

# English Language Proficiency Test

Std. VIII

Date: / /2011

Name of the student: \_\_\_\_\_

School: \_\_\_\_\_ Roll No: \_\_\_\_\_

*Instructions: 1. There are total two sections of the test paper.*

*2. Each section is compulsory.*

## Section-I Written Test [50 Marks]

Time: 50 minutes

Question: 1 Choose the answer you think fits best into the gaps and encircle it as (a)  
(15)

**Example:** Priya \_\_\_\_ a student.

(a) am

(b) is

(c) are

(d) were

1) The famous mountain in the north of Gujarat is \_\_\_\_\_.

(a) (b) Ahmedabad (c) Mount Aabu (d) Vijay (d)Himalaya

2) Sachin is \_\_\_\_\_ cricket player who is famous as 'Master Blaster' in Cricket.

(a) a

(b) an

(c) the

(d) is

3) Meena is a teacher. \_\_\_\_\_ teaches Science in the school.

(a) He

(b) It

(c) She

(d) I

4) There is a \_\_\_\_\_ garden in Vadodara City.

(a) beauty

(b) beautify

(c) beautiful

(d) beautifully

- 5) We \_\_\_\_\_ English every day.  
(a) learning            (b) learn            (c) are learnt            (d) were learned
- 6) The books are very \_\_\_\_\_ now.  
(a) costly            (b) cost            (c) coasted            (d) on cost
- 7) Don't write \_\_\_\_\_ the textbook.  
(a) of            (b) over            (c) under            (d) in
- 8) She \_\_\_\_\_ speak English.  
(a) is            (b) can            (c) do            (d) has
- 9) Mayur \_\_\_\_\_ Kanak are friends.  
(a) and            (b) but            (c) when            (d) or
- 10) My parents \_\_\_\_\_ very kind.  
(a) is            (b) am            (c) do            (d) are
- 11) Indian cricket players are \_\_\_\_\_ than Australian cricket players.  
(a) good            (b) more good            (c) best            (d) better
- 12) They \_\_\_\_\_ yesterday.  
(a) don't meet            (b) didn't met            (c) don't met            (d) didn't meet
- 13) He \_\_\_\_\_ to school every day.  
(a) goes            (b) go            (c) is gone            (d) going

*English Language Proficiency Test*

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14) What time \_\_\_\_\_ the sun set today?

- (a) is                      (b) will                      (c) do                      (d) can

15) They \_\_\_\_\_ last night.

- (a) are studying              (b) were study              (c) were studying              (d) is studying

16) My sister \_\_\_\_\_ homework now.

- (a) are doing              (b) is doing              (c) was doing              (d) will doing

17) I \_\_\_\_\_ in my class at that time.

- (a) will studying              (b) will be study              (c) will be studying              (d) will studied

18) When I reached at the school, the prayer \_\_\_\_\_ already \_\_\_\_\_.

- (a) had + started              (b) has + started              (c) have + started              (d) had + start

19) I \_\_\_\_\_ my homework.

- (a) has complete              (b) have complete              (c) had complete              (d) have completed

20) Yash \_\_\_\_\_ the homework by evening.

- (a) will has finished              (b) will have finished              (c) will had finish              (d) will have finish

21) The students \_\_\_\_\_ by the teacher.

- (a) are teach              (b) were teach              (c) are taught              (d) is taught

22) Nitesh \_\_\_\_\_ that he was ill that day.

- (a) said                      (b) say                      (c) does say                      (d) saying

23) Mayur and Naren \_\_\_\_\_ friends.

- (a) is                      (b) am                      (c) was                      (d) are

24) I \_\_\_\_\_ a pen.

- (a) has                      (b) have                      (c) can                      (d) do

25) \_\_\_\_\_ are two trains at the station.

- (a) It                      (b) There                      (c) Their                      (d) This

26) Hide is opposite of \_\_\_\_\_.

- (a) cover                      (b) find                      (c) show                      (d) get

27) Nothing is \_\_\_\_\_ in the world.

- (a) inpossible                      (b) impossible                      (c) imposable                      (d) impossibal

28) Why \_\_\_\_\_ you want to go home?

- (a) do                      (b) are                      (c) were                      (d) does

29) \_\_\_\_\_ is your brother playing?

- (a) Who                      (b) Whose                      (c) Do                      (d) Where

30) Do you smoke? No, I \_\_\_\_\_.

- (a) don't                      (b) didn't                      (c) am not                      (d) not

Question: 2 Read the text and answer the questions given below.

(10)

Saraswati Vidyalaya will celebrate the Republic day on January 26. They will invite Bhartiben Thakore, the Sirpanch for flag hoisting. She will hoist our national flag and address the students. Everyone will sing Jan... Gan... Man... our National Anthem. Mayank, Gita, Farhana and Joseph will sing patriotic songs. Miss Radha Dave, Science Teacher will show magic tricks. Mr. M. N. Patel, the principal will thank the Sirpanch.

Put a tick mark  in the box of the right answer.

Example:

Q:1 What is the name of the school?

- Ans:  a) Lakshmi Vidyalaya  b) Saraswati Vidyalaya  
 c) Gayatri Vidyalaya  d) Ambe Vidyalaya

Q: 1 Why will they invite Bhartiben Thakore, the Sirpanch?

- Ans:  a) To hoist our National flag  b) To thank the principal  
 c) To teach in the school  d) To show magic tricks

Q: 2 When will Saraswati Vidyalaya celebrate the Republic Day?

- Ans:  a) On 26<sup>th</sup> January  b) Of 26<sup>th</sup> January  
 c) On 15<sup>th</sup> August  d) On 26<sup>th</sup> February

Q: 3 Which song is our National Anthem?

- Ans:  a) Vande Mataram  b) Vijayi Vishwa Tiranga...  
 c) Jan... Gan... Man...  d) Vaishnav Jan To Tene...

Q: 4 Who will sing the patriotic song?

- Ans:  a) Mayank, Nayan, Geeta  b) Mayank, Geeta, Farhana, Joseph  
 c) Mayank, Geeta, Farhana  d) Mayank, Geeta, Farhana, Mayur

Q: 5 Who is the Science Teacher?

Ans:

a) Mr. M.N. Patel

b) Saraswatiben Patel

c) Bhartiben Thakore

d) Miss Radha Dave

Q: 6 Who is Mr. M.N. Patel?

Ans:

a) Sirpanch

b) Teacher

c) Principal

d) Student

Q: 7 When do we sing our National Anthem, 'Jan...Gan... Man... '?

Ans:

a) Only on Republic Day

b) Only on Independence Day

c) On 26<sup>th</sup> August & 15<sup>th</sup> Jan.

d) On Independence & Republic Day

Q: 8 Give the opposite of 'Everyone'.

Ans:

a) Each one

b) Nobody

c) Everybody

d) Each

Q: 9 When do we hoist our national flag in the school?

Ans:

a) On 15<sup>th</sup> August & 26 Jan.

b) On First day of the school

c) On 30<sup>th</sup> Jan. & 2<sup>nd</sup> Oct.

d) On Holi and Diwali

Q: 10 Mr. M.N. Patel is the principal of Saraswati Vidyalaya. \_\_\_\_\_ thank the Sirpanch.

Ans:

a) He can

b) She will

c) He will

d) She can

**Question: 3 Look at the pictures below and complete the sentences using following words: (5)**

<b>pulled out</b>	<b>inside</b>	<b>called</b>	<b>behind</b>	<b>under</b>
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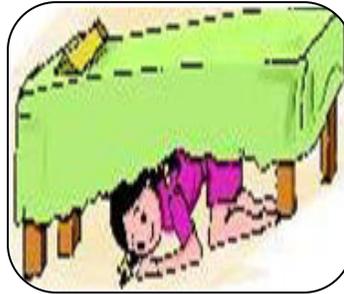
Yesterday, I lost a book. I looked for it everywhere.

(1) I looked \_\_\_\_\_ the door.



(2) I looked \_\_\_\_\_ the cupboard.

(3) I looked \_\_\_\_\_ the bed.



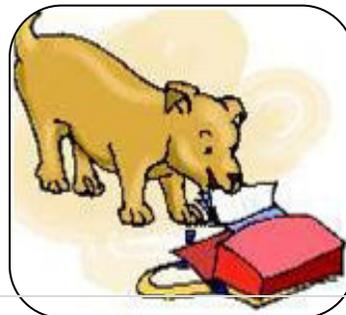
I could not find it anywhere.

(4) Then, I \_\_\_\_\_ Sheroo.

Sheroo, my dog came running to me.

I asked him to look for my book.

(5) He \_\_\_\_\_ another book from my bag.



**Question: 4 Rewrite the following paragraph in a beautiful handwriting with proper punctuation marks and capital letters. (10)**

does yaminis mother cook at home also no she does not cook at home they always eat their lunch and supper at the restaurant at times yamini invites rukmani and ruksana for snacks

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**Question: 5 Write an essay in at least 10 lines on (10)**

**1) ‘My Favorite Festival – Diwali’.**

**Key words:** Festival of lights – clean our house – decorate the house – make rangoli – wear new clothes – eat sweets – light lamps – why do you like Diwali?

OR

**2) ‘My School’**

**Key words:** Name of the school – where is the school? – How many classes are there in school? – How does the building of the school look? – Is there a playground in the school? – How many teachers are there in school – How many students are there in the school? – Do you like your school?



## Section-II Oral & Listening Test

Time: 40 minutes

50 Marks

Question: 1 Read aloud the text given below.

(5)

It was a lovely day. Monika and her brother 'Pappu', were playing in the garden they were looking at the butterflies. They were beautiful.

“Look at this one” said Monika. “It is a large yellow butterfly. It has a lot of deep red and black spots all over its wings. It looks beautiful, isn't it?”

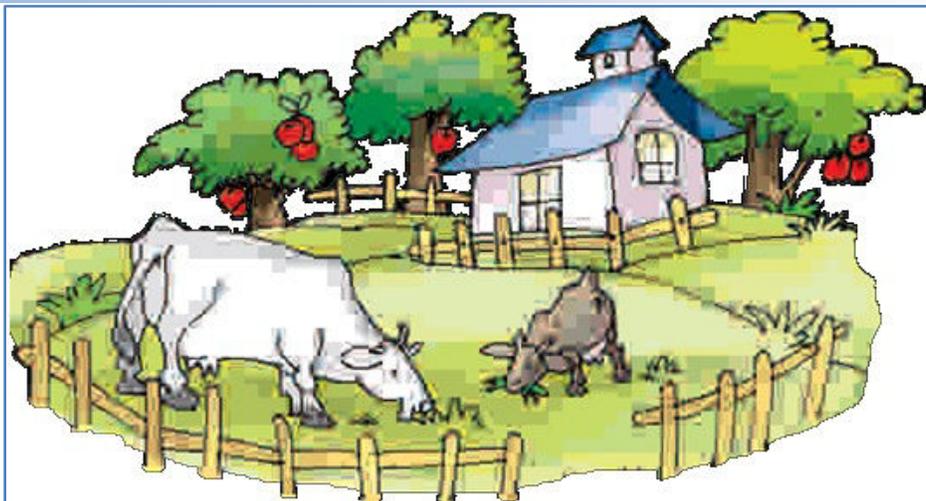
Question: 2 Recite the poem given below.

(5)

Brush, brush, brush your teeth,  
Brush them every day.  
Father, mother, brother, sister  
Brush them every day.  
Comb, comb, comb your hair,  
Comb it every day.  
Father, mother, brother, sister  
Comb it every day.  
Wash, wash, wash your face,  
Wash it every day.  
Father, mother, brother, sister  
Wash it every day.

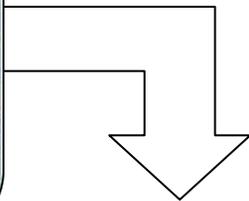
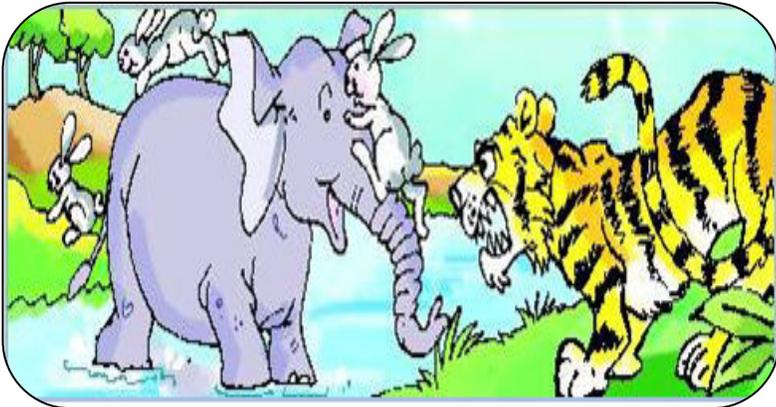
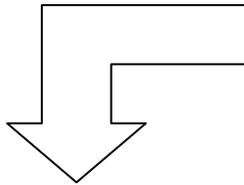
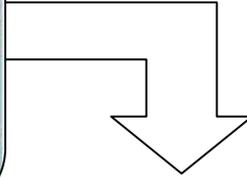
Question: 3 Describe the picture given below in 8 to 10 lines.

(7)



Question: 4 Narrate a story from the pictures given below.

(8)



*English Language Proficiency Test*

**Question: 5 Work in pairs. Choose any five questions. One student asks the question and the other responds. Then the role can be reversed. (10)**

1. Who is your favorite cricket player?
2. What is your good name?
3. Do you have pencil?
4. What is the color of trees?
5. What is your hobby?
6. Do you have any brother or sister?
7. Where is your home?
8. How many books do you have?
9. Is there a ringing bell in your school?
10. Who is your best friend?

**Question: 6 Listen to the instructions given by the teacher and follow them. (5)**

- |                      |                                  |
|----------------------|----------------------------------|
| (a) Walk forward     | (b) Walk backwards               |
| (c) Fall down        | (d) Do a funny trick             |
| (e) Walk on tiptoes  | (f) Drag your feet               |
| (g) Spin around      | (h) Jump like a horse            |
| (i) Pick up the book | (j) Turn to your left/right/back |
| (k) Come in          | (l) Go out                       |

**Question: 7 Listen and fill in the blanks with the text spoken by the teacher twice. (10)**

President Dr. Kalam went (1) \_\_\_\_\_ a school. Pupils of (2) \_\_\_\_\_ school welcomed him (3) \_\_\_\_\_ a prayer. The president enjoyed it. (4) \_\_\_\_\_ talked with pupils. The pupils asked him (5) \_\_\_\_\_ questions. He (6) \_\_\_\_\_ all the questions. Then he asked a question to them, "According to you, (7) \_\_\_\_\_ is the biggest problem of our country?" (8) \_\_\_\_\_ gave different answers. Then a small girl, named Kalpana, stood up and said, "I think, (9) \_\_\_\_\_ is the biggest problem of our country." The President was very (10) \_\_\_\_\_. He invited Kalpana at the Rashtrapati Bhavan and honored her.

# English Language Proficiency Test

Std. VIII

Date: \_\_\_/\_\_\_/\_\_\_

Name of the student: \_\_\_\_\_

School: \_\_\_\_\_ Roll No: \_\_\_\_\_

*Instructions: 1. There are total two sections of the test paper.*

*2. Each section is compulsory.*

## Section-I Written Test [50 Marks]

Time: 50 minutes

Question: 1 Choose the answer you think fits best into the gaps and encircle it as (a)  
(15)

**Example:** Priya \_\_\_\_ a student.

(a) am

(b) is

(c) are

(d) were

1) I like \_\_\_\_\_ because he is a very good cricketer.

(a) Sachin Tendulkar

(b) Cricket

(c) Cricketers

(d) Batsman

2) John is \_\_\_\_\_ English name.

(a) a

(b) an

(c) the

(d) is

3) Shyam has a bicycle but \_\_\_\_ goes to school by bus.

(a) he

(b) it

(c) she

(d) I

4) What a \_\_\_\_\_ scene it is!

(a) wonder

(b) wonderful

(c) wonderer

(d) wonderment

- 5) Vinay \_\_\_\_\_ cricket in the evening daily.  
(a) to play                      (b) playing                      (c) plays                      (d) play
- 6) Please call the ambulance \_\_\_\_\_.  
(a) urgent                      (b) urgency                      (c) urgentness                      (d) urgently
- 7) There is a fan \_\_\_\_\_ the terrace.  
(a) of                      (b) over                      (c) under                      (d) in
- 8) She \_\_\_\_\_ speak English.  
(a) is                      (b) can                      (c) do                      (d) has
- 9) Mr. Nayak is a Policeman \_\_\_\_\_ he is very kind and loving.  
(a) and                      (b) but                      (c) when                      (d) or
- 10) Mrs. Patel said that her children \_\_\_\_\_ very intelligent.  
(a) is                      (b) was                      (c) were                      (d) are
- 11) Kho Kho is one of the \_\_\_\_\_ Indian games.  
(a) old                      (b) more old                      (c) oldest                      (d) older
- 12) Kajal didn't \_\_\_\_\_ the Annual Exam due to severe illness.  
(a) give                      (b) gave                      (c) given                      (d) giving
- 13) We \_\_\_\_\_ early in the morning daily.  
(a) gets up                      (b) to get up                      (c) getting up                      (d) get up

14) How \_\_\_\_\_ you go to school tomorrow?

- (a) is                      (b) will                      (c) do                      (d) can

15) Dipak \_\_\_\_\_ a horror story last night.

- (a) is reading              (b) was reading              (c) were read              (d) was read

16) Are you \_\_\_\_\_ to visit Taj Mahal next Sunday?

- (a) are going              (b) is going              (c) going              (d) go

17) The prize \_\_\_\_\_ given by Prime Minister.

- (a) will                      (b) will be                      (c) would                      (d) to be

18) When I reached the hospital, the doctors \_\_\_\_\_ already \_\_\_\_\_ treatment.

- (a) had + started              (b) has + started              (c) have + started              (d) had + start

19) We \_\_\_\_\_ already \_\_\_\_\_ the lunch.

- (a) has + take              (b) have + take              (c) has + taken              (d) have + taken

20) By the end of the month, we \_\_\_\_\_ the Annual Exam.

- (a) will has finished              (b) will have finished              (c) will had finish              (d) will have finish

21) Science and Maths \_\_\_\_\_ by Nowa Madam.

- (a) are teach              (b) were teach              (c) are taught              (d) is taught

22) Praful \_\_\_\_\_ why was it a holiday that day.

- (a) said                      (b) says                      (c) asks                      (d) asked

23) Sanjay and Priya \_\_\_\_\_ cousins.

- (a) is                      (b) am                      (c) was                      (d) are

24) Nupur \_\_\_\_\_ a bicycle.

- (a) has                      (b) have                      (c) can                      (d) do

25) Is \_\_\_\_\_ any bus for Surat now?

- (a) it                      (b) there                      (c) their                      (d) this

26) Accept is the opposite of \_\_\_\_\_.

- (a) reject                      (b) eject                      (c) correct                      (d) admit

27) There are \_\_\_\_\_ in the train.

- (a) passanger                      (b) pasenger                      (c) passengers                      (d) passengars

28) Where \_\_\_\_\_ you live in Surat?

- (a) do                      (b) are                      (c) were                      (d) does

29) \_\_\_\_\_ is India's President?

- (a) Who                      (b) Whose                      (c) Do                      (d) Whom

30) Do you eat *Karela*? Yes I \_\_\_\_\_.

- (a) don't                      (b) didn't                      (c) do                      (d) did

Question: 2 Read the text and answer the questions given below.

(10)

Today is 2<sup>nd</sup> October. We celebrate it as ‘Gandhi Jayanti’. Let’s learn something about Mahatma Gandhi. His name was Mohandas. He was born in Porbandar in 1869. He studied in Rajkot and Bhavnagar. We lovingly call him ‘Bapu’. Karamchand Gandhi was his father and Putlibai was his mother. His wife’s name was Kasturba. He believed in truth and non-violence. He was a national leader. We call him ‘The Father of the Nation’.

Put a tick mark  in the box  of the right answer.

Example:

Q:1 When do we celebrate ‘Gandhi Jayanti’ ?

- Ans:  a) 2<sup>nd</sup> January  b) 2<sup>nd</sup> October  
 c) 2<sup>nd</sup> February  d) 2<sup>nd</sup> November

Q: 1 Who was the father of Gandhiji?

- Ans:  a) Karamsinh Gandhi  b) Mohansinh Gandhi  
 c) Mohandas Gandhi  d) Karamchand Gandhi

Q: 2 Who was Putlibai?

- Ans:  a) Gandhi’s father  b) Gandhi’s mother  
 c) Gandhi’s Aunty  d) Gandhi’s Grand-mother

Q: 3 Whom do we call ‘The Father of the Nation’?

- Ans:  a) Karamchand Gandhi  b) Putlibai Gandhi  
 c) Mohandas Gandhi  d) Kasturba Gandhi

Q: 4 What was the name of Gandhiji’s wife?

- Ans:  a) Kasturba Gandhi  b) Mohandas Gandhi  
 c) Putlibai Gandhi  d) Karamchand Gandhi

Q: 5 Who was a national leader?

Ans:

a) Karamchand Gandhi

b) Mohandas Gandhi

c) Putlibai Gandhi

d) Mohansinh Gandhi

Q: 6 Give the opposite of 'violence'.

Ans:

a) in-violence

b) im-violence

c) non-violence

d) non-violense

Q: 7 Who was called 'Bapu'?

Ans:

a) Karamchand Gandhi

b) Mohandas Gandhi

c) Mohanchand Gandhi

d) Karamdas Gandhi

Q: 8 Where was Gandhiji born?

Ans:

a) Rajkot

b) Bhavnagar

c) Junagadh

d) Porbandar

Q: 9 What was Gandhiji's belief?

Ans:

a) non-violence and violence

b) truth and violence

c) violence and truth

d) non-violence and truth

Q: 10 Where did Gandhiji study?

Ans:

a) Rajkot and Porbandar

b) Rajkot and Bhavnagar

c) Porbandar and Bhavnagar

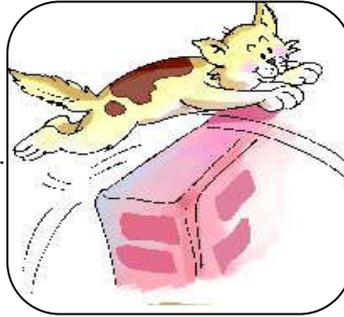
d) Rajkot and Bhainagar

Question: 3 Look at the pictures below and complete the sentences using following words: (5)

in	on	over	behind	under
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Look at the cat. What is it doing?

(1) The cat is jumping \_\_\_\_\_ the wall.



(2) The cat is \_\_\_\_\_ the box.

(3) The cat is \_\_\_\_\_ the stool.



