

**AKAL ACADEMY**  
**SYLLABUS (2020 – 2021)**

**CLASS: I**

**SUBJECT: English**

**Name of the books:** Communicate with Cambridge (MCB, Workbook & Literature reader), New Grammar and More

**Name of the publisher:** Cambridge

**Language Action Plan:**

- ✓ Greater emphasis to be given on **Neat handwriting** (cursive to be started grade III onwards)
- ✓ **Four notebooks** to be maintained (colour code for notebook covers- light Green)
  1. Grammar & vocabulary
  2. Main Course book
  3. Composition
  4. Comprehension

**MINIMUM EXPECTED WORK PER WEEK**

Skill	Expected Task
✓ Listening and Speaking	Language Lab (once in a week)
✓ Reading	One comprehension passage (solved passage corrected by teacher should be attached in notebook as evidence)
✓ Writing	One task
✓ Literature	1 – 2 pages (Written work in Notebooks)
✓ Grammar and Vocabulary	1 – 2 pages (Written work in Notebooks)
✓ Homework/Assignment/Activity	One task (Evidence to be kept in student portfolio)

**EVALUATION OF NOTEBOOKS:**

- ✓ While evaluating writing task, only one item should be corrected for one writing task (e.g. spellings/punctuation etc.) and it must be mentioned on the top of each evaluated task. Students should know what is being evaluated.

**Items for evaluation:**

<b>Content</b>	:	<b>30%</b>
✓ Expression	:	exp
✓ Relevance to the topic	:	rl
✓ Formatting	:	fr

<b>Coherence &amp; Creativity</b>	:	<b>30%</b>
Coherence	:	co

<b>Accuracy</b>	:	<b>40%</b>
✓ Sentence formation	:	sf
✓ Vocabulary	:	vo
✓ Spelling	:	sp
✓ Punctuation (Full stop ( . ), Comma ( , ), Question mark ( ? )	:	pn
✓ Use of Helping verbs/Verb	:	Hv / V
✓ Subject-Verb agreement	:	sva
✓ Use of Tenses	:	Tn
✓ Letter Formation	:	Lf

**English speaking to be made compulsory in the classroom & school campus both for teachers and students**

## MODULE I (MID-TERM)

Duration	Content	Subject Enrichment Activity	Digital Content/ Resources
<b>READING</b>			
01/04/2020 to 17/05/2020	<p><b>Loud reading</b> (Pleasure reading) Literature reader: Chapter 1: The Sad Caterpillar <b>Chapter 2:</b> There Was an Old Man with a Beard (poem)</p>	<p><b>Read Aloud:</b> Reading aloud for 10 minutes in pairs/ individually</p>	<p>-Loud reading rating scale (Link: <a href="https://www.pinterest.co.uk/pin/481040803922896729/">https://www.pinterest.co.uk/pin/481040803922896729/</a> )</p>
	<p><b>Main Course Book</b> <b>Chapter 1:</b> Manu and His Family All of Me (poem) <b>Chapter 2:</b> Friends in the Park At school (poem)</p>	<p><b>Teaching ideas</b> <b>Chapter 1:</b></p> <ul style="list-style-type: none"> <li>• Create awareness of theme (concept of family), and character in the development of the story.</li> <li>• appreciate the qualities of caring, sharing and helping in the family-students will share their ideas orally</li> </ul> <p><b>Chapter 2:</b></p> <ul style="list-style-type: none"> <li>• pay attention to the pronunciation and the fluency of the reading skills of the learners</li> <li>• initiate a lively discussion on the story, ask the learners to reflect on the story and say what they enjoyed the most</li> </ul> <p><b>Poem</b></p> <ul style="list-style-type: none"> <li>• Recite the poem with suitable stress and intonation</li> <li>• Ask learners to pick out the rhyme in the poem, underline the rhyming word and speak out the rhyming words.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Communicate with Cambridge MCB</li> <li>▪ Interactive CD for Reading text</li> </ul>
	<p><b>Read and Write</b> Picture reading (50-60 words)-1 per week ; text and words should be age appropriate-bi-syllable words</p>	<p><b>Sample Text comprehension strategies</b></p> <ul style="list-style-type: none"> <li>• Ask students to read after teacher/adult</li> <li>• Teach students to spell words correctly</li> <li>• Allow them to read a variety of picture story books</li> <li>• Wall Writing</li> </ul>	<p>Book- Grade I Communicate with Cambridge Workbook Link: <a href="https://www.google.com/search?q=picture+reading+grade+I&amp;client=firefox-a&amp;sa=X&amp;rls=org.mozilla:en-">https://www.google.com/search?q=picture+reading+grade+I&amp;client=firefox-a&amp;sa=X&amp;rls=org.mozilla:en-</a></p>

