

**CLASS X**

# LESSON PLANS

Based on A. P. S.C.E.R.T guidelines in teachers resources book. Integrated plans include year plans, monthly plans, unit plans, lesson plans and period plans.

Prepared in digital mode.

Revised and up to dated  
plan for the academic year

**2023-24**

**NAME OF THE TEACHER :**

**DESIGNATION :**

**SCHOOL:**

## Year plan 'X' class 2023-2024

**Name of the teacher :**

**School:**

S. No	Month	Working Days	Name of the Lesson	Special Activities & Assessment	Resources	Remarks
1	June	16	UNIT - 1. PERSONALLY DEVELOPMENT A:Attitude is Altitude. B : Every Success Story is also a Story of Great Failures	Club Activities. Learn A Word a Day (LAWD) National Reading Day (June 19)	1.Text book 2. Black board 3. Dictionary 4. Charts 5.Projector 6.Audio Player 7.DIKSHA App	
2	July	24	Unit 1 Personality Development : C. I will Do it.  Unit 2 - Wit and Humour : A. The Dear Departed (Part I)	Club Activities. Learn A Word a Day (LAWD)	1. Text book 2. Black board 3. Dictionary 4. Charts 5.Projector 6.Audio player. 7.DIKSHA App	
3	Aug	25	Unit 2 Wit and Humour : B. The Dear Departed (Part II) C. The Brave Potter	Club Activities. Learn A Word a Day (LAWD) Formative Assessment 1	1. Text book 2. Black board 3. Dictionary 4. Charts 5.Projector 6.Audio Player. 7.DIKSHA App	<b>Self Test</b>
4	Sept.	22	Unit 3 Human Relations : A. The Journey B. Once Upon a Time (Poem) C. What Is My Name?	Club Activities. Learn A Word a Day (LAWD)	1. Text book 2. Black board 3. Dictionary 4. Charts 5.Projector 6.Audio player 7.DIKSHA App	<b>Self Test</b>
5	Oct.	16	Unit 4 Films and Theatre : A. Rendezvous with Ray	Club Activities. Learn A Word a Day (LAWD) Formative Assessment 2	1. Text book 2. Black board 3. Dictionary 4. Charts 5.Projector 6. Audio Player 7.DIKSHA App	<b>Self Test</b>
6	Nov.	25	Unit 4 A. Rendezvous with Ray B. Maya Bazaar C. A Tribute	Club Activities. Learn A Word a Day (LAWD) Summative Assessment 1	1.Text book 2. Black board 3. Dictionary 4. Charts 5.Projector 6. Audio Player 7.DIKSHA Appa	<b>Self Test</b>

7	Dec.	24	Unit 5 Bio-Diversity : A .Environment B. Or will the Dreamer Wake? (Poem) C. A Tale of Three Villages	Club Activities. Learn A Word a Day (LAWD)	1.Text book 2. Black board 3. Dictionary 4. Charts 5.Projector 6. Audio Player 7.DIKSHA App	<b>Self Test</b>
8	Jan	17	Unit 6 Nation and Diversity : A. My Childhood	Formative Assessment 3	1. Text book 2. Black board 3. Dictionary 4. Charts 5.Projector 6.Audio Player 7.DIKSHA App	<b>Self Test</b>
9	Feb.	23	Unit 6 Nation and Diversity : A. My Childhood B. A Plea for India (Poem) C. Unity in Diversity in India	Pre Final	1. Text book 2. Black board 3. Dictionary 4. Charts 5.Projector 6.Audio Player 7.DIKSHA App	<b>Self Test</b>
10	Mar.	22	Revision		1.Text book 2. Black board 3. Dictionary 4. Charts 5.Projector 6.Audio Player 7.DIKSHA App	
11	Apr.	15	Revision			
	<b>Total No. of WD</b>	<b>229</b>				

Signature of the Teacher

Signature of the H.M

**X CLASS - MONTH WISE ACTION PLAN****Name of the teacher :****School:**

Unit No.	Theme of the Unit	No. of Periods Required	Strategy	TLM/ Resources	Month	Programmes/ Activities
1	Personality Development	30	Interaction, Whole Class Activity, Individual Activity, Group Activity, Feedback.	Textbook Charts Blackboard Newspaper clippings	June, July	Elocution, essay writing on environment
2	Wit and Humor	25	Interaction, Whole Class Activity, Individual Activity, Group Activity, Feedback.	Textbook Charts Blackboard Newspaper clippings	August	Elocution, essay writing and quiz on occasion of Independence Day
3	Human Relations	22	Interaction, Whole Class Activity, Individual Activity, Group Activity, Feedback.	Textbook Charts Blackboard Newspaper clippings	September	Debate and quiz, on occasion of Teachers Day
4	Films and Theatre	22	Interaction, Whole Class Activity, Individual Activity, Group Activity, Feedback.	Textbook Charts Blackboard Newspaper clippings	October	Elocution, essay Writing on occasion of Gandhi Jayanthi
5	Bio-diversity	20	Interaction, Whole Class Activity, Individual Activity, Group Activity, Feedback.	Textbook Charts Blackboard Newspaper clippings	November	Essay writing and quiz on occasion of Children's Day
6	Nation and Diversity	24	Interaction, Whole Class Activity, Individual Activity, Group Activity, Feedback.	Textbook Charts Blackboard Newspaper clippings	December	Theatre activities

Signature of the Teacher

Signature of the H.M

## Class X, Unit-I Personality Development

For the months of : June /July 2023

Name of the teacher

School :

Class: X

Subject: English

Unit: I. Personality Development

No. of periods required: 30

**A. Reading:** Attitude Is Altitude

**B. Reading:** Every Success Story Is also a Story of Great Failures

**C. Reading:** I Will Do It

### I. Expected outcomes:

1. Involvement of children during the transaction of all components. Listen and express their views and ideas freely on different areas.
2. Children should be able to read and comprehend the given reading text.
3. Children should be able to use appropriate vocabulary positive and negative adjectives in oral and written discourses.
4. Children should be able to understand defining and non-defining relative clauses.
5. Children should be able to write conversations, descriptions, news report, biographical sketch and essay.

### II. Period-wise details:

Period No.	Content/activity/discourse	Plan/ action	Resources/ TLM required
1	Face sheet/ style sheet (page 2)	Picture interaction Whole Class Activity	Textbook, Blackboard
2	Oral Discourse debate on “Disability is an obstacle to success” Teachers’ s feedback	Whole Class Interaction, Individual, Group Activity	Textbook, Blackboard, Charts
3	A-Reading: Picture Interaction (page 3); Segment 1 “Imagine having no arms....English premier league.”	Whole Class Activity, Individual, Group work, Reading aloud: Teacher and students	Textbook, Glossary chart, Dictionary

4	Discourse: News report about Nick Vujicic.	Whole Class Interaction, Individual, Group Activity	Textbook, Notebooks Charts
Period No.	Content/activity/discourse	Strategy	Resources/ TLM required
5	Discourse Editing: News report	Presentations: Group works, Teacher's version interaction for negotiation.	Charts
6	Picture interaction page 4; Reading segment 2 "His parents ... triumph over adversity.	Whole Class Activity, Individual, Group work.  Reading aloud: Teacher and students.	Blackboard, Textbook, Glossary Chart, Dictionary
7	Discourse: "Describe the thoughts of Nick after his suicidal attempt".	Whole Class Activity, Individual, Group work. Reading aloud: Teacher and students	Textbook, Blackboard Charts
8	Discourse Editing: "Description of thoughts of Nick after his suicidal attempt".	Presentations: Group works, Teacher's version, Interaction for negotiation.	Charts
9	Picture interaction page 5 & 6; Reading segment 3 "When I was 13...this life is done."	Whole Class Activity, Individual, Group work.  Reading aloud: Teacher and students	Textbook, Blackboard  Reading aloud: Teacher and students
10	Discourse: Writing an imaginary T.V .interview with Nick.	Whole Class Interaction, Individual, Group Activity	Textbook, Notebooks and Charts
11	Discourse Editing	Presentations: Group works, Teacher's version Interaction for negotiation	Charts

12	Transaction of components- Vocabulary	Interaction, Individual, Group Activity	Textbook, Notebooks
13	Transaction of components- Grammar	Interaction, Individual, Group Activity	Charts
14	Transaction of components- Writing biographical sketch (textual exercise)	Individual, Group Activity, Teacher version, Editing	Charts
15	Discourse Editing: Biographical sketch	Presentations: Group works, Teacher's version Interaction for negotiation	Charts
16	BR eading: Picture interaction page 14; Segment 1 "Failure is the highway... tried as hard as we could."	Whole Class activity, Individual activity, Group activity.  Reading aloud: Teacher and students.	Textbook, Blackboard, Charts
17	Picture interaction (page 15); Segment 2 "As a young cartoonist ... produce great results."	Whole Class activity, Individual activity, Group activity.  Reading aloud: Teacher and students.	Textbook, Blackboard, Charts
18	Discourse: Speech (script) "Failures are the stepping stones of success".	Whole Class Interaction, Individual, Group Activity	Textbook, Notebooks and Charts
19	Discourse Editing: Speech presentation and teacher's feedback.	Presentations: Interaction for negotiation, feedback	Charts
20	Transaction of components- Study skills.	Interaction, Individual and Group Activity.	Textbooks Notebooks
21	Transaction of components- List activity.	Interaction, Individual and Group Activity.	Textbooks Notebooks

22	Transaction of components- Oral activity (textual exercise). Presentations and feedback.	Interaction, Individual and Group Activity.	Textbooks Notebooks
23	C. Reading Picture Interaction (page 21); Segment 1 “He was short...as much as you want.”	Individual, Group work. Reading aloud: Teacher and students.	Textbook, Glossary Chart, Dictionary
24	Discourse: Writing a narrative on Murthy’s thoughts.	Whole Class Interaction, Presentations, Negotiation and feedback.	Textbook, Notebooks and Charts
25	Segment 2 "Indeed it was difficult ...a leading IT company in the world.”	Individual, Group work. Reading aloud: Teacher and students.	Textbook, Glossary Chart, Dictionary
26	Discourse: Write an essay on “Poverty is not a hindrance for education.”	Whole Class Interaction, Individual, Group Activity	Textbook, Notebooks and Charts
27	Discourse Editing: Essay	Presentations: Group works, Teacher’s version Interaction for negotiation	Charts
28	Transaction components- Vocabulary.	Interaction, Individual, Group Activity	Textbooks Notebooks
29	Transaction of project: Report preparation.	Individual, Group Activity	Charts, Note books
30	Project Work-Presentation	Interaction, Negotiation, Group Presentation	Charts, Note books



## **Introduction**

Here, a detailed unit transaction process has been given. This has been organised as per the unit cum period plan that has given in Unit-II of this handbook. In this, how teacher has to follow the detail transaction for each period and what strategies has to adopted and what instructions are to be given at every stage of classroom transaction are given.

## **A Detailed Unit Transsation of Unit-I – Personality Development**

### **PERIOD 1**

#### **Style sheet and Face sheet interaction**

You may have noticed that each unit contains a style sheet and a face sheet with theme pictures on it.

There are to be used as a trigger for interacting with the learners.

#### **Objectives:**

1. The learners come out with their perception (i.e. what they think about the pictures)
2. Talk about their understanding of the theme that is inbuilt in the pictures as well as various components of the unit;

### **PERIOD 2**

#### **Post Reading Interaction: Debate (Oral discourse)**

**Objectives:** The learners are able to participate in a debate on “Disability an obstacle for success”.

#### **Process**

- *Introduce the proposition.*

We have seen many people around us who are physically or mentally challenged. Most of them lead a painful life. Do you think everyone can succeed like Sudha Chandran or Stephen Hawking? So my proposition is this:

Disability is an obstacle to success. How many of you agree with me? How many of you disagree? I think we need to debate on the topic.

### **PERIOD 3**

#### **A. Reading: Attitude Is Altitude**

The reading passage ‘Attitude Is Altitude’ is divided into 3 segments;

#### **Text related picture interaction**

Before making children read the passage, sensitise them on the picture given on page-3 to channelize their thoughts towards the main reading passage.

#### **Objectives:**

The learners make intelligent predictions on the passage they are going to read.

*Follow the process of Picture Interaction*

**Note:** Read the text yourself and identify the main point in each paragraph. Try to capture these ideas in a short expression (if possible in phrases). Frame questions so that the children can come out with these ideas along with their divergent ideas. This makes reading comprehension easier. Here are some questions.

