on 'True liberty is freedom from poverty, deprivation and all forms of discrimination'.



### **LESSON 3- TWO STORIES ABOUT FLYING :**

- **His First Flight by Liam O'Flaherty**
- **Black Aeroplane by Frederick Forsyth**

### **LEARNING OBJECTIVES-**

Students will be able to:

- Understand the theme of the story.
- Enhance vocabulary
- Think positively and will learn to fight with their problems.

### **PREVIOUS KNOWLEDGE TESTING-**

*Following questions will be asked from the students-*

- *Are you afraid of darkness?*
- *Have you ever been alone at home?*
- *Have you ever seen Aliens in your life?*

### **VOCABULARY USED –**

*Meaning and usage will be explained to the students-*

*Ledge, Upbraiding, to skim, Herring, Preening, to whet, Curveting.*

### **IMPORTANT SPELLINGS-**

*Commended, Beckoning, Derisively, Devour, Swooped.*

### **AIDS/ INNOVATIVE METHODS/ RESOURCES –**

*Textbook, Audio Visual , Green Board, Group Discussion*

*Links;<https://edumantra.net>*

*<https://www.topperlearning.com>*

*and DIKSHA APP*

### **PROCEDURE**

*Summary of the chapter ‘Two Stories about Flying’ will be given to the students to get a fair idea of the story. Loud reading by individual students will be done in class for better understanding. Explanation will be given by teacher paragraph- wise and meaning of difficult words will also be given to students.*

### **CO- SCHOLASTIC ACTIVITIES –**

*Students will be told to collect and paste their photographs of adventure trip which they have experienced recently. They will be asked to write a speech on the topic: “ True Learning Liberates”.*

### **ART INTEGRATION WITH OTHER DOMAIN –**

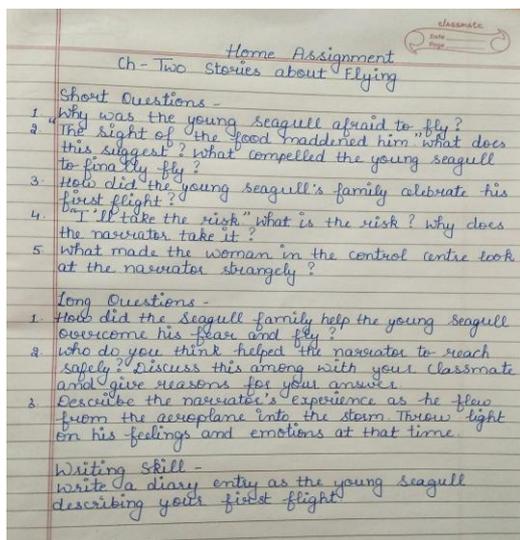
*Art in the form of Drawing, Science, Psychology and Languages will be integrated.*

### **STUDENTS’ PARTICIPATION –**

*Students will be actively involved in the reading of the chapter. They will be asked to collect and paste their photographs of adventure trip which they have experienced recently ( in the form of a collage). Speech competition will be conducted in the class.*

### **RECAPITULATION/ASSIGNMENT –**

*Value points of the chapter will be discussed in the class. Students will solve back exercises and questions / answers from BBC. They will write a diary entry of their first experience of riding a bicycle or driving a vehicle.*



### **LEARNING OUTCOMES-**

Students will be able to understand the author's style of writing.

The theme of the lesson –true parable about overcoming fears in life.

To analyse the situation with courage and self confidence.

### **ASSESSMENT -**

Oral and written responses and worksheets.

### **LESSON: FROM THE DIARY OF ANNE FRANK BY ANNE FRANK**

#### **LEARNING OBJECTIVES:**

- To enhance the fluency, intonation and language function.
- To build up a habit of reading.
- To complete the exercises at the end of the story.

#### **PREVIOUS KNOWLEDGE TESTING:**

The students will be asked the following questions:

- How many of you write a diary?
- What all do you write in a diary?
- Do you think that nobody should read your diary?

**RESOURCES:** NCERT TEXT BOOK , [www.teacherspayteachers.com](http://www.teacherspayteachers.com)

[https://youtu.be/GHTOy\\_Gm29m](https://youtu.be/GHTOy_Gm29m)

DIKSHA APP

#### **VOCABULARY USED:**

LISTLESS , CONFIDE , PLUNKED DOWN, RAMBLE ON, INGENUITY, INCORRIGIBLE

#### **PROCEDURE:**

Reading and explanation:

The chapter will be read aloud by the teacher using proper stress and intonation. Further the chapter will be explained in detail.

## PARTICIPATION OF STUDENTS:

Brainstorm activity will be conducted in the class where the students will be asked to write about the descriptive traits of Anne Frank.

## RECAPITULATION:

The following questions will be asked to check the understanding of the students:

- Why did Anne want to keep a diary?
- Who was Mr. Keesing?
- Why was Anne's third assignment "something original"?

## LEARNING OUTCOMES:

The students will understand

- The author's style of writing
- The text locally and globally
- Theme of the lesson

## CO - SCHOLASTIC ACTIVITIES:

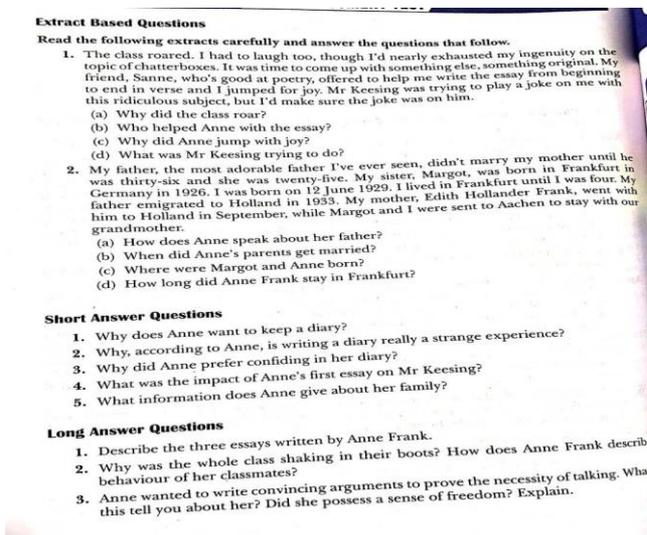
Role play will be conducted

## ART INTEGRATION:

Language skills, History and child psychology will be integrated

## ASSIGNMENT:

- Do you think if you were to write a diary today, it would be similar to Anne's style of writing? Why or why not?
- 



**Topic: The Hundred Dresses (Part I & II) by El Bsoor Ester**

## Previous Knowledge Testing:

The students will be asked how they judge the people around them by their wealth intelligence, possessions or values.

**Vocabulary Used:** *Scuffing of feet, stolidly bullies, hand-me down clothes, mocking, embarrassed, target, lavish, exquisite.*

**Aids Used:**

*Textbook*

*Learncram.com/cbse/the-hundred-dresses*

*Diksha App*

**Procedure**

- *The chapter will be partially read by the teacher and partially by the students.*
- *Meanings of the difficult words and explanation of the difficult phrases will be given to the students*
- *The textual questions will be discussed and the students will be encouraged to write the answers on their own.*

**Participation of Students:**

*A declamation will be done on the topic “Appearances are Deceptive”. Students will prepare this topic and give their valuable speech on it. The class will be divided into groups and enactment will be done.*

**Recapitulation:**

*\*How was Wanda different from the other back benchers?*

*\*Why didn't Wanda have any friends?*

*\*How did Wanda prove that she was humble and rich in talent?*

*\*What was special about the drawings that Wanda gifted to Peggy and Maddie?*

**Assignment:** *“Appearances can be misleading’ support this statement with reference to Wanda’s character in the story ‘ The Hundred Dresses’.*

**Learning Outcomes:**

*The Students will understand*

- *The Author’s Style Of Writing*
- *The Text Locally And Globally*
- *Theme Of The Lesson*

**Topic - Glimpses of India**

- *A Baker from Goa by Lucio Rodrigues*
- *Coorg by Lokesh Abrol*
- *Tea from Assam by Arup Kumar Datta*

**Learning Objectives-**

- *To enhance fluency, intonation and stress while reading.*
- *Encouraging the students to know about the important places of the country and their specialties.*
- *Encouraging comprehension of the text with or without the teachers help.*
- *Identifying the main parts of the text .*

### **Previous knowledge testing**

- What are the main features of Indian culture?
- Patiala is famous for what ?
- Which is your favorite place and why ?
- Tea is produced in which part of India ?