(4) The cat is \_\_\_\_\_ the door

(5) The cat is \_\_\_\_\_ the suitcase.



**Question: 4 Rewrite the following sentences in a beautiful handwriting with proper punctuation marks and capital letters. (10)**

**Example:**

**1) oh bhavna is out**

**Ans: Oh ! Bhavna is out.**

1) this is a play ground

**Ans:** \_\_\_\_\_

2) there are two teams on the playground

**Ans:** \_\_\_\_\_

3) the teams are team lakshmibai and team jijabai

**Ans:** \_\_\_\_\_

4) the team in green is team jijabai and the team in blue is team lakshmibai

**Ans:** \_\_\_\_\_

5) team jijabai is batting and team lakshmibai is fielding

**Ans:** \_\_\_\_\_

**Question: 5 Write an essay in at least 10 lines on (10)**

**1) 'My Favorite Festival – Holi'.**

**Key words:** Festival of colors – clean and color our house – light holi – play Holi with colors – traditional dance – eat sweets – How many days? – why do you like Holi?

OR



## Section-II Oral & Listening Test

Time: 40 minutes

50 Marks

Question: 1 Read aloud the text given below.

(5)

Teacher: Write down the formula for water.

Student: H I J K L M N O

Teacher: What nonsense!

Student: But sir, you told us yesterday that the formula for water is – H  
to O.

Question: 2 Recite any one poem of the given below.

(5)

Fly fly fly the Butterfly  
In the meadows flying high  
In the garden flying low  
Fly fly fly the Butterfly

or

I know you, you are Mr Blue;  
Say me hello, O Mr Yellow;  
Cool down your head, don't let it Red;  
My garden is clean, I am Miss Green  
Am I right? Reply Mr White  
Clap clap clap, join us Mr Black

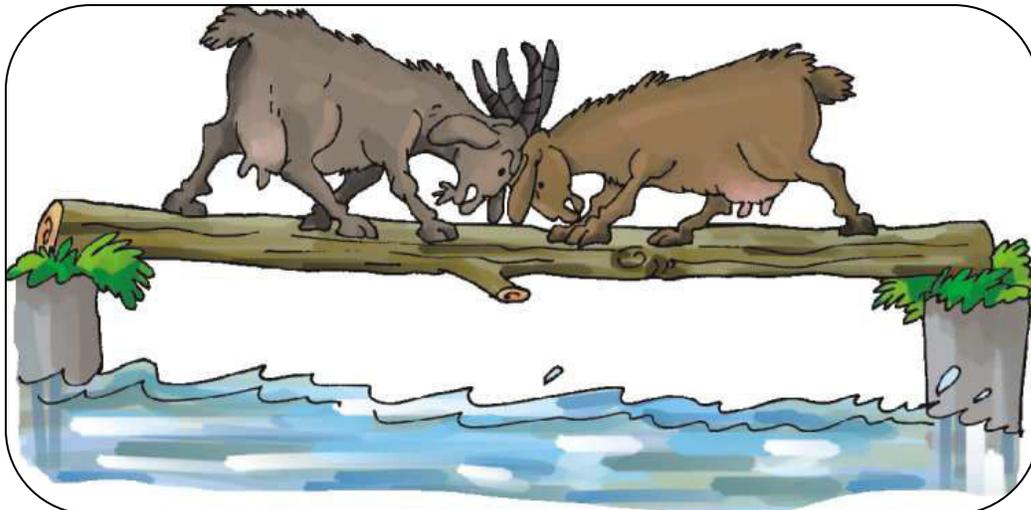
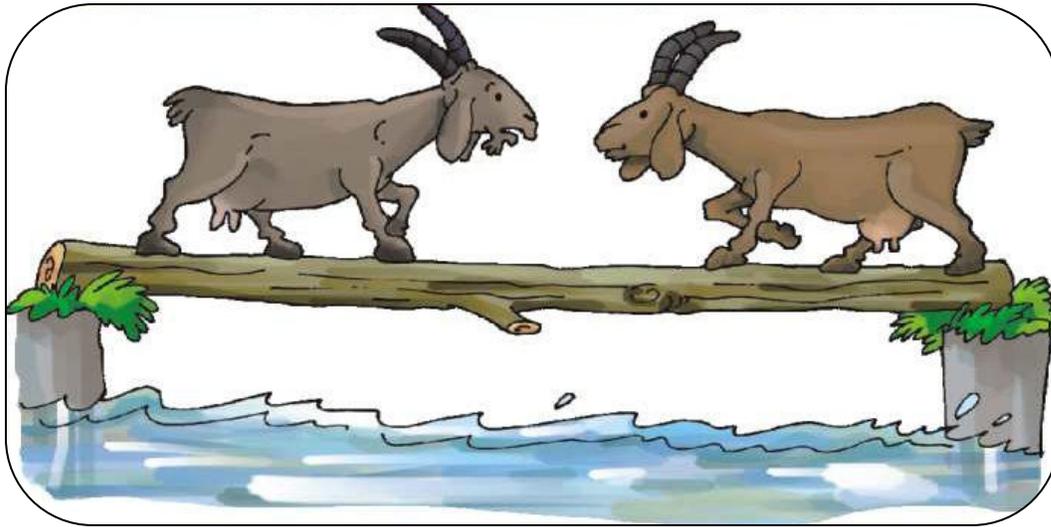
Question: 3 Describe the picture given below in 8 to 10 lines.

(7)



Question: 4 Narrate a story from the pictures given below.

(8)



*English Language Proficiency Test*

**Question: 5 Listen to the question asked by the teacher carefully and respond to it. (10)**

1. Who is your favorite cricket player?
2. What is your good name?
3. Do you have a pencil?
4. What is the color of trees?
5. What is your hobby?
6. Do you have any brother or sister?
7. Where is your home?
8. How many books do you have?
9. Is there a ringing bell in your school?
10. Who is your best friend?

**Question: 6 Listen to the instructions given by the teacher and follow them. (5)**

- |                      |                                  |
|----------------------|----------------------------------|
| (a) Walk forward     | (b) Walk backwards               |
| (c) Fall down        | (d) Do a funny trick             |
| (e) Walk on tiptoes  | (f) Drag your feet               |
| (g) Spin around      | (h) Jump like a horse            |
| (i) Pick up the book | (j) Turn to your left/right/back |
| (k) Come in          | (l) Go out                       |

**Question: 7 Listen and fill in the blanks with the text spoken (twice) by the teacher. (10)**

Mital: Mummy, (1) \_\_\_\_\_ have you kept my (2) \_\_\_\_\_?

Mummy: In your (3) \_\_\_\_\_.

Mital: (4) \_\_\_\_\_, where have you (5) \_\_\_\_\_ my colour box?

Mummy: In your (6) \_\_\_\_\_, where else?

Mital: I (7) \_\_\_\_\_ find my (8) \_\_\_\_\_.

Mummy: I have (9) \_\_\_\_\_ and put them in the (10) \_\_\_\_\_.

# Diagnostic Listening Test

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Name of Student: \_\_\_\_\_ Roll No. \_\_\_\_\_

Name of the School: \_\_\_\_\_

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**Q.1 Write down the text spoken by the teacher. (Dictation)**

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**Q.2 Listen to the instructions given by the teacher and follow them.**

- |                      |                                  |
|----------------------|----------------------------------|
| (a) Walk forward     | (b) Walk backwards               |
| (c) Fall down        | (d) Do a funny trick             |
| (e) Walk on tiptoes  | (f) Drag your feet               |
| (g) Spin around      | (h) Jump like a horse            |
| (i) Pick up the book | (j) Turn to your left/right/back |
| (k) Come in          | (l) Go out                       |

**Q.3 Listen and respond to the questions asked by the teacher.**

1. Who is your favorite cricket player?
2. What is your good name?
3. Do you have a pencil?
4. What is the color of trees?
5. What is your hobby?
6. Do you have any brother or sister?
7. Where is your home?
8. How many books do you have?

# Diagnostic Speaking Test

Name of Student: \_\_\_\_\_ Roll No. \_\_\_\_\_

Name of the School: \_\_\_\_\_

Q.1 Read aloud the following paragraph with correct pronunciation:



Guess, where I am? I am standing at the height of 14,000 feet in a Himalayan range. All around me as far as the eye can see are flowers and flowers. Beyond, the clear streams run through pasture and shining snow produce the backdrop.



Q.2 Describe the picture given below:



Q.3 Narrate a story with the help of given pictures:



# Diagnostic Reading Test

Name of Student: \_\_\_\_\_ Roll No. \_\_\_\_\_

Name of the School: \_\_\_\_\_

**Q.1 Read the following paragraph carefully and answer the below given questions:**

Saturday is our day to clean, but Grandpa turns work into fun. We like to sing when we dust. We like to dance when we clean. We clean the car together. We do the wash together. We both wear our caps. When we are done, we hurry to the store. We shop for food. Grandpa lets me pick the fruits that I like best. We carry the food home. Grandpa tells stories while we walk. At night, our work is done. Friends come over. We cook dinner. We sing and dance. Saturday is our day to clean, but Grandpa turns work into fun!

**Q-1 What happens in "Saturday with Grandpa"?**

- A. A boy and his grandpa eat hot dogs.
- B. A boy and his grandpa clean together.
- C. A boy and his grandpa ride in a car.
- D. A boy and his grandpa go to the beach.

**Q-2 What do the boy and his grandpa wear while they clean?**

- A. cleans
- B. aprons
- C. caps
- D. scarves

**Q-3 From the story what does *hurry* mean?**

- A. walk
- B. skip
- C. hop
- D. rush

**Q-4 What do the boy and his grandpa carry at home?**

- A. food
- B. store
- C. cap
- D. shop

**Q-5 Which day is the day to clean?**

- A. Sunday
- B. Monday
- C. Saturday
- D. Friday

**Q-6 Which is the next day after Saturday?**

- A. Thursday
- B. Sunday
- C. Monday
- D. Friday

**Q-7 Who cooks dinner at night?**

- A Friends
- B Grandpa and the boy
- C The boy
- D Grandpa, the boy and friends

**Q-9 Which is the correct word for 'jointly'?**

- A. As two
- B. Together
- C. Separate
- D. Alone

**Q-8 When does Grandpa tell the stories?**

- A. While washing
- B. While cleaning
- C. While walking
- D. While dancing

**Q-10 When do the friends come to boy's home?**

- A. At evening
- B. At noon
- C. At morning
- D. At night

**Q.2 Read the following paragraph carefully and answer the below given questions:**

Long Years ago, there was a camel who did not work but said 'Humph!' The dog, the horse and the ox asked him to trot, fetch and plough. "Humph!" said the camel and no more.

Then came the Djinn-the ruler of all deserts. "Djinn" said the horse, "Is it right for anyone to be lazy?"

"Certainly not" said that Djinn. "Well", said the horse, there is a camel that never works. He only says, "Humph!"

"The Djinn found the camel. "My friend," said the Djinn, "What is that I hear? You seem to do no work?" "Humph!" said the camel. "I would not say that again if I were you," said the Djinn.

And the camel said "Humph!" once again. But no sooner had he said it, he saw his back puffing up into a big hump. And from that day the camel always wears a hump. Over the centuries he has learnt to work hard but the 'Hump' is still there.

**Q-1 What did the camel say repeatedly?**

- A. Hump.
- B. Humph.
- C. Djinn
- D. Nothing

**Q-2 What the other animals tell the camel?**

- A. To trot, fetch and plough
- B. Humph
- C. Don't work
- D. To be lazy

**Q-3 Who ruled over the deserts?**

- A. Horse
- B. Dog
- C. Ox
- D. Djinn

**Q-5 What was the Djinn's advice to the camel?**

- A. If he were camel, he wouldn't say that
- B. If he were camel, he would say that
- C. If he were horse, he wouldn't say that
- D. If he were dog, he wouldn't say that

**Q-7 What did the Djinn hear about the camel?**

- A. The camel does not work.
- B. The camel does all the work.
- C. The camel ploughs the farm.
- D. The camel isn't lazy.

**Q-9 Which is not the correct meaning for 'certainly'?**

- A. Definitely
- B. No, by all means
- C. Undoubtedly
- D. Yes, by all means

**Q-4 Why did the horse complain against the camel?**

- A. It is not right to be lazy
- B. It is right to be lazy
- C. It is not right to be working
- D. It is not right to be active

**Q-6 What did the animals do?**

- A. Asked Djinn about laziness
- B. Asked Camel about laziness
- C. Asked Dog about laziness
- D. Asked Horse about laziness

**Q-8 What was the answer of camel to Djinn?**

- A. Yes.
- B. No.
- C. Humph.
- D. No answer at all.

**Q-10 When did the camel's back puff up into a big hump?**

- A. When the camel said 'Humph'.
- B. When Djinn said 'Humph'.
- C. When animals complained Djinn.
- D. When Djinn used magic.



**Q.3 Rewrite the following sentences with correct punctuation and capitalization:**

1. the sun is shining in the sky

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2. anand has a bicycle

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3. how are you

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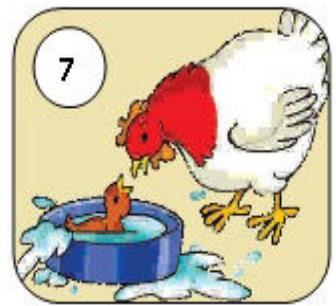
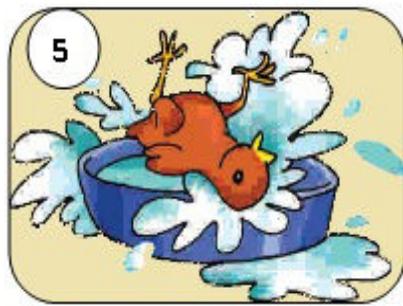
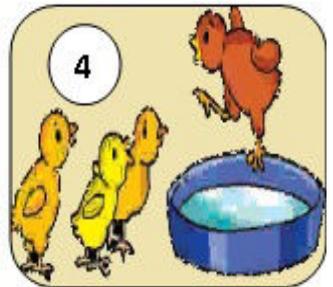
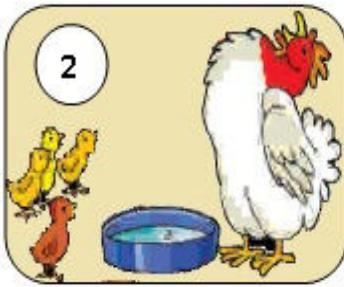
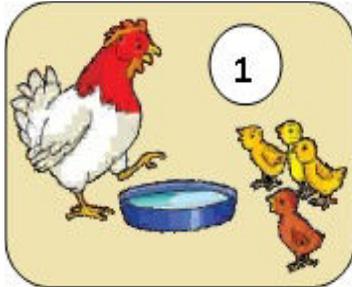
4. what a wonderful scene it is

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5. gauri and priya are hocky players

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**Q.4 Write a story with the help of following pictures:**



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# Diagnostic English Grammar Test

Std. VIII

Date: \_\_\_ / \_\_\_ / \_\_\_

Name of the student: \_\_\_\_\_

Roll No: \_\_\_\_\_

**Choose the answer you think fits best into the gaps and encircle it as shown below**

**Example:** Priya \_\_\_\_ a student.

- (a) am                      (b) is  
(c) are                      (d) were

- 1) I like \_\_\_\_\_ because he is a very good cricketer.  
(a) Sachin Tendulkar   (b) Cricket   (c) Cricketer   (d) Batsman
- 2) John is \_\_\_\_\_ English name.  
(a) a                      (b) an                      (c) the                      (d) one
- 3) Shyam has a bicycle but \_\_\_\_\_ goes to school by bus.  
(a) he                      (b) it                      (c) she                      (d) I
- 4) What a \_\_\_\_\_ scene it is!  
(a) wonder                      (b) wonderful                      (c) wonderer                      (d) wonderment
- 5) Vinay \_\_\_\_\_ cricket in the evening daily.  
(a) to play                      (b) playing                      (c) plays                      (d) play
- 6) Please call the ambulance \_\_\_\_\_.  
(a) urgent                      (b) urgency                      (c) urgentness                      (d) urgently
- 7) There is a fan \_\_\_\_\_ the terrace.  
(a) of                      (b) over                      (c) under                      (d) in
- 8) She \_\_\_\_\_ speak English.  
(a) is                      (b) can                      (c) do                      (d) has
- 9) Mr. Nayak is a Policeman \_\_\_\_\_ he is very kind and loving.  
(a) and                      (b) but                      (c) when                      (d) or
- 10) Mrs. Patel said that her children \_\_\_\_\_ very intelligent.  
(a) is                      (b) was                      (c) were                      (d) are
- 11) Kho Kho is one of the \_\_\_\_\_ Indian games.  
(a) old                      (b) more old                      (c) oldest                      (d) older
- 12) Kajal didn't \_\_\_\_\_ the Annual Exam due to severe illness.  
(a) give                      (b) gave                      (c) given                      (d) giving

- 13) We \_\_\_\_\_ early in the morning daily.  
 (a) gets up (b) to get up (c) getting up (d) get up
- 14) How \_\_\_\_\_ you go to school tomorrow?  
 (a) is (b) will (c) do (d) can
- 15) Dipak \_\_\_\_\_ a horror story last night.  
 (a) is reading (b) was reading (c) were read (d) was read
- 16) Are you \_\_\_\_\_ to visit Taj Mahal next Sunday?  
 (a) are going (b) is going (c) going (d) go
- 17) The prize \_\_\_\_\_ given by Prime Minister.  
 (a) will (b) will be (c) would (d) to be
- 18) When I reached the hospital, the doctors \_\_\_\_\_ already \_\_\_\_\_ treatment.  
 (a) had+started (b) has+started (c) have + started (d) had + start
- 19) We \_\_\_\_\_ already \_\_\_\_\_ the lunch.  
 (a) has + take (b) have + take (c) has + taken (d) have + taken
- 20) By the end of the month, we \_\_\_\_\_ the Annual Exam.  
 (a) will has finished (b) will have finished (c) will had finish (d) will have finish
- 21) Science and Maths \_\_\_\_\_ by Nowa Madam.  
 (a) are teach (b) were teach (c) are taught (d) is taught
- 22) Praful \_\_\_\_\_ why was a holiday that day.  
 (a) said (b) says (c) asks (d) asked
- 23) Sanjay and Priya \_\_\_\_\_ cousins.  
 (a) is (b) am (c) was (d) are
- 24) Nupur \_\_\_\_\_ a bicycle.  
 (a) has (b) have (c) can (d) do
- 25) Is \_\_\_\_\_ any bus for Surat now?  
 (a) it (b) there (c) their (d) this
- 26) Accept is the opposite of \_\_\_\_\_.  
 (a) reject (b) eject (c) correct (d) admit
- 27) There are \_\_\_\_\_ in the train.  
 (a) passanger (b) pasenger (c) passengers (d) passengars
- 28) Where \_\_\_\_\_ you live in Surat?  
 (a) do (b) are (c) were (d) does
- 29) \_\_\_\_\_ is India's President?  
 (a) Who (b) Whose (c) Do (d) Whom

- 30) Do you eat *Karela*? Yes I \_\_\_\_\_.  
(a) don't (b) didn't (c) do (d) did
- 31) The famous mountain in the north of Gujarat is \_\_\_\_\_.  
(a) Ahmedabad (b) Mount Aabu (c) Vijay (d) Himalaya
- 32) Sachin is \_\_\_\_\_ cricket player who is famous as 'Master Blaster' in Cricket.  
(a) a (b) an (c) the (d) is
- 33) Meena is a teacher. \_\_\_\_\_ teaches Science in the school.  
(a) He (b) It (c) She (d) I
- 34) There is a \_\_\_\_\_ garden in Vadodara City.  
(a) beauty (b) beautify (c) beautiful (d) beautifully
- 35) We \_\_\_\_\_ English every day.  
(a) learning (b) learn (c) are learnt (d) were learned
- 36) The books are very \_\_\_\_\_ now.  
(a) costly (b) cost (c) coasted (d) on cost
- 37) Don't write \_\_\_\_\_ the textbook.  
(a) of (b) over (c) under (d) in
- 38) She \_\_\_\_\_ speak English.  
(a) is (b) can (c) do (d) has
- 39) Mayur \_\_\_\_\_ Kanak are friends.  
(a) and (b) but (c) when (d) or
- 40) My parents \_\_\_\_\_ very kind.  
(a) is (b) am (c) do (d) are
- 41) Indian cricket players are \_\_\_\_\_ than Australian cricket players.  
(a) good (b) more good (c) best (d) better
- 42) They \_\_\_\_\_ yesterday.  
(a) don't meet (b) didn't met (c) don't met (d) didn't meet
- 43) He \_\_\_\_\_ to school every day.  
(a) goes (b) go (c) is gone (d) going
- 44) What time \_\_\_\_\_ the sun set today?  
(a) is (b) will (c) do (d) can
- 45) They \_\_\_\_\_ last night.  
(a) are studying (b) were study (c) were studying (d) is studying
- 46) My sister \_\_\_\_\_ homework now.  
(a) are doing (b) is doing (c) was doing (d) will doing

- 47) I \_\_\_\_\_ in my class at that time.  
 (a) will studying (b) will be study (c) will be studying (d) will studied
- 48) When I reached at the school, the prayer \_\_\_\_\_ already \_\_\_\_\_.  
 (a) had + started (b) has + started  
 (c) have + started (d) had + start
- 49) I \_\_\_\_\_ my homework.  
 (a) has complete (b) have complete (c) had complete (d) have completed
- 50) Yash \_\_\_\_\_ the homework by evening.  
 (a) will has finished (b) will have finished (c) will had finish (d) will have finish
- 51) The students \_\_\_\_\_ by the teacher  
 (a) are teach (b) were teach (c) are taught (d) is taught
- 52) Nitesh \_\_\_\_\_ that he was ill that day.  
 (a) said (b) says (c) does say (d) saying
- 53) Mayur and Naren \_\_\_\_\_ friends.  
 (a) is (b) am (c) was (d) were
- 54) I \_\_\_\_\_ a pen.  
 (a) has (b) have (c) can (d) do
- 55) \_\_\_\_\_ are two trains at the station.  
 (a) It (b) There (c) Their (d) This
- 56) Hide is opposite of \_\_\_\_\_.  
 (a) cover (b) find (c) show (d) get
- 57) Nothing is \_\_\_\_\_ in the world.  
 (a) inpossible (b) impossible (c) imposible (d) impossibal
- 58) Why \_\_\_\_\_ you want to go home?  
 (a) do (b) are (c) were (d) does
- 59) \_\_\_\_\_ is your brother playing?  
 (a) Who (b) Whose (c) Do (d) Where
- 60) Do you smoke? No, I \_\_\_\_\_.  
 (a) don't (b) didn't (c) am not (d) not