<b>WRITING</b>		
<ul style="list-style-type: none"> <li>- Substitution table (using is, am, are)</li> <li>- Descriptive writing (describing person with clues/ exemplar)</li> </ul> <p><b>Writing topics:</b></p> <ul style="list-style-type: none"> <li>- My self</li> <li>- My best friend</li> </ul>	<ul style="list-style-type: none"> <li>-Page no.- 9, 11, 20, 22 (MCB)</li> <li>-Page no.- 3, 6, 30 (Workbook)</li> <li>Pg no- 9-14 ( creative writing)</li> </ul>	<p><b>Books:</b></p> <ul style="list-style-type: none"> <li>- Communicate with Cambridge MCB</li> <li>- Workbook</li> </ul> <p><b>Digital Board</b></p> <ul style="list-style-type: none"> <li>- Exemplar for describing a person</li> </ul>
<b>LISTENING &amp; SPEAKING</b>		
<p><b>1. When we meet, we greet.</b></p> <ul style="list-style-type: none"> <li>➤ <b>Listening and learning:</b>-Listen, sort, Match, Gap-fill</li> <li>➤ Speaking and practicing:- introduce,</li> <li>➤ Saying it right:-Sing, Repeat, sort, identify</li> <li>➤ Interacting and communicating:- Look and greet</li> </ul> <p><b>2. Hello! My name is Raman.</b></p> <ul style="list-style-type: none"> <li>➤ <b>Getting started:</b>-identify</li> <li>➤ <b>Listening and learning:</b>- listen, gap-fill, match</li> <li>➤ <b>Speaking and practicing:</b>- Introduce, share</li> <li>➤ <b>Saying it right:</b>- listen, repeat, say aloud</li> <li>➤ <b>Interacting and communicating:</b>- Gap- fill, talk</li> </ul> <p><b>3. This is my home. (Pg-23-29)</b></p> <ul style="list-style-type: none"> <li>➤ <b>Getting started:</b>-Color</li> <li>➤ <b>Listening and learning:</b>- listen</li> <li>➤ <b>Speaking and practicing:</b>- talk, discuss</li> <li>➤ <b>Saying it right:</b>- sing, repeat, say aloud</li> <li>➤ <b>Interacting and communicating:</b> Ask and answer</li> </ul>	<p><b>Resources required:</b></p> <ul style="list-style-type: none"> <li>- Tune in! Develop your listening and speaking skills (Collins)</li> </ul> <p>Pg no- 66-73 (tune into grammar) polite words</p>	
<b>GRAMMAR &amp; VOCABULARY</b>		
<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Naming Words</li> <li>- Use of is, am, are</li> <li>- Pronouns (He, She, It, They)</li> <li>- This, That, These, Those</li> <li>- I, We, You</li> </ul>	<p>pg no – 7,9,14 (MCB)</p> <p>pg no- 1,2,3 (workbook)</p> <p>pg no-1-8, 51-55, 16-21, 74-77,82-87, (tune into grammar)</p> <p>pg no- 6-7 ( course book)</p> <p><b>-Videos from digital board</b></p>	<p><b>Digital Board:</b></p> <ul style="list-style-type: none"> <li>- Names of person, place, animal , things, places</li> <li>- Use of s , es</li> </ul> <p><b>Books:</b></p> <ul style="list-style-type: none"> <li>- Tune into grammar</li> <li>- Communicate with Cambridge MCB</li> <li>- Workbook/ course book</li> </ul>
<p><b>Vocabulary</b></p> <p><b>-Vocabulary exercises</b> from MCB/workbook)</p> <p><b>-Word meanings</b> (From the attached list)</p> <p><b>-Spellings &amp; sentence making</b> (All words from the attached list)</p> <p>-Refer to '<b>My Word Book</b>'- lesson 10</p>	<p><b>Roll a sight word/Letter bump and word bump:</b> The letter bump game can be used with beginning readers just learning about the alphabet and the word bump can be used with any of your students' spelling words. Teachers need to select the letters/ words they want students to learn.</p> <p>This is used to drill age appropriate words. (sight words) E.g.</p>	<p>- 'My Word Book'</p> <p>- Sitton Vocabulary list (High frequency words)</p> <p>- Attached Vocabulary list</p> <p><b>Link for spelling games:</b></p> <p><a href="https://topnotchteachin.com/lesson-ideas/35-spelling-games/">https://topnotchteachin.com/lesson-ideas/35-spelling-games/</a></p>