### **Vocabulary**

*Rebuke, testimony, valour, rappelling, ochre, sturdy, veering, scoffed, ardent*

### **Aids used**

*Text book*

*Link: <https://www.topperlearning.com>*

*Diksha App*

### **Reading and Explanation**

*The chapter will be read aloud with correct pronunciation and stress. The chapter will be explained and difficult words will be discussed.*

### **Students participation**

*The students will listen to the teacher and comprehend. They will learn and interpret the ideas based on the chapter. Further a quiz will be conducted in the class about the places discussed in the chapter.*

### **Recapitulation**

*The students will be asked the following questions:*

- Give the geographical location of Coorg.
- What are the different legends related to tea ?
- How did the baker make his musical entry on the scene in the morning ?
- Why do the langurs and the squirrels that live near the Kaveri river drop partially eaten fruits into the river ?
- Why was Mr. Barua surprised with Rajvir ?
- In which ceremonies bread is important in a Goan village and why ?

### **Art integration with other domains**

*History will be integrated and children will get to know about Portuguese and Padars of Goa. Geography will also be integrated as children will get to know about the geographic details of Goa, Coorg and Assam.*

### **Learning outcome**

*The students will get the knowledge of 'Bol' of Goa and traditions of Goa. They will be able to know about the rain forests, river Kaveri and coffee plantation in Coorg. The children will also understand the reason behind the popular beverage tea in the world by reading the chapter Tea from Assam.*

### **Co-scholastic activity**

- The children will prepare a collage describing the three places discussed in the chapter Goa, Coorg and Assam giving importance to the popular things, cultures and traditions of these

places .

### **Assessment**

- Oral assessment will be conducted in the class.
- Written test will be taken to ensure that the contents are clearly understood by the students.

### **Topic: Madam Rides The Bus by Vallikkannan**

#### **Learning Objectives :**

- To make the students understand the mystery of life and death.
- To improve reading skills and comprehension.
- To enhance their vocabulary.

#### **Previous Knowledge Testing :**

The students will be asked the following questions :

- What is your favourite pastime?
- What all can you see from a fast moving bus?
- Describe any one scene that you enjoy the most from a fast moving bus.

#### **Vocabulary Used :**

Meaning and usage of the following words and phrases will be explained to the students :

Wistfully, a slang expression, discreet questions, slack time, haughtily, curtly, drivel

#### **Important Spellings:**

Fascinating, commandingly, devoured, mimicking, repulsive, ventured, thriftily, thoroughfare, merchandise, spread-eagled

#### **Aids/Innovative Methods/Resources:**

Textbook, AudioVisual, Mimicry

Link: <https://www.topperlearning.com>

DIKSHA APP

#### **Procedure :**

Summary of the chapter will be given at the outset. Reading of the lesson will be done laying stress on certain words and phrases to enhance their vocabulary. Explanation of the chapter will be done wherever required.

#### **Co-scholastic Activities :**

Students will be given two to three days to collect old (used) tickets from their friends, relatives, and acquaintances: they could be bus tickets, train tickets, plane tickets, cinema tickets, tickets to cultural events, etc. and make a collage using them.

They will be asked to write a paragraph with collage as base and their imagination as guide.

Students will also be asked to mimic a person of their choice.

#### **Art Integration :**

*Art in the form of Drawing, Music, History, Geography, Psychology, Sociology and Languages will be integrated.*

**Student Participation :**

*Students will be involved in reading of the text. They will be given an opportunity to mimic a person of their choice. Students will also be asked to collect various tickets. They will also be asked to share an incident from their lives that may have troubled or discouraged them.*

**Recapitulation /Assignment :**

*Students will be asked to solve reference to the context and questions from BBC.*

**Learning Outcomes:**

*Students will be able to understand the mystery of life and death . They will critically analyze the fact that death is inevitable and it is not possible for us to understand everything around us.*

**Assessment :**

*Oral and written responses and worksheets.*

**TOPIC- The Sermon at Benares (Source: Betty Renshaw)**

**Learning Objectives :- Students will be able to**

- understand the theme of the lesson
- Sequence events
- Enhance Vocabulary
- Inculcate the values of wisdom and truthfulness
- have spiritual outlook to know the fact that grieving on the death of a relative brings nothing. It only invites physical pain .

**Previous knowledge Testing :-The students will be asked the following questions**

1. When a friend, loved one or co-worker is experiencing grief - how can we help?
2. In which religion do you believe ?
3. Can you tell the name of any other religion ?

**Vocabulary Used / Important Spellings:**

- 1.Procure 2.Weary 3.Immortal 4.Kinsmen.  
5.Afflicted 6.Preached 7.Lamentation 8.Inscrutable  
9.Desolation 10.Enlightenment

**Aids Used:** NCERT Text book, audio visual aid

**Resources:**

Link - <https://nvseng10.Weebly.com>>the sermon at Benares NCERT Text book

[www.youtube.english](http://www.youtube.english) academy and DIKSHA APP.

**Procedure:** The chapter will be read aloud in the class with proper voice modulation and intonation. The students will be explained the difference between a sermon, lecture or a talk. The chapter will be explained and stress will be laid on the Vocabulary used in the chapter .

**Participation of students:**

The class will be divided into groups of five each. The students will be asked to prepare a flow chart on the life of Buddha. On the accomplishment of task the leader of all the groups will provide their list of responses and the same will be displayed on the blackboard by the teacher. The students will be asked to speak on anyone of the topic

- 1) Helping each other to get over difficult times
- 2) Thinking about oneself as unique

**Co Scholastic Activities** : The students will participate in public speaking, art and writing skills

**ART INTEGRATION** : Art in the form of history moral values, drawing and language will be integrated

**Recapitulation:** The following questions will be asked in the class

- 1) When was Siddhartha Gautama born?
- 2) At what age was Siddhartha married?
- 3) At what age did Gautama leave home for enlightenment?
- 4) How long did Gautama wander in search of wisdom?
- 5) What did he see when he went out hunting?

Students will be asked to do the back exercises and character sketch of Gautama Buddha and Kisa Gautami

**Learning outcomes**

The students will be able to understand .

- The theme of the lesson
- Importance of being righteous
- Understand the author's style of writing by reading the text
- To identify main ideas
- Critically analyze the fact that death is inevitable
- Understand the importance of honesty and integrity in life.

**TOPIC :**     **THE PROPOSAL BY ANTON CEHKOW**

**OBJECTIVES** : \*To help students understand the text.

                  \*To identify and analyse the theme and message of the play.

                  \*To make the students familiarize with the customs similar and common in Indian and Russian weddings.

**Teaching Aid :** NCERT text book and DIKSHA APP

**Resource:**     www.extramarks .com

**Previous Knowledge Testing :**

*The students will be asked the following questions:*

- \*What are your views regarding wealthy weddings?*
- \*How do wealthy people enhance their wealth?*
- \*State different types of proposals.*

**Vocabulary and Important spellings**

*Palpitations splendid perpetuity malicious embezzlement  
accustomed implore thoroughfare muzzle lunacy impudence*

**Procedure:**

*The chapter will be read aloud with correct intonation and stress. The chapter will be explained and difficult words and phrases will be discussed.*

**Students Participation:**

*The students will listen to the teacher and comprehend the play. They will learn and interpret the ideas based on the theme and message of the play. Further a group discussion will be conducted in the class so that students can bring forth their views and opinions at different points in play.*

**Recapitulation:** *The students will be asked the following questions:*

- What does Lomov say that makes Chubukav doubt that he has come to borrow money?*
- How does Lomov explain his right to the oxen meadows?*
- What tells you that Natalya and Lomov are ill -matched couple?*

**Art Integration with other Domain:** *To make learning more interesting and enjoyable Role play will be conducted. History will be integrated and children will get to know about Russian and Indian culture.*

**Learning Outcome:**

*The students will understand the topic thoroughly and will further appreciate the events created by Lomov. They will summarize the underlying idea of the play and will answer the questions as per the events unfolded in the play.*

**Co-Scholastic activities:**

*Drama and Group discussion will be conducted in the class.*

**Assessment:**

- Oral assessments will be taken in the class.*
- Written Test will be taken to ensure that the storyline of the play has been understood by the students.*

**TEXT BOOK: FOOTPRINTS WITHOUT FEET**

**FICTION: A TRIUMPH OF SURGERY by James Herriot**

**LEARNING OBJECTIVES:**

***The Students Will Be Able***

- To Understand The Theme Of The Lesson.*
- To Enhance Vocabulary.*
- To Complete The Exercises At The End Of The Story.*
- Inculcate The Values Of Hard Work And Determination.*