## DESCRIPTION OF LEVELS OF PROFICIENCY

SKILLS	<b>LISTENING</b> <b>Categories:</b> COMPREHENSION, GRAMMAR, VOCABULARY, CONTENT, STRATEGIC COMPETENCE	<b>SPEAKING</b> <b>Categories:</b> PRONUNCIATION, SPEECH FLUENCY AND DICTION, , VOCABULARY, GRAMMAR, APPROPRIATENESS, COHERENCE AND ORGANIZATION, CONTENT, STRATEGIC COMPETENCE	<b>READING</b> <b>Categories:</b> COMPREHENSION, READ-ALOUD FLUENCY, GRAMMAR, VOCABULARY, CONTENT	<b>WRITING</b> <b>Categories:</b> CONTENT AND IDEAS, VOCABULARY, GRAMMAR/CONVENTIONS, COHERENCE AND ORGANIZATION
LEVELS				
<b>Extremely Limited User (00-19%)</b>	<ul style="list-style-type: none"> <li>❖ Demonstrates very limited or no understanding of the speech and its meaning</li> <li>❖ Is unable to make inference, predict, critique and evaluate the qualities of oral information</li> <li>❖ Follows and comprehends basic simple sentences</li> <li>❖ Comprehends no or inadequate vocabulary</li> <li>❖ Recognizes two syllable words or no words and has great difficulty with three syllable words and complex words</li> <li>❖ Can't follow short monologues, presentations and dialogues</li> <li>❖ Fails to recognize instances of communication breakdown</li> </ul>	<ul style="list-style-type: none"> <li>❖ No pronunciation or pronounces with lots of errors</li> <li>❖ Speaks with poor intonation, pacing</li> <li>❖ Articulation is marked with difficulties and silences, hesitations, repetitions and fillers disrupt the flow of communication</li> <li>❖ No or very little use of vocabulary with lots of errors</li> <li>❖ Uses simple sentence pattern or no pattern with lots of errors</li> <li>❖ Asks and responds to simple familiar questions with lots of errors</li> <li>❖ Can't Explain the simple meaning of utterances and relationship among speakers</li> </ul>	<ul style="list-style-type: none"> <li>❖ Demonstrates very limited or no understanding of the text and its meaning</li> <li>❖ Reads aloud slowly with no expression and in a quiet voice with lots of errors</li> <li>❖ Is unable to make inference, predict, critique and evaluate the qualities of the text</li> <li>❖ Reads and comprehends basic simple sentences</li> <li>❖ Comprehends no or inadequate vocabulary</li> <li>❖ Recognizes no or two syllable words and great difficulty with three syllable words and complex words</li> <li>❖ Reads simple tables, graphs, maps, diagrams inappropriately</li> </ul>	<ul style="list-style-type: none"> <li>❖ Writes with no sentences/paragraph pattern with vague ideas</li> <li>❖ Uses inappropriate words</li> <li>❖ Writes with errors in spelling and grammar</li> <li>❖ Uses inappropriate punctuation and capitalization</li> <li>❖ Uses simple sentence pattern with errors</li> </ul>

<p style="text-align: center;"><b>Limited User (20-39%)</b></p>	<ul style="list-style-type: none"> <li>❖ Demonstrates limited understanding of the speech and its meaning</li> <li>❖ Is able to make inference, predict, critique and evaluate the qualities of the oral information inadequately and inappropriately</li> <li>❖ Follows and comprehends basic simple sentences appropriately and compound-complex sentence with difficulty</li> <li>❖ Comprehends inadequate vocabulary with difficulties</li> <li>❖ Recognizes two and three syllable words but difficulty with complex words</li> <li>❖ Follows short monologues, presentations and dialogues inappropriately and inadequately</li> <li>❖ Recognizes instances of communication breakdown inadequately</li> </ul>	<ul style="list-style-type: none"> <li>❖ Pronounces with few errors</li> <li>❖ Speaks with few intonation and pacing errors</li> <li>❖ Articulation is marked with few difficulties and very few disruption of silences, hesitations, repetitions and fillers in the flow of communication</li> <li>❖ Very little appropriate use of vocabulary with errors</li> <li>❖ Uses simple sentence pattern with few errors</li> <li>❖ Asks and responds to simple familiar questions with few errors</li> <li>❖ Explains the simple meaning of utterances and relationship among speakers with few errors</li> </ul>	<ul style="list-style-type: none"> <li>❖ Demonstrates limited understanding of the text and its meaning</li> <li>❖ Reads aloud with little expression and few errors</li> <li>❖ Is able to make inference, predict, critique and evaluate the qualities of the text with few errors</li> <li>❖ Reads and comprehends basic simple sentences appropriately and compound-complex sentence with difficulty</li> <li>❖ Comprehends inadequate vocabulary with difficulties</li> <li>❖ Recognizes two and three syllable words but difficulty with complex words</li> <li>❖ Reads simple tables, graphs, maps and diagrams with little difficulty</li> </ul>	<ul style="list-style-type: none"> <li>❖ Writes simple sentences with vague ideas and simple words</li> <li>❖ Uses words inappropriately</li> <li>❖ Writes with few errors in spelling and grammar</li> <li>❖ Uses punctuation and capitalization with errors</li> <li>❖ Uses simple sentence pattern with few errors</li> </ul>
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<p style="text-align: center;"><b>Modest User (40-59%)</b></p>	<ul style="list-style-type: none"> <li>❖ Demonstrates partial understanding of the speech and its meaning, purpose, idea</li> <li>❖ Is able to make inference, predict, critique and evaluate the qualities of the oral information adequately but inappropriately</li> <li>❖ Follows and comprehends basic simple sentences appropriately and compound-complex sentence with little difficulty</li> <li>❖ Comprehends vocabulary with few difficulties</li> <li>❖ Recognizes two and three syllable words and very little difficulty with complex words</li> <li>❖ Follows short monologues, presentations and dialogues adequately but inappropriately</li> <li>❖ Recognizes instances of communication breakdown adequately but inappropriately</li> </ul>	<ul style="list-style-type: none"> <li>❖ Pronounces with very few errors</li> <li>❖ Speaks with minor intonation and pacing errors</li> <li>❖ Articulation is marked with very few difficulties and negligible disruption of silences, hesitations, repetitions and fillers in the flow of communication</li> <li>❖ Accurate use of vocabulary with very few errors</li> <li>❖ Uses simple sentence pattern correctly but exhibit errors with complex sentence pattern</li> <li>❖ Asks and responds to simple familiar questions with very few errors</li> <li>❖ Explains the simple meaning of utterances and relationship among speakers with very few errors</li> </ul>	<ul style="list-style-type: none"> <li>❖ Demonstrates partial understanding of the text and its meaning, purpose, idea</li> <li>❖ Reads aloud with mix up of inaccurate and accurate expression and fewer errors with significant volume</li> <li>❖ Is able to make inference, predict, critique and evaluate the qualities of the text with very few errors</li> <li>❖ Reads and comprehends basic simple sentences appropriately and compound-complex sentence with little difficulty</li> <li>❖ Comprehends vocabulary with few difficulties</li> <li>❖ Recognizes two and three syllable words and very little difficulty with complex words</li> <li>❖ Reads simple tables, graphs, maps and diagrams with very little difficulty</li> </ul>	<ul style="list-style-type: none"> <li>❖ Writes paragraph using simple- sentences and clear ideas but errors with complex sentences</li> <li>❖ Uses simple words appropriately</li> <li>❖ Writes with correct spelling and few grammar errors</li> <li>❖ Uses punctuation and capitalization with few errors</li> <li>❖ Uses simple sentence pattern correctly and complex sentence pattern with few errors</li> </ul>
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<p style="text-align: center;"><b>Competent User (60-79%)</b></p>	<ul style="list-style-type: none"> <li>❖ Demonstrates significant understanding of the speech and its meaning, purpose, idea</li> <li>❖ Is able to make inference, predict, critique and evaluate the qualities of the oral information adequately and appropriately</li> <li>❖ Follows and comprehends basic simple sentences appropriately and compound-complex sentence with negligible difficulty</li> <li>❖ Comprehends vocabulary with negligible difficulties</li> <li>❖ Recognizes two and three syllable words and negligible difficulty with complex words</li> <li>❖ Follows relatively short monologues, presentations and dialogues adequately and appropriately</li> <li>❖ Recognizes instances of communication breakdown adequately and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>❖ Pronounces with minor errors</li> <li>❖ Speaks almost fluently with proper intonation and pacing</li> <li>❖ Articulation is marked with minor difficulties and no disruption of silences, hesitations, repetitions and fillers in the flow of communication</li> <li>❖ Accurate use of vocabulary with negligible errors</li> <li>❖ Uses simple-complex sentence pattern with very few errors</li> <li>❖ Asks and responds to simple and familiar questions with negligible errors</li> <li>❖ Explains the simple meaning of utterances and relationship among speakers with negligible errors</li> </ul>	<ul style="list-style-type: none"> <li>❖ Demonstrates significant understanding of the text and its meaning, purpose, idea</li> <li>❖ Reads aloud with appropriate expression and volume accurately with negligible errors</li> <li>❖ Is able to make inference, predict, critique and evaluate the qualities of the text with negligible errors</li> <li>❖ Reads and comprehends basic simple sentences appropriately and compound-complex sentence with negligible difficulty</li> <li>❖ Comprehends vocabulary with negligible difficulties</li> <li>❖ Recognizes two and three syllable words and negligible difficulty with complex words</li> <li>❖ Reads simple tables, graphs, maps and diagrams appropriately with negligible difficulty</li> </ul>	<ul style="list-style-type: none"> <li>❖ Writes paragraph with simple-complex sentences and clear ideas,</li> <li>❖ Uses simple words appropriate to the idea</li> <li>❖ Writes with correct spelling and few grammar errors</li> <li>❖ Uses appropriate punctuation and capitalization</li> <li>❖ Uses simple-complex sentence pattern with very few errors</li> </ul>
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<p><b>Good User (80-100%)</b></p>	<ul style="list-style-type: none"> <li>❖ Demonstrates thorough understanding of the speech and its meaning, purpose, idea</li> <li>❖ Is able to make inference, predict, critique and evaluate the qualities of the oral information appropriately and intelligibly</li> <li>❖ Follows and comprehends basic simple-compound-complex sentences appropriately without difficulty</li> <li>❖ Comprehends vocabulary without difficulties</li> <li>❖ -Recognizes two and three syllable words as well as complex words appropriately</li> <li>❖ Follows short/lengthy monologues, presentations and dialogues adequately but appropriately</li> <li>❖ Recognizes instances of communication breakdown adequately, appropriately and intelligibly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Pronounces accurately with no errors</li> <li>❖ Speaks fluently at a rate of appropriate for the task</li> <li>❖ Uses stress, articulation and intonation appropriate for the situation</li> <li>❖ Use of vocabulary is accurate, precise and appropriate for the task without errors</li> <li>❖ Uses simple-complex sentence pattern correctly with no errors</li> <li>❖ Explains the simple meaning of utterances and relationship among speakers without errors</li> <li>❖ Asks and responds to simple and complex questions appropriately without errors</li> </ul>	<ul style="list-style-type: none"> <li>❖ Demonstrates thorough understanding of the text and its meaning, purpose, idea</li> <li>❖ Reads aloud with appropriate expression and volume accurately without errors</li> <li>❖ Is able to make inference, predict, critique and evaluate the qualities of the text without errors</li> <li>❖ Reads and comprehends basic simple-compound-complex sentences appropriately without difficulty</li> <li>❖ Comprehends vocabulary without difficulties</li> <li>❖ Recognizes two and three syllable words as well as complex words appropriately</li> <li>❖ Reads simple tables, graphs, maps and diagrams without difficulty and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>❖ Writes paragraph with complex sentences and clear ideas,</li> <li>❖ Uses words appropriate to the idea</li> <li>❖ Writes with correct spelling and grammar</li> <li>❖ Uses appropriate punctuation and capitalization</li> <li>❖ Uses complex sentence pattern with no errors</li> </ul>
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<b>Student-1</b>		
	<b>Student Profile</b>	
Gender	Female	
Economic Status	Poor	
Family Climate	There are total six members in the family. Parents are literate upto primary level. Grandparents are also illiterate. Agriculture and Animal Husbandry is their main profession .	
Student Progress Report	Subjects	Std. 7
	Gujarati	140/200
	English	128/200
	Sanskrit	156/200
	Hindi	136/200
	Science	132/200
	Mathematics	124/200
	Social Science	168/200
	Personality Development	320/400
Interested In	Watching Television (Cartoon), Playing games	
Extra Curricular Activities	Actively Participates in school activities like; Sports, Prayer, Cleaning the school, Singing and Dancing in various Functions etc.	
Learning Resources	Only Textbooks given by the school and guides	
Motivation by the Family	Parents don't pay attention to what she learns from the school.	
Nature and Attitude towards learning	She is having shy and introvert nature. She hesitates to ask questions and do not answer questions easily. She likes to learn English but feels difficult to learn.	

<b>Student-2</b>		
	<b>Student Profile</b>	
Gender	Female	
Economic Status	Very Poor	

Family Climate	There are total seven members in the family. Parents are illiterate. Father is not taking care of the family. He has gone for earning in the city. Only mother is taking care of the child. No Grandparents. Agriculture and Animal Husbandry is their main profession.	
Student Progress Report	Subjects	Std. 7
	Gujarati	128/200
	English	120/200
	Sanskrit	140/200
	Hindi	136/200
	Science	124/200
	Mathematics	120/200
	Social Science	160/200
	Personality Development	320/400
Interested In	Playing games, Singing and Dance	
Extra Curricular Activities	Actively Participates in school activities like; Sports, Prayer, Cleaning the school, Singing and Dancing in various Functions etc.	
Learning Resources	Only Textbooks given by the school.	
Motivation by the Family	Nobody pays attention to what she learns from the school.	
Nature and Attitude towards learning	She is having quite a shy and introvert nature. She hesitates to ask questions but answers the question immediately. She likes to learn English but feels difficult to learn.	

<b>Student-3</b>		
	<b>Student Profile</b>	
Gender	Female	
Economic Status	Very Poor	
Family Climate	There are total six members in the family. Parents are illiterate. No Grandparents. She has an elder sister and two younger sisters. No agriculture. Earning is only daily wages paid by the land owner where her father works.	

Student Progress Report	Subjects	Std. 7
	Gujarati	104/200
	English	102/200
	Sanskrit	110/200
	Hindi	116/200
	Science	100/200
	Mathematics	96/200
	Social Science	140/200
	Personality Development	280/400
Interested In	Playing games	
Extra Curricular Activities	Actively Participates in a few school activities like; Sports, Prayer, Cleaning the school.	
Learning Resources	Only Textbooks given by the school.	
Motivation by the Family	Nobody pays attention to what he/she learns from the school. Parents force her to leave the school.	
Nature and Attitude towards learning	She is having very shy and introvert nature. She hardly asks questions and hardly answers the question. She does not like to learn English and feels it very difficult.	

<b>Student-4</b>		
	<b>Student Profile</b>	
Gender	Female	
Economic Status	Very Poor	
Family Climate	There are total six members in the family. Parents are illiterate. No Grandparents. She has three younger sisters. No agriculture. Earning is only daily wages paid by the land owner where her father works.	
Student Progress Report	Subjects	Std. 7
	Gujarati	120/200
	English	110/200
	Sanskrit	118/200

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	Hindi	128/200
	Science	98/200
	Mathematics	90/200
	Social Science	114/200
	Personality Development	290/400
Interested In	Playing games	
Extra Curricular Activities	Actively Participates in a few school activities like; Sports, Prayer, Cleaning the school.	
Learning Resources	Only Textbooks given by the school.	
Motivation by the Family	Nobody pays attention to what he/she learns from the school. Parents force her to leave the school.	
Nature and Attitude towards learning	She is having very shy and introvert nature. She hardly asks questions and hardly answers the question. She does not like to learn English and feels it very difficult.	

<b>Student-5</b>		
	<b>Student Profile</b>	
Gender	Female	
Economic Status	Fair	
Family Climate	There are total six members in the family. Parents are literate upto Higher secondary level. Grandparents are also literate. She has two elder sisters. Agriculture and Animal Husbandry is the main profession of the family.	
Student Progress Report	Subjects	Std. 7
	Gujarati	148/200
	English	140/200
	Sanskrit	154/200
	Hindi	144/200
	Science	136/200

	Mathematics	128/200
	Social Science	154/200
	Personality Development	340/400
Interested In	Playing games, Watching Television, Singing, Dancing, Reading stories	
Extra Curricular Activities	Actively Participates in school activities like; Sports, Prayer, Cleaning and decorating the school, Gardening, Singing and Dancing in various Functions etc.	
Learning Resources	Textbooks given by the school, Guides, English Pocket Dictionary	
Motivation by the Family	Parents always ask her to finish the homework and motivate her for higher studies to achieve higher goals.	
Nature and Attitude towards learning	She is having bold and extrovert nature. She always asks questions and answers the question. She loves to learn English.	

<b>Student-6</b>		
	<b>Student Profile</b>	
Gender	Female	
Economic Status	Very Poor	
Family Climate	There are total six members in the family. Parents and Grandparents are illiterate. She has a younger sister. Agriculture and Animal Husbandry is their main profession.	
Student Progress Report	Subjects	Std. 7
	Gujarati	108/200
	English	96/200
	Sanskrit	110/200
	Hindi	116/200
	Science	88/200
	Mathematics	86/200
	Social Science	120/200
	Personality Development	250/400
Interested In	Playing games	
Extra Curricular Activities	Occasionally participates in school activities.	

Learning Resources	Only Textbooks given by the school.	
Motivation by the Family	Nobody pays attention to what he/she learns from the school.	
Nature and Attitude towards learning	She is having shy and introvert nature. She never asks questions and answers the question asked. She does not like to learn English and feels difficult to learn.	

<b>Student-7</b>		
	<b>Student Profile</b>	
Gender	Female	
Economic Status	Very Poor	
Family Climate	There are total four members in the family. Parents are illiterate. She has an elder brother. Agriculture and Animal Husbandry is their main profession.	
Student Progress Report	Subjects	Std. 7
	Gujarati	104/200
	English	88/200
	Sanskrit	96/200
	Hindi	92/200
	Science	88/200
	Mathematics	82/200
	Social Science	108/200
	Personality Development	260/400
Interested In	Playing games	
Extra Curricular Activities	Occasionally participates in school activities.	
Learning Resources	Only Textbooks given by the school.	
Motivation by the Family	Nobody pays attention to what he/she learns from the school.	

Nature and Attitude towards learning	She is having shy and introvert nature. She never asks questions and answers the question asked. She does not like to learn English and feels difficult to learn.	
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<b>Student-8</b>		
	<b>Student Profile</b>	
Gender	Female	
Economic Status	Fair	
Family Climate	There are total six members in the family. Parents are literate up to primary level. Grandparents are illiterate. Agriculture and Animal Husbandry is their main profession.	
Student Progress Report	Subjects	Std. 7
	Gujarati	136/200
	English	132/200
	Sanskrit	144/200
	Hindi	140/200
	Science	136/200
	Mathematics	132/200
	Social Science	150/200
	Personality Development	340/400
Interested In	Watching Television, Playing games	
Extra Curricular Activities	Actively Participates in school activities like; Sports, Prayer, Cleaning the school, Singing and Dancing at various Functions etc.	
Learning Resources	Only Textbooks given by the school and some guides	
Motivation by the Family	Parents don't pay attention to what he/she learns from the school.	

Nature and Attitude towards learning	She is having shy and introvert nature. She hesitates to ask questions and do not answer the question easily. She doesn't like to learn English. She feels it difficult to learn.	
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<b>Student-9</b>		
<b>Student Profile</b>		
Gender	Female	
Economic Status	Very Poor	
Family Climate	There are total five members in the family. Parents are literate up to primary level. Grandparents are illiterate. Agriculture and Animal Husbandry is their main profession.	
Student Progress Report	Subjects	Std. 7
	Gujarati	124/200
	English	118/200
	Sanskrit	140/200
	Hindi	132/200
	Science	118/200
	Mathematics	110/200
	Social Science	144/200
	Personality Development	310/400
Interested In	Watching Television, Playing games	
Extra Curricular Activities	Actively Participates in school activities like; Sports, Prayer, Cleaning the school, Singing and Dancing at various Functions etc.	
Learning Resources	Only Textbooks given by the school and some guides	
Motivation by the Family	Parents don't pay attention to what he/she learns from the school.	

Nature and Attitude towards learning	She is having shy and introvert nature. She hesitates to ask questions and do not answer the question easily. She doesn't like to learn English. She feels it difficult to learn.	
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<b>Student-10</b>		
<b>Student Profile</b>		
Gender	Female	
Economic Status	Very Poor	
Family Climate	There are total six members in the family. Parents are illiterate. Grandparents are also illiterate. Agriculture and Animal Husbandry is their main profession.	
Student Progress Report	Subjects	Std. 7
	Gujarati	128/200
	English	108/200
	Sanskrit	140/200
	Hindi	136/200
	Science	122/200
	Mathematics	108/200
	Social Science	120/200
	Personality Development	320/400
Interested In	Watching Television, Playing games	
Extra Curricular Activities	Occasionally participates in school activities.	
Learning Resources	Only Textbooks given by the school and some guides	
Motivation by the Family	Parents don't pay attention to what he/she learns from the school.	
Nature and Attitude towards learning	She is having shy and introvert nature. She hesitates to ask questions and do not answer the question easily. She doesn't like to learn English. She feels it difficult to learn.	

<b>Student-11</b>		
	<b>Student Profile</b>	
Gender	Male	
Economic Status	Fair	
Family Climate	There are total four members in the family. Parents are literate up to Higher secondary level. Grandparents are also literate. He has one elder brother. Agriculture and Animal Husbandry is the main profession of the family.	
Student Progress Report	Subjects	Std. 7
	Gujarati	154/200
	English	148/200
	Sanskrit	160/200
	Hindi	154/200
	Science	140/200
	Mathematics	150/200
	Social Science	172/200
	Personality Development	330/400
Interested In	Playing games, Watching Television, Singing, Dancing, Reading stories	
Extra Curricular Activities	Actively Participates in school activities like; Sports, Prayer, Cleaning and decorating the school, Gardening, Singing and Dancing in various Functions etc.	
Learning Resources	Textbooks given by the school, Guides, English Pocket Dictionary	
Motivation by the Family	Parents always ask him to finish the homework and motivate him for higher studies to achieve higher goals.	
Nature and Attitude towards learning	He is having bold and extrovert nature. He always asks questions and answers the question. He likes to learn English.	