## **PERIOD 4 & 5: Post Reading - Discourse Construction and Editing**

### **A news report about Nick Vujicic**

**Objectives:** The learners learn to write a report about Nick Vujicic

#### **Process**

- *Interaction based on the situation for producing an article.*

Nick has no arms and legs. Still he can do many things. What are the things that he can do?

- *List down the feats that Nick can perform (playing golf, surfing, swimming etc.)*

When something unusual happens how do others know about it?

- *List down the various media reports (news paper, TV, radio etc.)*

Of these, which one do you want to write about?

- *Let the learners choose one of these feats ( in a democratic manner).*
- *Continue interaction.*

## **PERIOD 6**

### **Reading segment 2**

His parents decided not to send him to a special school. ....Nick managed to pull through to become an international symbol of triumph over adversity.

#### **Pre-Reading**

#### **Text related picture interaction**

## **PERIOD 7**

**Post Reading: Writing a discourse - Description of Nick's thoughts after suicidal attempt became unsuccessful.**

#### **Interaction**

From the reading passage you came to know that Nick had made an attempt to drown himself in the bath. Describe Nick's thoughts after the attempt became unsuccessful.

1. What was the incident?
2. When did it take place?
3. "Nick made an attempt to drown himself". What made him to do so?
4. What could be his thoughts after the attempt failed?
  - *Individual work: let children think about these questions and write down the thoughts.*
  - *Ask the learners to write individually.*
  - *Individual Presentation: Let them present at random. Ask them to narrate the experience orally.*
  - *Group work: Let them write their experience in groups*
  - *Presentation of group work.*  
*Give specific instructions for sharing in the group.*
  - *Presentation of teacher's version*

## PERIOD 8

### Editing

- *After presenting the teacher's version you have to go for editing the written work done by the groups. Take one of the group products and negotiate with the students to identify and correct the errors in it.*
- Look at the passage given below. It contains several errors. Let us see how editing can be done negotiating with the students.

## PERIOD 9

### Reading segment 3

- *Now we go on to process the next segment of reading: (From 'When I was 13, I read a newspaper article about ... to ... If I can encourage just one person then my job in this life is done.'*

### Interaction based on the pictures

## PERIOD 10 & 11

**Post-Reading Process: Discourse Construction and Editing - Write an imaginary TV interview with Nick Vujicic.**

### Process

- *Ask the following questions*
  1. Whom would you interview?
  2. What questions would you ask?
  3. What are the other things that you like to know about him?
  4. How would you introduce yourself?
  5. What terrible things did he experience in his life?
  6. How did he overcome his depression?
  7. How would know about their parent feelings?

## PERIOD 12- Transaction of Vocabulary

- Whole class interaction.
- Elicit responses and write key words/ phrases on a chart.
- Put children in small groups.
- Let children read the exercises in groups and discuss.
- Let them share their ideas in the groups.
- Let groups present their answers one by one.
- Let other group reflect and suggest changes.

- Teacher consolidates the group work.

### **PERIOD 13– Transaction of Grammar**

Follow the above process.

### **PERIOD 14 & 15– Discourse Construction and Editing - A biographical sketch about Stephen Hawking (Based on the textual exercise under ‘Writing’)**

#### **Process**

### **PERIOD 16**

#### **B. Reading: Every success story is also a story of great failures**

#### **Reading segment 1 (Page 14 and 15)**

- *Show the picture Abraham Lincoln.*
- *Interact with the learners.*
- *Follow the same process as suggested for the process of picture interaction*
  1. Whom do you see in the picture?
  2. Have you ever heard about him?
  3. What do you know about this person?
- *Elicit free responses from the learners.*
- *Record the responses.*

### **PERIOD 17**

**Reading segment 2:** As a young cartoonist ..... produce great result.

#### **Pre-Reading**

- *Show the pictures on page 15.*
- *Interact with the learners.*
- *Follow the same process as suggested for the process of picture interaction.*
  1. Whom do you see in the picture?
  2. Have you ever heard about Lee?
  3. What do you know about Thomas Edison?
  4. Can you name any other scientists and their inventions?
- *Elicit free responses from the learners.*
- *Record the responses.*

### **PERIOD 18 & 19: Post Reading - Discourse Construction and Editing**

**Prepare a speech on “failures are the stepping stone of success”**

#### **Process**

- *Ask the following questions.*
  1. How will you address the people?

2. What will be the beginning?
  3. What relevant examples will you give?
  4. Which proverbs and anecdotes will you use?
  5. What is your point of view about the topic?
  6. Will you talk from another person's angle?
  7. How will you conclude the speech?
- *Elicit responses from the learners*
  - *Record the evidences on a chart*
  - *The questions should be asked individually first.*
  - *Later let them sit in groups and the pupils maybe asked to write a speech based on the questions.*
  - *Give feedback*
  - *The best presentation should be displayed in the class and may be edited.*

#### **PERIOD 20– Study skills**

Let the children read the given task individually and work in groups.

Teacher facilitate while children filling the table.

#### **PERIOD 21– Listening activity**

Let the children close their books and teacher reads the listening text twice given at the end of the textbook.

Teacher asks comprehension questions given under listening activity.

#### **PERIOD 22– Oral discourse-advantages and disadvantages of travelling abroad (based on listening task).**

Follow the process that are given under oral discourses for construction and feedback (Follow the process given under period 2).

#### **PERIOD 23**

##### **C. Reading: I will do it**

##### **Reading segment 1**

He was short. He was sharp. He was the brightest boy in his class... ..... His heart was bleeding but he did not get angry with anybody.

Pre-Reading

#### **PERIOD 24**

**Post Reading:** Oral discourse - Narrate the Murthy's thoughts - Presentation and feedback

##### **Process**

- *Give the context for writing the narrative.*

Murthy learned from his father that he would not be able to study at IIT. He was disappointed.

His heart was bleeding. But he did not get angry with anybody.

- *Go for brain storming.*
  1. Was Murthy eligible to do his studies at IIT?
  2. Why didn't Murthy's father allow him to study at IIT?
  3. Do you think his father did not like Murthy?
  4. Do you think Murthy would be able to understand the situation?
  5. How would he console himself?
- *Generate responses and write some key expressions on the BB.*
- *Let the children present and give feedback.*

#### **PERIOD 25**

## Reading segment 2

Indeed it was difficult ..... He is none other than Nagavara Ramarao Narayana Murthy, the founder of Infosys, a leading IT company in the world.

### Pre-Reading

- *You may have noticed a picture on pg. 34. This is to be used as a trigger for interacting with the learners.*

### PERIOD 26 & 27

#### Post Reading : Discourse Construction and Editing

**Write an essay on “Poverty is not a hindrance for education”**

#### Process

- *Brainstorm with the learners based on the topic given. Ask questions of the following type.*
  1. What is the title of the topic?
  2. What thesis statement will you write?
  3. What are the points will you write in the essay? How will you organize them?
  4. How would you conclude the essay?
  5. What supporting details and examples will you add to the essay?

### PERIOD 28– Vocabulary

Follow the process that are given under period 12.

### PERIOD 29 & 30– Project work

Please see the details for project transaction under 3.5 of this handbook.

Signature of the Teacher

Signature of the H.M

Signature of the supervising officer with remarks

## Class X, Unit plan II- Wit and Humour

For the month of august 2023:

Name of the teacher

School :

### Unit cum Period Plan

Class: X

Subject: English

Unit: Wit and Humour

No. of periods required: 23

**A. Reading:** The Dear Departed (part-I)

**B. Reading:** The Dear Departed (part-II)

**C. Reading:** The brave potter

### I. Expected outcomes:

1. Involvement of children during the transaction of all components. Listen and express their views and ideas freely on different areas.
2. Children should be able to read and comprehend the given reading text.
3. Children should be able to use appropriate vocabulary irregular plurals, exclamations/interjections, compound adjectives, words often confused, Idiomatic expressions in oral and written discourses.
4. Children should be able to understand adjectives and adverbs, articles, Compound Prepositional Phrases, Language functions and error corrections in the given paragraph.
5. Children should be able to write conversations, descriptions, convert the play into a story.

### Period-wise details:

Period No.	Content/activity/discourse	Strategy	Resources/ TLM required
1	Face sheet/ style sheet (page 36)	Picture interaction Whole Class Activity	Textbook, Blackboard, video clips
2	Oral Discourse discussion on “importance of the element of wit and humour in real life” Teachers’s feedback	Whole Class Interaction, Individual, Group Activity	Textbook, Blackboard, Charts video clips
4	A-Reading: Picture Interaction (page 37 to 38); Segment 1 “Mrs.Slater: Victoria ..... We can do it before they come ”	Whole Class Activity, Individual, Group work, Reading aloud: Teacher and students	Textbook, Glossary chart, Dictionary. Laptop

5	Discourse: Prepare a poster of the furniture shop	Whole Class Interaction, Individual, Group Activity	Textbook, Notebooks and Charts
6	Discourse - Editing – Poster preparation	Presentations: Group works, Teacher’s version interaction for negotiation.	Posters prepared by the children
7	A-Reading:	Whole Class Activity, Individual,	Textbook, Glossary chart,
	Segment 2 (page39 to 40);: Henry: “I wouldn’t care we have tea ”	Group work, Reading aloud: Teacher and students	Dictionary. Laptop
8	Discourse: Describe the relationship between Mrs. Slater and Mrs. Jordan (or) Conversation among family members about pinching habit of one of his family members	Whole Class Interaction, Individual, Group Activity	Text book
9	Discourse - Editing – Description by the students (or) Conversation of the family members prepared by the students	Presentations: Group works, Teacher’s version interaction for negotiation.	Descriptions prepared by the students (or) Conversation of the family members prepared by the students
10	A-Reading: Picture interaction Segment 3 (page41 to 43);: Mrs.Jordan: “What do you say... his ghost.”	Whole Class Activity, Individual, Group work, Reading aloud: Teacher and Students	Textbook, Glossary chart, Dictionary. Laptop
11	Discourse: An obituary for a News paper about the death of Abel Merry Weather (or) Describe “ The character of Ben Jordan” (or)	Whole Class activity, Individual activity, Group activity. Reading aloud: Teacher and students.	Text book, Notebooks, chart
12	Discourse – Editing : An obituary for a News paper about the death of Abel Merry Weather (or) Describe “ The character of Ben Jordan” (or)	Presentations: Group works, Teacher’s version interaction for negotiation.	Discourses prepared by the students:  Description of the character of Ben Jordan by the students.
13	Transaction of components - vocabulary	Interaction, Individual, Group Activity	Textbook
14	Transaction of components – Grammar, Determiner, Articles, It’s time, I wonder, if	Interaction, Individual, Group Activity	Text book, chart



15	Transaction of components: Written Discourse : Letter writing, Converting play into a story	Interaction, Negotiation, Individual, Group activity	Text book
16	Discourse editing: Letter writing, converting play into a story	Interaction, Individual and Group presentation	Text book,
17	Transaction of components – study skills	Interaction, Individual, Group Activity	Text book, charts and black board
18	Transaction of Listening and Oral activity	Teacher and Whole class activity	Text book
19	Reading C: The Brave Potter, Segment 1: Marguerite Siek has chosen a very well-known ----- nor had he ever ridden a horse.	Individual, Group reading by students and Loud reading by the teacher	Text book, charts
20	Reading C: The Brave Potter segment 2: Oh, I shall die because of potter never rode a horse again.	Individual, Group reading by students and Loud reading by the teacher	Text book, charts
21	Discourse: construction of a narrative	Interaction, Individual, Group activity	Black Board
22	Discourse editing: Narrative	Interaction, Negotiation, Individual, Group presentation	Narratives prepared by the students
23	Project transaction	Interaction, Group activity and presentation	Text book, projects prepared by the students

## **II. Period wise Teacher's notes/Interactive questions**

### PRE-READING SESSION

**Period 1: Face Sheet:** I will show them the picture given in page 36 (wit and humour) of the reader and show them 2 or 3 video clips using laptop and interact with the learners by asking a few questions which are to be analytical.

1. Can you tell me the names of the persons in the picture?
2. What was they famous for?
3. What type of characters did they play in movies?
4. Can you recall anything comic associated with them?

5. What type of characters do you like in movies?
6. Can you name some comedians in the movies?
7. Why all like comedy movies?
8. What gives us relief in our worries/sorrows?
9. Which types of stories do you like? Comedy or tragedy?

**Period 2:** Discourse - Discussion: Wit and Humour

Pupils discuss the answers to the following questions individually as well as in group later present their responses to the class.