**PREVIOUS KNOWLEDGE TESTING:**

*The Students Will Be Asked The Following Questions:*

- *Do You Love Pets?*
- *Mention Your Experience Of Keeping A Pet?*
- *What Treatment Should Be Given To The Pets?*

**RESOURCES:** NCERT TEXT BOOK , [www.teacherspayteachers.com](http://www.teacherspayteachers.com) ,Diksha App

**VOCABULARY USED:**

*Rheumy , Lithe, Distraught, Scrimmage Regime, Listless, Convalescing*

**PROCEDURE:**

*Reading And Explanation:*

*The chapter will be read aloud by the teacher using proper stress and intonation. Further the chapter will be explained in detail.*

**PARTICIPATION OF STUDENTS:**

*The students will be divided into groups and will be assigned different characters for enactment. Followed by a group discussion on the importance of healthy diet and exercise.*

**RECAPITULATION:**

*The following questions will be asked to check the understanding of the students:*

- *Why was Dr. Herriot really worried about tricki?*
- *What made Mrs. Pumphrey distraught?*
- *What advice did Dr. Herriot give Mrs.Pumphrey to keep Tricki healthy?*

**LEARNING OUTCOMES:**

*The Students Will Understand*

- *The Author's Style Of Writing*
- *The Text Locally And Globally*
- *Theme Of The Lesson*

**CO - SCHOLASTIC ACTIVITIES:**

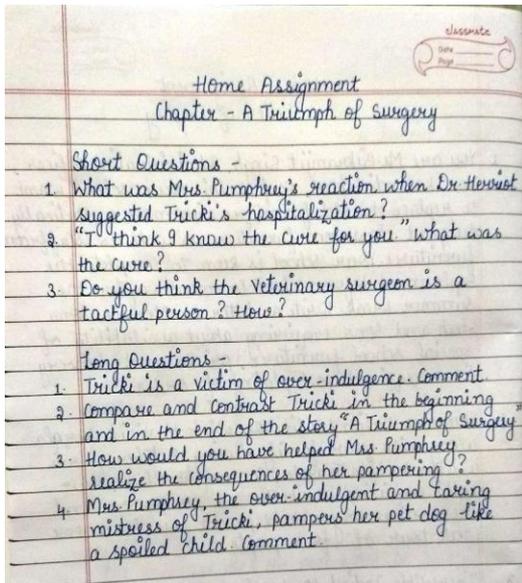
*Drama And Role Play Will Be Conducted*

**ART INTEGRATION:**

*Art In The Form Of Music, Theatre And Science Will Be Integrated.*

**ASSESSMENT QUESTIONS:**

- *Why does Mrs. Pumphrey get worried about Tricki?*
- *Excess of everything is bad. Comment.*
- *What made Mrs.Pumphery call the vet?*



**TOPIC : Footprints without Feet – H.G. Wells.**

**P. K. Testing:**

1. Do you believe in invisibility
2. What all would you wish to do if you become invisible?
3. What is a science fiction?

**Aids & Resources** : Text book, smart class module and link <https://youtube 1-2 Qxe 349 FJI>  
And video of novel Invisible Man Animation movie 2019 and DIKSHA APP.

**Vocabulary used :**

imprints, poker, eccentric, witch craft , creeping, set all tongues wagging

**Innovative Pedagogy** – The class will be asked to work in group and prepare a comic strip based on the chapter.

**Procedure :**

1. The class will be actively involved in the reading and explanation of the chapter
2. The teacher will give the meanings of the difficult words and phrases used in the chapter.
3. Question and answers will be discussed by the teacher the class.

**Class involvement :**

1. The class will be actively involved in the reading and explanation of the chapter.
2. They will be encouraged to prepare a comic strip in the class.

**Recapitulation :**

M. C. Q from the chapter will be taken up for a quick recap.

Short questions will be asked from the students:

- Why were the two boys in London surprised and fascinated?
- Why did Griffin decide to slip into a big London store?
- What did the Hall's see in the scientist room?

**Co-Scholastic activity**

The class will be involved in a Debate on 'Artificial Intelligence will Rule the world

### **Assignment :**

*Textual questions and an article on 'Wonders of Science' will be given for home work.*

### **Topic - The Making Of A Scientist**

*(Robert W. Peterson)*

### **Objectives**

- *To enhance fluency, intonation and stress while reading .*
- *Encouraging comprehension of the text with or without teacher's help .*
- *To sensitize the students in the making of a scientist .*
- *To enhance vocabulary on its effective use .*

### **Previous knowledge testing**

1. *Name a few famous scientists .*
2. *How important is the role of a mother in the student's life ?*
3. *How hobbies are a stepping stone to innovate ideas ?*

### **Vocabulary used**

*tedious , county , stack , curiosity , starling , canoeist*

### **Aids used**

*Text book /Diksha App*

### **Reading and explanation**

*The chapter will be read aloud with correct pronunciation and stress . The chapter will be explained and difficult words will be discussed .*

### **Students participation**

*The students will listen to the teacher and comprehend. They will learn and interpret ideas based on the theme . Further a quiz will be conducted in the class to understand the qualities needed to become a scientist.*

### **Recapitulation**

*The students will be asked the following questions:-*

- *Who is Ebright ?*
- *Who was Dr. Urquhart ?*
- *Who is Dr. Weiherer ?*
- *What type of relationship did Ebright share with his mother ?*
- *What was the real purpose of the twelve tiny gold spots on a Monarch pupa ?*

### **Art integration with other domains**

*Science will be integrated and children will get to know about the details of Monarch butterfly and viceroy butterfly . They will also get the idea regarding cell life and DNA - the blueprint of life .*

### **Learning outcome**

*The children will get to know the ingredients needed to become an expert scientist . They will also get to know about the various stages in the life cycle of butterflies .*

### Co-scholastic activity

- The class will be divided into groups and each group will be given an insect and they will be asked to study the details and the life cycle of that particular insect and present the same in the class
- OR
- The children will be asked to collect the pictures of different types of butterflies and prepare a collage

### Assessment

- Oral assessment will be conducted in the class .
- Written test will be taken to ensure that the contents are clearly understood by the students .

### Topic: The Necklace – Guyde Manpassant

#### Objective:

To listen and comprehend.

To enhance the verbal skills

To develop the capacity to appreciate literary use of English creatively and imaginatively.

To participate in group discussions, interviews and making short oral presentations on given topics.

#### Previous Knowledge Testing:

Following questions will be asked to build up the topic.

Have you borrowed something/ anything from your friend? What was it?

How you feel when have lost a precious thing of your friend?

A small game ‘ just a minute ‘ can be played with them to know their views regarding materialistic things and simple living what is guilty feeling?

**Assignment Task:** Working in pairs, list any two qualities of your friend.

**Procedure:** Students after discussing the task in pairs may read out their experiences they have listed. The theme of the chapter may be linked with this activity.

**Vocabulary Used:** Elated, older by five years, disastrous, dumbstruck, colleague, debt, heroic, frightful.

**Aids Used/ Resources:** NCERT Book, BBC, Smart Class, Exam idea, you tube, <http://academiceasy.com>, <https://studyrankers.com> and DIKSHA APP

**Innovative Pedagogies:** To motivate students to lead a simple life Teaching them to obtain self respect, self directed, self creative and to be independent and free to express their views.

**Art Integration:** In the form of Drama or role play it will be dramatized in the classroom. Students will select their roles and perform it.

#### Co-scholastic Activities:

A preparation of poster, pictorial chart, a story writing, folk song on friends or honesty or any sport can be integrated in the class.

#### Assignment:

Character sketch of Matilda will be given to the students.

A diary entry can be done. Imagine yourself as Matilda and write a diary entry of your heroic deeds.

Letter writing (Informal) can be given to the students. You are Madam Forestier and you want to return the real diamond necklace to her and you are feeling guilty that you have not disclosed this thing before to your friend that the necklace was an artificial one

A list of MCQ's will be given to the students to test their understanding. Some extract for reference will be done BBC along with additional questions.

**TOPIC :    THE HACK DRIVER BY ANTON CEHKOW**

**OBJECTIVES :** \*To help students understand the theme of the story and enhance vocabulary.

\*To inculcate the values of righteousness and truthfulness.

\*To make students critically analyze the need to be cautious while interacting with strangers.