	sight words group 4 plurals (leave Pg. 38- ies)		
<b>Pre Mid Term Exam (18/052020 – 27/05/2020)</b>			
<b>MODULE II (MID-TERM)</b>			
<b>READING</b>			
01/06/2020 to 01/09/2020	<b>Loud reading</b> (Pleasure reading) <b>Literature Reader:</b> <b>Chapter 3:</b> The Clever Fox <b>Chapter 4:</b> A Friend in Need <b>Chapter 5:</b> How Beautiful the World Is (poem)	<b>Read Aloud:</b> Reading aloud for 10 minutes in pairs/ individually	-Loud reading rating scale (Link: <a href="https://www.pinterest.co.uk/pin/481040803922896729/">https://www.pinterest.co.uk/pin/481040803922896729/</a> )
	<b>Main Course Book</b> <b>Chapter 3:</b> At the Zoo <b>Chapter 4:</b> The Vegetable Parade	<b>Teaching ideas</b> <b>Chapter 3</b> <ul style="list-style-type: none"> <li>Familiarize the learners with the setting of the story. Show some simple references such as photo graphs, etc</li> <li>read the story with appropriate intonations</li> </ul> <b>Chapter 4:</b> <ul style="list-style-type: none"> <li>Pay attention to the fluency and pronunciation of the learners</li> <li>Draw attention to the new words</li> </ul>	- Communicate with <b>Cambridge MCB</b> -Interactive CD for <b>Reading text</b>
	<b>Read and Write</b> <b>Unseen factual passages</b> (50-60 words)-1 per week ; text and words should be age appropriate-bi-syllable words	<b>Sample Text comprehension strategies</b> <ul style="list-style-type: none"> <li>Teach very young writers how to hold a pencil correctly and form letters</li> <li>Teach students to spell words correctly</li> <li>Allow them to read a variety of picture story books</li> <li>Writing wall</li> </ul> <b>Display Strategies:</b> Tell your students to draw what they read. Illustrations should be displayed in classroom.	<b>Book- Grade I</b> <b>Communicate with Cambridge Workbook</b> <b>Link:</b> <a href="https://www.google.com/search?q=picture+reading+grade+I&amp;client=firefox-a&amp;sa=X&amp;rls=org.mozilla:en-">https://www.google.com/search?q=picture+reading+grade+I&amp;client=firefox-a&amp;sa=X&amp;rls=org.mozilla:en-</a>
<b>WRITING</b>			
	- Completing a paragraph on animal - Completing a paragraph on fruit - Completing a picture story <b>Writing topics:</b> - My Pet dog	Pg no- 39,51,59(MCB) Pg no- 18,23,24,28,29,34 (work book) Pg no- 15-20 ( creative writers) Pg no- 101 ( tune into grammar)	<b>Books:</b> - Communicate with Cambridge MCB - Workbook - Tune into grammar Creative writers

	- My favorite fruit		
<b>LISTENING &amp; SPEAKING</b>			
	<p><b>4. This is my friend</b></p> <ul style="list-style-type: none"> <li>➤ <b>Getting started:</b>-sing</li> <li>➤ <b>Listening and learning:</b>- listen, color, listen</li> <li>➤ <b>Speaking and practicing:</b>- describe, guess</li> <li>➤ <b>Saying it right:</b>- recite, say it aloud</li> <li>➤ <b>Interacting and communication-</b> sort, share</li> </ul> <p><b>5.This is my classroom</b></p> <ul style="list-style-type: none"> <li>➤ <b>Getting started:</b>-looking and finding</li> <li>➤ <b>Listening and learning:</b>- listen, match, gap-fill</li> <li>➤ <b>Speaking and practicing:</b>- describe, ask and do</li> <li>➤ <b>Saying it right:</b>- repeat, say aloud, say aloud, draw</li> <li>➤ <b>Interacting and communicating-</b> show and tell, ask</li> </ul> <p><b>6.I have a pet</b></p> <ul style="list-style-type: none"> <li>➤ <b>Getting started:</b>-identify</li> <li>➤ <b>Listening and learning:</b>- listen, listen and mark, listen and write, listen</li> <li>➤ <b>Speaking and practicing:</b>- ask and answer, talk</li> <li>➤ <b>Saying it right:</b>- recite, say aloud, say and color</li> <li>➤ <b>Interacting and communicating-</b> discuss, talk</li> </ul>	<p><b>Resources required:</b> Tune in! Develop your listening and speaking skills (Collins)</p>	
<b>GRAMMAR &amp; VOCABULARY</b>			
	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Verbs-Is, am and are and usage of -ing</li> <li>- Use of can, cannot</li> <li>- Prepositions in, on</li> </ul>	<p><b>-Videos from digital board</b> Pg no- 18,19,36,42,48,55,56(MCB) Pg no- 7,8,14,15,19,20,25,26,30,31, Pg no- 56-60, 88-93( tune into grammar) Pg no- 4-8 ( creative writing) Pg no- 14 ( workbook)</p>	<p><b>Digital Board:</b></p> <ul style="list-style-type: none"> <li>- Use of He / She / It</li> <li>- Use of in / on / under / over</li> </ul> <p><b>Books:</b></p> <ul style="list-style-type: none"> <li>- Communicate with Cambridge MCB</li> <li>- Workbook</li> </ul>
	<p><b>Vocabulary</b> <b>-Vocabulary exercises</b> from MCB/workbook) <b>-Word meanings</b> (From the attached list) <b>-Spellings &amp; sentence making</b> (All words from the attached list) <b>'My Word Book'</b>- Consonant blends (sp, sn, st, sm,sw, sk, br, cr, dr, gr)</p>	<p><b>Who can spell the most words?</b> -This game can be played in pairs/ in two different groups. Conduct it same as a spelling quiz. You may use blackboard as a score board.</p>	<p>-'My Word Book' -Sutton Vocabulary list (High frequency words) -Attached vocabulary list <b>Link for spelling games:</b> <a href="https://topnotchteaching.com/lesson-ideas/35-spelling-games/">https://topnotchteaching.com/lesson-ideas/35-spelling-games/</a></p>
<b>Mid Term Exam (02/09/2020 – 14/09/2020)</b>			