1. What is Wit ?
  2. What is Humour?
  3. Are we silly or serious in our classroom?
  4. It is good to be serious always?
- 4.What is good for our health, silly or serious?
5. Are the riddles and anecdotes humorous or serious?
  6. Can you one riddle?
  7. Can you give the best example for wit and humour stories in Telugu or Eng?
  8. Do you know the Tenali Ramalinga Stories in Telugu?
  9. Can you say another name for wit and humourous stories?

**Period 3:** By discussing in groups they came to a conclusion. What is Wit and Humour? How can we be without wit and humour? It is helpful in our daily life? If necessary they modify their responses in the discussion to come to a conclusion.

All the responses of the students are to be directed to the final conclusion. After the process of editing, students will refine their individual/group products with the help of the inputs they received and the teacher's version of discourse.

**READING SESSION**

**Period 4:** A Reading: "The Dear Departed – I

**Individual reading:** I ask the children to read the text individually and to track their reading. And I give the following instructions.

1. Read the given passage (segment 1: from Victoria.....before they come.
2. Tick the lines you are able to understand.
3. Put a question mark against the lines you don't understand.
4. Pick out the important events in this part of the story.
5. Put a star against the lines that you liked most.

I will ask them some specific questions to direct their reading and to help them.

Who were the sisters in the play?

Where were the Abel's slippers?

What did Mrs. Slater suggest to put in the place of bureau?

**Collaborative reading:** I divide the learners into groups and ask the groups to go through the text and to discuss among themselves. They discuss and to clarify the doubts with the help of the other members in the group. And the group members try to understand the ideas expressed the text.

(I display the glossary related to only that segment in order to help the learners)

I ask some analytical questions relevant to that segment.

- 1, What qualities of Mrs. Slater have you noticed?
2. How was Henry Slater?
3. Who asked whom to change the dress?
4. Why does Mrs. Slater decide to shift the bureau from her father's room before the arrival of Jordans?
5. Who asked Henry that they were planning to pinch the bureau?

**Loud Reading:** I will read the passage aloud with proper stress, pause, stress and intonation. I will divide the reading passage into various parts according to the number in groups. I will assign those parts to each student. Each student takes turn and reads aloud his part. Others can offer suggestions to make loud reading better.

**Mind mapping:** I will take up the mind mapping with the help of the learners.

I will ask them to say a few words or sentences which they remember from the text and associate them with own experience. I will draw a diagram on the bb associating the ideas expressed by the students so that they will have clear picture in their mind.

**Period 5:** Discourse: I will ask the students to prepare a poster of the furniture shop. I will further ask them to recollect posters they saw earlier.

I will the divide the learns into groups and give a model poster and ask them to prepare a poster of furniture shop keeping the following points in mind.

1. Name of the furniture shop
2. Articles available in the furniture shop.
3. What are they special at?
4. Whether they offer any discount?
5. On what occasion they are offering the discount?
6. Address and contact number etc.

**Period 6:** Discourse editing:

I will ask the groups to present their work and I will ask the other groups to observe their presentation and offer their suggestions. And I will edit the groups work whenever and wherever necessary.

After the process of editing learners will refine their individual/group product with the help of inputs they received and the teacher's version of the discourse.

**Period 7:** A Reading: "The Dear Departed – I segment 2:  
(From Henry: I wouldn't care ..... We have tea)

**Individual reading:** I ask the children to read the text individually and to track their reading. And I give the following instructions.

1. Read the given passage (segment 1: from Victoria ..... before they come.
2. Tick the lines you are able to understand.
3. Put a question mark against the lines you don't understand.
4. Pick out the important events in this part of the story.
5. Put a star against the lines that you liked most.

I will ask them some specific questions to direct their reading and to help them.

1. How was Mrs. Jordan?
2. What was the age of Abel?
3. According to Henry what was the thing they may decide?
4. What was promised to Jimmy according to Mrs. Jordan?
5. Why do the Jordans take a long time to get to the house of the Slaters?

**Collaborative reading:** I divide the learners into groups and ask the groups to go through the text and to discuss among themselves. They discuss and to clarify the doubts with the help of the other members in the group. And the group members try to understand the ideas expressed the text.

And I will ask them the following questions.

What does the late coming of Jordans to the house of Slaters show about the two sisters attitude toward each other?

What were the features of Merry Abelweather?

Ben appreciates his father-in-law's nature in the beginning. And calls him as a 'drunken old beggar' later. Why does he change his opinion about him?

**Loud Reading:** I will read the passage aloud with proper stress, pause, stress and intonation. I will divide the reading passage into various parts according to the number in groups. I will assign those parts to each student. Each student takes turn and reads aloud his part. Others can offer suggestions to make loud reading better.

**Mind mapping:** I will take up the mind mapping with the help of the learners.

I will ask them to say a few words or sentences which they remember from the text and associate them with own experience. I will draw a diagram on the bb associating the ideas expressed by the students so that they will have clear picture in their mind.

**Period 8:** Discourse: “Describe the relationship between the two sisters Mrs. Slater and Mrs. Jordan.”

Learners in groups discuss the above topic among themselves and come with a write up, supporting their views from the text.

I will facilitate their work and supply the ideas whenever I find gaps in them.

**Period 9:** Discourse editing:

I will ask the groups to present their work and I will ask the other groups to observe their presentation and offer their suggestions. And I will edit the groups work whenever and wherever necessary.

After the process of editing learners will refine their individual/group product with the help of inputs they received and the teacher’s version of the discourse.

**Period 10:** A-Reading: Picture interaction

Segment 3 (page 41 to 43); Mrs. Jordan: “What do you say... .....his ghost.”

**Individual reading:** I ask the children to read the text individually and to track their reading. And I give the following instructions.

1. Read the given passage (segment 1: from Victoria ..... before they come.
2. Tick the lines you are able to understand.
3. Put a question mark against the lines you don’t understand.
4. Pick out the important events in this part of the story.
5. Put a star against the lines that you liked most.

I will ask them some specific questions to direct their reading and to help them.

- Q. What is the irony in the title “The Dear Departed”?
- Q. List the arguments the two sisters gave to keep their father in their care?
- Q. How does the spat between old man’s daughters lead to their discovering the truth?
- Q. List the comic elements in the ‘The Dear Departed’.
- Q. In what way is the play ‘The Dear Departed’ a commentary on the hollowness of human relationships?
- Q. What are the three things that the father plans to do on Monday next? What effect does it have on this daughters?

**Collaborative reading:** I divide the learners into groups and ask the groups to go through the text and to discuss among themselves. They discuss and to clarify the doubts with the help of the other members in the group. And the group members try to understand the ideas expressed in the text.

**Mind mapping:** I will take up the mind mapping with the help of the learners.

I will ask them to say a few words or sentences which they remember from the text and associate them with own experience. I will draw a diagram on the board associating the ideas expressed by the students so that they will have clear picture in their mind.

**Period 11:** Discourse: An obituary for a News paper about the death of Abel Merry Weather (or)

I ask the students to work in groups to prepare an obituary for a newspaper about the death of Abel Merry Weather. I supply them some news paper clippings of obituary and I felicitate them whenever and wherever necessary.

Period 12: Discourse editing: I ask the students to present their work and edit their work. And the students after editing write the refined form of their work in their notes.

**Period 13: POST READING SESSION:** Transaction of components – vocabulary: I will ask the students to sit in groups and do the vocabulary exercises given in page numbers 53 to 57 of the text book i.e. irregular plurals, interjections, compound adjectives, words often confused and idiomatic expressions.

I will let the students to present the activities to whole class and consolidate them on the chart.

**Period 14:** Transaction of components – Grammar: I will ask the students to look at the grammar activities (usage of ‘enough’, articles, prepositional phrases and language function – It’s time + simple past verb.....) which are given in page 58 to 63 of the text book. Read and understand the concept. Do the exercises in groups. I let the students to present their work to the class and share the content.

**Period 15:** Transaction of components: Written Discourse : Letter writing, Converting play into a story

I will make the students to sit in groups and ask them to write a letter to friend (page number 63 of the text book). And I will make the students to work in groups and convert the play ‘The Dear Departed’ into a story. Details of the characters, presentation of relevant ideas and information – organization of the ideas in a meaningful sequence and conclusion. After converting the play into a story students come and present their work.

**Period 16: Discourse editing:** I will edit their work if they need in the aspects of whether time and place of wedding is mentioned, reasons for Abel's marriage, his daughter's behavior etc. are mentioned etc.

And the story prepared by the students is also to be edited according ideas, and their use of language to express their ideas etc.

**Period 17: Transaction of components:** Study Skills: I will ask the students to read and understand the data analyze the given table and write a report on it to present on the World Grandparents' Day. I will make the students to work in groups and let them present their work to the whole class.

**Period 18: Transaction of Listening and Oral activity:** I shall read the anecdote 'Bus 65' (page number 266) one or two times and ask the students to listen carefully. I will ask the students to say the statements which are given at page 65 are true or false. I will ask the students to work in groups and present a funny incident from their own life or they may have witnessed.

**Period 19:** Reading C: The Brave Potter, Segment 1: Marguerite Siek has chosen a very well-known ----- nor had he ever ridden a horse.

**Individual reading:** I will ask the students to read the above segment individually and silently and track their reading.

**Collaborative reading:** I will divide the learners into groups and ask them to read the segment and share the ideas and try to clarify the doubts with the help of other members in the group. I will ask them the following questions:

1. What did the tiger looking for in the rain?
2. What did the tiger think about the leak?
3. Who was the creature and where did he bind the tiger?
4. What did the tiger think the mysterious creature was?
5. What made the potter angry? What made him more angry?
6. Why did the King make the potter the General of the Army?

**Loud reading:** I will read the passage aloud with proper stress, pause, intonation and pitch. After that I will ask the students to read the text aloud.

**Period 20: Reading C: The Brave Potter segment 2:** Oh, I shall die because of potter never rode a horse again.

**Individual reading:** I will ask the students to read the above segment individually and silently and track their reading.

**Collaborative reading:** I will divide the learners into groups and ask them to read the segment and share the ideas and try to clarify the doubts with the help of other members in the group. I will ask them the following questions:

1. Did the potter sleep that night?
2. How did the potter climb the horse?
3. What did the potter's wife do with the rope?
4. Why do you think the sentry feel that the potter is a giant?
5. Do you think that the potter is really brave or lucky? Give reasons.

**Loud reading:** I will read the passage aloud with proper stress, pause, intonation and pitch. After that I will ask the students to read the text aloud.

**Period 21:** Discourse: construction of a narrative I will ask the students to work in groups and construct a narrative on their own based on the C Reading text: Who are the persons mentioned in the story?

2. What is the lead? Is it real or imaginary by the tiger? 3. How did the potter bring the tiger home?

4. How did the potter become the army general? 5. Is the potter really brave or not?

**Period 22: Discourse editing:** After the presentation by the students I will edit their work wherever necessary. Whether the main theme conveyed in a proper manner? Whether the language used by them is apt? etc.

**Period 23:** I will ask the students : You have read the story ‘The Brave Potter’. It is a humorous story. The writer of the story created humour by creating situations where the tiger took the word ‘leak’ to be a more powerful thing than him and people mistook the potter to be a brave man.

Now I will ask them to collect a humorous story and analyse the story to find out how the writer created humour in it.

Signature of the Teacher

Signature of the H.M

Signature of the supervising officer with remarks



## Class X, Unit III Human relations

For the month of : September -2023

Name of the teacher

### Unit cum Period Plan

Class: X

Subject: English

Unit: Human Relations

No. of periods required: 24

**A. Reading:** The Journey

**B. Reading:** Once upon a time (poem)

**C. Reading:** What is My Name?

#### I. Expected outcomes:

1. Involvement of children during the transaction of all components. Listen and express their views and ideas freely on different areas.
2. Children should be able to read and comprehend the given reading text.
3. Children should be able to use appropriate vocabulary i.e. compound words.
4. Children should be able to understand and use (had + past participle)
5. Children should be able to write letters, essay, summarizing and paragraph writing also.