**Teaching Aid & Resource:**    NCERT text book and DIKSHA APP  
www.extramarks .com

**Previous Knowledge Testing :**

The students will be asked the following questions:

\*Have you ever met a person who has disclosed his secrets in the first meeting?

\*Have you ever been befooled by anyone?

\*Did you regret after taking any decision?

**Vocabulary and Important spellings**

hack poker earnestly creek agreeable sight

retreat strengthened summoned pursued

**Procedure**

**Reading and Explanation**

The chapter will be read aloud by the teacher with correct intonation and stress. After that the digital content will be shown to the students. The chapter will be explained and difficult words and phrases will be discussed. The characters of the story will be discussed at length.

**Students Participation:**

The students will listen to the teacher and comprehend the story. They will learn and interpret the ideas based on the theme and message of the story. Further a group discussion will be conducted in the class so that students can bring forth their views and opinions.

**Recapitulation:** The students will be asked the following questions:

- Where was the lawyer sent and why?
- Why was the lawyer disappointed when he reached the country village?
- Describe Oliver's mother.

**Art Integration with other Domain:** Art in the form of Drama and languages will be integrated.

**Learning Outcome:**

- The students will understand the topic thoroughly and appreciate the lesson. The students will be able to read the lesson and derive the theme of the lesson.

- They will **Critically analyze** the importance being righteous in life and will understand the importance of righteous conduct in life working in **collaborative manner and communicating** ideas with each other.

**Co-Scholastic activities:**

- Drama and Group discussion will be conducted in the class.

**Assessment:**

- Oral assessments will be taken in the class.
- Written Test will be taken to ensure that the storyline of the prose has been understood by the students.

**TOPIC:** – Bholi – K. A. Abbas

**OBJECTIVES:** (1) To help the students comprehend the text.

(2) To help the students understand that Education is a Human Right which cannot be denied.

**P.K. TESTING:**

(1) What is the present scenario of education for girls in India?

(2) How has this scenario changed over the years?

**VOCABULARY USED:** Simpleton, matted, squatted, scurried, ginning, downcast etc.

**AIDS AND RESOURCES USED :**

Text book and Diksha app

**PROCEDURE:**

The chapter will be completely read by the students in the class. The class will be actively involved in the explanation of chapter. Meanings of the difficult words will be given to the class.

**ART INTEGRATION :** Art in the form of dramatic presentation of the story will be taken up in the class.

**INCORPORATION OF CO-SCHOLASTIC ACTIVITIES :** The students will be encouraged to express their views on 'Education is a human right which cannot be denied'.

**STUDENTS PARTICIPATION :** The class will be involved in the reading & explanation of the chapter and various activities based on it.

**LEARNING OUTCOME :** The students will be able to understand and appreciate a text and even understand the need of becoming Educated in life.

**ASSESSMENT :**

Textual questions will be given for assessment.

**POETRY**

**Topic:** Dust of Snow By Robert frost

**Objective** – To help the students understand of the poem the theme & language of the poem.

**Previous Knowledge Testing:** The students will be asked to share their experiences when a moment spent in the lap of nature had changed their mood.

**Vocabulary Used:** Hemlock, rued

**Important Spellings:** Hemlock, rued

**Aids Used:**, Textbook and Diksha app  
links- <https://targetstudy.com>  
<https://www.successcds.net>

**Procedure:** The poem will be read aloud by the teacher. Emphasis will be laid on proper pronunciation and intonation. Explanation will be done and poetic devices will be explained.

**Participation of Students:** The students will participate in reciting and enacting the poem with voice modulation and intonation. A mime will be taken.

**Poetic Devices:**

**Alliteration:** Saved some part

**Enjambment:** Each of its lines runs on to the next

**Symbolism:** A crow is a symbol of ill fortune

Snow is a symbol of hardships.

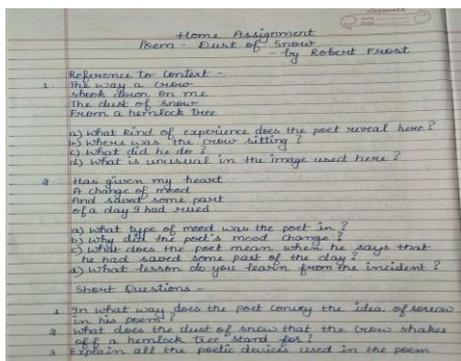
Hemlock :Poisonous tree, so associated with death.

**Rhyme scheme :**abab

**Recapitulation:** The central idea of the poem will be taken and following questions will be asked.

- What does snow-represent?
- What are crow and hemlock tree visually symbolic of?
- Identify the literary devices used in the poem?

**Assignment:** References from BBC will be assigned.



**Topic: Fire and Ice by Robert Frost**

**Previous Knowledge Testing:** The students will be asked about how the world will end. They will also be tested for poetic devices like alliteration, Symbolism, Enjambment

**Vocabulary Used:** Perish, suffice, avarice conflict fury, rigidity

**Aids Used:**

Green Board, Textbook, Diksha app

links- <https://targetstudy.com>  
<https://www.successcds.net>

**Procedure:** The poem will be read aloud by the teacher. Emphasis will be laid on proper pronunciation and intonation. Explanation will be done and poetic devices will be explained.

**Participation of Students:** Students will recite the poem with intonation and feel and present in the form of mime and enactment

**Poetic Devices:**

**Alliteration:** the world will end in fire, those who favour fire

**Assonance:** Repetition of same vowel sounds within a group of words e.g But if it had to perish twice

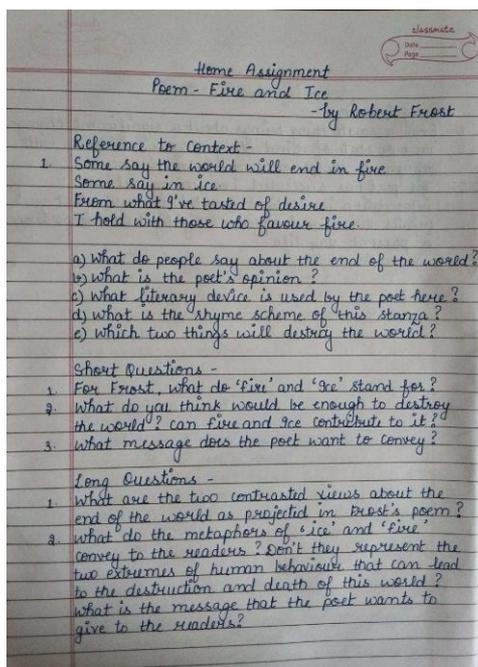
**Anaphora:** Some say the world will end in fire, some say in ice

**Symbolism:** Fire is used as a symbol of emotions of anger, lust, greed and violence

**Ice:** is a symbol of hatred, indifference, apathy and lack of consideration

**Recapitulation:** The central idea of the poem will be taken. The students will be asked about various poetic devices used in the poem with examples.

**Assignment:** Reference to the context from BBC will be given.



**TOPIC : The Ball Poem – John Berryman.**

**P. K. Testing:**

Q. How do little kids react when they break or lose something?

Q. How does he get rid of this habit when he grows up?

Q. How should we react at any loss in life?

**Objective** – To help the students understand of the poem the theme & language of the poem.

**Vocabulary used:**

shaking grief, intrude on, a dime, desperate, epistemology.

**Aids and innovative ideas used:**

*Text book, smart class module and creative writing*

**Innovative pedagogy** – *Brain storming of the children to make them understand the theme*

**Procedure:**

1. *The teacher will introduce poetic devices like alliteration, repetition and blank verse to the class.*
2. *The class will be engaged in the silent reading of the poem as well as comprehension.*
3. *The teacher will encourage the students to read the poem loudly and would assist them in its explanation.*
4. *Students will be asked to find out examples of various poetic devices from the poem.*
5. *Summary will be given to the class along with the poetic devices.*

**Learning Out comes-** *Identification of Poetic devices & understanding the theme.*

**Participations of students:**

1. *Reading and explanation to be done by the students only.*
2. *Write a poem on your favorite childhood toy. (Co Scholastic activity being incorporated)*

**Recapitulation** : *Reference to context for recap.*

**Assignments** : *Central idea and textual questions will be given for home work.*

**Topic: Amanda by Robin Klien**

**Previous Knowledge Testing:** *Students will be tested for the literary devices already learnt in the previous poems like anaphora, alliteration, metaphor, allusion and rhyme scheme*

**Learning Objectives:**

- *make poetry reading listening enjoyable experience*
- *inculcate an appreciation for poetry*
- *connect learning with learners context and experiences*
- *learn the use of various poetic devices*

**Vocabulary Used:** *hunch, slouching, languid, emerald, inhabitant, drifting, hushed, acne, Rapunzel, tranquil, sulking, nagged*

**Important Spellings:** *Amanda, languid, Mermaid, acne Rapunzel*

**Aids/ Innovative Methods/ Resources:** *Audio Visual Smart Board, Textbook, Chalk, Duster*

*kirtforelt.blogspot.com*

<https://nvseng10.weebly.com>>amanda

DIKSHA APP

**Procedure:** *Recitation of the poem will be done with rhythm and Intonation first by the teacher and then the same will be followed by the students. Thereafter the explanation and paraphrasing will be done by the teacher using the*

textbook and smart board to develop the interest of the pupils and appeal to their visual and auditory senses. To enhance the thinking skills of students they will be made to participate in answering certain questions. Students will also be made aware of the uses of various poetic devices. The deeper meaning will be explained and symbolism will also be taken.