<b>Student-12</b>		
	<b>Student Profile</b>	
Gender	Male	

Economic Status	Very Poor	
Family Climate	There are total six members in the family. Parents are literate up to high school level. Grandparents are illiterate. Agriculture and Animal Husbandry is their main profession.	
Student Progress Report	Subjects	Std. 7
	Gujarati	132/200
	English	136/200
	Sanskrit	140/200
	Hindi	144/200
	Science	136/200
	Mathematics	122/200
	Social Science	150/200
	Personality Development	340/400
Interested In	Watching Television, Playing games	
Extra Curricular Activities	Actively Participates in school activities like; Sports, Prayer, Cleaning the school, Singing and Dancing at various Functions etc.	
Learning Resources	Only Textbooks given by the school and some guides	
Motivation by the Family	Parents are concern with what he learns from the school. They ask him to pay attention in the study.	
Nature and Attitude towards learning	He is having shy and introvert nature. He hesitates to ask questions and do not answer the question easily. He likes to learn English. But He feels it difficult to learn.	

<b>Student-13</b>		
	<b>Student Profile</b>	
Gender	Male	
Economic Status	Fair	
Family Climate	There are total six members in the family. Parents are literate up to primary level. Grandparents are illiterate. Agriculture and Animal Husbandry is their main profession.	
Student Progress Report	Subjects	Std. 7

	Gujarati	132/200
	English	124/200
	Sanskrit	136/200
	Hindi	140/200
	Science	116/200
	Mathematics	120/200
	Social Science	148/200
	Personality Development	320/400
Interested In	Watching Television, Playing games	
Extra Curricular Activities	Actively Participates in school activities like; Sports, Prayer, Cleaning the school etc.	
Learning Resources	Only Textbooks given by the school and some guides	
Motivation by the Family	Parents occasionally ask him to pay attention in the study.	
Nature and Attitude towards learning	He is having bold and extrovert nature. He hesitates to ask questions and do not answer the question easily. He likes to learn English. But He feels it difficult to learn. He is not serious for study.	

<b>Student-14</b>		
	<b>Student Profile</b>	
Gender	Male	
Economic Status	Very Poor	
Family Climate	There are total four members in the family. Parents are illiterate. Hitesh has an elder brother. Agriculture and Animal Husbandry is their main profession.	
Student Progress Report	Subjects	Std. 7
	Gujarati	100/200
	English	90/200
	Sanskrit	110/200
	Hindi	108/200
	Science	92/200
	Mathematics	88/200
	Social Science	112/200

	Personality Development	290/400
Interested In	Playing games	
Extra Curricular Activities	Occasionally participates in school activities.	
Learning Resources	Only Textbooks given by the school.	
Motivation by the Family	Nobody pays attention to what he learns from the school.	
Nature and Attitude towards learning	He is having shy and introvert nature. He never asks questions and answers the question asked. He does not like to learn English and feels it difficult to learn.	

<b>Student-15</b>		
	<b>Student Profile</b>	
Gender	Male	
Economic Status	Very Poor	
Family Climate	There are total six members in the family. Parents are literate up to high school level. Grandparents are illiterate. Agriculture and Animal Husbandry is their main profession.	
Student Progress Report	Subjects	Std. 7
	Gujarati	130/200
	English	128/200
	Sanskrit	144/200
	Hindi	144/200
	Science	120/200
	Mathematics	122/200
	Social Science	148/200
	Personality Development	326/400
Interested In	Watching Television, Playing games	
Extra Curricular Activities	Actively Participates in school activities like; Sports, Prayer, Cleaning the school etc.	
Learning Resources	Only Textbooks given by the school and some guides	

Motivation by the Family	Parents are concern with what he learns from the school. They ask him to pay attention in the study.	
Nature and Attitude towards learning	He is having bold and extrovert nature. He hesitates to ask questions but answer the question. He likes to learn English. But He feels it difficult to learn.	

<b>Student-16</b>		
	<b>Student Profile</b>	
Gender	Male	
Economic Status	Poor	
Family Climate	There are total four members in the family. Parents are literate. He has a younger brother. Agriculture and Animal Husbandry is their main profession.	
Student Progress Report	Subjects	Std. 7
	Gujarati	100/200
	English	96/200
	Sanskrit	102/200
	Hindi	100/200
	Science	94/200
	Mathematics	88/200
	Social Science	120/200
	Personality Development	280/400
Interested In	Playing games	
Extra Curricular Activities	Occasionally participates in school activities.	
Learning Resources	Only Textbooks given by the school.	
Motivation by the Family	Nobody pays attention to what he learns from the school.	
Nature and Attitude towards learning	He is having shy and introvert nature. He never asks questions and answers the question asked. He likes to learn English but feels it difficult to learn.	

<b>Student-17</b>		
	<b>Student Profile</b>	
Gender	Male	
Economic Status	Good	
Family Climate	There are total four members in the family. Parents are literate up to Higher secondary level. Grandparents are also literate. He has one elder sister. Agriculture and Animal Husbandry is the main profession of the family.	
Student Progress Report	Subjects	Std. 7
	Gujarati	150/200
	English	144/200
	Sanskrit	148/200
	Hindi	144/200
	Science	148/200
	Mathematics	144/200
	Social Science	150/200
	Personality Development	360/400
Interested In	Playing games, Watching Television, Singing, Dancing, Reading stories	
Extra Curricular Activities	Actively Participates in school activities like; Sports, Prayer, Cleaning and decorating the school, Gardening, Dancing in various Functions etc.	
Learning Resources	Textbooks given by the school, Guides, English Pocket Dictionary	
Motivation by the Family	Parents always ask him to finish the homework and motivate him for higher studies to achieve higher goals.	
Nature and Attitude towards learning	He is having bold and extrovert nature. He always asks questions and answers the question. He likes to learn English.	

<b>Student-18</b>		
	<b>Student Profile</b>	
Gender	Male	
Economic Status	Very Poor	

Family Climate	There are total six members in the family. Parents and Grandparents are illiterate. He has an elder sister. Agriculture and Animal Husbandry is their main profession.	
Student Progress Report	Subjects	Std. 7
	Gujarati	112/200
	English	96/200
	Sanskrit	112/200
	Hindi	104/200
	Science	96/200
	Mathematics	92/200
	Social Science	120/200
	Personality Development	270/400
Interested In	Playing games	
Extra Curricular Activities	Occasionally participates in school activities.	
Learning Resources	Only Textbooks given by the school.	
Motivation by the Family	Nobody pays attention to what he learns from the school.	
Nature and Attitude towards learning	He is having shy and introvert nature. He never asks questions and answers the question asked. He does not like to learn English and feels difficult to learn.	

<b>Student-19</b>		
	<b>Student Profile</b>	
Gender	Male	
Economic Status	Poor	
Family Climate	There are total eight members in the family. Parents are literate up to primary. He has a younger brother and a sister. Agriculture and Animal Husbandry is their main profession.	
Student Progress Report	Subjects	Std. 7
	Gujarati	104/200
	English	100/200
	Sanskrit	108/200
	Hindi	116/200

	Science	96/200
	Mathematics	92/200
	Social Science	120/200
	Personality Development	295/400
Interested In	Playing games, watching TV	
Extra Curricular Activities	Occasionally participates in school activities.	
Learning Resources	Only Textbooks given by the school.	
Motivation by the Family	Nobody pays attention to what he learns from the school.	
Nature and Attitude towards learning	He is having shy and introvert nature. He never asks questions and answers the question asked. He does not like to learn English and feels it difficult to learn.	

<b>Student-20</b>		
	<b>Student Profile</b>	
Gender	Male	
Economic Status	Very Poor	
Family Climate	There are total five members in the family. Parents are literate up to high school level. Grandparents are illiterate. Agriculture and Animal Husbandry is their main profession.	
Student Progress Report	Subjects	Std. 7
	Gujarati	132/200
	English	124/200
	Sanskrit	140/200
	Hindi	148/200
	Science	120/200
	Mathematics	124/200
	Social Science	144/200
	Personality Development	340/400
Interested In	Watching Television, Playing games	

Extra Curricular Activities	Actively Participates in school activities like; Sports, Prayer, Cleaning the school etc.	
Learning Resources	Only Textbooks given by the school and some guides	
Motivation by the Family	Parents don't ask him about what he learns in the school.	
Nature and Attitude towards learning	He is having bold and extrovert nature. He hesitates to ask questions but answer the question. He likes to learn English. But He feels it difficult to learn.	

<b>Student-21</b>		
	<b>Student Profile</b>	
Gender	Male	
Economic Status	Poor	
Family Climate	There are total four members in the family. Parents are literate up to primary level. He has a younger sister. Agriculture and Animal Husbandry is their main profession.	
Student Progress Report	Subjects	Std. 7
	Gujarati	116/200
	English	100/200
	Sanskrit	120/200
	Hindi	112/200
	Science	96/200
	Mathematics	92/200
	Social Science	122/200
	Personality Development	310/400
Interested In	Playing games, watching television	
Extra Curricular Activities	Apart from the regular school activities, he occasionally participates in other activities.	
Learning Resources	Only Textbooks given by the school.	
Motivation by the Family	Nobody pays attention to what he learns from the school.	

Nature and Attitude towards learning	He is having shy and introvert nature. He never asks questions and answers the question asked. He likes to learn English but feels it difficult to learn.	
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<b>Student-22</b>		
	<b>Student Profile</b>	
Gender	Male	
Economic Status	Poor	
Family Climate	There are total four members in the family. Parents are literate up to primary level. He has an elder sister. Agriculture and Animal Husbandry is their main profession.	
Student Progress Report	Subjects	Std. 7
	Gujarati	120/200
	English	104/200
	Sanskrit	128/200
	Hindi	122/200
	Science	102/200
	Mathematics	90/200
	Social Science	124/200
	Personality Development	300/400
Interested In	Playing games, watching television	
Extra Curricular Activities	Actively Participates in school activities like; Sports, Prayer, Cleaning the school etc.	
Learning Resources	Only Textbooks given by the school.	
Motivation by the Family	Nobody pays attention to what he learns from the school.	
Nature and Attitude towards learning	He is having shy and introvert nature. He hesitates to ask questions but answers the question asked. He likes to learn English. But He feels it difficult to learn.	

<b>Student-23</b>		
	<b>Student Profile</b>	
Gender	Male	
Economic Status	Very Poor	
Family Climate	There are total seven members in the family. Parents are literate up to primary level. He has a younger brother. Grandparents are illiterate. Agriculture and Animal Husbandry is their main profession.	
Student Progress Report	Subjects	Std. 7
	Gujarati	120/200
	English	102/200
	Sanskrit	140/200
	Hindi	110/200
	Science	100/200
	Mathematics	98/200
	Social Science	124/200
	Personality Development	310/400
Interested In	Watching Television, Playing games	
Extra Curricular Activities	Actively Participates in school activities like; Sports, Prayer, Cleaning the school, Singing and Dancing at various Functions etc.	
Learning Resources	Only Textbooks provided by the school	
Motivation by the Family	Parents don't bother about what he learns at school.	
Nature and Attitude towards learning	He is having bold and extrovert nature. He do not hesitate to ask questions and answers the question easily. He likes to learn English. But He feels it difficult to learn.	

## **Remedial Lessons**

**FORMAT OF THE LESSON PLANS**

<b>Day:</b>		<b>Duration: 45 minutes</b>	
<b>Topic:</b>			
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to:		
<b>Skills:</b>	Listening, Speaking, Reading, Writing		
<b>Learning Difficulties:</b>			
<b>Approach / Method:</b>	Functional Approach, Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart etc.		
<b>Activities/Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	The teacher will exhibit the recitation of a rhyme.	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	The Teacher will introduce the topic from the textbook and ask some questions to the students related to the topic. Topic:	The students will respond the questions asked by the teacher.
	Teaching of the topic		The students will do as per the directions of the teacher.

	Grammar Point		The students will do as per the directions of the teacher.
<b>Practice</b>	The teacher will give the exercise to practice the grammar point / Task.		The students will do as per the directions of the teacher.
<b>Evaluation</b>	The teacher will evaluate the students' learning by asking questions or assigning a task or activity.		The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students.		The students will do as per the directions of the teacher.

### Targeted Learning Difficulties

<b>Diagnostic Grammar Test</b>	<b>Recognition Level</b>	<b>Understanding Level</b>	<b>Application Level</b>
	<ul style="list-style-type: none"> <li>➤ Students' are unable to recognize the function of the words.</li> <li>➤ Students are unable to recognize the tense of the sentence.</li> <li>➤ Students are unable to recognize the phrases and clauses of the sentence.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students are unable to understand the function of the words in sentence.</li> <li>➤ Students are unable to understand the use of the tense in sentences.</li> <li>➤ Students are unable to understand the phrases and clauses in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students are unable to use the function words in their expression.</li> <li>➤ Students are unable to use the tenses in their expression.</li> <li>➤ Students are unable to use the phrases and clauses in their expression.</li> </ul>

<b>Diagnostic Listening Test</b>	<b>Recognition Level</b>		<b>Understanding Level</b>	<b>Application Level</b>
	<ul style="list-style-type: none"> <li>➤ Unable to recognize more than one syllabic words.</li> <li>➤ Unable to recognize the long pronounced words.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Unable to understand the unknown action verbs or unseen actions.</li> <li>➤ Unable to perform phrasal verbs.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Unable to respond the questions framed with the forms of ‘Do’ and Modals.</li> </ul>
<b>Diagnostic Speaking Test</b>	<b>Read Aloud</b>		<b>Describing</b>	<b>Narrating</b>
	<ul style="list-style-type: none"> <li>➤ Unable to recognize more than one syllabic words.</li> <li>➤ Unable to recognize the long pronounced words.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Poor in Vocabulary</li> <li>➤ Poor grammar and organization</li> <li>➤ Inappropriate content</li> <li>➤ Poor speech pronunciation and gestures</li> <li>➤ Inadequate fluency and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>➤ Poor in Vocabulary</li> <li>➤ Poor grammar and organization</li> <li>➤ Inappropriate content</li> <li>➤ Poor speech pronunciation and gestures</li> <li>➤ Inadequate fluency and accuracy</li> </ul>
<b>Diagnostic Reading Test</b>	<b>All Reading Comprehension Skills</b>			
	<ul style="list-style-type: none"> <li>➤ Poor in understanding the text.</li> <li>➤ Unable to evaluate the text.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Unable to infer the meaning</li> </ul>	<ul style="list-style-type: none"> <li>➤ Unable to predict the meaning</li> </ul>
<b>Diagnostic Writing Test</b>	<b>Writing Paragraph</b>	<b>Writing Essay</b>	<b>Capitalization and Punctuation</b>	<b>Writing a Story</b>
	<ul style="list-style-type: none"> <li>➤ writes paragraph with spelling mistakes, erroneous capitalization and punctuation marks and inadequate accuracy</li> </ul>	<ul style="list-style-type: none"> <li>➤ Poor in writing Essay</li> <li>➤ Poor vocabulary</li> <li>➤ Poor in word organization</li> <li>➤ Poor in using Capitalization and Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Unable to put proper capitalization at beginning of the sentence and proper nouns.</li> <li>➤ Unable to use punctuation marks properly.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Poor in Vocabulary</li> <li>➤ Poor grammar and word organization</li> <li>➤ Poor in using Capitalization and Punctuation</li> <li>➤ Poor and Inappropriate content</li> </ul>

<b>Day: 1</b>	<b>LESSON PLAN-1</b>		<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	What Toys are we?		
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to : Enjoy and Recite the poem, Ask the questions, Relate the meaning of the words		
<b>Skills:</b>	Listening, Speaking, Reading, Writing		
<b>Learning Difficulties:</b>	Students are: Unable to recognize, understand and use the function words		
<b>Approach / Method:</b>	Functional Approach, Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	The teacher will exhibit the recitation of a rhyme. ‘Fly Fly Fly The Butterfly In the Meadow Its Flying High In the Garden Flying Low Fly Fly Fly the Butterfly’	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing	The Teacher will introduce the topic from the textbook and ask some	The students will respond the

	the topic	questions to the students related to the topic. Topic: What toys are we?	questions asked by the teacher.
	Teaching of the topic	<p>The teacher will read aloud the poem and also recite it.</p> <p>What toys are we?  Pick me up and take a look;  Now turn my pages. I'm a <u>Book</u>  Throw me up against wall;  I'll bounce right back, for I'm a <u>Ball</u>  It's bath time. Oh, love to float  Across the water! I'm a <u>Boat</u>  Your dolls will sleep in me a lot;  I'm warm and cozy, I'm a.....  Push me please and I'll travel far;  I'm really fast, for I'm a <u>Car</u>  I'll travel there and back again ride on tracks,  for I'm a <u>Train</u>.</p> <p>The teacher will explain the difficult words and meaning by discussing it with students.</p>	The students will do as per the directions of the teacher.
	Grammar Point	Parts of Speech: Pronoun, Verbs	The students will do as per the directions of the teacher.

<b>Practice</b>	The teacher will give the following exercise to practice the grammar point / Task. Find out the rhyming words. Like, look-book, wall-ball... Asking questions based on the texts of the poem. Like, Is it a book? Is there a boat?	The students will do as per the directions of the teacher.
<b>Evaluation</b>	The teacher will evaluate the students' learning by asking questions or assigning a task or activity. Like, Find out the words having similar vowels or consonants.	The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Ex. Find out more riddles in English as well Gujarati.	The students will do as per the directions of the teacher.

<b>Day: 2</b>	<b>LESSON PLAN-2</b>	<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	What Toys are we?	
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to : Read the poem, Ask the questions, Relate and Infer the meaning of the words	
<b>Skills:</b>	Listening, Speaking, Reading, Writing	
<b>Learning Difficulties:</b>	Students are: Unable to recognize, understand and use of the function words, Unable to understand unknown action verbs.	
<b>Approach / Method:</b>	Functional Approach, Communicative Approach	
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards etc.	

<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	<p>The teacher will exhibit the recitation of a rhyme.</p> <p>‘Fly Fly Fly The Butterfly In the Meadow Its Flying High In the Garden Flying Low Fly Fly Fly the Butterfly’</p>	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	<p>The Teacher will introduce the topic from the textbook and ask some questions to the students related to the topic.</p> <p>Topic: What toys are we?</p>	The students will respond the questions asked by the teacher.
	Teaching of the topic	<p>The teacher will read aloud the poem again and also make the students recite it.</p> <p>The teacher will ask the students to find out the action verbs. And ask them to do as per his direction. Like, ‘Get up from your seat. Walk towards your friend. Request your friend for an eraser. Take an eraser from your friend. Say him or her Thank you. Walk back to your seat. Take your seat’.</p>	The students will do as per the directions of the teacher.
	Grammar Point	Parts of Speech: Pronoun, Verbs	The students will do as per the directions of the teacher.
<b>Practice</b>	The teacher will give the following exercise to practice the grammar point / Task.		The students will do as per

	Find out the action verbs from the poem. Asking questions based on the texts of the poem.	the directions of the teacher.
<b>Evaluation</b>	The teacher will evaluate the students' learning by asking questions or assigning a task or activity. Like, Ask students to ask questions for getting something.	The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Like, Prepare a Notice for preparing Lemon Drink.	The students will do as per the directions of the teacher.

<b>Day: 3</b>	<b>LESSON PLAN-3</b>		<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	YES, WE HAVE MADE IT !		
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to : Read aloud the text, Ask the questions, Relate and Infer the meaning of the words		
<b>Skills:</b>	Listening, Speaking, Reading, Writing		
<b>Learning Difficulties:</b>	Students are: Unable to understand the text, Infer and predict the meaning, Unable to frame the questions		
<b>Approach / Method:</b>	Functional Approach / Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards etc.		
<b>Activities</b>		Teachers Activity	Students Activity

<b>/Tasks:</b>			
	Warming Up:	<p>The teacher will exhibit the recitation of a rhyme.</p> <p>‘Fly Fly Fly The Butterfly In the Meadow Its Flying High In the Garden Flying Low Fly Fly Fly the Butterfly’</p>	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	<p>The Teacher will introduce the topic from the textbook and ask some questions to the students related to the topic.</p> <p>Topic: Yes, We have made it !</p>	The students will respond the questions asked by the teacher.
	Teaching of the topic	<p>The teacher will read aloud the text and also make the students to read aloud it.</p> <p>Jigar, darshil, Pappu and Swapnil were..... ..... They shouted, “Hurrah! We have made it”.</p> <p>The teacher will ask the students to find out the characters. And also ask them to find out the names of things from the text.</p>	The students will do as per the directions of the teacher.
	Grammar Point	Parts of Speech: Pronoun, Verbs, Nouns, Adjectives	The students will do as per the directions of the teacher.
<b>Practice</b>	<p>The teacher will give the following exercise to practice the grammar point / Task.</p> <p>Find out the names of places, persons, things and nouns showing time.</p> <p>Asking questions based on the texts of the poem.</p>		The students will do as per the directions of the teacher.

<b>Evaluation</b>	The teacher will evaluate the students' learning by asking questions or assigning a task or activity. Like, Which game the children were playing? Who damaged the ball? How was the ball damaged? What did Kinjal suggest? Etc.	The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Like, Write down the making of the ball.	The students will do as per the directions of the teacher.

<b>Day: 4</b>	<b>LESSON PLAN-4</b>		<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	YES, WE HAVE MADE IT !		
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to : Read aloud the text, Ask the questions, Relate and Infer the meaning of the words		
<b>Skills:</b>	Listening, Speaking, Reading, Writing		
<b>Learning Difficulties:</b>	Students are: Unable to understand the text, Infer and predict the meaning, Unable to frame the questions		
<b>Approach / Method:</b>	Functional Approach / Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity

	Warming Up:	The teacher will exhibit the recitation of a rhyme. ‘Fly Fly Fly The Butterfly In the Meadow Its Flying High In the Garden Flying Low Fly Fly Fly the Butterfly’	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	The Teacher will ask some questions to the students related to the topic and remind the previous knowledge. Topic: Yes, We have made it !	The students will respond the questions asked by the teacher.
	Teaching of the topic	The teacher will read aloud the text and also make the students to read aloud it. Jigar, darshil, Pappu and Swapnil were..... ..... They shouted, “Hurrah! We have made it”. The teacher will ask the students to go through the events and ask them to narrate it.	The students will do as per the directions of the teacher.
	Grammar Point	Parts of Speech: Pronoun, Verbs, Nouns, Adjectives	The students will do as per the directions of the teacher.
<b>Practice</b>	The teacher will give the following exercise to practice the grammar point / Task. Find out the names of places, persons, things and nouns showing time. Arrange the scattered sentences into one meaningful paragraph. ‘Kinjal suggested to make a new ball.		The students will do as per the directions of the teacher.