### Period plan

Period No.	Content/activity/discourse	Strategy	Resources/ TLM required
1	Face sheet/ style sheet (page 76)	Picture interaction Whole Class Activity	Textbook, Blackboard, video clips
2	Oral Discourse discussion on “present state of human relations” (with reference to their own families. Teachers’s feedback	Whole Class Interaction, Individual, Group Activity	Textbook, Blackboard, Charts video clips
3	Discourse editing	Interaction, Negotiation, Individual and group presentation	

4	A-Reading: Picture Interaction (page 79 to 80); Segment 1 “After spending a .....’Would you like to rest for some time.’.	Whole Class Activity, Individual, Group work, Reading aloud: Teacher and students	Textbook, Glossary chart, Dictionary. Laptop
5	Discourse: Write a letter to your friend how you spend your holidays (or) Invite your friend to attend your brothers marriage.	Whole Class Interaction, Individual, Group Activity	Textbook, Notebooks and Charts
6	Discourse - Editing – Letter Writing procedure, expressions to be used etc.	Presentations: Group works, Teacher’s version interaction for negotiation.	Letters written by the children
7	Segment -II: ”Having walked fast ....I would be belittled.	Whole Class Activity, Individual, Group work, Reading aloud: Teacher and students	Textbook, Glossary chart, Dictionary. Laptop
8	Discourse: Write your reflections on the thoughts when the author had to carry his luggage.	Whole Class Interaction, Individual, Group Activity	Text book
9	Discourse - Editing – Write your reflections on the thoughts when the author had to carry his luggage.	Presentations: Group works, Teacher’s version interaction for negotiation.	Descriptions prepared by the students
10	A-Reading: Segment -III: “Father had provided ... the pebble-strew road.”	Whole Class Activity, Individual, Group work, Reading aloud: Teacher and students	Textbook, Glossary chart, Dictionary. Laptop

11	Discourse: Essay on “The adverse Effects of Education”	Whole Class activity, Individual activity, Group activity. Reading aloud: Teacher and students.	Text book, Notebooks, chart
12	Discourse – Editing Essay on “The adverse Effects of Education”	Presentations: Group works, Teacher’s version interaction for negotiation.	Discourses (essays) prepared by the students:  Essay on “The adverse Effects of Education”
13	Transaction of components – vocabulary : Compound words given in page number 86, 87, 88	Interaction, Individual, Group Activity	Textbook
14	Transaction of components – ‘the use of had + past perfect tense’	Interaction, Individual, Group Activity	Text book, chart
15	Transaction of components: Written Discourse : Writing an essay on ‘The Adverse Effects of Education’. Using the points given in page number 87 and Summarizing the essay ‘on umbrella morals’.	Interaction, Negotiation, Individual, Group activity	Text book
16	Discourse editing: Essay writing and summarizing.	Interaction, Individual and Group presentation	Text book,
17	Transaction of components – study skills	Interaction, Individual, Group Activity	Text book, charts and black board

18	Transaction of Listening and Oral activity	Teacher and Whole class activity	Text book
19	Reading B : Once upon a Time	Individual, Group reading by students and Loud reading by the teacher	Text book, charts
20	Discourse: Summarize the poem. Discourse editing.	Individual, Group work by the students	Text book, charts
21	Reading C: Slot-I: Slot-I: A young woman...how to do it, of course..	Individual, Group reading by students and Loud reading by the teacher	Black Board Text book
22	Slot-II: But still, how to live... she had brought for them.	Individual, Group reading by students and Loud reading by the teacher	Text book, Black board
23	Discourse construction: Write a drama script on the read paragraphs given in the slot-I.  Write a short essay about mother role your family.	Interaction, Group activity and presentation	Text book, projects prepared by the students
24	Discourse editing and Transaction of project	Interaction, Negotiation, Group presentation	Text book, Charts and note books.

## **II. Period wise Teacher's notes/Interactive questions**

### PRE-READING SESSION

**Period 1: Face Sheet:** I will show them the picture given in page 76 (Human Relations) of the reader and interact with the learners by asking a few questions which are to be analytical.

6. What is excerpt about?
7. What do you see in the picture?
8. Is the picture of a village or a town?
9. What are the features of a village?
10. Whom do you see in the picture?
11. What is the old man in the picture doing?
12. How Is the old man looking? (Happy / sad)?
13. What are the reasons for old man's sadness according to your guess?
14. How do people respond to the old man's smile?
15. Why do the people respond to the old man's smile in such a way?
16. How should old people be treated so that they do not feel neglected?

**Period 2: Discourse – Discussion “present state of human relations” (with reference to their own families.)**

Pupils discuss the answers to the following questions individually as well as in group later present their responses to the class.

1. Have you ever thought deeply about human relations today?
2. What do you think? Do we need to maintain good human relations in our life?
3. How are good human relations important to be our lives happy and contented?
4. How often do you spend with your all family members?
5. How often do all your family members sit together for lunch/dinner etc.?
6. Have you any grandpa's and grandma's in your house?
7. How do you treat them? How are they treated by all you family members?
8. Are the old people important to us? In What way?
9. Can anybody tell me an incident or a story about the wisdom of the old aged people?

**Period 3:** By discussing in groups they came to a conclusion. What is the importance of good human relations? How can we maintain good human relations? It is helpful in our daily life? If necessary they modify their responses in the discussion to come to a conclusion.

All the responses of the students are to be directed to the final conclusion. After the process of editing, students will refine their individual/group products with the help of the inputs they received and the teacher's version of discourse.

## **READING SESSION**

**Period 4:** A Reading: “The Journey” (segment I) After spending ..... rest for some time?

**Individual reading:** I ask the children to read the text individually and to track their reading. And I give the following instructions.

Read the given passage After spending ..... rest for some time?

6. Tick the lines you are able to understand.
7. Put a question mark against the lines you don't understand.
8. Pick out the important events in this part of the story.
9. Put a star against the lines that you liked most.

I will ask them some specific questions to direct their reading and to help them.

Why did the young man come to his village?

How much time did the man spend at his home?

What are the reasons for young man's reluctance to go back to work?

**Collaborative reading:** I divide the learners into groups and ask the groups to go through the text and to discuss among themselves. They discuss and to clarify the doubts with the help of the other members in the group. And the group members try to understand the ideas expressed the text.

(I display the glossary related to only that segment in order to help the learners)

I ask some analytical questions relevant to that segment.

- 1, Why did the young man finally decide to go ?
2. Why don't they carry bedding while coming home?
3. I finally decided against it... ..What does 'it' refer to?
4. What was the problem of the narrator?
5. What made him avoid physical labour according to him?

**Loud Reading:** I will read the passage aloud with proper stress, pause, stress and intonation. I will divide the reading passage into various parts according to the number in groups. I will assign those parts to each student. Each student takes turn and reads aloud his part. Others can offer suggestions to make loud reading better.

**Mind mapping:** I will take up the mind mapping with the help of the learners.

I will ask them to say a few words or sentences which they remember from the text and associate them with own experience. I will draw a diagram on the bb associating the ideas expressed by the students so that they will have clear picture in their mind.

**Period 5:** Discourse: I will ask the students to write a letter to a friend telling him how you spend your holidays at your village. (or) inviting your friend to your brother's marriage.

I will divide the learners into groups and explain them the procedure of writing personal letters.

Some groups will write letter 1 and some groups write letter 2.

Letter 1: Describing your village – what do you like most in your village -- specialties of your village –

How do you spend your holidays with your relatives and childhood friends.

Letter 2: Give details of your brother's marriage i.e. place, date, time etc. and give details of the bride also.

**Period 6:** Discourse editing:

I will ask the groups to present their work and I will ask the other groups to observe their presentation and offer their suggestions. And I will edit the groups work whenever and wherever necessary.

After the process of editing learners will refine their individual/group product with the help of inputs they received and the teacher's version of the discourse.

**Period 7:** A Reading: "The Journey (segment 2)

(Having walked fast.....be belittled)

**Individual reading:** I ask the children to read the text individually and to track their reading. And I give the following instructions.

6. Read the given passage (segment 2: from Having walked fast... ..... be belittled)
7. Tick the lines you are able to understand.
8. Put a question mark against the lines you don't understand.
9. Pick out the important events in this part of the story.
10. Put a star against the lines that you liked most.

I will ask them some specific questions to direct their reading and to help them.

6. He poured himself a mug... ..... Who does 'he' refer to?
7. "He then arranged the belt that was attached to the trunk.... "Whose trunk was it?
8. What was the thought lingering in the narrator's mind?
9. Why couldn't the narrator tell his father about his thought?
10. What did the narrator want to tell his father?
11. Why was the narrator physically useless?

**Collaborative reading:** I divide the learners into groups and ask the groups to go through the text and to discuss among themselves. They discuss and to clarify the doubts with the help of the other members in the group. And the group members try to understand the ideas expressed in the text.

And I will ask them the following questions.

Who was carrying more luggage son or father?

What feeling did the narrator have about carrying luggage?

The author feared that the whole world would laugh at him if he carried the trunk. Was the fear imaginary or real? Give reasons for the author's false prestige.

**Loud Reading:** I will read the passage aloud with proper stress, pause, stress and intonation. I will divide the reading passage into various parts according to the number in groups. I will assign those parts to each student. Each student takes turn and reads aloud his part. Others can offer suggestions to make loud reading better.

**Mind mapping:** I will take up the mind mapping with the help of the learners.

I will ask them to say a few words or sentences which they remember from the text and associate them with own experience. I will draw a diagram on the bb associating the ideas expressed by the students so that they will have clear picture in their mind.

**Period 8:** Discourse: Write your reflections on the thoughts when the author had to carry his luggage.

Learners in groups discuss the above topic among themselves and come with a write up, supporting their views from the text.

I will facilitate their work and supply the ideas whenever I find gaps in them.

**Period 9:** Discourse editing:

I will ask the groups to present their work and I will ask the other groups to observe their presentation and offer their suggestions. And I will edit the groups work whenever and wherever necessary.

After the process of editing learners will refine their individual/group product with the help of inputs they received and the teacher's version of the discourse.

**Period 10:** A-Reading: **Segment -III:** "Father had provided ...the pebble-strewn road."

**Individual reading:** I ask the children to read the text individually and to track their reading. And I give the following instructions.

6. Read the given passage (**Segment -III:** "Father had provided ...the pebble-strew road.")
7. Tick the lines you are able to understand.
8. Put a question mark against the lines you don't understand.
9. Pick out the important events in this part of the story.
10. Put a star against the lines that you liked most.

I will ask them some specific questions to direct their reading and to help them.

Q. Why do you think there were cracks in the father's feet?

Q. What did the narrator not notice till then?

Q. Why did the narrator check his wallat?

Q. "A pair of canvas shoes would cost around Rs.12 and the remaining amount ..... How much is the remaining amount?

Q Why did his father protest?

Q. What does the phrase 'opposite directions' in the last sentence suggest?

**Collaborative reading:** I divide the learners into groups and ask the groups to go through the text and to discuss among themselves. They discuss and to clarify the doubts with the help of



the other members in the group. And the group members try to understand the ideas expressed the text.

**Mind mapping:** I will take up the mind mapping with the help of the learners.

I will ask them to say a few words or sentences which they remember from the text and associate them with own experience. I will draw a diagram on the bb associating the ideas expressed by the students so that they will have clear picture in their mind.

**Period 11:** Discourse: Essay on “The adverse Effects of Education”

I divide the students in groups and ask them to discuss among themselves about the given topic, jot down the points and finally write an essay on the adverse effect of educations (quoting examples of their neighbours etc.)

Period 12: Discourse editing: I ask the students to present their work and edit their work. And the students after editing write the refined form of their work in their notes.

**Period 13:** POST READING SESSION: Transaction of components – vocabulary: I will ask the students to sit in groups and do the vocabulary exercises given in page numbers 82 to 85 of the text book i.e. compound words.

I will let the students to present the activities to whole class and consolidate them on the chart.

**Period 14:** Transaction of components – Grammar: I will ask the students to look at the grammar activities (usage of had + past participle) which is given in page 86 to 87 of the text book. Read and understand the concept. Do the exercises in groups. I let the students to present their work to the class and share the content.

**Period 15:** Transaction of components: Written Discourse : Writing an essay on ‘the adverse effects of education keeping the following points in mind.

- Doing some work that involves physical labour
- dress/fashion
- family relationships
- giving respect to elders
- the treatment of illiterate people.

And summarizing the given text ‘on umbrella morals’

I will make the students to sit in groups and ask them to write an essay on the adverse effects of education and summarizing the text ‘on umbrella morals’. I help them in presentation of relevant ideas and information – organization of the ideas in a meaningful sequence and conclusion. After converting the play into a story students come and present their work.

**Period 16:** Discourse editing: I will edit their work if they need in the aspects of whether the given points are covered.

And the story prepared by the students is also to be edited according ideas, and their use of language to express their ideas etc.

**Period 17:**Transaction of components: Study Skills: I will ask the students to read and understand the graphic organizers to represent their understanding of the story ‘The Journey’. I will make the students to work in groups and let them present their work to the whole class.

**Period 18:** Transaction of Listening and Oral activity: I shall read the listening text (page number 269) one or two times and ask the students to listen carefully. I will ask the students to say the statements which are given at page 92 are true or false.