**Co-scholastic activities:** The students will be asked to make a list of things that they love to do but their parents or guardians either limit these activities or do not allow them at all. Then they will be asked to compose a poem using imperatives. They will be motivated to make use of poetic devices and rhyming words.

**Art Integration:** Recitation of the poem with voice modulation and intonation will be done.

**Participation of Students:** Pairs will be made in the class and one playing the mother while the other one will take the role of the child. The pairs will be asked to write dialogues according to their respective roles with mother on don'ts and the child on how to react and defend himself. These pairs will present the conversation in the class.

**Recapitulation/ Assignments:**

- What could Amanda do if she were a mermaid?
- Is Amanda an Orphan? Why does she say so?
- Why does Amanda want to be Rapunzel?
- What does this poem tell you about Amanda?
- Do you think Amanda is sulking and is moody?

**Learning Outcomes:**

- students will learn to be specific in reflection, expression and individual opinion and deeper understanding of Amanda
- students will be able to identify the connection to words or phrases that resonate with other things
- students will enrich their vocabulary

**Assessment:** Oral and written responses and worksheet

**Assignment**

A) Reference to context

( There is a languid , emerald sea ,  
where the sole inhabitants is me -  
a mermaid , drifting blissfully . )

- a ) Explain the expression: " languid , emerald sea . "
- b ) Who is 'me' in the stanza ? What is his/her mood ?
- c ) Where does 'me' want to be ?
- d ) What does 'me' imagine herself to be ? And why ?
- e ) What does 'me' imagine herself to do in the sea ?

\*B - Answer the following questions\*

- 1 ) What habits of Amanda does her mother find annoying ?
- 2 ) What does Amanda's wish to be an orphan reveal about her ?
- 3 ) How do we know that Amanda wishes to escape from the real world into a world of fantasy ?
- 4 ) Do you think Amanda is sulking and is moody ?
- 5 ) How does the poet present the idea of parent-children relationship in the poem "Amanda" ?

**Topic: Poem: Animals by Walt Whitman**

**Learning Objectives :**

*To sensitize the students towards animals.*

*To be able to recite the poem with voice modulation and intonation.*

*To be able to analyze the core idea of the poem.*

*To identify the poetic devices.*

*To enhance their vocabulary.*

**Previous Knowledge Testing :**

*Following questions will be asked from the students :*

*Name few pet animals that are commonly found in the houses.*

*What are the qualities of these animals?*

*Compare and contrast the animals with humans.*

**Vocabulary Used:**

*Meaning and usage of the following words and phrases will be explained:*

*Placid, self-contained, whine demented, tokens of myself, evince*

**Important Spellings:**

*Dissatisfied, negligently*

**Aids /Innovative Methods /Resources :**

*Textbook, Audio Visual Smart Board, Green Board , Group Discussion on the similarities and differences between animals and humans. To find out about those species of animals that are on the verge of extinction and the possible causes.*

*Link: <https://www.studyrankers.com> AND DIKSHA APP*

**Procedure :**

*Summary of the poem will be given at the outset . Recitation of the poem using voice modulation and intonation will be done. Students will be asked to recite the poem stanza wise laying stress on certain words and phrases to introduce the theme of the poem.*

**Co-scholastic Activities :**

*Recitation of the poem will be done by the students. Group discussion will be done. Information on the animals on the verge of extinction will be collected by the students.*

**Art Integration :**

*Art in the form of Drawing, Music, History, Geography, Psychology, Sociology and Languages will be integrated.*

**Students' Participation :**

*Students will be asked to recite the poem. Group discussion will be done. Students will compare and contrast the animals with humans.*

**Recapitulation /Assignment :**

*Students will recite the poem with voice modulation and intonation. Poetic devices and rhyme scheme will be explained. Students will solve the reference to the context and questions from BBC.*

**Learning Outcomes :**

*Students will become sensitive towards animals. They will learn to admire the animals for their qualities. It will aware them of the lost values among human beings.*

**Assessment :**

*Oral and written responses and worksheets.*

**TOPIC: THE TALE OF CUSTARD THE DRAGON by Ogden Nash**

**Learning Objectives** :- The students will be able to

- Understand the theme of the poem
- Identify the literary devices used
- Critically analyze the contentment on the placid nature of the animals
- understand the simplicity of the animals and the greediness and complex nature of human beings

**Previous knowledge Testing:** The teacher will ask the following questions in the class

1. What do you mean by “Do not judge a book by its cover”?
2. Narrate any incident or any story related to the above theme?

**Vocabulary Used :**

Wagon Coward Barrel Daggers

Flustered Dungeon Doge Nasty

Victim Mourned Pirate Snorting

Squirm

**Important Spellings:**

. Barrel Chimney Giggled Growled

Pirate Strategically Snorting Clatter

Clank Squirm Grog Gyrate

**Aids Used:**

NCERT Text book , audio visual smart board, Green board, dictionary

**Resources Used:**

[https :// www.pinterest.com>he tale of Custard the Dragon](https://www.pinterest.com/the tale of Custard the Dragon)

**Procedure:** Recitation of the poem using voice modulation and intonation will be done. Students will be asked to recite the poem stanza wise laying stress on certain words and phrases to introduce the theme of the poem.

**Participation of Students:**

**Group Activity:** The class will be divided into groups of five each. They will be asked to work in groups and frame a ballad on any topic/theme of their choice .The group leaders along with other students in the group will be asked to elocute their poems. Individual activity - The students will be asked to make a poster on the theme of the poem.

**Co-Scholastic Activities:** The students will participate in Writing skills and show their drawing Skills by making a poster.

**Art Integration** - Art in the form of drawing, music, psychology, moral values and languages will be integrated

**Recapitulation:**

The students will be asked the following questions:

- a) Why did Custard cry for a nice safe cage?
- b) How did everyone react after Custard ate the pirate?

c) Why is the poem, "The Tale of Custard the Dragon" called a ballad?

d) What is the true nature of Custard the Dragon?

The students will be asked to complete the back exercises in their notebooks. The following questions will also be given as H.W

- Why do you think Custard, the dragon was called a coward?
- How was Custard able to save all housemates from the pirate ?
- What values should have Belinda possessed, so that Custard too could have been among her favorites?

**Learning Outcomes:**

The students will be able to

1. Examine the circumstances of showing heroism in life
2. Understand the importance of taking right decisions in life
3. Critically analyze the nature of animals
4. Identify the poetic devices

**Assessment:**

Oral test and written test

**TOPIC- GRAMMAR-TENSES**

**LEARNING OBJECTIVES-**

Students will be able to: identify and define different kinds of Tenses.

To demonstrate correct usage of verb.

To construct sentences using correct Tenses.

**PREVIOUS KNOWLEDGE TESTING-**

Following questions will be asked from the students-

What is a sentence?

What is a verb?