	<p>Team Jigar decided to keep the ball, the bat and the stumps at Jigar's House.</p> <p>Kinjal joined with the Jigar's team.</p> <p>Team Jigar saved money</p> <p>Jigar was shocked.</p> <p>Team Jigar bought the ball, the bat and the stumps.</p> <p>They made the ball using bicycle tube and waste paper.</p>	
<b>Evaluation</b>	The teacher will evaluate the students' learning by asking questions or assigning a task or activity. Like, What did Kinjal suggest? How did Kinjal help Jigar? How did they make the ball? Who allowed Kinjal in the team? Etc.	The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Like, Prepare a list of adjectives, nouns, verbs and pronouns used in the text.	The students will do as per the directions of the teacher.

<b>Day: 5</b>	<b>LESSON PLAN-5</b>	<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	Talking about a trip	
<b>Aims &amp; Objectives:</b>	<p><b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students.</p> <p><b>Objectives:</b> The students will be able to : Read aloud the text, Ask the questions, Respond the questions.</p>	
<b>Skills:</b>	Listening, Speaking, Reading, Writing	
<b>Learning</b>	Students are: Unable to understand the text, Unable to produce the sounds, Unable to frame the questions	

<b>Difficulties:</b>			
<b>Approach / Method:</b>	Functional Approach / Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	The teacher will exhibit the recitation of a rhyme. ‘Fly Fly Fly The Butterfly In the Meadow Its Flying High In the Garden Flying Low Fly Fly Fly the Butterfly’	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	The Teacher will introduce the topic and ask some questions to the students related to the topic. Topic: Talking about a trip	The students will respond the questions asked by the teacher.
	Teaching of the topic	The teacher will read aloud the text and also make the students to read aloud it. Nisarg: Kruti, Why were you absent last week..... .....Kruti: Sure. I will. The teacher will explain the text and ask them to perform it.	The students will do as per the directions of the teacher.
	Grammar	Parts of Speech: Wh Questions, Prepositions, Proper Nouns.	The students will do as per

	Point		the directions of the teacher.
<b>Practice</b>	The teacher will give the following exercise to practice the grammar point / Task. Find out the names of places, persons, things and nouns showing time. Find out the Wh questions from the text.		The students will do as per the directions of the teacher.
<b>Evaluation</b>	The teacher will evaluate the students' learning by asking questions or assigning a task or activity. Like, Where did Kruti go? Why was Kruti absent last week? How far is Kutch from their place? Which place did Kruti visit? Etc.		The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Like, Prepare dialogue of your recent trip.		The students will do as per the directions of the teacher.

<b>Day: 6</b>	<b>LESSON PLAN-6</b>	<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	Chasing the thief	
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to: Read aloud the text, Ask the questions, Respond the questions Narrate the story in their words.	
<b>Skills:</b>	Listening, Speaking, Reading, Writing	
<b>Learning Difficulties:</b>	Students are: Unable to narrate the story; Unable to frame the questions; Unable to Describe the pictures.	

<b>Approach / Method:</b>	Functional Approach / Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	The teacher will exhibit the recitation of a rhyme. ‘Sharing makes our life joyful Baa Baa The more we share the more we have Baa Baa Sharing makes our life joyful Baa Baa Sharing is a way of caring Baa Baa Ba Ba Black ship, Have you any wool? Yes Sir, Yes Sir, Three Bag Full’	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	The Teacher will introduce the topic and ask some questions to the students related to the topic. Topic: Chasing the thief	The students will respond the questions asked by the teacher.
	Teaching of the topic	The teacher will read aloud the text and also make the students to read aloud it. ‘She heard the sound of someone ..... .....driver to drop Eva back to her home.’ The teacher will explain the text and ask them to prepare the events in order.	The students will do as per the directions of the teacher.
	Grammar	Parts of Speech: Verbs, Noun, Adjective, Adverbs, Simple Past	The students will do as per

	Point	Tense	the directions of the teacher.
<b>Practice</b>	The teacher will give the following exercise to practice the grammar point / Task. Find out the names of places, persons, things and nouns showing time. Prepare a list of Verbs, Adjectives, Nouns and Adverbs.		The students will do as per the directions of the teacher.
<b>Evaluation</b>	The teacher will evaluate the students' learning by asking questions. Like, Where did Eva see the Thief? Who else saw the thief? How did Eva return from the police station? How many persons did Eva meet in this story? Etc.		The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Like, What would have you done, if you were at the place of Eva? Write your own story.		The students will do as per the directions of the teacher.

<b>Day: 7</b>	<b>LESSON PLAN-7</b>	<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	About The Zoo	
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to: Read aloud the text, Ask the questions, Respond the questions, Perform the role.	
<b>Skills:</b>	Listening, Speaking, Reading, Writing	
<b>Learning Difficulties:</b>	Students are: Unable to pronounce long syllabic words; Unable to frame the questions; Unable to Describe the event.	

<b>Approach / Method:</b>	Functional Approach / Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	The teacher will exhibit the recitation of a rhyme. ‘Sharing makes our life joyful Baa Baa The more we share the more we have Baa Baa Sharing makes our life joyful Baa Baa Sharing is a way of caring Baa Baa Ba Ba Black ship, Have you any wool? Yes Sir, Yes Sir, Three Bag Full’	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	The Teacher will introduce the topic and ask some questions to the students related to the topic. Topic: About the zoo.	The students will respond the questions asked by the teacher.
	Teaching of the topic	The teacher will read aloud the text and also make the students to read aloud it. ‘Ila: Where were you yesterday? Tara: I went to a zoo. Ila: which garden was it? Tara: Sarthana Nature Park/ Ila: Where is it? Tara: It is near the river/ Ila: Did you have a nice time?’	The students will do as per the directions of the teacher.

		Tara: yes. Indeed.’ The teacher will explain the text to the students and ask them to prepare similar dialogue instead of zoo.	
	Grammar Point	Parts of Speech: Wh Questions, Do/Does/Did	The students will do as per the directions of the teacher.
<b>Practice</b>	The teacher will give the following exercise to practice the grammar point / Task. List out the places you visited earlier. Prepare dialogues on your visit to famous places and perform it.		The students will do as per the directions of the teacher.
<b>Evaluation</b>	The teacher will evaluate the students’ learning by assigning role playing for the dialogues they prepared.		The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Like, Prepare a dialogue using words like garden, market, theatre in place of zoo.		The students will do as per the directions of the teacher.

<b>Day: 8</b>	<b>LESSON PLAN-8</b>	<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	Grandpa’s glasses	
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to : Enjoy and Recite the poem, Ask the questions, Relate the meaning of the words	

<b>Skills:</b>	Listening, Speaking, Reading, Writing		
<b>Learning Difficulties:</b>	Students are: Unable to recognize, understand and use the function words		
<b>Approach / Method:</b>	Functional Approach, Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	<p>The teacher will exhibit the recitation of a rhyme.</p> <p>‘Sharing makes our life joyful Baa Baa  The more we share the more we have Baa Baa  Sharing makes our life joyful Baa Baa  Sharing is a way of caring Baa Baa  Ba Ba Black ship, Have you any wool?  Yes Sir, Yes Sir, Three Bag Full’</p>	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	<p>The Teacher will introduce the topic from the textbook and ask some questions to the students related to the topic.</p> <p>Topic: Grandpa’s glasses</p>	The students will respond the questions asked by the teacher.
	Teaching of the topic	<p>The teacher will read aloud the poem and also recite it.</p> <p>Where are my glasses?  Are they on table?  No, dear grandpa!</p>	The students will do as per the directions of the teacher.

		<p>They are not there.          Are they in the box?          No. loving grandpa!          I don't see them there.          Are they under the cot?          Oh! No, grandpa?          I can't find them there.          Where are my glasses?          Will you get them please?          Oh! Poor grandpa!          They are on your nose.          The teacher will explain the difficult words and meaning by discussing it with students.</p>	
	Grammar Point	Parts of Speech: Pronoun, Verbs, Wh questions, Prepositions	The students will do as per the directions of the teacher.
<b>Practice</b>	<p>The teacher will give the following exercise to practice the grammar point / Task.          Find out Prepositions from the poem.          Asking questions based on the texts of the poem. Like, Where are your books/shoes?</p>		The students will do as per the directions of the teacher.
<b>Evaluation</b>	<p>The teacher will evaluate the students' learning by asking questions. Like, How many books are there on the table? Is grandfather on the bed? What is there on the wall?</p>		The students will do as per the directions of the teacher.

<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Ex. Write a poem on your grandpa.	The students will do as per the directions of the teacher.
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<b>Day: 9</b>	<b>LESSON PLAN-9</b>		<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	Sportsmanship		
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to : Read aloud the text, Ask the questions, Relate and infer the meaning of the text.		
<b>Skills:</b>	Listening, Speaking, Reading, Writing		
<b>Learning Difficulties:</b>	Students are: Unable to recognize, understand and use the function words, Unable to infer and predict the meaning.		
<b>Approach / Method:</b>	Functional Approach, Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	The teacher will exhibit the recitation of a rhyme. ‘Sharing makes our life joyful Baa Baa The more we share the more we have Baa Baa	The students will listen to the rhyme recited by the teacher

		Sharing makes our life joyful Baa Baa Sharing is a way of caring Baa Baa Ba Ba Black ship, Have you any wool? Yes Sir, Yes Sir, Three Bag Full'	and follow him.
	Introducing the topic	The Teacher will introduce the topic from the textbook and ask some questions to the students related to the topic. Topic: Sportsmanship	The students will respond the questions asked by the teacher.
	Teaching of the topic	The teacher will read aloud the text and make the students read aloud. "Swapnil is a healthy boy..... ..... Swapnil: Thank you papa." The teacher will explain the difficult words and raise questions to discuss. Such as, What do you think? Will he play? How? Should he play? Or rest? What is your opinion? How will his team manage without Swapnil? The teacher will have the opinions and responses of the students.	The students will do as per the directions of the teacher.
	Grammar Point	Parts of Speech: Pronoun, Verbs, Wh questions, Prepositions	The students will do as per the directions of the teacher.
<b>Practice</b>		The teacher will give the following exercise to practice the grammar point / Task. Find out Prepositions from the text and prepare a list of pronouns. Asking questions based on the text. Like, Who is Swapnil? How Kabaddi is important to him? Etc.	The students will do as per the directions of the teacher.

<b>Evaluation</b>	The teacher will evaluate the students' learning by asking questions. Like, Who is Swapnil? How Kabaddi is important to him? Etc.	The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Ex. Write an essay on your favorite game.	The students will do as per the directions of the teacher.

<b>Day: 10</b>	<b>LESSON PLAN-10</b>		<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	Sportsmanship		
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to : Read aloud the text, Ask the questions, Relate and infer the meaning of the text.		
<b>Skills:</b>	Listening, Speaking, Reading, Writing		
<b>Learning Difficulties:</b>	Students are: Unable to recognize, understand and use the function words, Unable to infer and predict the meaning.		
<b>Approach / Method:</b>	Functional Approach, Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity

	Warming Up:	The teacher will exhibit the recitation of a rhyme. ‘Sharing makes our life joyful Baa Baa The more we share the more we have Baa Baa Sharing makes our life joyful Baa Baa Sharing is a way of caring Baa Baa Ba Ba Black ship, Have you any wool? Yes Sir, Yes Sir, Three Bag Full’	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	The Teacher will introduce the topic from the textbook and ask some questions to the students related to the topic. Topic: Sportsmanship	The students will respond the questions asked by the teacher.
	Teaching of the topic	The teacher will read aloud the text and make the students read aloud. “There is a big crowd..... ..... The team Earth wins he match.” The teacher will explain the difficult words and raise questions to discuss. Such as, What do you think? Who will win the match? How? How will both team manage with single player? How will Swapnil help the team win the match? The teacher will have the opinions and responses of the students.	The students will do as per the directions of the teacher.
	Grammar Point	Parts of Speech: Adjectives, Adverbs, Wh questions, Prepositions	The students will do as per the directions of the teacher.
<b>Practice</b>	The teacher will give the following exercise to practice the grammar point / Task. Find out Adjectives and Adverbs used in the text.		The students will do as per the directions of the teacher.

	Asking questions based on the text. Like, How Kabaddi is played? How Swapnil's team won the match? Why?Etc.	
<b>Evaluation</b>	The teacher will evaluate the students' learning by asking questions. Like, Who is the captain of team Earth? Which team wins the match? How? Etc.	The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Ex. Write an essay on 'Kabaddi'.	The students will do as per the directions of the teacher.

<b>Day: 11</b>	<b>LESSON PLAN-11</b>	<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	The girl who wanted to ride a bicycle	
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to: Read aloud the text, Ask the questions, Respond the questions Narrate the story in their words.	
<b>Skills:</b>	Listening, Speaking, Reading, Writing	
<b>Learning Difficulties:</b>	Students are: Unable to narrate the story; Unable to frame the questions; Unable to Describe the pictures.	
<b>Approach / Method:</b>	Functional Approach / Communicative Approach	
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards etc.	

<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	<p>The teacher will exhibit the recitation of a rhyme.</p> <p>‘Sharing makes our life joyful Baa Baa The more we share the more we have Baa Baa Sharing makes our life joyful Baa Baa Sharing is a way of caring Baa Baa Ba Ba Black ship, Have you any wool? Yes Sir, Yes Sir, Three Bag Full’</p>	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	<p>The Teacher will introduce the topic and ask some questions to the students related to the topic.</p> <p>Topic: The girl who wanted to ride a bicycle</p>	The students will respond the questions asked by the teacher.
	Teaching of the topic	<p>The teacher will read aloud the text and also make the students to read aloud it.</p> <p>‘Every morning, Tejaswini gets up early ..... .....She led the bicycle home with much difficult.’</p> <p>The teacher will explain the text and ask them to prepare the events in order so as to narrate before class.</p>	The students will do as per the directions of the teacher.
	Grammar Point	<p>Parts of Speech: Verbs, Noun, Adjective, Adverbs, Simple Past Tense, Simple Present Tense</p>	The students will do as per the directions of the teacher.
<b>Practice</b>		<p>The teacher will give the following exercise to practice the grammar point / Task.</p> <p>Find out the names of places, persons, things and nouns showing time.</p>	The students will do as per the directions of the teacher.

	Narrate the story in their words.	
<b>Evaluation</b>	The teacher will evaluate the students' learning by asking questions. Like, Who wanted to ride a bicycle? When did she get a chance? What happened while riding bicycle? What is the moral of the story? Etc.	The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Like, Have you ever ride a bicycle? Write your own story.	The students will do as per the directions of the teacher.

<b>Day: 12</b>	<b>LESSON PLAN-12</b>	<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	All Things Bright and Beautiful	
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to : Enjoy and Recite the poem, Ask the questions, Relate the meaning of the words	
<b>Skills:</b>	Listening, Speaking, Reading, Writing	
<b>Learning Difficulties:</b>	Students are: Unable to recognize, understand and use the function words; Unable to understand the text and relate the meaning of the text	
<b>Approach / Method:</b>	Functional Approach, Communicative Approach	
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards etc.	

<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	<p>The teacher will exhibit the recitation of a rhyme.</p> <p>‘Brush Brush Brush your teeth, Brush it everyday            Father mother brother sister brush it everyday            Comb comb comb your hair comb it everyday            Father mother brother sister comb it everyday            Eat eat eat your food, Eat it everyday            Father mother brother sister, Eat it everyday.’</p>	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	<p>The Teacher will introduce the topic from the textbook and ask some questions to the students related to the topic.</p> <p>Topic: All Things Bright and Beautiful</p>	The students will respond the questions asked by the teacher.
	Teaching of the topic	<p>The teacher will read aloud the poem and also recite it.</p> <p>“All Things Bright and Beautiful.....            .....who has made all things well.”</p> <p>The teacher will explain the difficult words and meaning by discussing it with students.</p>	The students will do as per the directions of the teacher.
	Grammar Point	Parts of Speech: Noun, Adjective, Verbs	The students will do as per the directions of the teacher.
<b>Practice</b>		<p>The teacher will give the following exercise to practice the grammar point / Task.</p> <p>Find out Adjectives from the poem.</p> <p>Fill in the blanks: (flows, grows, bloom, blows, rises)</p>	The students will do as per the directions of the teacher.

	1. A tree..... 2. The cold wind..... 3. A river..... 4. The sun..... 5. Flowers.....	
<b>Evaluation</b>	The teacher will evaluate the students' learning by asking questions. Like, Which things are brighten up in the sky? Who made all things? Etc.	The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Ex. Prepare a list of the things mentioned in the poem?	The students will do as per the directions of the teacher.

<b>Day: 13</b>	<b>LESSON PLAN-13</b>	<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	A Marriage Ceremony	
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to: Read aloud the text, Ask the questions, Relate, Predict and infer the meaning of the text.	
<b>Skills:</b>	Listening, Speaking, Reading, Writing	
<b>Learning Difficulties:</b>	Students are: Unable to recognize, understand and make use of the function words, Unable to infer and predict the meaning.	
<b>Approach / Method:</b>	Functional Approach, Communicative Approach	
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards etc.	

<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	The teacher will exhibit the recitation of a rhyme. ‘Brush Brush Brush your teeth, Brush it everyday Father mother brother sister brush it everyday Comb comb comb your hair comb it everyday Father mother brother sister comb it everyday Eat eat eat your food, Eat it everyday Father mother brother sister, Eat it everyday’	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	The Teacher will introduce the topic from the textbook and ask some questions to the students related to the topic. Topic: A Marriage Ceremony	The students will respond the questions asked by the teacher.
	Teaching of the topic	The teacher will read aloud the text and make the students read aloud. “Attending a marriage ceremony..... ..... Everything was settle down.” The teacher will explain the difficult words and raise questions to discuss. Showing pictures teacher will raise questions. Like, Who is reporting about marriage? Who is getting married? Who is riding horse? The teacher will have the opinions and responses of the students.	The students will do as per the directions of the teacher.
	Grammar Point	Parts of Speech: Noun, Adjectives, Adverbs, Wh .questions, Prepositions	The students will do as per the directions of the teacher.

<b>Practice</b>	The teacher will give the following exercise to practice the grammar point / Task. Write a short note on given picture/ Describe the picture. Find out various groups attending marriage ceremony.	The students will do as per the directions of the teacher.
<b>Evaluation</b>	The teacher will evaluate the students' learning by asking questions. Like, Who is reporting about marriage? Who is getting married? Who is riding horse? Etc.	The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Ex. Narrate how the marriage ceremony is carried out.	The students will do as per the directions of the teacher.

<b>Day: 14</b>	<b>LESSON PLAN-14</b>	<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	Jayesh got an injury	
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to: Read aloud the text, Ask the questions, Respond the questions Narrate the story in their words.	
<b>Skills:</b>	Listening, Speaking, Reading, Writing	
<b>Learning Difficulties:</b>	Students are: Unable to narrate the story; Unable to frame the questions; Unable to Describe the pictures.	
<b>Approach /</b>	Functional Approach / Communicative Approach	

<b>Method:</b>			
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	<p>The teacher will exhibit the recitation of a rhyme.</p> <p>‘Brush Brush Brush your teeth, Brush it everyday  Father mother brother sister brush it everyday  Comb comb comb your hair comb it everyday  Father mother brother sister comb it everyday  Eat eat eat your food, Eat it everyday  Father mother brother sister, Eat it everyday’</p>	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	<p>The Teacher will introduce the topic and ask some questions to the students related to the topic.</p> <p>Topic: Jayesh got an injury</p>	The students will respond the questions asked by the teacher.
	Teaching of the topic	<p>The teacher will read aloud the text and also make the students to read aloud it.</p> <p>‘Once there was a boy named Jayesh.....  .....Jayesh could open his mouth again.’</p> <p>The teacher will explain the text and ask them to prepare the events so as to narrate before class.</p>	The students will do as per the directions of the teacher.
	Grammar Point	Parts of Speech: Verbs, Noun, Adjective, Adverbs, Simple Past Tense	The students will do as per the directions of the teacher.

<b>Practice</b>	The teacher will give the following exercise to practice the grammar point / Task. Find out the names of places, persons, things and nouns showing time. Narrate the story in your words.	The students will do as per the directions of the teacher.
<b>Evaluation</b>	The teacher will evaluate the students' learning by asking questions. Like, Who got injured? How? What was the consequence of that? What is the name doctor? What did he said on injury? What is the moral of the story? Etc.	The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Like, Have you ever got an injury? Write your own story.	The students will do as per the directions of the teacher.

<b>Day: 15</b>	<b>LESSON PLAN-15</b>	<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	Can Mr. Lazy touch the moon?	
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to: Read aloud the text, Ask the questions, Respond the questions Narrate the story in their words.	
<b>Skills:</b>	Listening, Speaking, Reading, Writing	
<b>Learning Difficulties:</b>	Students are: Unable to narrate the story; Unable to frame the questions; Unable to Describe the pictures.	
<b>Approach /</b>	Functional Approach / Communicative Approach	

<b>Method:</b>			
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	<p>The teacher will exhibit the recitation of a rhyme.</p> <p>‘Brush Brush Brush your teeth, Brush it everyday  Father mother brother sister brush it everyday  Comb comb comb your hair comb it everyday  Father mother brother sister comb it everyday  Eat eat eat your food, Eat it everyday  Father mother brother sister, Eat it everyday’</p>	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	<p>The Teacher will introduce the topic and ask some questions to the students related to the topic.</p> <p>Topic: Can Mr. Lazy touch the moon?</p>	The students will respond the questions asked by the teacher.
	Teaching of the topic	<p>The teacher will read aloud the text and also make the students to read aloud it.</p> <p>‘Mr. Lazy wanted to touch the moon.....  .....After sometime a plane passed  by.....’</p> <p>The teacher will explain the text and ask them to complete the story in their words. The teacher will help the students to finish the story.</p>	The students will do as per the directions of the teacher.
	Grammar	Parts of Speech: Simple Past Tense, Parts of speech	The students will do as per

	Point		the directions of the teacher.
<b>Practice</b>	The teacher will give the following exercise to practice the grammar point / Task. Write about the other places in the sky where we can go?. Narrate the story in your words.		The students will do as per the directions of the teacher.
<b>Evaluation</b>	The teacher will evaluate the students' learning by asking questions. Like, How many balloons did Mr. Lazy tie to the chair? Why did Mr. Lazy tie so many balloons to the chair? Were the balloons safe in the end? What is the moral of the story? Etc.		The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Like, Name the person who has ever gone to the moon.		The students will do as per the directions of the teacher.