**Period 19:** Reading B : Once upon a Time

**Individual reading:** I will ask the students to read the above segment individually and silently and track their reading.

**Collaborative reading:** I will divide the learners into groups and ask them to read the segment and share the ideas and try to clarify the doubts with the help of other members in the group. I will ask them the following questions:

1. When do people shake hands with their hearts>
2. What is the poet crying over? What help does he want from his son?
3. What is the tone of the poem?
4. What does the poet mean by the words ‘snakes bare fangs?’
5. Why do the left hands search empty pockets now? What does this indicate?
6. The poet uses certain words to express frustration and sorrow. Identify these words.

**Loud reading:** I will read the passage aloud with proper stress, pause, intonation and pitch. After that I will ask the students to read the text aloud.

**Period 20:** Discourse: Summarise the poem.: I will ask the students to summarize the poem in groups.

Discourse editing.: I will edit the students works in terms of the arrangement of ideas, language used etc.

**Period 21:** Reading C: **Slot-I:** A young woman...how to do it, of course.

Individual reading: I will ask the students to read the above segment individually and silently and track their reading.

**Collaborative reading:** I will divide the learners into groups and ask them to read the segment and share the ideas and try to clarify the doubts with the help of other members in the group. I will ask them the following questions:

- 1, What made Mrs. Murthy so restless to know her name?
2. Who were the characters in the story?
3. How did Mrs. Murthy’s husband look upon her desire to know her name?
4. Do you notice any change in Mrs. Murthy in the first picture and Sarada in second picture?
5. Do you find similarities between Mrs. Murthy and the women in your family? If yes, list them.

**Loud reading:** I will read the passage aloud with proper stress, pause, intonation and pitch. After that I will ask the students to read the text aloud.

**Period 22:** Reading C: **Slot-II:** But still, how to live... she had brought for them.

**Individual reading:** I will ask the students to read the above segment individually and silently and track their reading.

**Collaborative reading:** I will divide the learners into groups and ask them to read the segment and share the ideas and try to clarify the doubts with the help of other members in the group. I will ask them the following questions:

1. Who called the housewife by her name?
2. How did the housewife feel to get back her name?
3. What instruction did the housewife give her husband?
4. How did the housewife like to be called by others?
5. Which part of the story shows that Mrs. Murthy feels her identity restored?

**Loud reading:** I will read the passage aloud with proper stress, pause, intonation and pitch. After that I will ask the students to read the text aloud.

**Period 23:** Discourse construction: :

Write a drama script on the read paragraphs given in the slot-I.

Write a short essay about mother role your family..

I will divide the students into groups and make them to do the above discourse.'

**Period 24:** Discourse editing: After the presentation by the students I will edit their work wherever necessary. Whether the main theme conveyed in a proper manner? Whether the language used by them is apt? etc.

Signature of the Teacher

Signature of the H.M

Signature of the supervising officer with remarks

## Class X, Unit plan IV Films and Theature

For the months of : October/November -2023

Name of the teacher

### Unit cum Period Plan

Class: X

Subject: English

Unit: Films and Theatre

No. of periods required: 24

**A. Reading:** Rendezvous with Ray

**B. Reading:** Mayabazar

**Reading:** A Tribute

#### I. Expected outcomes:

1. Involvement of children during the transaction of all components. Listen and express their views and ideas freely on different areas.
2. Children should be able to read and comprehend the given reading text.
3. Children should be able to use appropriate vocabulary i.e. collocations, one word substitutes and the words taken from Greek, Latin etc.
4. Children should be able to understand and use 'linkers', prepositions following 'adjectives' and 'verbs'; and the use of past perfect and simple past.
5. Children should be able to write a rejoinder to a letter appeared in newspapers.

### Period plan

Period No.	Content/activity/discourse	Strategy	Resources/ TLM required
1	Face sheet/ style sheet (page 106)	Picture interaction Whole Class Activity	Textbook, Blackboard, video clips
2	Oral Discourse discussion on "films and theatre" and the influence of the films on the present generation	Whole Class Interaction, Individual, Group Activity	Textbook, Blackboard, Charts video clips
3	Discourse editing	Interaction, Negotiation, Individual and group presentation	

4	A-Reading: Picture Interaction (page 107 to 108); <b>Slot-I:</b> “It was a unique friendship..... Ray’s death in 1992”	Whole Class Activity, Individual, Group work, Reading aloud: Teacher and students	Textbook, Glossary chart, Dictionary. Laptop
5	Discourse: Write a paragraph about your favourite director	Whole Class Interaction, Individual, Group Activity	Textbook, Notebooks and Charts

6	Discourse - Editing – Paragraph Writing procedure—how to begin, develop and conclude the paragraph and expressions to be used etc.	Presentations: Group works, Teacher’s version interaction for negotiation.	Letters written by the children
7	<b>Slot-II:</b> ”It was a very quite friendship ... for local talent for film-making...	Whole Class Activity, Individual, Group work, Reading aloud: Teacher and students	Textbook, Glossary chart, Dictionary. Laptop
8	Discourse: Write a Biographical sketch of Satyajit Ray (using the experience of writing biographical sketches of Nick from the I unit)	Whole Class Interaction, Individual, Group Activity	Text book
9	Discourse - Editing – Write a Biographical sketch of Satyajit Ray with the experience of having written biographical sketch of Nick	Presentations: Group works, Teacher’s version interaction for negotiation.	Descriptions prepared by the students
10	Transaction of components – vocabulary : Collocations and One-word substitutes which are given in page 112 and 113.	Interaction,Individual, Group Activity	Textbook, One-word substitutes chart, Dictionary.
11	Transaction of components – vocabulary : Certain words/expressions taken from Greek, Latin languages like ad hoc, status quo etc. (page 114)	Interaction,Individual, Group Activity	Text book, Greek, Latin words chart

12	Transaction of components – Grammar: Using linkers and II. Prepositions following ‘adjectives’ and ‘verbs’ (page 116 and 117)	Interaction, Individual, Group Activity	Text book, chart
13	Transaction of components – Grammar: Using the appropriate form of ‘past tense’ and ‘past perfect tense’ to fill in the blanks	Interaction, Individual, Group Activity	Textbook
14	Transaction of components: Written Discourse : Review on a film or TV programme ; reply letter; skit	Interaction, Negotiation, Individual, Group activity	Text book
15	Transaction of components – study skills	Interaction, Individual and Group activity	Text book, black board and charts
16	Transaction of Listening and Oral activity	Teacher and Whole class activity	Text book
17	Reading B : Maya Bazar Segment I: K.V. Reddy’s... Greeting people.	Individual Group & Teacher reading	Text book, Laptop
18	Reading B : Segment II: As for songs... Lahiri lahiri lo....	Individual, Group reading by students and Loud reading by the teacher	Text book, Laptop
19	Discourse: Write a rejoinder to the letter given in page 131. Discourse editing.	Individual, Group work by the students	Text book, charts
20	Reading C: A Tribute Slot-I: The India film industry... with unbelievable spontaneity’.	Individual, Group reading by students and Loud reading by the teacher	Black Board Text book

21	Slot-II: “Maya Bazar is another film .... SHE GAVE THAT LIFE TO CINEMA.’	Individual, Group reading by students and Loud reading by the teacher	Text book, Black board
22	Discourse construction: Write the film review of your favourite film	Interaction, Group activity and presentation	Text book, reviews prepared by the students
23	Discourse editing and Transaction of project	Interaction, Negotiation, Group presentation	Text book, Charts and note books.
24	Transaction of components: Vocabulary: Binomials Grammar: Modals	Interaction, Individual, Group Activity	Textbook, Modal chart

## **II. Period wise Teacher’s notes/Interactive questions**

### **PRE-READING SESSION**

**Period 1:** Face Sheet:      I will show them the picture given in page 106 (Films and Theatre) of the reader and interact with the learners by asking a few questions which are to be analytical.

6. Is the picture (a) a poster, (b) an advertisement, or (c) a painting?
7. Who do you think are the persons shown in this picture? Name them.
8. Who do you think is ‘SHREE 420’?
9. Can you name some famous Hindi film directors, actors, playback singers.
10. Can you name some famous Telugu film directors, actors, playback singers.
11. What is the most popular entertainment today?
12. Why are movies considered as the most popular entertainers?
13. According to your opinion which movies are good? Older or modern?
14. What are the main differences between old movies and present movies?
15. How do movies effect present generation?

**Period 2:** Discourse - Oral Discourse discussion on “films and theatre” and the influence of the films on the present generation

Pupils discuss the answers to the following questions individually as well as in group later present their responses to the class.

1. Do you like movies?
2. Which type of movies do you like? Comedy / Tragedy / Action / message oriented etc.
3. What is the role of films in human life?
4. How do films influence present generation?
5. Is there any relation between dramas and movies?
6. What are the economic factors, employment aspect involved in films and film industry?

7. What are the advantages of movies?
8. What are the disadvantages of movies?

**Period 3:** By discussing in groups they came to a conclusion. Influence of movies on the present generation. If necessary they modify their responses in the discussion to come to a conclusion.

All the responses of the students are to be directed to the final conclusion. After the process of editing, students will refine their individual/group products with the help of the inputs they received and the teacher's version of discourse.

### **READING SESSION**

**Period 4:** A Reading: (segment I) "It was a unique friendship .....Ray's death in 1992.

**Individual reading:** I ask the children to read the text individually and to track their reading. And I give the following instructions.

10. Read the given passage (segment I) "It was a unique friendship .....Ray's death in 1992.
11. Tick the lines you are able to understand.
12. Put a question mark against the lines you don't understand.
13. Pick out the important events in this part of the story.
14. Put a star against the lines that you liked most.

I will ask them some specific questions to direct their reading and to help them.

1. Who was Roberge? How was he acquainted with the works of Ray?
2. Who compiled the book, "Satyajit Ray, Essays: 1970 – 2005"? What is the central idea of it?
3. How did Roberge come to know about Bengal in his youth?
4. What was Roberge?
5. One thing led to path-breaking work in those fields. What was that?
6. What do you understand by the expression 'Trilogy'?
7. How did the writer gain some knowledge about Bengal when he was young?
8. "Saint of the Slums" – Who is the saint?
9. Why did the writer think that he was fortunate?

**Collaborative reading:** I divide the learners into groups and ask the groups to go through the text and to discuss among themselves. They discuss and to clarify the doubts with the help of the other members in the group. And the group members try to understand the ideas expressed the text.

1. What did Ray's detractors accuse him of? Did Roberge agree to their accusation? If not why?
2. 'I didn't come here to converted. In fact, I am the one who got converted.' Who said these words? What different shades of meaning do you find in the words of the speaker?
3. Roberge took nine years to meet Ray in person after joining St.Xavier's college. Why did he take so long time?



**Mind mapping:** I will take up the mind mapping with the help of the learners.

I will ask them to say a few words or sentences which they remember from the text and associate them with own experience. I will draw a diagram on the bb associating the ideas expressed by the students so that they will have clear picture in their mind.

**Period 5:** Discourse: I will ask the students to write a paragraph about your favourite director

I will divide the learners into groups and explain them the procedure of writing a paragraph

**Period 6:** Discourse editing:

I will ask the groups to present their work and I will ask the other groups to observe their presentation and offer their suggestions. And I will edit the groups work whenever and wherever necessary.

After the process of editing learners will refine their individual/group product with the help of inputs they received and the teacher's version of the discourse.

**Period 7:** A Reading: “ (segment 2) “Rendezvous with Ray

:”It was a very quite friendship... .....for local talent for film-making...

**Individual reading:** I ask the children to read the text individually and to track their reading. And I give the following instructions.

Read the given passage (segment 2: from :”It was a very quite friendship... .....for local talent for film-making...

11. Tick the lines you are able to understand.
12. Put a question mark against the lines you don't understand.
13. Pick out the important events in this part of the story.
14. Put a star against the lines that you liked most.

I will ask them some specific questions to direct their reading and to help them.

1. What did outsiders think about Ray? Why did they think like that?
2. What was Ray's real personality?
3. What was the agreement between Roberge and Ray?
4. Where did Ray reside?
5. Why would Ray invite Roberge?
6. “But this happened only after the friendship had cemented.” Why?
7. What is “Chitrabani” Who founded it?

**Collaborative reading:** I divide the learners into groups and ask the groups to go through the text and to discuss among themselves. They discuss and to clarify the doubts with the help of the other members in the group. And the group members try to understand the ideas expressed the text.

And I will ask them the following questions.