Identify verb from the following sentences-

1. He returned the book to her.
2. The Sun shone brightly.

**AIDS/ INNOVATIVE METHODS/ RESOURCES –**

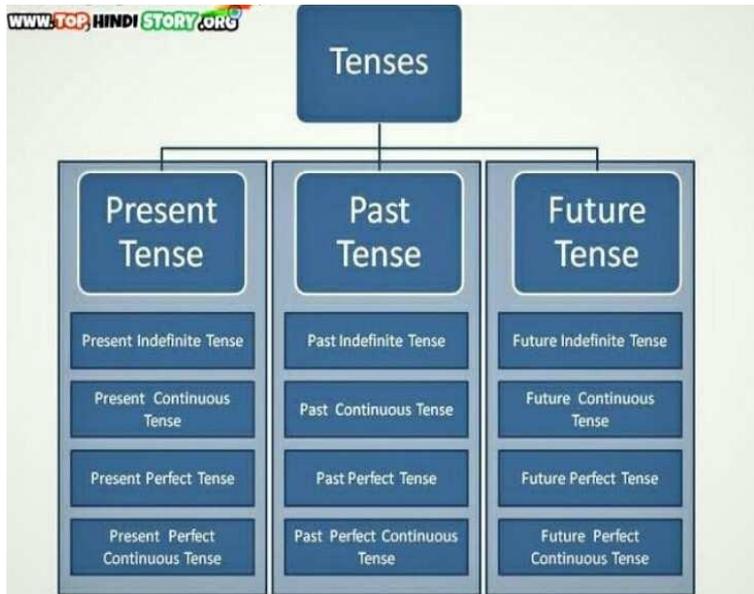
Grammar book, BBC, Audio Visual Smart Board, Green Board, Charts, Flash cards and Group Discussion, Story Telling and Worksheets .

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

<https://www.englishclub.com>

**PROCEDURE –**

Verb and its types will be explained in brief in the class. Different type of Tenses will be explained to the students with the help of examples on charts. Usage of correct form of Verb will be discussed in the class through various activities.



	Simple Forms	Progressive Forms	Perfect Forms	Perfect Progressive Forms
Present	Ist form + s / es	am/is/are + Ist form + ing	have/has + IIIrd form	have/has been + Ist form + ing
Past	IIInd form	was/were + Ist form + ing	had + IIIrd form	had been + Ist form + ing
Future	will/shall + Ist form	will be + Ist form + ing	will have + IIIrd form	will have been + Ist form + ing

### **CO- SCHOLASTIC ACTIVITIES–**

Students will actively participate in the fun activities. Students will be told to explain Past Tense, Truth and Lie Game will be played by students in the class. For Present Tense, Group Discussion will be there in the class on few topics like- Tell something about your family, school and about your best friend. For Future Tense, they will make fun tarot cards to predict future of their friends. In this way, students will learn different kinds of Tenses.

### **STUDENTS' PARTICIPATION –**

Verbs and its kinds will be explained by students. They will also make charts and placards to explain different types of Tenses for better understanding. Group Discussion and Story Telling activity will be conducted by the students to explain Tenses.

### **RECAPITULATION/ASSIGNMENT –**

BBC and Grammar exercises will be discussed in the class. Usage of correct form of verb will be explained on the white board. Worksheets of gap filling, editing and omission will be given for practise.

### **LEARNING OUTCOMES –**

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

### **ASSESSMENT -**

Oral and written responses and worksheets.

Fill in the blanks using an appropriate form of the verb given in the brackets.

Information technology .....1..... (change) the way we access information. Since its introduction in the 1980's, the internet .....2..... (become) cheap and commonplace. Some people .....3..... (see) this as an opportunity to deal with problems like unemployment. They .....4..... (argue) that the government .....5..... (provide) free internet access to people .....6..... (look) for a job. I .....7..... (not agree) with this point of view for several reasons.

Lack of skills ..... 8..... (be) the main reason that .....9..... (prevent) jobless people from .....10..... (find) employment. Instead of .....11..... (offer) free internet to the people, the government .....12..... (organize) training programs for the jobless.

Giving free internet is unlikely to be of any help. In the first place, it .....13..... (be) nearly impossible to control how these technologies .....14..... (use). Instead of this, the government .....15..... (use) public money to provide subsidized or free bus tickets for the unemployed who .....16..... (need) to travel for a job interview.

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## **TOPIC :Direct and Indirect Speech**

### **LEARNING OBJECTIVES-**

*Students will be able to:*

- *Differentiate similarities and differences between direct and indirect speech.*
- *Understand the rules of direct and indirect speech.*
- *Demonstrate the use of direct and indirect speech in writing.*

### **PREVIOUS KNOWLEDGE TESTING-**

*Students will be asked about different forms of tenses  
They will be asked to speak dialogues using three tenses.*

### **AIDS/ INNOVATIVE METHODS/ RESOURCES –**

*Grammar book, BBC, Audio Visual, White board*

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

*<https://www.englishclub.com>*

*<https://study.com/academy/lesson/direct-vs-indirect-speech>*

### **PROCEDURE AND STUDENTS PARTICIPATION**

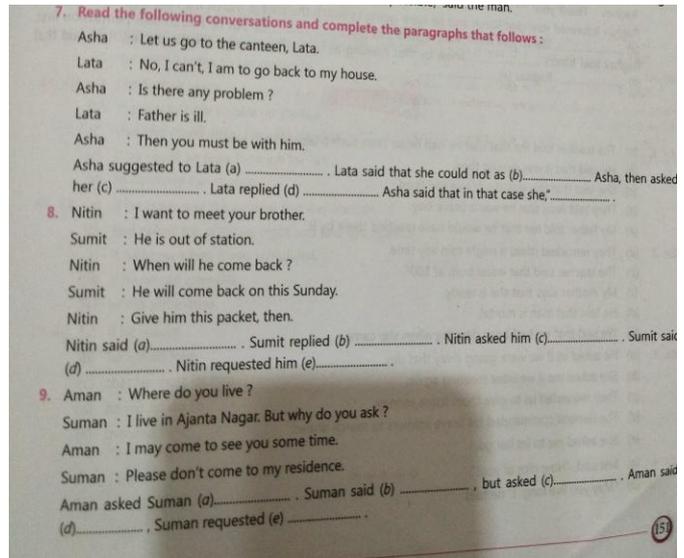
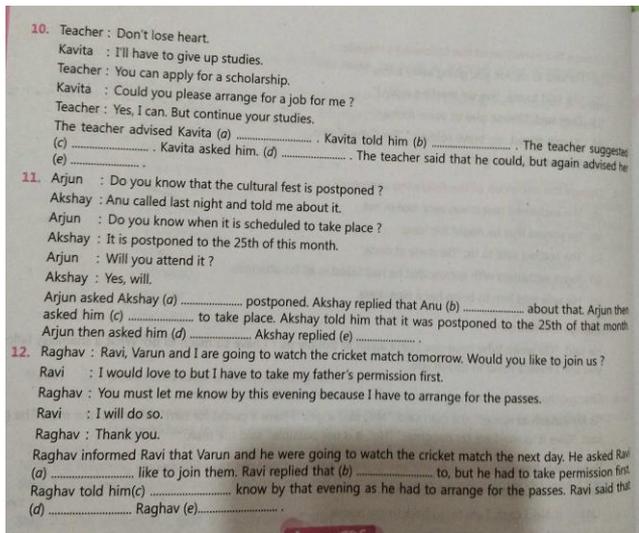
*The class will **be** engaged in an informal Interview session.*

→ *Each partner will be required to express the views presented by their partner in Indirect speech.*

### **ASSIGNMENT**

*Exercises of Dialogue Completion will be taken up for revising Direct and Indirect Speech.*

*A. Integrated grammar exercises will be taken up for revision*



## MODALS

### LEARNING OBJECTIVES:

1. To teach students the concept of Modals and their usage
2. To familiarize them with different examples of modals.
3. They should be able to differentiate between the modals used for possibility, obligation and necessity by identifying these types of modals in the language around them.
4. They should be able to choose an appropriate modal to complete a sentence.