<b>Day: 16</b>	<b>LESSON PLAN-16</b>	<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	Fairs – Our Culture	
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to : Enjoy and Recite the poem, Ask the questions, Relate the meaning of the words	
<b>Skills:</b>	Listening, Speaking, Reading, Writing	
<b>Learning Difficulties:</b>	Students are: Unable to recognize, understand and use the function words, Unable to read and recite the poem	

<b>Approach / Method:</b>	Functional Approach, Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	<p>The teacher will exhibit the recitation of a rhyme.</p> <p>‘Fly Fly Fly The Butterfly          In the Meadow Its Flying High          In the Garden Flying Low          Fly Fly Fly the Butterfly’</p>	<p>The students will listen to the rhyme recited by the teacher and follow him.</p>
	Introducing the topic	<p>The Teacher will introduce the topic from the textbook and ask some questions to the students related to the topic.</p> <p>Topic: Fairs – Our Culture</p>	<p>The students will respond the questions asked by the teacher.</p>
	Teaching of the topic	<p>The teacher will read aloud the poem and also recite it.</p> <p>“What do you sell O ye Merchants?          .....          .....          To perfume the sleep of the dead.”</p> <p>The teacher will explain the difficult words and meaning by discussing it with students.</p>	<p>The students will do as per the directions of the teacher.</p>

		On the basis of the poem, the teacher will ask the students to write about various vendors, merchants, maidens, goldsmith, fruit men etc.	
	Grammar Point	Parts of Speech: Nouns, Verbs, Adjectives, Wh Questions	The students will do as per the directions of the teacher.
<b>Practice</b>	The teacher will give the following exercise to practice the grammar point / Task. Find out the rhyming words. Find out the colors mentioned in the poem.		The students will do as per the directions of the teacher.
<b>Evaluation</b>	The teacher will evaluate the students' learning by asking questions. Like, What do the vendors do in the fair? What do the musicians do? What do the weavers do? Etc.		The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Ex. What are the various famous fairs of Gujarat? Write few lines for each.		The students will do as per the directions of the teacher.

<b>Day: 17</b>	<b>LESSON PLAN-17</b>	<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	Fairs – Our Culture	
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to : Enjoy and Recite the poem, Ask the questions, Relate the meaning of the words	
<b>Skills:</b>	Listening, Speaking, Reading, Writing	

<b>Learning Difficulties:</b>	Students are: Unable to recognize, understand and use the function words, Unable to read and recite the poem		
<b>Approach / Method:</b>	Functional Approach, Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	The teacher will exhibit the recitation of a rhyme. ‘Fly Fly Fly The Butterfly In the Meadow Its Flying High In the Garden Flying Low Fly Fly Fly the Butterfly’	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	The Teacher will remind the topic from the textbook and ask some questions to the students related to the topic. Topic: Fairs – Our Culture	The students will respond the questions asked by the teacher.
	Teaching of the topic	The teacher will read aloud the poem and also recite it. “What do you sell O ye Merchants? ..... ..... To perfume the sleep of the dead.”	The students will do as per the directions of the teacher.

		<p>The teacher will explain the difficult words and meaning by discussing it with students.</p> <p>The teacher will ask the students to write about:</p> <ol style="list-style-type: none"> <li>1. When do you go to bazaar with your father?</li> <li>2. When do you go to bazaar with your mother?</li> </ol> <p>The teacher will have responses from the students.</p>	
	Grammar Point	Parts of Speech: Wh Questions, Simple present tense,	The students will do as per the directions of the teacher.
<b>Practice</b>	<p>The teacher will give the following exercise to practice the grammar point / Task.</p> <p>Draw a picture about the fair you recently visited and write few lines about it.</p> <p>Like, 1. Name of the fair 2. History of the fair 3. Location and Time etc.</p>		The students will do as per the directions of the teacher.
<b>Evaluation</b>	<p>The teacher will evaluate the students' learning by making them dictation. Like, A paragraph of 'Mahashivratri Fair'.</p> <p>“This fair is held in Junagadh city on Mahashivratri at Bhavnath Taleti. The visitors come from all over Gujarat and enjoy the five days fair. On the last day the Naga Sadhus come out from mountain Girnar and have bath in Mrugu Kund. It is the chief attraction of the fair. Watching Naga Sadhu is novel experience”.</p>		The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Ex. According to you what are the required changes in the fairs, festivals and rituals to be brought about?		The students will do as per the directions of the teacher.

<b>Day: 18</b>	<b>LESSON PLAN-18</b>		<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	Art of White-Washing		
<b>Aims &amp; Objectives:</b>	<p><b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students.</p> <p><b>Objectives:</b> The students will be able to: Read aloud the text, Ask the questions, Respond the questions Narrate the story in their words, Relate and infer the meaning from the text</p>		
<b>Skills:</b>	Listening, Speaking, Reading, Writing		
<b>Learning Difficulties:</b>	Students are: Unable to narrate the story; Unable to frame the questions; Unable to Describe the pictures.		
<b>Approach / Method:</b>	Functional Approach / Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	<p>The teacher will exhibit the recitation of a rhyme.</p> <p>‘Fly Fly Fly The Butterfly In the Meadow Its Flying High In the Garden Flying Low Fly Fly Fly the Butterfly’</p>	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	The Teacher will introduce the topic and ask some questions to the students related to the topic.	The students will respond the questions asked by the

		Topic: Art of White-washing	teacher.
	Teaching of the topic	<p>The teacher will read aloud the text and also make the students to read aloud it.</p> <p>‘It was a Saturday, a holiday .....  ..... Aunt Polly took out the best apple from the basket and gave it to Tom.’</p> <p>The teacher will explain the text and ask them to find the meaning of difficult words. Having understood the text by the students, the teacher will assign a task in group to arrange the scattered sentences written in chits.</p>	The students will do as per the directions of the teacher.
	Grammar Point	Parts of Speech: Simple Past Tense, Parts of speech	The students will do as per the directions of the teacher.
<b>Practice</b>	<p>The teacher will give the following exercise to practice the grammar point / Task.</p> <p>Write about the art of white-washing?</p> <p>Narrate the story in your words.</p>		The students will do as per the directions of the teacher.
<b>Evaluation</b>	<p>The teacher will evaluate the students’ learning by asking questions. Like, What did Ben, Billy and Johny give to Tom? Do you think that Tom was clever? How? Why did aunt Polly give the white-washing work to Tom? Etc.</p>		The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	<p>The teacher will assign topic related homework to the students. Like, Write about your experience of White-washing.</p>		The students will do as per the directions of the teacher.

<b>Day: 19</b>	<b>LESSON PLAN-19</b>		<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	Art of White-Washing		
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to: Read aloud the text, Ask the questions, Respond the questions Narrate the story in their words, Relate and infer the meaning from the text		
<b>Skills:</b>	Listening, Speaking, Reading, Writing		
<b>Learning Difficulties:</b>	Students are: Unable to narrate the story; Unable to frame the questions; Unable to Describe the pictures.		
<b>Approach / Method:</b>	Functional Approach / Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	The teacher will exhibit the recitation of a rhyme. ‘Fly Fly Fly The Butterfly In the Meadow Its Flying High In the Garden Flying Low Fly Fly Fly the Butterfly’	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	The Teacher will remind the topic and ask some questions to the students related to the topic.	The students will respond the questions asked by the

		Topic: Art of White-washing	teacher.
	Teaching of the topic	<p>The teacher will read aloud the text and also make the students to read aloud it.</p> <p>‘It was a Saturday, a holiday .....  ..... Aunt Polly took out the best apple from the basket and gave it to Tom.’</p> <p>The teacher will explain the text and ask them to find the meaning of difficult words. Having understood the text by the students, the teacher will assign a task in group to compare the white-washing of Ben, Billy, Johny and Tom.</p>	The students will do as per the directions of the teacher.
	Grammar Point	Parts of Speech: Simple Past Tense, Parts of speech, Degree	The students will do as per the directions of the teacher.
<b>Practice</b>	<p>The teacher will give the following exercise to practice the grammar point / Task.</p> <p>Write any five sentences of degrees of comparison and change it to another.</p> <p>Find out five words similar in pronunciation.</p>		The students will do as per the directions of the teacher.
<b>Evaluation</b>	<p>The teacher will evaluate the students’ learning by asking questions. Like, Who is better in white-washing? Is Tom as good as Johny in white-washing? How? Who is the cleverest boy among them? Etc.</p>		The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	<p>The teacher will assign topic related homework to the students. Like, Compare yourself with your friend in doing same thing. Who is better or worse?</p>		The students will do as per the directions of the teacher.

<b>Day: 20</b>	<b>LESSON PLAN-20</b>		<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	The Baby Cooking-Pot		
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to: Read aloud the text, Ask the questions, Respond the questions Narrate the story in their words, Relate and infer the meaning from the text		
<b>Skills:</b>	Listening, Speaking, Reading, Writing		
<b>Learning Difficulties:</b>	Students are: Unable to narrate the story; Unable to frame the questions; Unable to Describe the pictures.		
<b>Approach / Method:</b>	Functional Approach / Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	The teacher will exhibit the recitation of a rhyme. ‘Fly Fly Fly The Butterfly In the Meadow Its Flying High In the Garden Flying Low Fly Fly Fly the Butterfly’	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing	The Teacher will introduce the topic and ask some questions to the	The students will respond the

	the topic	students related to the topic. Topic: The Baby Cooking-Pot	questions asked by the teacher.
	Teaching of the topic	The teacher will read aloud the text and also make the students to read aloud it. 'One day Nasarudding called on a friend..... .....The friend realized his mistake and was ashamed of himself.' The teacher will explain the text and ask them to find the meaning of difficult words. Having understood the text by the students, the teacher will assign a task in group to arrange the scattered sentences written in chits.	The students will do as per the directions of the teacher.
	Grammar Point	Parts of Speech: Simple Past Tense, Perfect Past Tenser, Parts of speech	The students will do as per the directions of the teacher.
<b>Practice</b>	The teacher will give the following exercise to practice the grammar point / Task. Write about the trick Nasaruddin played? Narrate the story in your words.		The students will do as per the directions of the teacher.
<b>Evaluation</b>	The teacher will evaluate the students' learning by asking questions. Like, What made you laugh in this story? If you were the friend of Nasaruddin, how you would have reacted? Etc.		The students will do as per the directions of the teacher.
<b>Assigning</b>	The teacher will assign topic related homework to the students. Like, Find out		The students will do as per

<b>Homework</b>	another story from your school library and rewrite it in short.	the directions of the teacher.
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<b>Day: 21</b>	<b>LESSON PLAN-21</b>		<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	Trip Time		
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to : Read aloud the text, Ask the questions, Relate and Infer the meaning of the words		
<b>Skills:</b>	Listening, Speaking, Reading, Writing		
<b>Learning Difficulties:</b>	Students are: Unable to understand the text, Infer and predict the meaning, Unable to frame the questions		
<b>Approach / Method:</b>	Functional Approach / Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	The teacher will exhibit the recitation of a rhyme. ‘Sharing makes our life joyful Baa Baa The more we share the more we have Baa Baa Sharing makes our life joyful Baa Baa Sharing is a way of caring Baa Baa Ba Ba Black ship, Have you any wool? Yes Sir, Yes Sir, Three Bag Full’	The students will listen to the rhyme recited by the teacher and follow him.

	Introducing the topic	The Teacher will introduce the topic from the textbook and ask some questions to the students related to the topic. Topic: Trip Time	The students will respond the questions asked by the teacher.
	Teaching of the topic	The teacher will read aloud the text and also make the students to read aloud it. 1. The Group finds transport Chandubhai: Hey...Chhakadawala, please come here ..... Chakadawala: You need two Chhakadas.. The teacher will explain the difficult words and meaning of the text.	The students will do as per the directions of the teacher.
	Grammar Point	Parts of Speech: Pronoun, Verbs, Nouns, Adjectives	The students will do as per the directions of the teacher.
<b>Practice</b>	The teacher will give the following exercise to practice the grammar point / Task. Find out the names of places, persons, and things. Asking questions in pair based on the text. Like, Who is on the trip? How many students and teachers were on trip? What were they looking for? How many Chhakadas they were needed? What was the charge of Chhakada? etc		The students will do as per the directions of the teacher.
<b>Evaluation</b>	The teacher will evaluate the students' learning by asking questions? Who is on the trip? How many students and teachers were on trip? What were they looking for? How many Chhakadas they were needed? What was the charge of Chhakada? Etc.		The students will do as per the directions of the teacher.

<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Like, Write about preparation required before going for a trip.	The students will do as per the directions of the teacher.
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<b>Day: 22</b>	<b>LESSON PLAN-22</b>		<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	Trip Time		
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to : Read aloud the text, Ask the questions, Relate and Infer the meaning of the words		
<b>Skills:</b>	Listening, Speaking, Reading, Writing		
<b>Learning Difficulties:</b>	Students are: Unable to understand the text, Infer and predict the meaning, Unable to frame the questions		
<b>Approach / Method:</b>	Functional Approach / Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	The teacher will exhibit the recitation of a rhyme. ‘Sharing makes our life joyful Baa Baa The more we share the more we have Baa Baa	The students will listen to the rhyme recited by the teacher

		Sharing makes our life joyful Baa Baa Sharing is a way of caring Baa Baa Ba Ba Black ship, Have you any wool? Yes Sir, Yes Sir, Three Bag Full'	and follow him.
	Introducing the topic	The Teacher will remind the topic from the textbook and ask some questions to the students related to the topic. Topic: Trip Time	The students will respond the questions asked by the teacher.
	Teaching of the topic	The teacher will read aloud the text and also make the students to read aloud it. 2. On the Panai Bridge Kuldip: O... Gopalbhai, when will we reach Mahisagar? ..... Mr. Chandubhai: The water level is quite low right now. But in the rainy season, the water rises, It reaches up to 15 feet. The teacher will explain the difficult words and meaning of the text.	The students will do as per the directions of the teacher.
	Grammar Point	Parts of Speech: Pronoun, Verbs, Nouns, Adjectives	The students will do as per the directions of the teacher.
<b>Practice</b>		The teacher will give the following exercise to practice the grammar point / Task. Find out the names of places, persons, and things. Asking questions in pair based on the text. Like, Where are they going? How far is Mahisagar? How wide is the Panai Bridge? Where did they stopped? Why? Etc.	The students will do as per the directions of the teacher.

<b>Evaluation</b>	The teacher will evaluate the students' learning by asking questions. Like, Where are they going? How far is Mahisagar? How wide is the Panai Bridge? Where did they stopped? Why? Etc.	The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Like, Write about your ride in a Chakada..	The students will do as per the directions of the teacher.

<b>Day: 23</b>	<b>LESSON PLAN-23</b>		<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	Trip Time		
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to : Read aloud the text, Ask the questions, Relate and Infer the meaning of the words		
<b>Skills:</b>	Listening, Speaking, Reading, Writing		
<b>Learning Difficulties:</b>	Students are: Unable to understand the text, Infer and predict the meaning, Unable to frame the questions		
<b>Approach / Method:</b>	Functional Approach / Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards etc.		
<b>Activities</b>		Teachers Activity	Students Activity

<b>/Tasks:</b>			
	Warming Up:	<p>The teacher will exhibit the recitation of a rhyme.</p> <p>‘Sharing makes our life joyful Baa Baa  The more we share the more we have Baa Baa  Sharing makes our life joyful Baa Baa  Sharing is a way of caring Baa Baa  Ba Ba Black ship, Have you any wool?  Yes Sir, Yes Sir, Three Bag Full’</p>	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	<p>The Teacher will remind the topic from the textbook and ask some questions to the students related to the topic.</p> <p>Topic: Trip Time</p>	The students will respond the questions asked by the teacher.
	Teaching of the topic	<p>The teacher will read aloud the text and also make the students to read aloud it.</p> <p>3. At the Mahisagar</p> <p>Gopalbhai: Enjoy the beauty of the Mahisagar here.  .....</p> <p>Mr. Gopalbhai: O.K. Get ready now. We are going back. Check your things. Let us go to Navanadisar.</p> <p>The teacher will explain the difficult words and meaning of the text.</p>	The students will do as per the directions of the teacher.
	Grammar Point	Parts of Speech: Pronoun, Verbs, Nouns, Adjectives	The students will do as per the directions of the teacher.
<b>Practice</b>	The teacher will give the following exercise to practice the grammar point / Task.		The students will do as per

	Describe the scenery of the river bank of Mahisagar. Asking questions in pair based on the text. Like, How was the river bank of Mahisagar? What did the children enjoy there? What did the children do at river bank of Mahisagar? What did the children eat? Etc.	the directions of the teacher.
<b>Evaluation</b>	The teacher will evaluate the students' learning by asking questions. Like, How was the river bank of Mahisagar? What did the children enjoy there? What did the children do at river bank of Mahisagar? What did the children eat? Etc.	The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Like, Write about your experience at river bank.	The students will do as per the directions of the teacher.

<b>Day: 24</b>	<b>LESSON PLAN-24</b>	<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	The Beasts are very wise	
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to : Enjoy and Recite the poem, Ask the questions, Relate the meaning of the words	
<b>Skills:</b>	Listening, Speaking, Reading, Writing	
<b>Learning Difficulties:</b>	Students are: Unable to recognize, understand and use the function words; Unable to read, relate and infer the meaning of the text.	

<b>Approach / Method:</b>	Functional Approach, Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	<p>The teacher will exhibit the recitation of a rhyme.</p> <p>‘Sharing makes our life joyful Baa Baa  The more we share the more we have Baa Baa  Sharing makes our life joyful Baa Baa  Sharing is a way of caring Baa Baa  Ba Ba Black ship, Have you any wool?  Yes Sir, Yes Sir, Three Bag Full’</p>	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	<p>The Teacher will introduce the topic from the textbook and ask some questions to the students related to the topic.</p> <p>Topic: The Beasts are very wise</p>	The students will respond the questions asked by the teacher.
	Teaching of the topic	<p>The teacher will read aloud the poem and also recite it.</p> <p>“The beasts are very wise  .....  .....</p> <p>“Nay”, ‘twas the whip that spoke”</p> <p>The teacher will explain the difficult words and meaning by</p>	The students will do as per the directions of the teacher.

		discussing it with students.	
	Grammar Point	Parts of Speech: Noun, Verbs, Vocabulary	The students will do as per the directions of the teacher.
<b>Practice</b>	<p>The teacher will give the following exercise to practice the grammar point / Task.</p> <p>Find out the rhyming words. Like, wise-lies, others-brothers etc.</p> <p>Asking questions based on the texts of the poem. Like, Who is wise? Why? How do the beasts talk? How does the man differ from animals in nature? Etc.</p>		The students will do as per the directions of the teacher.
<b>Evaluation</b>	<p>The teacher will evaluate the students' learning by asking questions. Like, Who is wise? Why? How do the beasts talk? How does the man differ from animals in nature? Do you like the animals? Why? Etc.</p>		The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	<p>The teacher will assign topic related homework to the students. Ex. Write an essay on your favorite animal.</p>		The students will do as per the directions of the teacher.

<b>Day: 25</b>	<b>LESSON PLAN-25</b>	<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	The Beasts	
<b>Aims &amp; Objectives:</b>	<p><b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students.</p> <p><b>Objectives:</b> The students will be able to : Read aloud the text, Ask the questions, Relate and Infer the meaning of the words</p>	

<b>Skills:</b>	Listening, Speaking, Reading, Writing		
<b>Learning Difficulties:</b>	Students are: Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words		
<b>Approach / Method:</b>	Functional Approach / Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	The teacher will exhibit the recitation of a rhyme. ‘Sharing makes our life joyful Baa Baa The more we share the more we have Baa Baa Sharing makes our life joyful Baa Baa Sharing is a way of caring Baa Baa Ba Ba Black ship, Have you any wool? Yes Sir, Yes Sir, Three Bag Full’	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	The Teacher will remind the topic from the textbook and ask some questions to the students related to the topic. Topic: The Beasts	The students will respond the questions asked by the teacher.
	Teaching of the topic	The teacher will read aloud the text and also make the students to read aloud it. Pappu: Where have you been for a long time? .....	The students will do as per the directions of the teacher.

		Pappu: Thanks ! I'll be there. The teacher will explain the difficult words and meaning of the text. The teacher will also ask the students to play the roles of Pappu and Nisarg.	
	Grammar Point	Parts of Speech: Pronoun, Verbs, Nouns, Adjectives	The students will do as per the directions of the teacher.
<b>Practice</b>	The teacher will give the following exercise to practice the grammar point / Task. Describe how a project is prepared. Play the role of Pappu and Nisarg by the students.		The students will do as per the directions of the teacher.
<b>Evaluation</b>	The teacher will evaluate the students' learning by asking questions. Like, Where has been Pappu for a long time? What was the project about? Was the project interesting? What is the use of library and net for preparing project? Etc.		The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Like, Write about your project and tell it to your friend.		The students will do as per the directions of the teacher.

<b>Day: 26</b>	<b>LESSON PLAN-26</b>	<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	Reading News	
<b>Aims &amp;</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students.	

<b>Objectives:</b>	<b>Objectives:</b> The students will be able to : Read aloud the text, Ask the questions, Relate and Infer the meaning of the words		
<b>Skills:</b>	Listening, Speaking, Reading, Writing		
<b>Learning Difficulties:</b>	Students are: Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words		
<b>Approach / Method:</b>	Functional Approach / Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	The teacher will exhibit the recitation of a rhyme. ‘Brush Brush Brush your teeth, Brush it everyday Father mother brother sister brush it everyday Comb comb comb your hair comb it everyday Father mother brother sister comb it everyday Eat eat eat your food, Eat it everyday Father mother brother sister, Eat it everyday’	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	The Teacher will remind the topic from the textbook and ask some questions to the students related to the topic. Topic: Reading News	The students will respond the questions asked by the teacher.
	Teaching of the topic	The teacher will read aloud the news and also make the students to read aloud it.	The students will do as per the directions of the teacher.