**AKAL ACADEMY**  
**SYLLABUS (2020 – 2021)**

**CLASS: II**

**SUBJECT: English**

**Name of the books:** Communicate with Cambridge (MCB, Workbook & Literature reader), tune in to grammar, tune in- develop your listening and speaking

**Name of the publisher:** Cambridge, Pearson and Collins

**Language Action Plan:**

- ✓ Greater emphasis to be given on **Neat handwriting** (cursive to be started grade III onwards)
- ✓ **Four notebooks** to be maintained (colour code for notebook covers- light Green)
  1. Grammar & vocabulary
  2. Main Course book
  3. Composition
  4. Comprehension

**MINIMUM EXPECTED WORK PER WEEK**

Skill	Expected Task
✓ Listening and Speaking	Language Lab (once in a week)
✓ Reading	One comprehension passage (solved passage corrected by teacher should be attached in notebook as evidence)
✓ Writing	One task
✓ Literature	1 – 2 pages (Written work in Notebooks)
✓ Grammar and Vocabulary	1 – 2 pages (Written work in Notebooks)
✓ Homework/Assignment/Activity	One task (Evidence to be kept in student portfolio)

**EVALUATION OF NOTEBOOKS:**

- ✓ While evaluating writing task, only one item should be corrected for one writing task (e.g. spellings/punctuation etc.) and it must be mentioned on the top of each evaluated task. Students should know what is being evaluated.

Items for evaluation:

<b>Content</b>	:	<b>30%</b>
✓ Expression	:	exp
✓ Relevance to the topic	:	rl
✓ Formatting	:	fr
 <b>Coherence &amp; Creativity</b>	:	 <b>30%</b>
Coherence	:	co
 <b>Accuracy</b>	:	 <b>40%</b>
✓ Sentence formation	:	sf
✓ Vocabulary	:	vo
✓ Spelling	:	sp
✓ Punctuation (Full stop ( . ), Comma ( , ), Question mark ( ? )):	:	pn
✓ Use of Helping verbs/Verb	:	Hv / V
✓ Subject-Verb agreement	:	sva
✓ Use of Tenses	:	Tn
✓ Letter Formation	:	Lf

*English speaking to be made compulsory in the classroom & school campus both for teachers and students.*

## MODULE I (MID-TERM)

Duration	Content	Subject Enrichment Activity	Digital Content/ Resources
<b>READING</b>			
01/04/2020 to 17/05/2020	<b><u>Loud reading</u></b> <b>(Pleasure reading)</b> <b>Literature Reader:</b> <b>Chapter 1:</b> Just Enough <b>Chapter 2:</b> Upside Down <b>(poem)</b>	<b>Read Aloud:</b> Reading aloud for 10 minutes in pairs/ individually	<b>-Loud reading rating scale</b> <b>(Link: <a href="https://www.pinterest.co.uk/pin/481040803922896729/">https://www.pinterest.co.uk/pin/481040803922896729/</a> )</b>
	<b><u>Main Course Book</u></b> <b>Chapter 1:</b> The Camel and the Trader How They Sleep <b>(poem)</b> <b>Chapter 2:</b> Ellie: The Sleepy Elephant The Star <b>(poem)</b>	<b>Teaching ideas</b> <b>Chapter 1:</b> <ul style="list-style-type: none"> <li>- Read &amp; understand the fable and discuss the main idea in pairs/ in small groups</li> <li>- Appreciate the qualities of respecting others- students will share their ideas orally</li> <li>- Pay attention to the pronunciation and the fluency of the reading skills of the learners</li> </ul> <b>Chapter 2:</b> <ul style="list-style-type: none"> <li>- After reading use role play method; use expression and suitable gestures</li> <li>- Read and relate to the learner's world</li> <li>- Allow learners to talk about laziness after reading the story; learners will appreciate the qualities of being alert and active.</li> </ul> <b>Poem</b> <ul style="list-style-type: none"> <li>- Read &amp; recite the poem with suitable stress and intonation</li> <li>- While reading ask learners to underline rhyming words and speak them aloud</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Communicate with Cambridge MCB</b></li> <li>- <b>Interactive CD for Reading text</b></li> </ul>
	<b><u>Read and Write</u></b> Picture reading (60-	<b>Sample Text comprehension strategies</b>	<b>Communicate with Cambridge workbook</b>