**TEACHING AIDS:** White board, Grammar Book

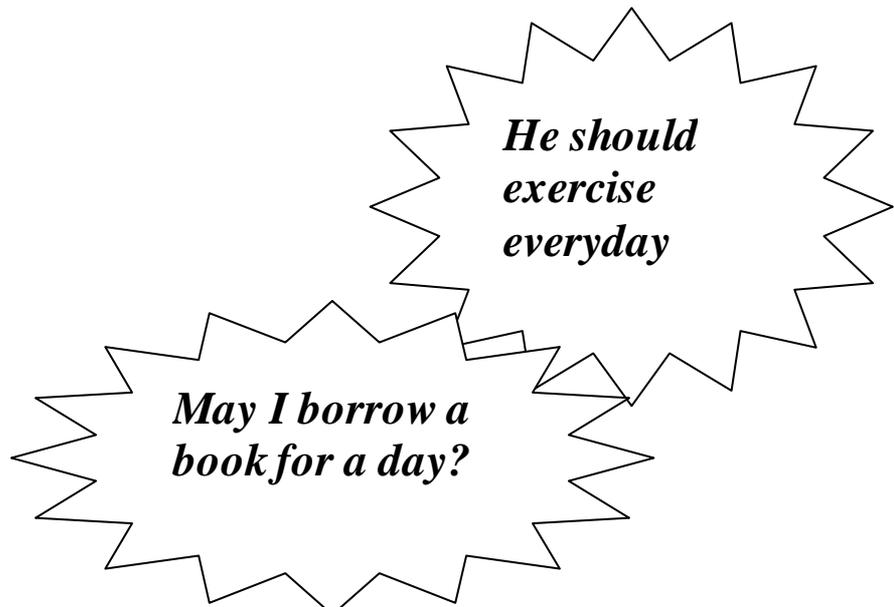
Links- <https://www.grammarbank.com>

<https://www.englishclub.com>

### PREVIOUS KNOWLEDGE TESTING

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

For example:



## **PROCEDURE**

### **DEFINITION:**

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

### **MODAL VERBS:**

<i>Can</i>	<i>Would</i>
<i>Could</i>	<i>Shall</i>
<i>May</i>	<i>Should</i>
<i>Might</i>	<i>Ought to</i>
<i>Will</i>	<i>Must</i>

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

### **CO-SCHOLASTIC ACTIVITIES:**

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

### **RECAPITULATION:**

- 1. Exercises will be discussed.*
- 2. Short questions based on the topic will be asked.*
- 3. They will be asked to solve various exercises on the smart board.*
- 4. They will be made to write down the various types of modals.*
- 5. Various exercises will be solved from the grammar book.*

### **HOME ASSIGNMENT:**

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

### **LEARNING OUTCOMES:**

*Students will be able to :*

- read sentences aloud with appropriate pause, speed and pronunciation.*
- response to various questions based on topic.*
- differentiate between various modal verbs by giving examples.*
- think critically, compare and contrast between different modal verbs.*
- analyze the proper usage of modals.*

### **ASSESSMENT**

*Worksheet will be conducted. Home Assignment will be assessed.*

## **Topic - Writing Skills – Business Letters**

### **Procedure:**

*Students will be told that business letters are generally written to or by commercial and business firms, so that they must be brief, to the point and formal in treatment of the subject.*

- ❖ *It should be clear and to the point*
- ❖ *Separate paragraphs should be used for separate parts of the letter*
- ❖ *Use proper format*
- ❖ *Use simple and direct language*

**Types of Business Letters:**

- ❖ *Making Enquiry*
- ❖ *Replay to Enquiry*
- ❖ *Placing order*
- ❖ *Cancellation of order*
- ❖ *Letter of complaint*

**FORMAT**

<i>Examination Hall</i>	<i>Sender's Address</i>	<b>OR</b>
<i>XYZ city</i>		
<i>Date</i>		
<i>The.....</i>	} <i>Receiver 's Address</i>	
<i>.....</i>		
<i>ABC City</i>		
<i>Dear Sir</i>		
<i>Subject:</i>		
<i>B</i>	<i>Introduction</i>	
<i>O</i>		
<i>D</i>	<i>Content</i>	
<i>Y</i>		
<i>O</i>	<i>Conclusion</i>	
<i>F</i>		
<i>L</i>	<i>End (Complimentary Close)</i>	
<i>E</i>		
<i>T</i>		
<i>T</i>		
<i>E</i>		
<i>R</i>		
<i>Yours Sincerely</i>		
<i>Name</i>		

***Class Assignment***

**Letter of Enquiry:**

*You are interested in learning fashion technology through a correspondence course. Write a letter to the Director of National Fashion Institute, C.R.D as Road, Nasik enquiring about the details of fee and duration of the correspondence course in Fashion Technology offered by them. Imagine yourself as Shreya Jain of 15, Sangeet Bhawan, Janakpuri.*

**Reply of Placing Order:**

*You are Pratap Singh, Sports instructor of Convent of Jesus and Mary. The Principal of the school has asked to*

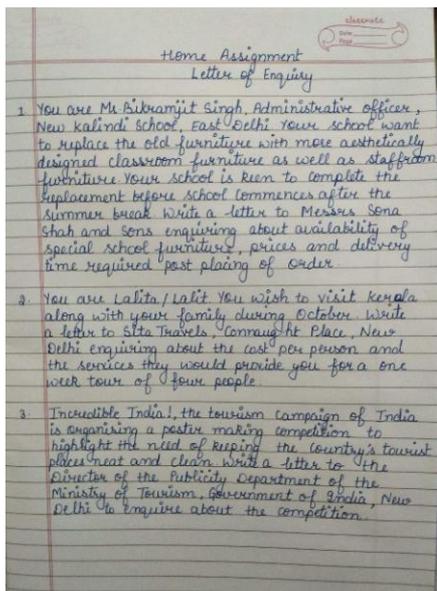
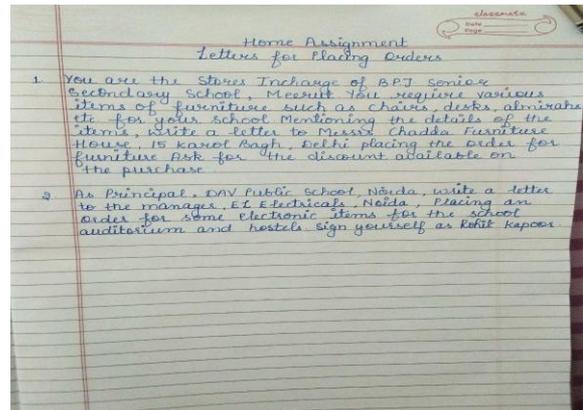
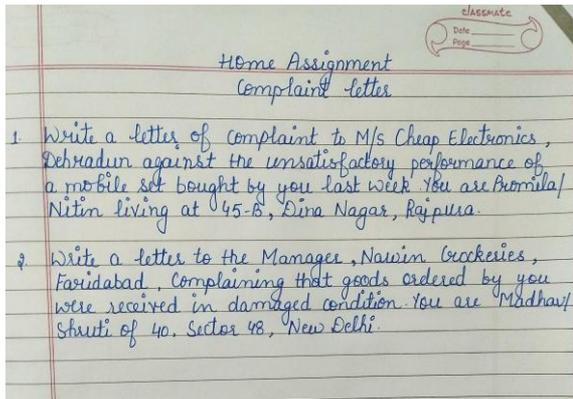
place an order for buying sports equipment. Write letter to M/s Lahore Sports, Kolkata.

### Cancellation of Order:

You are Nikhil Gaur from Fab Garments, 22 Changspalal. You placed an order with M/s Rajasthan Garments, Jaipur for the supply of 40 quilts. But the firm has delayed the execution of the order. Write a letter cancelling the order.

### Letter of Complaint:

You are Anand of Kolkata. You have bought a whirlpool White Magic Fully Automatic Machine from M/s Electronic India, Lake Area, Kolkata. After installation, it worked well for 2 months but suddenly the spin dry system of the machine stopped functioning properly. Write a letter to Electronic India giving details regarding your complaint and asking them to attend it or replace it.



### Topic - Article Writing

#### Previous Knowledge Testing:

Students will be asked the following questions:

- ❖ Have you read articles given in newspaper and magazines?
- ❖ Give examples of articles read by you

#### Teaching Aid: White Board

Resource: Magazine, newspaper, displaying blogs of various writers

#### Procedure:

The teacher will give some guidelines which will help the students to write an effective articles.