		<p><b>Surat paralysed under neck-deep flood water</b>  Published. Tuesday, Aug 8, 2006, 10.30 IST</p>  <p>SURAT : Flood fury overtook the diamond city of Surat which reeled under neck-deep water on Tuesday. More than 150,000 people were evacuated from submerged areas in Surat district. Most areas in Surat district were under five-feet water. Flood control authorities here said that a massive operation to evacuate people was undertaken. Five columns of army swung into action with boats and life jackets. They evacuated and rescued people trapped on roof-tops of submerged houses in water-logged areas, the sources said.</p> <p>The high tide in the Arabian Sea has made the situation worse for Surat as the Tapti water has got diverted into the city, paralysing life there completely.</p> <p>Besides Surat city, people living in 62 villages along Tapti's banks have been shifted to safer places.</p>	
		<p>The teacher will explain the difficult words and meaning of the text.</p> <p>The teacher will also teach about the do's and don'ts to be followed during flood.</p>	
	Grammar Point	Parts of Speech: Verbs, Nouns, Adjectives	The students will do as per the directions of the teacher.
<b>Practice</b>	<p>The teacher will give the following exercise to practice the grammar point / Task.</p> <p>Describe how Surat was affected by the flood.</p> <p>Write short note on Do's and Don'ts to be followed during flood.</p>		The students will do as per the directions of the teacher.
<b>Evaluation</b>	<p>The teacher will evaluate the students' learning by asking questions. Like, Which calamity does the Surat city faced? When? How many people were evacuated from the city? Which matter made the situation worse? Etc.</p>		The students will do as per the directions of the teacher.
<b>Assigning</b>	<p>The teacher will assign topic related homework to the students. Like, Write an essay</p>		The students will do as per

<b>Homework</b>	on natural calamities.	the directions of the teacher.
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<b>Day: 27</b>	<b>LESSON PLAN-27</b>		<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	Movie Magic		
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to : Read aloud the text, Ask the questions, Relate and Infer the meaning of the words		
<b>Skills:</b>	Listening, Speaking, Reading, Writing		
<b>Learning Difficulties:</b>	Students are: Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words		
<b>Approach / Method:</b>	Functional Approach / Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	The teacher will exhibit the recitation of a rhyme. ‘Brush Brush Brush your teeth, Brush it everyday Father mother brother sister brush it everyday Comb comb comb your hair comb it everyday Father mother brother sister comb it everyday Eat eat eat your food, Eat it everyday	The students will listen to the rhyme recited by the teacher and follow him.

		Father mother brother sister, Eat it everyday'	
	Introducing the topic	The Teacher will introduce the topic from the textbook and ask some questions to the students related to the topic. Topic: Movie Magic	The students will respond the questions asked by the teacher.
	Teaching of the topic	The teacher will read aloud the text and also make the students to read aloud it. 1. Getting an audience for a film How do lakhs and lakhs of people..... .....your own favorite films. The teacher will explain the difficult words and meaning of the text.	The students will do as per the directions of the teacher.
	Grammar Point	Parts of Speech: Verbs, Nouns, Adjectives, Wh questions	The students will do as per the directions of the teacher.
<b>Practice</b>	The teacher will give the following exercise to practice the grammar point / Task. Prepare a list of Verbs, Nouns and adjectives used in this text. Write about your favorite Hero/Heroine of any film.		The students will do as per the directions of the teacher.
<b>Evaluation</b>	The teacher will evaluate the students' learning by asking questions. Like, What do the producers do for getting audience? How? Which technique is best for getting audience to the theatre? Etc.		The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Like, Write about your favorite film.		The students will do as per the directions of the teacher.

<b>Day: 28</b>	<b>LESSON PLAN-28</b>		<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	Movie Magic		
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to : Read aloud the text, Ask the questions, Relate and Infer the meaning of the words		
<b>Skills:</b>	Listening, Speaking, Reading, Writing		
<b>Learning Difficulties:</b>	Students are: Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words		
<b>Approach / Method:</b>	Functional Approach / Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	The teacher will exhibit the recitation of a rhyme. ‘Brush Brush Brush your teeth, Brush it everyday Father mother brother sister brush it everyday Comb comb comb your hair comb it everyday Father mother brother sister comb it everyday Eat eat eat your food, Eat it everyday Father mother brother sister, Eat it everyday’	The students will listen to the rhyme recited by the teacher and follow him.

	Introducing the topic	The Teacher will remind the topic from the textbook and ask some questions to the students related to the topic. Topic: Movie Magic	The students will respond the questions asked by the teacher.
	Teaching of the topic	The teacher will read aloud the text and also make the students to read aloud it. 2. Review of the film Few films have innate goodness..... .....It makes you think. 3. Parts of the Review The teacher will explain the difficult words and meaning of the text.	The students will do as per the directions of the teacher.
	Grammar Point	Parts of Speech: Verbs, Nouns, Adjectives, Prepositions	The students will do as per the directions of the teacher.
<b>Practice</b>	The teacher will give the following exercise to practice the grammar point / Task. Prepare a list of Verbs, Nouns and adjectives used in this text. Write a review of your favorite film.		The students will do as per the directions of the teacher.
<b>Evaluation</b>	The teacher will evaluate the students' learning by asking questions. Like, What are different parts of the review? Which is the first part? Which is the last part? Etc.		The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Like, Write a review of your favorite heroes film.		The students will do as per the directions of the teacher.

<b>Day: 29</b>	<b>LESSON PLAN-29</b>		<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	If I were		
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to : Enjoy and Recite the poem, Ask the questions, Relate the meaning of the words		
<b>Skills:</b>	Listening, Speaking, Reading, Writing		
<b>Learning Difficulties:</b>	Students are: Unable to recognize, understand and use the function words; Unable to read, relate and infer the meaning of the text.		
<b>Approach / Method:</b>	Functional Approach, Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	The teacher will exhibit the recitation of a rhyme. ‘Brush Brush Brush your teeth, Brush it everyday Father mother brother sister brush it everyday Comb comb comb your hair comb it everyday Father mother brother sister comb it everyday Eat eat eat your food, Eat it everyday Father mother brother sister, Eat it everyday’	The students will listen to the rhyme recited by the teacher and follow him.

	Introducing the topic	The Teacher will introduce the topic from the textbook and ask some questions to the students related to the topic. Topic: If I were	The students will respond the questions asked by the teacher.
	Teaching of the topic	The teacher will read aloud the poem and also recite it. “If I were Tall ..... ..... Learning Around” The teacher will explain the difficult words and meaning by discussing it with students.	The students will do as per the directions of the teacher.
	Grammar Point	Parts of Speech: Noun, Verb, Vocabulary, Modals	The students will do as per the directions of the teacher.
<b>Practice</b>	The teacher will give the following exercise to practice the grammar point / Task. Find out the rhyming words. Like, sky-high, birds-words etc. Asking questions based on the poem. Like, What does the child wish to do? What is your wish? Why do you wish so? What will you do to fulfill your wish? Etc.		The students will do as per the directions of the teacher.
<b>Evaluation</b>	The teacher will evaluate the students’ learning by asking questions. Like, What does the child wish to do? What is his wish? Why does he/she wish so? Etc.		The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Ex. Write a short poem of your wish.		The students will do as per the directions of the teacher.

<b>Day: 30</b>	<b>LESSON PLAN-30</b>		<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	Quiz Time		
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to : Read aloud the text, Ask the questions, Relate and Infer the meaning of the words		
<b>Skills:</b>	Listening, Speaking, Reading, Writing		
<b>Learning Difficulties:</b>	Students are: Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words		
<b>Approach / Method:</b>	Functional Approach / Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards, etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	The teacher will exhibit the recitation of a rhyme. ‘Brush Brush Brush your teeth, Brush it everyday Father mother brother sister brush it everyday Comb comb comb your hair comb it everyday Father mother brother sister comb it everyday Eat eat eat your food, Eat it everyday Father mother brother sister, Eat it everyday’	The students will listen to the rhyme recited by the teacher and follow him.

	Introducing the topic	The Teacher will introduce the topic from the textbook and ask some questions to the students related to the topic. Topic: Quiz Time	The students will respond the questions asked by the teacher.
	Teaching of the topic	The teacher will read aloud the text and also make the students to read aloud it. “Mr. Sisodiya: well, parents and children! It’s time to start the much awaited programme, the quiz competition. ..... Jyoti: Each team gets 10 points. The teacher will explain the difficult words and meaning of the text.	The students will do as per the directions of the teacher.
	Grammar Point	Parts of Speech: Verbs, Nouns, Adjectives, Prepositions	The students will do as per the directions of the teacher.
<b>Practice</b>	The teacher will give the following exercise to practice the grammar point / Task. Prepare a list of characters of the text. Students will play the roles of the characters and perform it.		The students will do as per the directions of the teacher.
<b>Evaluation</b>	The teacher will evaluate the students’ learning by asking questions. Like, Where is the quiz competition held? Who does initiate the programme? Who are the participants? Who wins the quiz competition? Etc.		The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Like, Prepare a list of questions from your textbooks for a quiz programme.		The students will do as per the directions of the teacher.

<b>Day: 31</b>	<b>LESSON PLAN-31</b>		<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	Friend of Kanji		
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to : Read aloud the text, Ask the questions, Relate and Infer the meaning of the words		
<b>Skills:</b>	Listening, Speaking, Reading, Writing		
<b>Learning Difficulties:</b>	Students are: Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words		
<b>Approach / Method:</b>	Functional Approach / Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards, etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	The teacher will exhibit the recitation of a rhyme. ‘Where is thump kin, where is thump kin Here I am, Here I am, How are you today sir, How are you today sir Very well thank you, very well thank you.’	The students will listen to the rhyme recited by the teacher and follow him.

	Introducing the topic	The Teacher will introduce the topic from the textbook and ask some questions to the students related to the topic. Topic: Friend of Kanji	The students will respond the questions asked by the teacher.
	Teaching of the topic	The teacher will read aloud the text and also make the students to read aloud it. “Kanji had a money box..... .....and asked, “will these do” The teacher will explain the difficult words and meaning of the text.	The students will do as per the directions of the teacher.
	Grammar Point	Parts of Speech: Verbs, Nouns, Adjectives, Prepositions, Simple Past Tense	The students will do as per the directions of the teacher.
<b>Practice</b>	The teacher will give the following exercise to practice the grammar point / Task. Prepare a list of characters of the text. Prepare a list of verbs, nouns, adjectives and prepositions.		The students will do as per the directions of the teacher.
<b>Evaluation</b>	The teacher will evaluate the students’ learning by asking questions. Like, Who had a money box? What did he thought for getting money? What did he decided for getting money? Etc.		The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Like, Ask your parents about money box. Write five lines on the money box.		The students will do as per the directions of the teacher.

<b>Day: 32</b>	<b>LESSON PLAN-32</b>		<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	Friend of Kanji		
<b>Aims &amp; Objectives:</b>	<p><b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students.</p> <p><b>Objectives:</b> The students will be able to : Read aloud the text, Ask the questions, Relate and Infer the meaning of the words</p>		
<b>Skills:</b>	Listening, Speaking, Reading, Writing		
<b>Learning Difficulties:</b>	Students are: Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words		
<b>Approach / Method:</b>	Functional Approach / Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards, etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	<p>The teacher will exhibit the recitation of a rhyme.</p> <p>‘Where is thump kin, where is thump kin Here I am, Here I am, How are you today sir, How are you today sir Very well thank you, very well thank you.’</p>	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	<p>The Teacher will remind the topic from the textbook and ask some questions to the students related to the topic.</p> <p>Topic: Friend of Kanji</p>	The students will respond the questions asked by the teacher.

	Teaching of the topic	The teacher will read aloud the text and also make the students to read aloud it. “Kanji looked at the pictures on the packets..... .....But then one morning a dreadful thing happened.” The teacher will explain the difficult words and meaning of the text.	The students will do as per the directions of the teacher.
	Grammar Point	Parts of Speech: Verbs, Nouns, Adjectives, Prepositions, Simple Past Tense	The students will do as per the directions of the teacher.
<b>Practice</b>	The teacher will give the following exercise to practice the grammar point / Task. Prepare a list of verbs, nouns, adjectives and prepositions. Use the above list for framing sentences.		The students will do as per the directions of the teacher.
<b>Evaluation</b>	The teacher will evaluate the students’ learning by asking questions. Like, What did Kanji grow in the farm? Who helped Kanji to plant the carrot seeds? What did he get from the carrot? Etc.		The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Like, Ask your parents how to plant vegetables and write about it.		The students will do as per the directions of the teacher.

<b>Day: 33</b>	<b>LESSON PLAN-33</b>	<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	Friend of Kanji	
<b>Aims &amp;</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students.	

<b>Objectives:</b>	<b>Objectives:</b> The students will be able to : Read aloud the text, Ask the questions, Relate and Infer the meaning of the words		
<b>Skills:</b>	Listening, Speaking, Reading, Writing		
<b>Learning Difficulties:</b>	Students are: Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words		
<b>Approach / Method:</b>	Functional Approach / Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards, etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	The teacher will exhibit the recitation of a rhyme. ‘Where is thump kin, where is thump kin Here I am, Here I am, How are you today sir, How are you today sir Very well thank you, very well thank you.’	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	The Teacher will remind the topic from the textbook and ask some questions to the students related to the topic. Topic: Friend of Kanji	The students will respond the questions asked by the teacher.
	Teaching of the topic	The teacher will read aloud the text and also make the students to read aloud it. “When Kanji went down to his garden.....	The students will do as per the directions of the teacher.

		.....a friend forever instead of a money box.” The teacher will explain the difficult words and meaning of the text.	
	Grammar Point	Parts of Speech: Verbs, Nouns, Adjectives, Prepositions, Simple Past Tense	The students will do as per the directions of the teacher.
<b>Practice</b>	The teacher will give the following exercise to practice the grammar point / Task. Prepare a list of verbs, nouns, adjectives and prepositions. Use the above list for framing sentences.		The students will do as per the directions of the teacher.
<b>Evaluation</b>	The teacher will evaluate the students’ learning by asking questions. Like, What happened one morning? Who ate his plants? Who became a new friend of Kanji? Why does Kanji grow carrot plants? Etc.		The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Like, Prepare a list of vegetables your parents grow in the fields.		The students will do as per the directions of the teacher.

<b>Day: 34</b>	<b>LESSON PLAN-34</b>	<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	My Shadow	
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to : Enjoy and Recite the poem, Ask the questions, Relate the meaning of the words	
<b>Skills:</b>	Listening, Speaking, Reading, Writing	

<b>Learning Difficulties:</b>	Students are: Unable to recognize, understand and use the function words; Unable to read, relate and infer the meaning of the text.		
<b>Approach / Method:</b>	Functional Approach, Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	The teacher will exhibit the recitation of a rhyme. ‘Where is thump kin, where is thump kin Here I am, Here I am, How are you today sir, How are you today sir Very well thank you, very well thank you.’	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	The Teacher will introduce the topic from the textbook and ask some questions to the students related to the topic. Topic: My Shadow	The students will respond the questions asked by the teacher.
	Teaching of the topic	The teacher will read aloud the poem and also recite it. “I have a little shadow ..... ..... And was fast asleep in bed” The teacher will explain the difficult words and meaning by	The students will do as per the directions of the teacher.

		discussing it with students.	
	Grammar Point	Parts of Speech: Noun, Verb, Vocabulary, Conjunctions	The students will do as per the directions of the teacher.
<b>Practice</b>	<p>The teacher will give the following exercise to practice the grammar point / Task.</p> <p>Find out the rhyming words. Like, me-see, head-bed etc.</p> <p>Asking questions based on the poem. Like, How is the shadow? When does the shadow sleep? What is funny about shadow? Why wasn't the shadow with the child early morning? Etc.</p>		The students will do as per the directions of the teacher.
<b>Evaluation</b>	<p>The teacher will evaluate the students' learning by asking questions. Like, How is the shadow? When does the shadow sleep? What is funny about shadow? Why wasn't the shadow with the child early morning? Etc.</p>		The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	<p>The teacher will assign topic related homework to the students. Ex. Write a short poem of your wish.</p>		The students will do as per the directions of the teacher.

<b>Day: 35</b>	<b>LESSON PLAN-35</b>	<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	Camel says "Humph"	
<b>Aims &amp; Objectives:</b>	<p><b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students.</p> <p><b>Objectives:</b> The students will be able to : Read aloud the text, Ask the questions, Relate and Infer the meaning of the words</p>	

<b>Skills:</b>	Listening, Speaking, Reading, Writing		
<b>Learning Difficulties:</b>	Students are: Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words		
<b>Approach / Method:</b>	Functional Approach / Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards, etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	The teacher will exhibit the recitation of a rhyme. ‘Where is thump kin, where is thump kin Here I am, Here I am, How are you today sir, How are you today sir Very well thank you, very well thank you.’	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	The Teacher will remind the topic from the textbook and ask some questions to the students related to the topic. Topic: Camel says “Humph”	The students will respond the questions asked by the teacher.
	Teaching of the topic	The teacher will read aloud the text and also make the students to read aloud it. “Long years ago, there was a camel..... .....but the hump is still there.” The teacher will explain the difficult words and meaning of the text.	The students will do as per the directions of the teacher.

	Grammar Point	Parts of Speech: Verbs, Nouns, Adjectives, Prepositions, Simple Past Tense	The students will do as per the directions of the teacher.
<b>Practice</b>	The teacher will give the following exercise to practice the grammar point / Task. Prepare a list of verbs, nouns, adjectives and prepositions. Use the above list for framing sentences.		The students will do as per the directions of the teacher.
<b>Evaluation</b>	The teacher will evaluate the students' learning by asking questions. Like, What did the camel say repeatedly? What the other animals tell the animal? Who ruled over the desert? Etc.		The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Like, Prepare a list of animals around you.		The students will do as per the directions of the teacher.

<b>Day: 36</b>	<b>LESSON PLAN-36</b>	<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	Camel says "Humph"	
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to : Read aloud the text, Ask the questions, Relate and Infer the meaning of the words	
<b>Skills:</b>	Listening, Speaking, Reading, Writing	
<b>Learning Difficulties:</b>	Students are: Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words	

<b>Approach / Method:</b>	Functional Approach / Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards, etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	The teacher will exhibit the recitation of a rhyme. ‘Where is thump kin, where is thump kin Here I am, Here I am, How are you today sir, How are you today sir Very well thank you, very well thank you.’	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	The Teacher will remind the topic from the textbook and ask some questions to the students related to the topic. Topic: Camel says “Humph”	The students will respond the questions asked by the teacher.
	Teaching of the topic	The teacher will read aloud the text and also make the students to read aloud it. “Long years ago, there was a camel..... .....but the hump is still there.” The teacher will explain the difficult words and meaning of the text.	The students will do as per the directions of the teacher.
	Grammar Point	Parts of Speech: Verbs, Nouns, Adjectives, Prepositions, Simple Past Tense	The students will do as per the directions of the teacher.
<b>Practice</b>	The teacher will give the following exercise to practice the grammar point / Task.		The students will do as per

	Write a funny joke on your own. Tell the story of camel in your own words.	the directions of the teacher.
<b>Evaluation</b>	The teacher will evaluate the students' learning by asking questions. Like, Why did the horse complain against the camel? What was the Djinna's advice to the camel? How did the camel get his hump? Etc.	The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Like, How do you think the elephant got its trunk? Write a short story on it.	The students will do as per the directions of the teacher.

<b>Day: 37</b>	<b>LESSON PLAN-37</b>	<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	The camel	
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to : Enjoy and Recite the poem, Ask the questions, Relate the meaning of the words	
<b>Skills:</b>	Listening, Speaking, Reading, Writing	
<b>Learning Difficulties:</b>	Students are: Unable to recognize, understand and use the function words; Unable to read, relate and infer the meaning of the text.	
<b>Approach / Method:</b>	Functional Approach, Communicative Approach	
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards etc.	

<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	<p>The teacher will exhibit the recitation of a rhyme.</p> <p>‘Where is thump kin, where is thump kin Here I am, Here I am, How are you today sir, How are you today sir Very well thank you, very well thank you.’</p>	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	<p>The Teacher will introduce the topic from the textbook and ask some questions to the students related to the topic.</p> <p>Topic: The camel</p>	The students will respond the questions asked by the teacher.
	Teaching of the topic	<p>The teacher will read aloud the poem and also recite it.</p> <p>“The camel is a wandering beast ..... ..... Or fall to the ground with a bump”</p> <p>The teacher will explain the difficult words and meaning by discussing it with students.</p>	The students will do as per the directions of the teacher.
	Grammar Point	Parts of Speech: Noun, Verb, Vocabulary, Conjunctions	The students will do as per the directions of the teacher.
<b>Practice</b>		<p>The teacher will give the following exercise to practice the grammar point / Task.</p> <p>Find out the rhyming words. Like, beast-east, back-track etc.</p>	The students will do as per the directions of the teacher.

	Asking questions based on the poem. Like, How does the camel carry his lunch? Where does he walk? Where does the camel wander? How do the people use the camel? Etc.	
<b>Evaluation</b>	The teacher will evaluate the students' learning by asking questions. Like, How does the camel carry his lunch? Where does he walk? Where does the camel wander? How do the people use the camel? Etc.	The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Ex. Write a short poem on the cow as a domestic animal.	The students will do as per the directions of the teacher.

<b>Day: 38</b>	<b>LESSON PLAN-38</b>	<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	Beauty of Nature	
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to : Enjoy and Recite the poem, Ask the questions, Relate the meaning of the words	
<b>Skills:</b>	Listening, Speaking, Reading, Writing	
<b>Learning Difficulties:</b>	Students are: Unable to recognize, understand and use the function words; Unable to read, relate and infer the meaning of the text.	
<b>Approach / Method:</b>	Functional Approach, Communicative Approach	

<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	The teacher will exhibit the recitation of a rhyme. ‘Where is thump kin, where is thump kin Here I am, Here I am, How are you today sir, How are you today sir Very well thank you, very well thank you.’	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	The Teacher will introduce the topic from the textbook and ask some questions to the students related to the topic. Topic: Beauty of Nature	The students will respond the questions asked by the teacher.
	Teaching of the topic	The teacher will read aloud the poem and also recite it. “I wandered lonely as a cloud ..... ..... I gazed and gazed but little thought” The teacher will explain the difficult words and meaning by discussing it with students.	The students will do as per the directions of the teacher.
	Grammar Point	Parts of Speech: Noun, Verb, Vocabulary	The students will do as per the directions of the teacher.
<b>Practice</b>	The teacher will give the following exercise to practice the grammar point / Task.		The students will do as per

	Find out the rhyming words. Like, cloud-crowd, hills-daffodils etc. Asking questions based on the poem. Like, How does the camel carry his lunch? Find out the verbs, nouns and adjectives used in the poem.	the directions of the teacher.
<b>Evaluation</b>	The teacher will evaluate the students' learning by asking questions. Like, What did the poet see suddenly? When? Where did the poet see the daffodils? How were the daffodils looking like? How many daffodils were visible at poet's one sight? Etc.	The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Ex. Write a short note on 'Daffodils'.	The students will do as per the directions of the teacher.