	75 words)-1 per week ; text and words should be age appropriate-bi-syllable words <b><u>Text Type:</u></b> <b>Narrative (fiction)</b>	<ul style="list-style-type: none"> <li>- Reading choice cards (can provide more than two reading texts, simplified one for slow bloomers)</li> <li>- Group writing (main ideas/ key points) after reading the text</li> </ul>	<ol style="list-style-type: none"> <li>1. Ellie–the sleepy elephant- The elephant’s child ( Workbook Pg.No.9- 13)</li> <li>2. The chain of smiles –The princes who never smiled ( Workbook Pg.No.53-58)</li> </ol>
<b>WRITING</b>			
	<p style="text-align: center;"><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>• I can write a paragraph (includes- think of a topic/ key words, draw, write a paragraph)</li> <li>• I can imagine and write (includes – imagination, draw, write keywords, write)</li> <li>• I can write stories (includes- choose a title, character, draw, story sketch, write)</li> </ul>	<p style="text-align: center;"><b><u>Writing:</u></b></p> <p>Page number- 4-11, 12-18, 19-26 small groups)</p> <p>Sharing their writing(exemplar work)</p> <p>Page no.- 10, 14, 21, 22 (MCB) Page no.- 8, 17, 18, 19 (Workbook)</p>	<p style="text-align: center;"><b><u>Books:</u></b></p> <ul style="list-style-type: none"> <li>- tune in to grammar</li> </ul>
<b>LISTENING &amp; SPEAKING</b>			
	<p><b><u>Listening</u></b> Connecting aural and visual information.</p> <p><b><u>Speaking</u></b> - expressing concern</p>	<p><b>WHEN WE MEET, WE GREET</b>  <b>Getting started-</b> gap fill  <b>Listening and learning-</b> listen, identify, match  <b>Speaking and practicing-</b> role play, introduce  <b>Say it right-</b> say aloud, repeat, listen and say, sort  <b>Interacting and communicating-</b>listen, role play, gap fill, talk</p>	
		<p><b>MEET MY FRIENDS</b>  <b>Getting started-</b> spot  <b>Listening and learning--</b> listen, identify, complete  <b>Speaking and practicing-</b> Talk, introduce  <b>Say it right-</b> Listen, repeat, listen, sort  <b>Interacting and communicating-</b> Match, describe</p>	
		<p><b>I LIKE MY SCHOOL</b>  <b>Getting started-</b> Sing  <b>Listening and learning-</b> Listen, match, colour  <b>Speaking and practicing-</b> Guess, tell, describe  <b>Say it right-</b> Repeat, say aloud, say aloud, sort  <b>Interacting and communicating-</b> Listen play</p>	
<b>GRAMMAR &amp; VOCABULARY</b>			
	<p style="text-align: center;"><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>- Naming words</li> <li>- Articles(a, an, the- only for repetition</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Videos from digital board</b></li> <li>- <b><u>Books:</u></b></li> <li>- Page no. - 6, 7, 19, 20, 24(MCB)</li> </ul>	<p style="text-align: center;"><b><u>Digital Board:</u></b></p> <ul style="list-style-type: none"> <li>- Definitions of nouns</li> <li>- Classification of common and proper nouns</li> </ul>