1. What is meant by the line, 'Ray took off where Tagore signed out. 'What was Ray searching for?
2. How did Roberge try to take 'Chitrabani' forward? How did 'Chitrabani' help film-making in Bengali?
3. Why did Roberge lend Ray's name as co-founder of Chitrabani?
4. What was the contribution made by 'Chitrabani' to the film-world in India?
5. "I had no reservations applying for them. "Who does 'them' refer to?

**Loud Reading:** I will read the passage aloud with proper stress, pause, stress and intonation. I will divide the reading passage into various parts according to the number in groups. I will assign those parts to each student. Each student takes turn and reads aloud his part. Others can offer suggestions to make loud reading better.

**Mind mapping:** I will take up the mind mapping with the help of the learners.

I will ask them to say a few words or sentences which they remember from the text and associate them with own experience. I will draw a diagram on the bb associating the ideas expressed by the students so that they will have clear picture in their mind.

**Period 8:** Discourse: Write biographical sketch of Satyajit Ray.

Learners in groups discuss the above topic among themselves and come with a write up, supporting their views from the text.

I will facilitate their work and supply the ideas whenever I find gaps in them.

**Period 9:** Discourse editing:

I will ask the groups to present their work and I will ask the other groups to observe their presentation and offer their suggestions. And I will edit the groups work whenever and wherever necessary.

After the process of editing learners will refine their individual/group product with the help of inputs they received and the teacher's version of the discourse

### **POST READING SESSION:**

**Period 10:** Transaction of components – vocabulary: I will ask the students to sit in groups and do the vocabulary exercises given in page numbers 112 to 113 of the text book i.e. Collocations and One-word substitutes.

I will let the students to present the activities to whole class and consolidate them on the chart.

**Period 11:** Transaction of components – vocabulary: I will ask the students to sit in groups and do the vocabulary exercises given in page numbers 114 to 115 of the text book i.e. Words taken from Greek and Latin.

I will let the students to present the activities to whole class and consolidate them on the chart.

**Period 12:** Transaction of components – Grammar: I will ask the students to look at the grammar activities use of linkers and ‘Prepositions following ‘adjectives’ and ‘verbs’ which are given in page 116 to 117 of the text book. Read and understand the concept. Do the exercises in groups. I let the students to present their work to the class and share the content.

**Period 13:** Transaction of components – Grammar: I will ask the students to look at the grammar activities use of use of past perfect tense and simple past which are given in page 119 to 120 of the text book. Read and understand the concept. Do the exercises in groups. I let the students to present their work to the class and share the content.

**Period 14:** Transaction of components: Written Discourse : Write a rejoinder / reply to the letter which is published in a news paper about a TV Programme / an episode of a TV serial you have seen.

I will make the students to sit groups and work together the given discourse.

**Period 15:** Transaction of components – study skills : I will ask the students to read the given passage in page number 121 ‘Tragedy in Comedy’ and rewrite it replacing all idioms, without changing the meaning of the passage. Students in groups work out the task.

**Period 16:** Transaction of Listening and Oral activity: I shall read the listening text (page number 269 and 270) one or two times and ask the students to listen carefully. I will ask the students to answer the questions which are given at page 121.

I will ask them to make a short speech of 2-3 minutes about the film they have seen recently.

--what the film was

--why you liked it so much (you can talk about the direction, actors, costumes, music, songs etc)

**Period 17:** Reading B: Maya Bazar: Segment I: : K.V. Reddy’s..... Greeting people.

**Individual reading:** I will ask the students to read the above segment individually and silently and track their reading.

Collaborative reading: I will divide the learners into groups and ask them to read the segment and share the ideas and try to clarify the doubts with the help of other members in the group. I will ask them the following questions:

1. Who directed Maya Bazar?
2. In how many languages was ‘Maya Bazar’ made?
3. When was ‘Maya Bazar’ released?
4. There were two reasons for making ‘Maya Bazar’ a landmark movie. What were they?
5. Why produced ‘Mayabazar’?
6. Why was the film watched repeatedly?

**Loud reading:** I will read the passage aloud with proper stress, pause, intonation and pitch. After that I will ask the students to read the text aloud.

**Period 18:** Reading B: Maya Bazar: Segment II: As for songs... .....Lahiri lahiri lo....

**Individual reading:** I will ask the students to read the above segment individually and silently and track their reading.

Collaborative reading: I will divide the learners into groups and ask them to read the segment and share the ideas and try to clarify the doubts with the help of other members in the group. I will ask them the following questions:

1. Name the two lovers in the movies.
2. What is the director's invention that is dear to the viewer's heart?
3. Who does Sasirekha see in the box?
4. Who does Balarama see in the box?
5. Which scene made the viewers laugh heartily?
6. How did the director show his skill in the movie, 'Maya Bazar'?

**Loud reading:** I will read the passage aloud with proper stress, pause, intonation and pitch. After that I will ask the students to read the text aloud.

**Period 19:** Discourse: Discourse: Write a rejoinder to the letter given in page 131: I will ask the students to go through the letter which is given in page number 131 about a film review and write a reply/rejoinder to the letter. They work in groups.

Discourse editing. Students present their work. With the help of the other groups suggestions they refine their work.

**Period 20:** Reading C: A Tribute **Slot-I:** The India film industry... with unbelievable spontaneity'

**Individual reading:** I will ask the students to read the above segment individually and silently and track their reading.

**Collaborative reading:** I will divide the learners into groups and ask them to read the segment and share the ideas and try to clarify the doubts with the help of other members in the group. I will ask them the following questions:

1. Name the prestigious artiste mentioned in the passage.
2. How did Savithri make her efforts to enter the cine field?
3. Why was Savitri dropped from the film 'Agnipareeksha'?
4. When was Savitri recognized as a potential artiste?
5. Which part did she play in 'Pathala Bhairavi'?

**Loud reading:** I will read the passage aloud with proper stress, pause, intonation and pitch. After that I will ask the students to read the text aloud.

**Period 21:** Reading C: A Tribute **Slot-II:** “Maya Bazar is another film.... SHE GAVE THAT LIFE TO CINEMA.”

**Individual reading:** I will ask the students to read the above segment individually and silently and track their reading.

**Collaborative reading:** I will divide the learners into groups and ask them to read the segment and share the ideas and try to clarify the doubts with the help of other members in the group. I will ask them the following questions:

1. Name the film that brought fame to Savitri.
2. Which role did she play in that movie?
3. What does Savitri's appearance in the movie remind us of?
4. Whose role did she play in the last part of the movie?
5. What makes the audience laugh?

**Loud reading:** I will read the passage aloud with proper stress, pause, intonation and pitch. After that I will ask the students to read the text aloud.

**Period 22:** Discourse construction: Write the film review of your favourite film: I will ask them to keep the following points in mind.

- what are the highlights of the movie?
- what makes it a great success?
- Which aspect of the film is good i.e. Direction, acting, story, songs etc.
- what makes you to consider it as your favourite movie?

**Period 23:** Discourse editing and the transaction of project: : Page number 138:

Look up on the internet/in the newspapers or magazine and gather the information about your favourite actor:

**Period 24:** Transaction of components: Vocabulary: Binomials Grammar: Modals  
I will transact the binomials which are given in page number 126 and 127 and grammar 'modals' which is given in page no. 129.

Signature of the Teacher

Signature of the H.M

Signature of the supervising officer with remarks

## Class X, Unit plan V BIO-DIVERSITY

For the months of : December-2023

Name of the teacher

### Unit cum Period Plan

Class: X

Subject: English

Unit:V : BIO-DIVERSITY

No. of periods required:

24

**A. Reading:** Environment

**B. Reading:** Or Will the Dreamer Wake

**C. Reading:** A Tale of Three Villages.

### I. Expected outcomes:

1. Involvement of children during the transaction of all components. Listen and express their views and ideas freely on different areas.
2. Children should be able to read and comprehend the given reading text.
3. Children should be able to use appropriate vocabulary i.e. appropriate words, one word substitutes etc.
4. Children should be able to understand and use non-finite clauses clauses and Direct and indirect speech.
5. Children should be able to do imaginary interview with Wangari Maathai, a speech on World Environment Day etc.

### Period Plan

Period No.	Content/activity/discourse	Strategy	Resources/ TLM required
1	Style Sheet / Face Sheet (page 149 and 150)	Picture interaction Whole Class Activity	Textbook, Blackboard, video clips
2	Oral Discourse: Discussion on pollution – types, causes and effects of pollution.	Whole Class Interaction, Individual, Group Activity	Textbook, Blackboard, Charts video clips
3	Discourse editing	Interaction, Negotiation, Individual and group presentation	

4	A-Reading: Picture Interaction (page 151 to 152); <b>Slot-I:</b> Wangari Maathai stated the Green Belt... engaged in a conflict	Whole Class Activity, Individual, Group work, Reading aloud: Teacher and students	Textbook, Glossary chart, Dictionary. Laptop
5	Discourse: Prepare a notice occasion of plantation in your school.	Whole Class Interaction, Individual, Group Activity	Textbook, Notebooks and Charts
6	Discourse editing	Presentations: Group works,  Teacher's version interaction for negotiation.	Description chart
7	Slot-II:"what was the environment ..."Foresters without Diplomas"	Whole Class Activity, Individual,  Group work,  Reading aloud: Teacher and students	Textbook, Glossary chart, Dictionary.  Laptop
8	Discourse: Write a speech on the "Global Warming".	Whole Class Interaction, Individual,  Group Activity	Text book
9	Discourse - Editing	Presentations: Group works,  Teacher's version interaction for negotiation.	Descriptions prepared by the students
10	A-Reading: Segment -III: "Why do you think they ...long after we are gone."	Whole Class Activity, Individual,  Group work,  Reading aloud: Teacher and students	Textbook, Glossary chart, Dictionary.  Laptop
11	Discourse: Prepare a poster to save environment (or) write slogans for protecting environment.	Whole Class activity,  Individual activity, Group activity.	Text book, Notebooks, chart

12	Discourse – Editing:	Presentations: Group works, Teacher’s version interaction for negotiation.	Discourses (essays) prepared by the students:  Essay on “The adverse Effects of Education”
13	Transaction of components – vocabulary : Using appropriate words, One word substitutes (158, 159, 160)	Interaction, Individual, Group Activity	Textbook
14	Transaction of components – Grammar: I. Non- finite clauses given in page number 160, 161 and Reported speech given in page no. 163	Interaction, Individual, Group Activity	Text book, chart
15	Transaction of components: Written Discourse : Writing an imaginary interview with Wangari Maathai	Interaction, Negotiation, Individual, Group activity	Text book, newspaper reports etc.
16	Discourse editing:	Interaction, Individual and Group presentation	Text book, News reports from daily newspapers.
17	Transaction of components – study skills (page no. 170)	Interaction, Individual, Group Activity	Text book, charts and black board
18	Transaction of Listening and Oral activity(page no.212)	Teacher and Whole class activity	Text book
19	Reading B: Slot-I: Full poem Or Will the Dreamer Wake	Individual, Group reading by students and Loud reading by the teacher	Text book, charts



20	Discourse: Write a message to stop cruelty against animals.	Individual, Group work by the students	Text book, charts
21	Reading C: Slot-I: Mr. Sunday Nana,...are our neighbours.	Individual, Group reading by students and Loud reading by the teacher	Black Board Text book
22	Slot-II: 'I can remember the time'...she said.	Individual, Group work by the students and presentation	Text book, Black board
23	Slot-III: "It happened on April... before I die."	Individual, Group reading by students and Loud reading by the teacher	Text book
24	Write a skit on the read paragraphs given in the slot-I. Write an essay on 'Air Pollution and its effect on human health'. Imagine yourself as T.V. reporter and write the Q's you would ask to the people of Vorobyov village.	Interaction, Negotiation, Group presentation	Text book, Charts and note books. Projects done by the students.

## **II. Period wise Teacher's notes/Interactive questions**

### **PRE-READING SESSION**

**Period 1:** Face Sheet: I will show them the picture given in page 149 and 150 (Bio-diversity) of the reader and interact with the learners by asking a few questions which are to be analytical.

1. What differences do you find in these two pictures?
2. How is the first picture?
3. Would you like your village / town to be like that? Why?
4. What are the features of a pollution free village?
5. What are the reasons for environmental pollution?
6. What are the effects of environmental pollutions?
7. How to check pollution?
8. Do you feel good about the second picture? Give reasons for your view.

**Period 2:** Discourse - Discussion on the types of pollution, causes, effects, measures to be taken to control pollution.

1. What is pollution?
2. What are the types of pollution?
3. Is it responsibility of the Government or people to control pollution?
4. What are the evil effects of pollution?
5. How to live healthy?