<b>Day: 39</b>	<b>LESSON PLAN-39</b>	<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	Valley of Flowers	
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to : Read aloud the text, Ask the questions, Relate and Infer the meaning of the words	
<b>Skills:</b>	Listening, Speaking, Reading, Writing	
<b>Learning Difficulties:</b>	Students are: Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words	
<b>Approach / Method:</b>	Functional Approach / Communicative Approach	

<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards, etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	The teacher will exhibit the recitation of a rhyme. ‘Brush Brush Brush your teeth, Brush it everyday Father mother brother sister brush it everyday Comb comb comb your hair comb it everyday Father mother brother sister comb it everyday Eat eat eat your food, Eat it everyday Father mother brother sister, Eat it everyday’	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	The Teacher will introduce the topic from the textbook and ask some questions to the students related to the topic. Topic: Valley of Flowers	The students will respond the questions asked by the teacher.
	Teaching of the topic	The teacher will read aloud the text and also make the students to read aloud it. “Guess, where am I? I am standing at..... ..... .....it is also called enchanted valley.” The teacher will explain the difficult words and meaning of the text.	The students will do as per the directions of the teacher.
	Grammar Point	Parts of Speech: Verbs, Nouns, Adjectives, Prepositions, Continuous present tense, Simple present tense	The students will do as per the directions of the teacher.
<b>Practice</b>	The teacher will give the following exercise to practice the grammar point / Task.		The students will do as per

	Prepare a list of Verbs, Nouns, Adjectives used in the text. Tell your class about the experience on such hills or hill station like ‘Saputara’.	the directions of the teacher.
<b>Evaluation</b>	The teacher will evaluate the students’ learning by asking questions. Like, Where are you standing? What do you see all around it? What do you call this valley? Where it is? Why it is called enchanted valley? Etc.	The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Like, Prepare a list of questions from your textbooks for a quiz programme.	The students will do as per the directions of the teacher.

<b>Day: 40</b>	<b>LESSON PLAN-40</b>	<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	Valley of Flowers	
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to : Read aloud the text, Ask the questions, Relate and Infer the meaning of the words	
<b>Skills:</b>	Listening, Speaking, Reading, Writing	
<b>Learning Difficulties:</b>	Students are: Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words	
<b>Approach / Method:</b>	Functional Approach / Communicative Approach	
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards, etc.	

<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	<p>The teacher will exhibit the recitation of a rhyme.</p> <p>‘Brush Brush Brush your teeth, Brush it everyday            Father mother brother sister brush it everyday            Comb comb comb your hair comb it everyday            Father mother brother sister comb it everyday            Eat eat eat your food, Eat it everyday            Father mother brother sister, Eat it everyday’</p>	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	<p>The Teacher will remind the topic from the textbook and ask some questions to the students related to the previous class.</p> <p>Topic: Valley of Flowers</p>	The students will respond the questions asked by the teacher.
	Teaching of the topic	<p>The teacher will read aloud the text and also make the students to read aloud it.</p> <p>“As you start walking in the valley .....</p> <p>.....</p> <p>..... the rich bio-diversity of the valley.”</p> <p>The teacher will explain the difficult words and meaning of the text.</p>	The students will do as per the directions of the teacher.
	Grammar Point	Parts of Speech: Verbs, Nouns, Adjectives, Prepositions, Simple present tense, Passive Voice	The students will do as per the directions of the teacher.
<b>Practice</b>		<p>The teacher will give the following exercise to practice the grammar point / Task.</p> <p>Prepare a list of Verbs, Nouns, Adjectives used in the text.</p>	The students will do as per the directions of the teacher.

	Imagine yourself at the top of Songadh Fort and Narrate what do you see from there.	
<b>Evaluation</b>	The teacher will evaluate the students' learning by asking questions. Like, How do you get astonished? What are the different colors of flowers? How do the flowers smell? Whom is the valley home for? Who form an important part of the valley? Etc.	The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Like, Prepare a list of flowers you see at your home.	The students will do as per the directions of the teacher.

<b>Day: 41</b>	<b>LESSON PLAN-41</b>		<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	Valley of Flowers		
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to : Read aloud the text, Ask the questions, Relate and Infer the meaning of the words		
<b>Skills:</b>	Listening, Speaking, Reading, Writing		
<b>Learning Difficulties:</b>	Students are: Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words		
<b>Approach / Method:</b>	Functional Approach / Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards, etc.		
<b>Activities</b>		Teachers Activity	Students Activity

<b>/Tasks:</b>			
	Warming Up:	<p>The teacher will exhibit the recitation of a rhyme.</p> <p>‘Brush Brush Brush your teeth, Brush it everyday            Father mother brother sister brush it everyday            Comb comb comb your hair comb it everyday            Father mother brother sister comb it everyday            Eat eat eat your food, Eat it everyday            Father mother brother sister, Eat it everyday’</p>	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	<p>The Teacher will remind the topic from the textbook and ask some questions to the students related to the previous class.</p> <p>Topic: Valley of Flowers</p>	The students will respond the questions asked by the teacher.
	Teaching of the topic	<p>The teacher will read aloud the text and also make the students to read aloud it.</p> <p>“Since long, the valley remained unknown.....            .....            .....from this valley to revive Lakshaman.”</p> <p>The teacher will explain the difficult words and meaning of the text.</p>	The students will do as per the directions of the teacher.
	Grammar Point	Parts of Speech: Verbs, Nouns, Adjectives, Prepositions, Vocabulary	The students will do as per the directions of the teacher.
<b>Practice</b>	<p>The teacher will give the following exercise to practice the grammar point / Task.</p> <p>Prepare a list of Verbs, Nouns, Adjectives used in the text.</p> <p>Recollect the story of ‘Sanjivani Herbs’ from Ramayana and tell before the class.</p>		The students will do as per the directions of the teacher.

<b>Evaluation</b>	The teacher will evaluate the students' learning by asking questions. Like, Who did unveil the valley? When? Who authored a book 'Valley of Flowers'? Which epic does the valley related with? What do the legends say about valley? Etc.	The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Like, Prepare a project on 'the Valley of Flowers'.	The students will do as per the directions of the teacher.

<b>Day: 42</b>	<b>LESSON PLAN-42</b>		<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	Heaven of Freedom		
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to : Enjoy and Recite the poem, Ask the questions, Relate the meaning of the words		
<b>Skills:</b>	Listening, Speaking, Reading, Writing		
<b>Learning Difficulties:</b>	Students are: Unable to recognize, understand and use the function words; Unable to read, relate and infer the meaning of the text.		
<b>Approach / Method:</b>	Functional Approach, Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity

	Warming Up:	The teacher will exhibit the recitation of a rhyme. ‘Where is thump kin, where is thump kin Here I am, Here I am, How are you today sir, How are you today sir Very well thank you, very well thank you.’	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	The Teacher will introduce the topic from the textbook and ask some questions to the students related to the topic. Topic: Heaven of Freedom	The students will respond the questions asked by the teacher.
	Teaching of the topic	The teacher will read aloud the poem and also recite it. “Where the mind is without fear ..... ..... Father, led my country awake” The teacher will explain the difficult words and meaning by discussing it with students.	The students will do as per the directions of the teacher.
	Grammar Point	Parts of Speech: Noun, Verb, Vocabulary, Conjunctions	The students will do as per the directions of the teacher.
<b>Practice</b>		The teacher will give the following exercise to practice the grammar point / Task. List out different noun, verb and adjectives used in the poem. Asking questions based on the poem. Like, Who is in chains? Which narrow-minded considerations the poet talks about? What does ‘the head is held high’ mean? What	The students will do as per the directions of the teacher.

	does the poet mean by the word ‘freedom’? Etc.	
<b>Evaluation</b>	The teacher will evaluate the students’ learning by asking questions. Like, Who is in chains? Which narrow-minded considerations the poet talks about? What does ‘the head is held high’ mean? What does the poet mean by the word ‘freedom’? Etc.	The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Ex. Write a short note on Independence day.	The students will do as per the directions of the teacher.

<b>Day: 43</b>	<b>LESSON PLAN-43</b>		<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	The right of a consumer		
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to : Read aloud the text, Ask the questions, Relate and Infer the meaning of the words		
<b>Skills:</b>	Listening, Speaking, Reading, Writing		
<b>Learning Difficulties:</b>	Students are: Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words		
<b>Approach / Method:</b>	Functional Approach / Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards, etc.		
<b>Activities</b>		Teachers Activity	Students Activity

/Tasks:			
	Warming Up:	<p>The teacher will exhibit the recitation of a rhyme.</p> <p>‘Brush Brush Brush your teeth, Brush it everyday            Father mother brother sister brush it everyday            Comb comb comb your hair comb it everyday            Father mother brother sister comb it everyday            Eat eat eat your food, Eat it everyday            Father mother brother sister, Eat it everyday’</p>	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	<p>The Teacher will introduce the topic from the textbook and ask some questions to the students related to the topic.</p> <p>Topic: The right of a consumer</p>	The students will respond the questions asked by the teacher.
	Teaching of the topic	<p>The teacher will read aloud the text and also make the students to read aloud it.</p> <p>“Chandan: Is my laptop ready?            .....            .....            Shopkeeper: Good day, sir.</p> <p>The teacher will explain the difficult words and meaning of the text.</p>	The students will do as per the directions of the teacher.
	Grammar Point	<p>Parts of Speech: Verbs, Nouns, Adjectives, Prepositions, Wh Questions, Conjunctions</p>	The students will do as per the directions of the teacher.
<b>Practice</b>		<p>The teacher will give the following exercise to practice the grammar point / Task.</p> <p>Find out the verbs, Nouns, Adjectives used in the text.</p>	The students will do as per the directions of the teacher.

	Students will play the roles of the characters and perform it.	
<b>Evaluation</b>	The teacher will evaluate the students' learning by asking questions. Like, If you were Chandan, how did you have reacted? What will you do if you are in such condition? What will the Consumer forum do for consumers? Etc.	The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Like, What shall we keep in mind while purchasing items from the market? Write a short note.	The students will do as per the directions of the teacher.

<b>Day: 44</b>	<b>LESSON PLAN-44</b>		<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	The Moon		
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to : Enjoy and Recite the poem, Ask the questions, Relate the meaning of the words		
<b>Skills:</b>	Listening, Speaking, Reading, Writing		
<b>Learning Difficulties:</b>	Students are: Unable to recognize, understand and use the function words; Unable to read, relate and infer the meaning of the text.		
<b>Approach / Method:</b>	Functional Approach, Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards etc.		
<b>Activities</b>		Teachers Activity	Students Activity

<b>/Tasks:</b>			
	Warming Up:	The teacher will exhibit the recitation of a rhyme. ‘Where is thump kin, where is thump kin Here I am, Here I am, How are you today sir, How are you today sir Very well thank you, very well thank you.’	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	The Teacher will introduce the topic from the textbook and ask some questions to the students related to the topic. Topic: The Moon	The students will respond the questions asked by the teacher.
	Teaching of the topic	The teacher will read aloud the poem and also recite it. “The moon has the face like a clock in the hall ..... ..... Till up in the morning the sun shall rise.” The teacher will explain the difficult words and meaning by discussing it with students.	The students will do as per the directions of the teacher.
	Grammar Point	Parts of Speech: Noun, Verb, Vocabulary, Conjunctions	The students will do as per the directions of the teacher.
<b>Practice</b>		The teacher will give the following exercise to practice the grammar point / Task. Find out the rhyming words from the poem. Like, hall-wall, house-mouse etc. List out the name of animals mentioned in the text.	The students will do as per the directions of the teacher.

<b>Evaluation</b>	The teacher will evaluate the students' learning by asking questions. Like, How is the face of the moon? Where does the moon shine? Which are the animals mentioned in the poem? Till when does the moon shine? Etc.	The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Ex. Write difference between glittering/shining night and dark/black night.	The students will do as per the directions of the teacher.

<b>Day: 45</b>	<b>LESSON PLAN-45</b>		<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	When the Sun Disappears		
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to : Read aloud the text, Ask the questions, Relate and Infer the meaning of the words		
<b>Skills:</b>	Listening, Speaking, Reading, Writing		
<b>Learning Difficulties:</b>	Students are: Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words		
<b>Approach / Method:</b>	Functional Approach / Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards, etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity

	Warming Up:	The teacher will exhibit the recitation of a rhyme. ‘Brush Brush Brush your teeth, Brush it everyday Father mother brother sister brush it everyday Comb comb comb your hair comb it everyday Father mother brother sister comb it everyday Eat eat eat your food, Eat it everyday Father mother brother sister, Eat it everyday’	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	The Teacher will introduce the topic from the textbook and ask some questions to the students related to the topic. Topic: When the Sun Disappears	The students will respond the questions asked by the teacher.
	Teaching of the topic	The teacher will read aloud the text and also make the students to read aloud it. “In our country, people used to believe that..... ..... .....So they took care to keep all their wells covered” The teacher will explain the difficult words and meaning of the text.	The students will do as per the directions of the teacher.
	Grammar Point	Parts of Speech: Verbs, Nouns, Adjectives, Prepositions, Vocabulary	The students will do as per the directions of the teacher.
<b>Practice</b>		The teacher will give the following exercise to practice the grammar point / Task. Prepare a list of Verbs, Nouns, Adjectives used in the text. Rewrite the paragraph in beautiful handwriting. Take care of Capitalization and punctuation marks.	The students will do as per the directions of the teacher.

<b>Evaluation</b>	The teacher will evaluate the students' learning by asking questions. Like, What did the people believe in our country? What did the people do for protecting themselves from eclipse? What did the Chinese believe? What did the Japanese believe? Etc.	The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Like, What are the other beliefs about Solar eclipses? Write a short note.	The students will do as per the directions of the teacher.

<b>Day: 46</b>	<b>LESSON PLAN-46</b>		<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	When the Sun Disappears		
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to : Read aloud the text, Ask the questions, Relate and Infer the meaning of the words		
<b>Skills:</b>	Listening, Speaking, Reading, Writing		
<b>Learning Difficulties:</b>	Students are: Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the words		
<b>Approach / Method:</b>	Functional Approach / Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards, etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity

	Warming Up:	The teacher will exhibit the recitation of a rhyme. ‘Brush Brush Brush your teeth, Brush it everyday Father mother brother sister brush it everyday Comb comb comb your hair comb it everyday Father mother brother sister comb it everyday Eat eat eat your food, Eat it everyday Father mother brother sister, Eat it everyday’	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	The Teacher will remind the topic from the textbook and ask some questions to the students related to the topic. Topic: When the Sun Disappears	The students will respond the questions asked by the teacher.
	Teaching of the topic	The teacher will read aloud the text and also make the students to read aloud it. “In Africa, the eclipse myth tells..... ..... ..... down to check the Earth’s well being.” The teacher will explain the difficult words and meaning of the text.	The students will do as per the directions of the teacher.
	Grammar Point	Parts of Speech: Verbs, Nouns, Adjectives, Prepositions, Vocabulary	The students will do as per the directions of the teacher.
<b>Practice</b>	The teacher will give the following exercise to practice the grammar point / Task. Prepare a list of prepositions and use it in your own sentence. Rewrite the paragraph in beautiful handwriting. Take care of Capitalization and punctuation marks.		The students will do as per the directions of the teacher.

<b>Evaluation</b>	The teacher will evaluate the students' learning by asking questions. Like, What did the Africans believe about the eclipse? When did the eclipse made a good effect? How? What did the Eskimos believe about the solar eclipse? Etc.	The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Like, Write a short note on how eclipses occur? Use your Science Book.	The students will do as per the directions of the teacher.

<b>Day: 47</b>	<b>LESSON PLAN-47</b>		<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	Communication		
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to : Read aloud the text, Ask the questions, Relate and Infer the meaning of the words		
<b>Skills:</b>	Listening, Speaking, Reading, Writing		
<b>Learning Difficulties:</b>	Students are: Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the long syllabic words,		
<b>Approach / Method:</b>	Functional Approach / Communicative Approach		
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards, etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity

	Warming Up:	The teacher will exhibit the recitation of a rhyme. ‘Fly Fly Fly The Butterfly In the Meadow Its Flying High In the Garden Flying Low Fly Fly Fly the Butterfly’	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	The Teacher will introduce the topic from the textbook and ask some questions to the students related to the topic. Topic: Communication	The students will respond the questions asked by the teacher.
	Teaching of the topic	The teacher will read aloud the text and also make the students to read aloud it. “Centuries ago, the best way to send..... ..... ..... the world in less than 24 hours.” The teacher will explain the difficult words and meaning of the text.	The students will do as per the directions of the teacher.
	Grammar Point	Parts of Speech: Verbs, Nouns, Adverbs, Prepositions	The students will do as per the directions of the teacher.
<b>Practice</b>		The teacher will give the following exercise to practice the grammar point / Task. Prepare a list of adverbs and use it in your own sentence. Find out the long syllabic word and read it aloud.	The students will do as per the directions of the teacher.

<b>Evaluation</b>	The teacher will evaluate the students' learning by asking questions. Like, Who carried the message in the past? How? Which beasts were used for carrying message? Which way of carrying message was invented before 200 years ago? Which invention followed by the Post offices? Etc.	The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Like, What kind of letters do you receive from the postman? Prepare a list.	The students will do as per the directions of the teacher.

<b>Day: 48</b>	<b>LESSON PLAN-48</b>	<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	Communication	
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to : Read aloud the text, Ask the questions, Relate and Infer the meaning of the words	
<b>Skills:</b>	Listening, Speaking, Reading, Writing	
<b>Learning Difficulties:</b>	Students are: Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the long syllabic words,	
<b>Approach / Method:</b>	Functional Approach / Communicative Approach	
<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards, etc.	

<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	<p>The teacher will exhibit the recitation of a rhyme.</p> <p>‘Fly Fly Fly The Butterfly            In the Meadow Its Flying High            In the Garden Flying Low            Fly Fly Fly the Butterfly’</p>	<p>The students will listen to the rhyme recited by the teacher and follow him.</p>
	Introducing the topic	<p>The Teacher will remind the topic from the textbook and ask some questions to the students related to the topic.</p> <p>Topic: Communication</p>	<p>The students will respond the questions asked by the teacher.</p>
	Teaching of the topic	<p>The teacher will read aloud the text and also make the students to read aloud it.</p> <p>“Three decades ago,.....            .....            ..... Internet has brought the world at our doorsteps.”</p> <p>The teacher will explain the difficult words and meaning of the text.</p>	<p>The students will do as per the directions of the teacher.</p>
	Grammar Point	<p>Parts of Speech: Verbs, Nouns, Adverbs, Prepositions</p>	<p>The students will do as per the directions of the teacher.</p>
<b>Practice</b>		<p>The teacher will give the following exercise to practice the grammar point / Task.</p>	<p>The students will do as per</p>

	Prepare a list of verbs and use it in your own sentence. Find out the words with similar pronunciation and read it aloud.	the directions of the teacher.
<b>Evaluation</b>	The teacher will evaluate the students' learning by asking questions. Like, Which way of communication was invented before three decades ago? How Internet was born? What is Internet? What is E-Mail? Who has brought the world at our doorsteps? Etc.	The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Like, Write a short note on the utility of Internet in routine life.	The students will do as per the directions of the teacher.

<b>Day: 49</b>	<b>LESSON PLAN-49</b>	<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	Communication	
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to : Read aloud the text, Ask the questions, Relate and Infer the meaning of the words	
<b>Skills:</b>	Listening, Speaking, Reading, Writing	
<b>Learning Difficulties:</b>	Students are: Unable to understand the text, Infer and predict the meaning, Unable to frame the questions; Unable to pronounce the long syllabic words,	
<b>Approach / Method:</b>	Functional Approach / Communicative Approach	

<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards, etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	The teacher will exhibit the recitation of a rhyme. ‘Fly Fly Fly The Butterfly In the Meadow Its Flying High In the Garden Flying Low Fly Fly Fly the Butterfly’	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	The Teacher will remind the topic from the textbook and ask some questions to the students related to the topic. Topic: Communication	The students will respond the questions asked by the teacher.
	Teaching of the topic	The teacher will read aloud the text and also make the students to read aloud it. “The progress in communication..... ..... ..... We are lucky to live in this century, aren’t we?.” The teacher will explain the difficult words and meaning of the text.	The students will do as per the directions of the teacher.
	Grammar Point	Parts of Speech: Verbs, Nouns, Adverbs, Prepositions, Question tag	The students will do as per the directions of the teacher.

<b>Practice</b>	The teacher will give the following exercise to practice the grammar point / Task. Take any five sentences and frame question tags for that. Find out the words with similar pronunciation and read it aloud.	The students will do as per the directions of the teacher.
<b>Evaluation</b>	The teacher will evaluate the students' learning by asking questions. Like, When did the Mobile phones invented? What is the other name of mobile phones? What is the use of mobile phones? Etc.	The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	The teacher will assign topic related homework to the students. Like, Write the events of progress in communication field.	The students will do as per the directions of the teacher.

<b>Day: 50</b>	<b>LESSON PLAN-50</b>	<b>Duration: 45 to 60 minutes</b>
<b>Topic:</b>	Use of Gadgets	
<b>Aims &amp; Objectives:</b>	<b>Aims:</b> To develop Speaking, Listening, Reading and Writing Skills of the students. <b>Objectives:</b> The students will be able to: Read aloud the text, Ask the questions, Relate, Predict and infer the meaning of the text.	
<b>Skills:</b>	Listening, Speaking, Reading, Writing	
<b>Learning Difficulties:</b>	Students are: Unable to recognize, understand and make use of the function words, Unable to infer and predict the meaning.	
<b>Approach / Method:</b>	Functional Approach, Communicative Approach	

<b>Resources:</b>	Textbook, Dictionary, Chart, Flash Cards etc.		
<b>Activities /Tasks:</b>		Teachers Activity	Students Activity
	Warming Up:	The teacher will exhibit the recitation of a rhyme. ‘Brush Brush Brush your teeth, Brush it everyday Father mother brother sister brush it everyday Comb comb comb your hair comb it everyday Father mother brother sister comb it everyday Eat eat eat your food, Eat it everyday Father mother brother sister, Eat it everyday’	The students will listen to the rhyme recited by the teacher and follow him.
	Introducing the topic	The Teacher will introduce the topic from the textbook and ask some questions to the students related to the topic. Topic: Use of Gadgets	The students will respond the questions asked by the teacher.
	Teaching of the topic	The teacher will read aloud the text and make the students read aloud. 1. Iron “An Iron is a small..... ..... Intermolecular bonds.” The teacher will explain the difficult words and raise questions to discuss. Showing pictures teacher will raise questions. Like, What is the use of Mixture Machine? How do we use it? The teacher will have the opinions and responses of the students.	The students will do as per the directions of the teacher.
	Grammar	Parts of Speech: Parts of Speech	The students will do as per

	Point		the directions of the teacher.
<b>Practice</b>	<p>The teacher will give the following exercise to practice the grammar point / Task.</p> <p>Write a list of other gadgets we use at our home.</p> <p>Perform the process of making tea.</p>		The students will do as per the directions of the teacher.
<b>Evaluation</b>	<p>The teacher will evaluate the students' learning by asking questions. Like, What is the use of Iron? Why do we iron the clothes? What is difference between polymer and cotton material? Etc.</p>		The students will do as per the directions of the teacher.
<b>Assigning Homework</b>	<p>The teacher will assign topic related homework to the students. Ex. Learn how to make 'Limbu Sharbat' from your elders or parents. Write the making of 'Limbu Sharbat'.</p>		The students will do as per the directions of the teacher.