	<ul style="list-style-type: none"> <li>of noun)</li> <li>- Singular &amp; plural</li> <li>- Punctuation (capital letter &amp; full stop)</li> </ul>	<ul style="list-style-type: none"> <li>- Page no.- 4,5,15,18,19 <b>(Workbook)</b></li> </ul>	<ul style="list-style-type: none"> <li>- Introduction of articles A, an, the</li> <li>- Uses of a, an, the</li> <li>- Use of 'The ' for repeating a noun</li> <li>- Definition of punctuation</li> <li>- Uses of capital letter, Full Stop, Question Mark</li> <li>- Definition of pronouns</li> <li>- Uses of personal pronouns</li> </ul> <p><b>Books:</b></p> <ul style="list-style-type: none"> <li>- Communicate with Cambridge</li> <li>- MCB</li> <li>- Workbook</li> </ul>
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	<p><b><u>Vocabulary</u></b> <b><u>Vocabulary exercises</u></b> from MCB/workbook) <b><u>Word meanings</u></b> (From the attached list) <b><u>Spellings &amp; sentence making</u></b>(All words from the attached list) <b><u>My Word Book:</u></b> Hard &amp; soft C &amp; G</p>	<p><b>Spelling puzzles :</b> This is a great way to re-use any old puzzles. Make words (attached vocabulary list) by putting the puzzle together again. Let your students solve these puzzles individually/ in pairs.</p>	<ul style="list-style-type: none"> <li>- Sitton Vocabulary list (High frequency words)</li> <li>- Attached vocabulary list</li> </ul> <p><b>Link for spelling games:</b> Link: <a href="https://topnotchteachin.g.com/lesson-ideas/35-spelling-games/">https://topnotchteachin.g.com/lesson-ideas/35-spelling-games/</a> My Word Book</p>
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**Pre Mid Term Exam (18/052020 – 27/05/2020)**

**MODULE II (MID-TERM)**

<b>READING</b>			
01/06/2020 to 01/09/2020	<p><b><u>Loud reading</u></b> (Pleasure reading) <b>Literature Reader:</b> <b>Chapter 5:</b> Raindrops (poem) <b>Chapter 6:</b> Letter to a Daughter</p>	<p><b>Read Aloud:</b> Reading aloud for 10 minutes in pairs/ individually</p>	<p><b>-Loud reading rating scale (Link:</b> <a href="https://www.pinterest.co.uk/pin/481040803922896729/">https://www.pinterest.co.uk/pin/481040803922896729/</a> )</p>
	<p><b><u>Main Course Book</u></b> <b>Chapter 3:</b> Well Done, Polly! <b>Chapter 4:</b> The Skylark</p>	<p><b>Teaching ideas Chapter 3:</b> -Read &amp; understand the story and discuss the main idea in pairs/ in small groups -Pay attention to the pronunciation and the fluency of the reading skills of the learners <b>Chapter 4:</b> -Read and relate to the learner's world</p>	<p><b>- Communicate with Cambridge MCB</b> <b>-Interactive CD for Reading text</b></p>
	<b><u>Read and Write</u></b>	<b>Sample Text</b>	<b>Communicate with</b>

	<p><b>Unseen factual passages(60-75 words)</b>-1 per week ; text and words should be age appropriate-bi-syllable words</p> <p><b>Text Type:</b> <b>Narrative (fiction/non-fiction)</b></p>	<p><b>comprehension strategies</b></p> <p>-Pair/Group reading</p> <p>-Picture strategy: Draw what you read</p> <p>-Hot Seat: A student in the "hot seat" asks the other students questions about the text.</p>	<p><b>Cambridge workbook</b></p> <p>-The King and the spider- The spider ( Workbook Pg.No.35-37)</p> <p>-The Skylark-The quiet owl( Workbook Pg.No.27-29)</p> <p>-Well done Polly!-Raja is ready( Workbook Pg.No.20-22)</p>
<b>WRITING</b>			
	<ul style="list-style-type: none"> <li>- I can write poems (includes- select a topic, keywords,, rhyming words, draw, write)</li> <li>- I can make a card (includes- gather the things, design, decorate, write/draw)</li> </ul>	<p><b>Writing:</b></p> <p>-Page no. -27-33, 34-39</p>	<p><b>Books:</b></p> <ul style="list-style-type: none"> <li>- tune in to grammar</li> </ul>
<b>LISTENING &amp; SPEAKING</b>			
<p><b>Listening</b> -listening for specific information.</p> <p><b>Speaking</b> -speaking on a topic (praising)</p>	<p>In the neighbourhood</p>	<p><b>Getting started-</b> Colour <b>Listening and learning--</b> Listen, gap- fill, write, follow <b>Speaking and practicing-</b> Ask, talk <b>Say it right-</b> Repeat, say aloud, sort <b>Interacting and communicating-</b> Describe, tell</p>	
	<p>At the supermarket</p>	<p><b>Getting started-</b> List <b>Listening and learning--</b> Listen, sort, gap fill <b>Speaking and practicing-</b> Say, ask and answer, role play <b>Say it right-</b> Repeat, repeat, search <b>Interacting and communicating -</b>Ask, tell</p>	
	<p>In the hospital</p>	<p><b>Getting started-</b> Gap fill <b>Listening and learning--</b> Listen, mark, gap fill <b>Speaking and practicing-</b> Talk, ask and answer <b>Say it right-</b> Repeat, repeat, say aloud, sort <b>Interacting and communicating -</b>Role play, discuss</p>	
<b>GRAMMAR &amp; VOCABULARY</b>			
<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>-Personal pronouns</li> <li>-Adjectives</li> <li>-Verbs</li> <li>-Simple present tense</li> <li>-Present continuous tense</li> </ul>	<p><b>-Videos from digital board</b></p> <p><b>-Books:</b></p> <p>-page no.- 36,37,38, 43, 50,51,52, 55,56, 61,62, 63 (MCB)</p> <p>-Page no.- 23, 24, 30, 37, 38, 39 (Workbook)</p>	<p><b>Digital Board:</b></p> <ul style="list-style-type: none"> <li>-Definition of adjectives</li> <li>-Tells the 'Quality' of nouns</li> <li>-Use of Is, am, are, was, were, has, have</li> </ul> <p><b>Books:</b></p> <ul style="list-style-type: none"> <li>-Communicate with Cambridge MCB Workbook</li> </ul>	
	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>-<b>Vocabulary exercises</b> from MCB/workbook)</li> <li>-<b>Word meanings</b> (From the attached list)</li> <li>-<b>Spellings &amp; sentence making</b> (All words from the attached list)</li> <li>-<b>My Word Book:</b></li> </ul>	<p><b>Spelling battleship:</b> Spelling game, same as an oral spelling test but students will work in pairs and ask each other the spellings of difficult words (chapter related).</p> <p>-You may even go</p>	<ul style="list-style-type: none"> <li>-Sitton Vocabulary list (High frequency words)</li> <li>-Attached vocabulary list</li> </ul> <p><b>Link for spelling games:</b></p> <p>Link: <a href="https://topnotchteaching.com/lesson-ideas/35-spelling-games/">https://topnotchteaching.com/lesson-ideas/35-spelling-games/</a></p>