**Period 3:** By discussing in groups they came to a conclusion about the ill effects of pollution. All the responses of the students are to be directed to the final conclusion. After the process of editing, students will refine their individual/group products with the help of the inputs they received and the teacher's version of discourse.

### **READING SESSION**

**Period 4:** A Reading: **Slot-I:** Wangari Maathai stated the Green Belt... engaged in a conflict

**Individual reading:** I ask the children to read the text individually and to track their reading.

And I give the following instructions.

Read the given passage (segment 1: from There was something really wrong... .. direction of his house.

15. Tick the lines you are able to understand.
16. Put a question mark against the lines you don't understand.
17. Pick out the important events in this part of the story.
18. Put a star against the lines that you liked most.

I will ask them some specific questions to direct their reading and to help them.

1. What did Wangari Maathai try to do in the beginning?
2. How did she come to know the reasons for lacking basic needs?
3. What are the reasons for environmental degradation?
4. What are the three legs mentioned in the passage?

**Collaborative reading:** I divide the learners into groups and ask the groups to go through the text and to discuss among themselves. They discuss and to clarify the doubts with the help of the other members in the group. And the group members try to understand the ideas expressed the text.

(I display the glossary related to only that segment in order to help the learners)

I ask some analytical questions relevant to that segment.

1. What are the reasons for conflict?
2. How to rehabilitate the environment?

**Loud Reading:** I will read the passage aloud with proper stress, pause, stress and intonation. I will divide the reading passage into various parts according to the number in groups. I will assign those parts to each student. Each student takes turn and reads aloud his part. Others can offer suggestions to make loud reading better.

**Mind mapping:** I will take up the mind mapping with the help of the learners. I will ask them to say a few words or sentences which they remember from the text and associate them with own experience. I will draw a diagram on the bb associating the ideas expressed by the students so that they will have clear picture in their mind.

**Period 5:** Discourse Prepare a notice occasion of plantation in your school..

I will the divide the learns into groups and explain them how to prepare a notice.

**Period 6: Discourse editing:**

I will ask the groups to present their work and I will ask the other groups to observe their presentation and offer their suggestions. And I will edit the groups work whenever and wherever necessary.

After the process of editing learners will refine their individual/group product with the help of inputs they received and the teacher's version of the discourse.

**Period 7:** A Reading Slot-II:"what was the environment..."Foresters without Diplomas"

**Individual reading:** I ask the children to read the text individually and to track their reading. And I give the following instructions.

15. Read the given passage (segment 2: from Having walked fast... ..... be belittled)
16. Tick the lines you are able to understand.
17. Put a question mark against the lines you don't understand.
18. Pick out the important events in this part of the story.
19. Put a star against the lines that you liked most.

I will ask them some specific questions to direct their reading and to help them.

12. What is the meaning of the word 'forester'?
13. What should the foresters teach the women?
14. Who work on the farms?
15. Why could foresters not teach the women how to plant trees?
16. What should the women put in the old broken pots?

**Collaborative reading:** I divide the learners into groups and ask the groups to go through the text and to discuss among themselves. They discuss and to clarify the doubts with the help of the other members in the group. And the group members try to understand the ideas expressed the text.

And I will ask them the following questions.

Why did Mathai call the women ‘Foresters without diplomas?’

What was difficult for the women in the beginning?

What were put in plastic bags?

**Loud Reading:** I will read the passage aloud with proper stress, pause, stress and intonation. I will divide the reading passage into various parts according to the number in groups. I will assign those parts to each student. Each student takes turn and reads aloud his part. Others can offer suggestions to make loud reading better.

**Mind mapping:** I will take up the mind mapping with the help of the learners. I will ask them to say a few words or sentences which they remember from the text and associate them with own experience. I will draw a diagram on the bb associating the ideas expressed by the students so that they will have clear picture in their mind.

**Period 8:** Discourse: Write a speech on the “Global Warming”. .  
Learners in groups discuss the above topic among themselves and come with a write up, supporting their views from the text.

I will facilitate their work and supply the ideas whenever I find gaps in them.

**Period 9:** Discourse editing:

I will ask the groups to present their work and I will ask the other groups to observe their presentation and offer their suggestions. And I will edit the groups work whenever and wherever necessary.

After the process of editing learners will refine their individual/group product with the help of inputs they received and the teacher’s version of the discourse.

**Period 10:** A-Reading: **Segment -III:** : “Why do you think they...long after we are gone.”

**Individual reading:** I ask the children to read the text individually and to track their reading. And I give the following instructions.

11. Read the given passage
12. Tick the lines you are able to understand.
13. Put a question mark against the lines you don’t understand.

14. Pick out the important events in this part of the story.
15. Put a star against the lines that you liked most.

I will ask them some specific questions to direct their reading and to help them.

- Q. What makes the environment very beautiful?
- Q. Why are springs seen in the landscape?
- Q. Who transformed the landscape?
- Q. What will Mathai's efforts inspire other people to do?
- Q. Why are people engaged in wars?
- Q. Is the Green Belt Movement a success?

**Collaborative reading:** I divide the learners into groups and ask the groups to go through the text and to discuss among themselves. They discuss and to clarify the doubts with the help of the other members in the group. And the group members try to understand the ideas expressed in the text.

**Mind mapping:** I will take up the mind mapping with the help of the learners. I will ask them to say a few words or sentences which they remember from the text and associate them with own experience. I will draw a diagram on the board associating the ideas expressed by the students so that they will have clear picture in their mind.

**Period 11:** Discourse: Prepare a poster to save environment (or) write slogans for protecting environment.

I divide the students in groups and ask them to discuss among themselves about the given topic, jot down the points and finally prepare a poster to save environment (quoting examples of their readings etc.) Slogans for protecting environment.

**Period 12:** Discourse editing: I ask the students to present their work and edit their work. And the students after editing write the refined form of their work in their notes.

**Period 13: POST READING SESSION:** Transaction of components – vocabulary: I will ask the students to sit in groups and do the vocabulary exercises given in page numbers 158 to 159 of the text book i.e. appropriate words, one word substitutes.

I will let the students to present the activities to whole class and consolidate them on the chart.

**Period 14:** Transaction of components – Grammar: I will ask the students to look at the grammar activities (usage of had + past participle) which is given in page 160 to 161 of the text book. Read and understand the concept. Do the exercises in groups. I let the students to present their work to the class and share the content. (Non-finite clauses and Reported speech)

**Period 15: Transaction of components:** Written Discourse : Writing an 'imaginary interview with Wangari Mathai.'

- reasons for her interest in environment
- difficulties she faced during her work

- ultimate change
- her message

I will make the students to sit in groups and ask them to write an imaginary interview – Wangari Maathai/ I help them in presentation of relevant ideas and information – organization of the ideas in a meaningful sequence and conclusion. After converting the play into a story students come and present their work.

**Period 16: Discourse editing:** I will edit their work if they need in the aspects of whether the given points are covered.

And the story prepared by the students is also to be edited according ideas, and their use of language to express their ideas etc.

**Period 17: Transaction of components: Study Skills:** I will ask the students to read and understand the text in page no. 170 about Pollution in India. I will make the students to work in groups and let them present their work to the whole class.  
(filling up the table with the information in the text)

**Period 18: Transaction of Listening and Oral activity:**

I shall read the listening text (page number 212) one or two times and ask the students to listen carefully. I will ask the students to fill in the blanks which are given at page 169.

**Period 19: Reading B: Or Will the Dreamer Wake? (poem)**

**Individual reading:** I will ask the students to read the above segment individually and silently and track their reading.

**Collaborative reading:** I will divide the learners into groups and ask them to read the segment and share the ideas and try to clarify the doubts with the help of other members in the group. I will ask them the following questions:

1. What does the jungle in the East listen?
2. Who is the dreamer in the poem?
3. Why does the tigress growl in pain?
4. What does the 'grandchild' symbolize?
5. Why does the white bear snuffle?
6. What does the white bear wait for?

**Loud reading:** I will read the passage aloud with proper stress, pause, intonation and pitch. After that I will ask the students to read the text aloud.

**Period 20: Discourse: Summarise the poem.:** I will ask the students to summarize the poem in groups.

Discourse editing.: I will edit the students works in terms of the arrangement of ideas, language used etc.

**Period 21:** Reading C: **Slot-I:** Mr. Sunday Nana,...are our neighbours.

**Individual reading:** I will ask the students to read the above segment individually and silently and track their reading.

**Collaborative reading:** I will divide the learners into groups and ask them to read the segment and share the ideas and try to clarify the doubts with the help of other members in the group. I will ask them the following questions:

1. Where did Mr.Sunday Nana live?
2. What did chickens share?
3. What have fallen down and rolled?
4. What ham can the pyramid of identical drums cause to the villagers?
5. Where did thirteen people die?

**Loud reading:** I will read the passage aloud with proper stress, pause, intonation and pitch. After that I will ask the students to read the text aloud.

**Period 22:** Reading C: **Slot-II: PONNIMANTHURI VILLAGE INDIA:**‘I can remember the time’...she said.

**Individual reading:** I will ask the students to read the above segment individually and silently and track their reading.

**Collaborative reading:** I will divide the learners into groups and ask them to read the segment and share the ideas and try to clarify the doubts with the help of other members in the group. I will ask them the following questions:

1. Whose voice spluttered?
2. why does factories need leather?
3. Who said that the village folk would get jobs?
4. Did the village folk become rich?
5. Who were affected by chemical factories?

**Loud reading:** I will read the passage aloud with proper stress, pause, intonation and pitch. After that I will ask the students to read the text aloud.

**Period 23:** **Slot-III: VOROBYOV VILLAGFE, UKRAINE (FORMERLY USSR)**

“It happened on April...before I die.”

**Individual reading:** I will ask the students to read the above segment individually and silently and track their reading.

**Collaborative reading:** I will divide the learners into groups and ask them to read the segment and share the ideas and try to clarify the doubts with the help of other members in the group. I will ask them the following questions:

1. Who is the speaker of the above lines?
- 2, Where did the explosion come from?
3. When did the terrible incident take place?

4. Whose birthday was on 26<sup>th</sup> April?

**Period 24:** Discourse constructin: Write a skit on the read paragraphs given in the slot-I.  
Write an essay on ' Air Pollution and its effect on human health'.  
Imagine yourself as T.V. reporter and write the Q's you would ask to the people of Vorobyov village.

Signature of the Teacher

Signature of the H.M

Signature of the supervising officer with remarks



## Class X, Unit plan V, Nation and Diversity

For the months of :January -2024

Name of the teacher

### Unit cum Period Plan

Class: X

Subject: English

Unit: Nation and Diversity

No. of periods required: 24

**A. Reading:** My Childhood

**B. Reading:** A Plea for India (poem)

**C. Reading:** Unity in Diversity in India.

### I. Expected outcomes:

1. Involvement of children during the transaction of all components. Listen and express their views and ideas freely on different areas.
2. Children should be able to read and comprehend the given reading text.
3. Children should be able to use appropriate vocabulary i.e. words often confused.
4. Children should be able to understand and use linkers and passive voice.
5. Children should be able to diary entry, conversations, descriptions etc.