- ❖ It should be descriptive

- ❖ *Body – 4-5 paragraphs – each paragraph deals with only one main idea*
- ❖ *Plan – Before writing an article read the topic and instructions carefully. Make use of the hints provided.*

### **FORMAT OF ARTICLE (NEWSPAPER)**

***TITLE (In Capital Letter, More than one word, Underlined)***

Name

C

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*Introduction*

*Problem*

*Solution*

*Conclusion*

### **FORMAT OF ARTICLE (SCHOOL MAGAZINE)**

***TITLE (In Capital Letters, More than one word, Underlined)***

Name

Class/Designation

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*Introduction*

*Problem*

*Solution*

*conclusion*

*A sample article will be given to the students.*

#### **ASSIGNMENT:**

- You are Amit/Amrita, Class X student. Write an article for your school magazine on the topic “COVID 19 is more lethal than Nuclear Weapons”.*
- The New National Education Policy (NEP) 2020 aims at making “India a global knowledge superpower”. Write an article for the newspaper. You are Ravi/Rachna*

### **ANALYTICAL PARAGRAPH** **(based on data/chart/cues)**

**Objectives :** *\*To help children think critically and logically*

*\*To comprehend the given information so as to present their piece of writing in a well planned manner.*

#### **Teaching Aid/Resource:**

*White Board and Marker*

*Link: <http://www.learnbse.in/analytical>*

*<https://www.youtube.com/watch?v=JjMtbP2JdCE>*

#### **Procedure**

*Topic will be introduced to the students by telling that this form of writing is used to interpret the facts presented in the form of table, graph or chart. A graph or chart is a visual stimulus to depict the data. Data interpretation requires an analysis and comparison of the given facts and drawing conclusions based on the given data.*

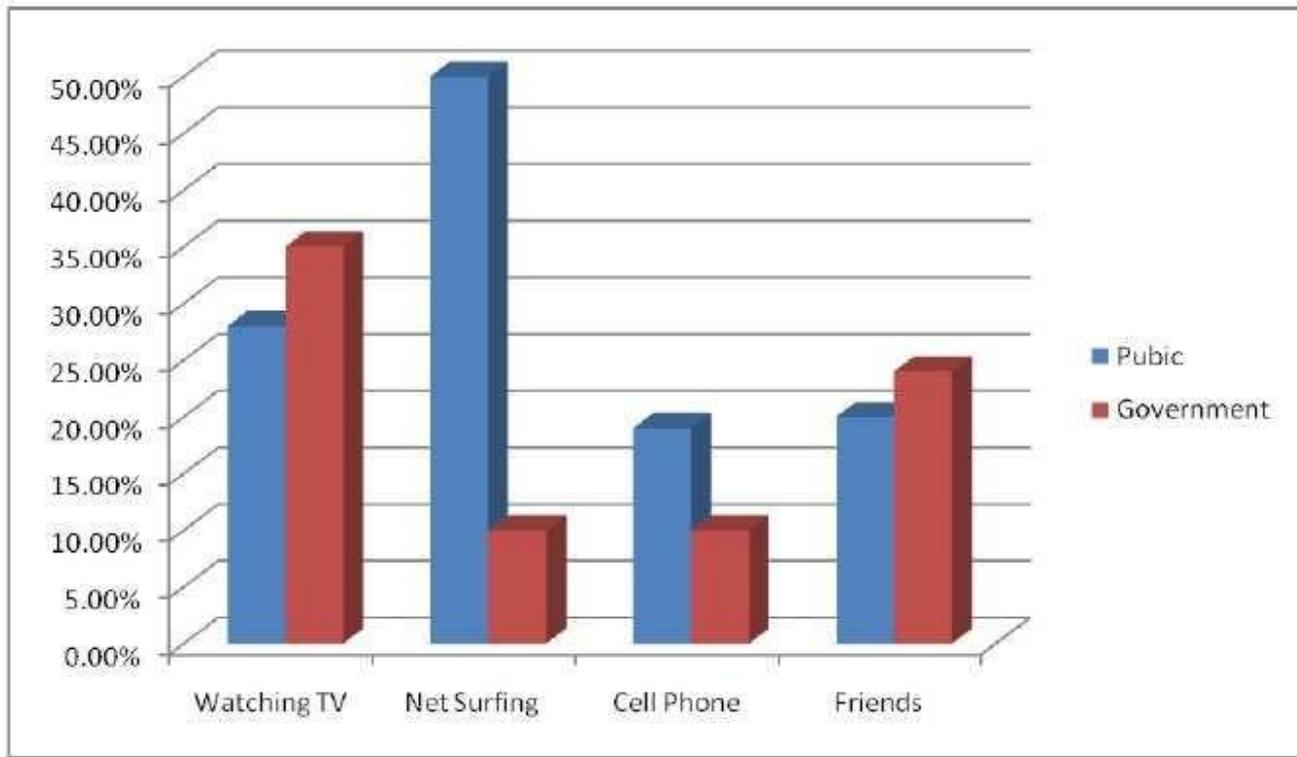
*The students will be told to examine the given data/graph/cue carefully and evaluate what it depicts. Further Understand the objective of an analytical writing and present it in a systematic manner.*

### Students Participation

A graph will be shown to the students and they will be asked to comprehend and write about it.

### SPECIMEN EXAMPLE

1- Study the chart given below, which is the result of the survey conducted in the public schools and government schools of Vadodara. This depicts the types of activities the teenagers (Age 13- 19 years) are involved in during their leisure time. Complete the summary in about 80 words.

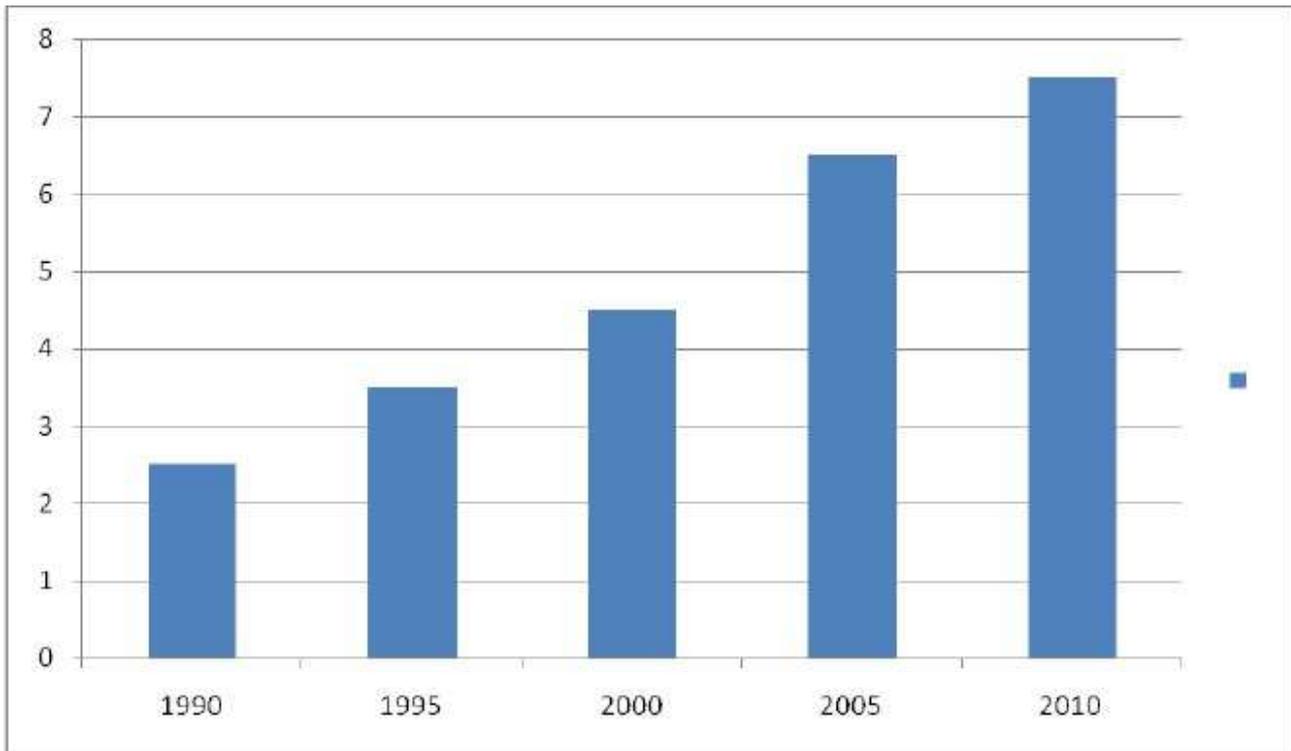


#### *Teenagers and leisure time*

Now a days the teenagers are more techno-savvy than the children used to be ten years back. They do not play games like Ludo, Carrom, Chess and other indoor games. 9-18 % of boys and girls in the age group of 13-19 years possess their own cell phones. In the survey conducted recently on some 2000 students of two leading schools- one government and the other a public school, the following facts were revealed. While the students from public schools spend more of their leisure time in net-surfing and talking on cell phones, the government school students spend it in watching TV and talking to their friends.

### Assignment

The following data in the form of histogram shows that death due to violence has increased considerably during recent years. Write its interpretation in 100 words on how educated youth can play a major role in establishing peace in society.



**Learning Outcomes:**

- The students will develop an interest towards writing.
- Their planning and organizing techniques would be enhanced.
- Their interpreting and equalization skills would be strengthened