	<p>-Special letter with combinations          -lesson 10 sight words          group 4 plurals (Pg. 38-ies)</p>	<p>for <b>Internet games</b> by Spelfabet          Alison has put together a list of good- quality, free literacy games on the internet, sorted from very simple to more complex.</p>	<p>- <b><u>My Word Book</u></b></p>
<p><b>Mid Term Exam (02/09/2020 – 14/09/2020)</b></p>			




<p>0 to 17/05/202 0</p>	<p><b>(Pleasure reading)</b> <b>Literature Reader:</b> <b>Chapter 1:</b> Rikki tikki Tavi Goes Exploring <b>Chapter 2:</b> Open House (poem)</p>	<p>10 minutes in pairs/ individually</p>	<p><a href="https://www.pinterest.co.uk/pin/481040803922896729/">https://www.pinterest.co.uk/pin/481040803922896729/</a> )</p>
	<p><b><u>Main Course Book</u></b> <b>Chapter 1:</b> The Golden Touch I Meant to Do My work Today (poem) <b>Chapter 2:</b> The Fortune Pedlar</p>	<p><b>Teaching ideas</b> <b>Chapter 1:</b>-read, understand and appreciate a Greek legend and talk about the main idea in pairs/ in small groups -after reading learners will discuss the consequences of being greedy. <b>Chapter 2:</b> -After reading, use the role play method to enact the folktale with suitable expressions and gestures <b>Poem:</b>-Do a loud reading of the poem either in pairs or in small groups; check for right intonation, stress and pronunciation or discuss the main idea of the poem. -Appreciate and understand the qualities of being dependable.</p>	<p>- <b>Communicate with Cambridge MCB</b> <b>-Interactive CD for Reading text</b></p>
	<p><b><u>Read and Write</u></b> <b>Unseen factual passages(75-100 words)</b>-1 per week ; text and words should be age appropriate multi-syllable Words <b>Text type: Short stories (value based)/ Descriptive (descriptions related to person/ place/event/animal)</b></p>	<p><b>Sample Text comprehension strategies</b> -Bracketing (looking for the specific information may be after reading the questions) - Peer reading (ask and tell-based on the reading)</p>	<p><b>Communicate with Cambridge workbook</b> -The Golden Touch-The generous king (Workbook Pg.No.1-4) -The Fortunate Pedlar- The clever Merchant (Workbook Pg.No.9-12) -How the sun was rescued The lion and the clever hair (Workbook Pg.No. 19-22)</p>
<b>WRITING</b>			
	<p><b><u>Creative writing</u></b> <b>Chapter 1</b> I can write a notice <b>Chapter 2</b> I can write an argumentative piece</p>	<p>Page No 4-9 Pg No 10-17</p>	<p><b>Books:</b> - Communicate with Cambridge MCB - workbook - Beetle Series Creative writers</p>