Period No.	Content/activity/discourse	Strategy	Resources/ TLM required
1	Face sheet/ style sheet (page 182)	Picture interaction Whole Class Activity	Textbook, Blackboard, video clips
2	Oral Discourse discussion on Unity in Diversity in India. Teachers's feedback	Whole Class Interaction, Individual, Group Activity	Textbook, Blackboard, Charts video clips
3	Discourse editing	Interaction, Negotiation, Individual and group presentation	
4	A-Reading: Picture Interaction (page 183); <b>Slot-I:</b> I was born into ... for the first time.	Whole Class Activity, Individual, Group work, Reading aloud: Teacher and students	Textbook, Glossary chart, Dictionary. Laptop
5	Discourse: Write a brief essay on the traditions and customs followed in your family.	Whole Class Interaction, Individual, Group Activity	Textbook, Notebooks and Charts

6	Discourse - Editing –	Presentations: Group works, Teacher’s version interaction for negotiation.	Letters written by the children
7	Reading A: Slot-II: “Every child is born .... reformed this young teacher”	Whole Class Activity, Individual, Group work, Reading aloud: Teacher and students	Textbook, Glossary chart, Dictionary. Laptop
8	Discourse: Write the possible conversation between teacher and Lakshmana Sastry (or) Dairy entry of the insult faced by Kalam.	Whole Class Interaction, Individual, Group Activity	Text book
9	Discourse - Editing – Conversation indicators.	Presentations: Group works, Teacher’s version interaction for negotiation.	Descriptions prepared by the students
10	A-Reading: Slot-III: “Why do you think they ...long after we are gone.”	Whole Class Activity, Individual, Group work, Reading aloud: Teacher and students	Textbook, Glossary chart, Dictionary. Laptop
11	Discourse: Write a skit on the read paragraphs given in the slot-III.	Whole Class activity, Individual activity, Group activity. Reading aloud: Teacher and students.	Text book, Notebooks, chart
12	Discourse – Editing Skit	Presentations: Group works, Teacher’s version interaction for negotiation.	Discourses (essays) prepared by the students:  Essay on “The adverse Effects of Education”
13	Transaction of components – vocabulary : Compound words given in page number 189, 190	Interaction, Individual, Group Activity	Textbook

15	Transaction of components: Written Discourse : Writing a diary entry. Page no. 191	Interaction, Negotiation, Individual, Group activity	Text book
16	Discourse editing: Diary entry	Interaction, Individual and Group presentation	Text book,
17	Transaction of components – study skills	Interaction, Individual, Group Activity	Text book, charts and black board
18	Transaction of Listening and Oral activity	Teacher and Whole class activity	Text book
19	Reading B : A Plea for India	Individual, Group reading by students and Loud reading by the teacher	Text book, charts
20	Discourse: Summarize the poem. Discourse editing.	Individual, Group work by the students	Text book, charts
21	Reading C: Slot-I: India, a country of many... has quickened into life	Individual, Group reading by students and Loud reading by the teacher	Black Board Text book
22	Slot-II: India has many.... Society and community.	Individual, Group reading by students and Loud reading by the teacher	Text book, Black board
23	Discourse construction: Write a reply letter for the letter given in page 194  Write a speech on “Unity in Diversity”.	Interaction, Group activity and presentation	Text book, projects prepared by the students
24	Discourse editing and Transaction of project	Interaction, Negotiation, Group presentation	Text book, Charts and note books.

## **II. Period wise Teacher's notes/Interactive questions**

### **PRE-READING SESSION**

**Period 1: Face Sheet:** I will show them the picture given in page 76 (Human Relations) of the reader and interact with the learners by asking a few questions which are to be analytical.

6. What is picture about?
7. What do you see in the picture?
8. Is the picture of a village or a town?
9. What are the people in the picture doing?
10. Whom do you see in the picture?
11. What is the saint in the picture doing?
12. Are the people looking happy?
13. What differences do you find in the two persons?
14. Is the picture about game of cricket?
15. Have you ever seen such scene anywhere?

### **Period 2: Discourse - Discussion on 'Unity in Diversity in India**

Pupils discuss the answers to the following questions individually as well as in group later present their responses to the class.

1. What are the diversities you find in India?
2. Name different religions in India?
3. How many languages were recognized by the Constitution of India.
4. Name some geographical diversities of India.
5. How are Indians living in unity?

**Period 3:** By discussing in groups they came to a conclusion. Unity in Diversity in India. If necessary they modify their responses in the discussion to come to a conclusion.

All the responses of the students are to be directed to the final conclusion. After the process of editing, students will refine their individual/group products with the help of the inputs they received and the teacher's version of discourse.

### **READING SESSION**

**Period 4:** A Reading: "My Childhood: **Slot-I:** I was born into ... for the first time.

**Individual reading:** I ask the children to read the text individually and to track their reading. And I give the following instructions.

Read the given passage (segment 1: I was born into ... for the first time.

19. Tick the lines you are able to understand.
20. Put a question mark against the lines you don't understand.
21. Pick out the important events in this part of the story.
22. Put a star against the lines that you liked most.

I will ask them some specific questions to direct their reading and to help them.  
Mention any two inherited characteristics you noticed in the speaker.  
What qualities of Ashiamma do you know from the above passage.  
Who had innate wisdom?

**Collaborative reading:** I divide the learners into groups and ask the groups to go through the text and to discuss among themselves. They discuss and to clarify the doubts with the help of the other members in the group. And the group members try to understand the ideas expressed the text.

(I display the glossary related to only that segment in order to help the learners)

I ask some analytical questions relevant to that segment.

- 1, How were the parents of the speaker?
2. How was the childhood of the speaker?
3. What were the necessities as per the speaker?
4. Why did the speaker collect tamarind seeds?
5. Why do you think Kalam's area was unaffected by the war?

**Loud Reading:** I will read the passage aloud with proper stress, pause, stress and intonation. I will divide the reading passage into various parts according to the number in groups. I will assign those parts to each student. Each student takes turn and reads aloud his part. Others can offer suggestions to make loud reading better.

**Mind mapping:** I will take up the mind mapping with the help of the learners.

I will ask them to say a few words or sentences which they remember from the text and associate them with own experience. I will draw a diagram on the bb associating the ideas expressed by the students so that they will have clear picture in their mind.

**Period 5:** Discourse: I will ask the students to write a brief essay on the traditions and customs followed in your family. I will divide the learners into groups and explain them the procedure of writing an essay.

**Period 6:** Discourse editing:

I will ask the groups to present their work and I will ask the other groups to observe their presentation and offer their suggestions. And I will edit the groups work whenever and wherever necessary.

After the process of editing learners will refine their individual/group product with the help of inputs they received and the teacher's version of the discourse.

**Period 7:** A Reading: **Slot-II:** "Every child is born ....reformed this young teacher"

**Individual reading:** I ask the children to read the text individually and to track their reading. And I give the following instructions.

20. Read the given passage (segment 2: from Having walked fast... ..... be belittled)
21. Tick the lines you are able to understand.
22. Put a question mark against the lines you don't understand.
23. Pick out the important events in this part of the story.
24. Put a star against the lines that you liked most.

I will ask them some specific questions to direct their reading and to help them.

17. Why did Sastry wear a sacred thread?
18. Who sat next to Ramanadha Sastry?
19. Why did Ramanadh Sastry look utterly downcast?
20. What was the lasting impression on the speaker?
21. Why did the new teacher ask the speaker to go and sit on the back bench?
22. What helped anyone to identify that the narrator was a Muslim?

**Collaborative reading:** I divide the learners into groups and ask the groups to go through the text and to discuss among themselves. They discuss and to clarify the doubts with the help of the other members in the group. And the group members try to understand the ideas expressed the text.

And I will ask them the following questions.

What did Lakshmana Sastry explain the new teacher?

How did the new teacher rectify his folly?

**Loud Reading:** I will read the passage aloud with proper stress, pause, stress and intonation. I will divide the reading passage into various parts according to the number in groups. I will assign those parts to each student. Each student takes turn and reads aloud his part. Others can offer suggestions to make loud reading better.

**Mind mapping:** I will take up the mind mapping with the help of the learners.

I will ask them to say a few words or sentences which they remember from the text and associate them with own experience. I will draw a diagram on the bb associating the ideas expressed by the students so that they will have clear picture in their mind.

**Period 8:** Discourse: Write the possible conversation between teacher and Lakshmana Sastry (or) Dairy entry of the insult faced by Kalam.

Learners in groups discuss the above topic among themselves and come with a write up, supporting their views from the text.

I will facilitate their work and supply the ideas whenever I find gaps in them.

**Period 9:** Discourse editing:

I will ask the groups to present their work and I will ask the other groups to observe their presentation and offer their suggestions. And I will edit the groups work whenever and wherever necessary.

After the process of editing learners will refine their individual/group product with the help of inputs they received and the teacher's version of the discourse.

**Period 10:** A-Reading: **Slot-III:** "Why do you think they...long after we are gone."

**Individual reading:** I ask the children to read the text individually and to track their reading. And I give the following instructions.

16. Read the given passage (**Segment -III:** "Father had provided ...the pebble-strew road.")
17. Tick the lines you are able to understand.
18. Put a question mark against the lines you don't understand.
19. Pick out the important events in this part of the story.
20. Put a star against the lines that you liked most.

I will ask them some specific questions to direct their reading and to help them.

- Q. Who wanted to break the social barriers?
- Q. Why did he want to break the social barriers?
- Q. What did he do to break the social barriers?
- Q. Why did Iyer's wife refuse to serve Kalam?
- Q. What did Iyer do after his wife's refusal?
- Q. What are the two qualities of Iyer's wife according to the text?

**Collaborative reading:** I divide the learners into groups and ask the groups to go through the text and to discuss among themselves. They discuss and to clarify the doubts with the help of the other members in the group. And the group members try to understand the ideas expressed the text.

**Mind mapping:** I will take up the mind mapping with the help of the learners.

I will ask them to say a few words or sentences which they remember from the text and associate them with own experience. I will draw a diagram on the bb associating the ideas expressed by the students so that they will have clear picture in their mind.

**Period 11:** Discourse: Write a skit on the read paragraphs given in the slot-III.

I divide the students in groups and ask them to discuss among themselves about the given topic, jot down the points and finally write skit.

**Period 12:** Discourse editing: I ask the students to present their work and edit their work. And the students after editing write the refined form of their work in their notes.

**Period 13:** POST READING SESSION: Transaction of components – vocabulary: I will ask the students to sit in groups and do the vocabulary exercises given in page numbers 189 to 190 of the text book i.e. fill in the blanks with the words often confused.

I will let the students to present the activities to whole class and consolidate them on the chart.

**Period 14:** Transaction of components – Grammar: I will ask the students to look at the grammar activities use of linkers (discourse markers) and voice which is given in page 190 to 191 of the text book. Read and understand the concept. Do the exercises in groups. I let the students to present their work to the class and share the content.

**Period 15:** Transaction of components: Written Discourse : Transaction of components: Written Discourse : Writing a diary entry. Page no. 191

I will make the students to sit in groups and ask them to write a diary entry. I help them in presentation of relevant ideas and information – organization of the ideas in a meaningful sequence and conclusion.

**Period 16:** Discourse editing: I will edit their work if they need in the aspects of whether the given points are covered.

And the story prepared by the students is also to be edited according ideas, and their use of language to express their ideas etc.

**Period 17:** Transaction of components: Study Skills: I will ask the students to read and understand the graph which shows the female-male sex ration in rural and urban areas. I will make the students to work in groups and let them present their work to the whole class.

**Period 18:** Transaction of Listening and Oral activity: I shall read the listening text (page number 212 and 213) one or two times and ask the students to listen carefully. I will ask the students to fill in the blanks given in page number 195.

**Period 19:** Reading B : A Plea for India (poem)

**Individual reading:** I will ask the students to read the above segment individually and silently and track their reading.

**Collaborative reading:** I will divide the learners into groups and ask them to read the segment and share the ideas and try to clarify the doubts with the help of other members in the group. I will ask them the following questions:

1. What are we proud of?
2. What cannot be shaken?
3. What leaves us in poor plight?
4. How are we spending our time?
5. Who are cheats? And Who are being cheated?
6. Why is there no reason to be proud

**Loud reading:** I will read the passage aloud with proper stress, pause, intonation and pitch. After that I will ask the students to read the text aloud.

**Period 20:** Discourse: Summarise the poem.: I will ask the students to summarize the poem in groups.

Discourse editing.: I will edit the students works in terms of the arrangement of ideas, language used etc.



**Period 21:** Reading C: Unity in Diversity in India. **Slot-I:** India, a country of many... has quickened into life.

**Individual reading:** I will ask the students to read the above segment individually and silently and track their reading.

**Collaborative reading:** I will divide the learners into groups and ask them to read the segment and share the ideas and try to clarify the doubts with the help of other members in the group. I will ask them the following questions:

1. How can you say that India is a country of many ethnic groups?
2. Why are there variations and diversities in India?
3. How can we achieve the desirable goal of unity amidst diversity?
4. Why are the superficial observers fail to discover?
5. What can give rise to a vision of the whole?

**Loud reading:** I will read the passage aloud with proper stress, pause, intonation and pitch. After that I will ask the students to read the text aloud.

**Period 22:** Reading C: **Slot-II:** But still, how to live... she had brought for them.

**Individual reading:** I will ask the students to read the above segment individually and silently and track their reading.

**Collaborative reading:** I will divide the learners into groups and ask them to read the segment and share the ideas and try to clarify the doubts with the help of other members in the group. I will ask them the following questions:

1. What will not fail to recognize the fundamental unity in India?
2. What is the natural result of diversity?
3. What have our sages and seers left behind?
4. Who is the great symbol of dance?
5. What is the significance of our scriptures?

**Loud reading:** I will read the passage aloud with proper stress, pause, intonation and pitch. After that I will ask the students to read the text aloud.

**Period 23:** Discourse construction: :

Write a reply letter for the letter given in page 194

Write a speech on "Unity in Diversity".

Signature of the Teacher

Signature of the H.M

Signature of the supervising officer with remark.

MANO VIGNANA VEDIKA



PRESENTATION