	<p>Story sequencing -Describing the Picture and object (word clues) -Application to the Principal</p> <p><b>Writing topics</b> My favourite teacher My Hobby</p>	<p><b>Writing Ideas</b> -Setting goals for their writing -Use exemplars Encourage team/group writing <b>(ideas can be collected as a group)</b> Page No 12,21,35,40(MCB) Page No.-8,17,27,28(Workbook)</p>	
<b>LISTENING &amp; SPEAKING</b>			
	<p><b><u>TUNE IN! Collins</u></b> 1.Describing daily routine(9-15)</p>	<p>1. listening and learning – listening the conversation of Snehal and her new neighbor 2. Speaking and practicing of daily routine of Ashwin</p>	<p><b>Resources required:</b> CD –Tune in! Develop your listening and speaking skills &amp; headphones</p>
	<p>2.Introducing people (16-22)</p>	<p>1. Conversation between new classmates 2. Describe a friend and family member</p>	<p>CD –Tune in! Develop your listening and speaking skills &amp; headphones</p>
	<p>3.Helping at home (23-31)</p>	<p>1. listen and fill the missing conversation of teacher and students 2.Role play on salesgirl and shopkeeper</p>	<p>CD –Tune in! Develop your listening and speaking skills &amp; headphones</p>
<b>GRAMMAR &amp; VOCABULARY</b>			
	<p><b><u>Grammar</u></b> - <b>New Grammar and More</b></p>	<p>Comprehension : 1 -2 Composition : 1 Paragraph Writing Grammar : Nouns - L – 2 Articles - L – 4 Adjective - L – 7</p>	<p><b>Digital Board:</b> Kinds of Nouns</p> <p><b>Books:</b> Communicate with Cambridge MCB Workbook</p>
	<p><b><u>Vocabulary</u></b> -<b><u>Vocabulary exercises</u></b> from MCB/workbook) - <b><u>Word meanings</u></b> (From the attached list) -<b>Sentence making</b> (From the attached list) -<b>Spellings</b> (All words from the attached list)</p>	<p><b>Give me a clue board game</b> A free board game you can download/ create. It gets kids thinking about the meaning of their spelling words and how they're made up. It's wonderful for teaching spellings and meanings.</p>	<p>-Sitton Vocabulary list (High frequency words) -Attached Vocabulary list</p> <p><b>Link for spelling games:</b> Link: <a href="https://topnotchteaching.com/lessonideas/35-spellinggames/">https://topnotchteaching.com/lessonideas/35-spellinggames/</a></p>
<b>Pre Mid Term Exam (18/052020 – 27/05/2020)</b>			
<b>MODULE II (MID-TERM)</b>			
<b>READING</b>			
<p>01/06/2020 to 01/09/2020</p>	<p><b><u>Loud reading</u></b> (Pleasure reading) <b>Literature Reader: Chapter 4:</b> Robinson Crusoe's House</p>	<p><b>Read Aloud:</b> Reading aloud for 10 minutes in pairs/ individually</p>	<p>-Loud reading rating scale (Link: <a href="https://www.pinterest.co.uk/pin/481040803922896729/">https://www.pinterest.co.uk/pin/481040803922896729/</a>)</p>

	<b>Chapter 5: The Gymnastic Clock (poem)</b>		
	<b>Main Course Book</b> <b>Chapter 4: Mowgli joins the Wolf Pack</b> The Song of the Engine <b>(poem)</b>	<b>Teaching ideas</b> <b>Chapter 4:</b> read, understand and legend and talk about the main idea in pairs/ in small groups -After reading, use the role play method to enact the folktale with suitable expressions and gestures  <b>Poem</b> -Do a loud reading of the poem either in pairs or in small groups; check for right intonation, stress and pronunciation or discuss the main idea of the poem.	<b>- Communicate with Cambridge MCB</b> <b>-Interactive CD for Reading text</b>
	<b>Read and Write</b> <b>Unseen passages</b> <b>Reading for inference</b> (75- 100 words)-1 per week ; text and words should be age appropriate multi-syllable words <b>Text type:</b> <b>Narrative (fiction)/ Characteristics and Summaries/Essay/Poem</b>	<b>Sample Text comprehension strategies</b> -Setting goals for their reading - Encourage team/ group reading (discussing the main ideas) - Peer check for reading and comprehension (give and receive feedback) <b>Make It Personal:</b> Asking students questions like: -Is this subject familiar? What do you know about this topic? -Do these characters remind you of anyone from your own life? -What event from your life does this text remind you of? -How do the ideas in the text relate to your own life or experiences?	<b>Communicate with Cambridge workbook</b> -Mogli joins the wolf pack Strange Friends (Workbook Pg.No.29-32) -Project Sunshine-Our new Robot (Workbook Pg. No. 37 - 40) -My Shadow (workbook Pg.No-47-48)
<b>WRITING</b>			
	<b>Creative writing</b> <b>Chapter 3</b> I can make a comic book <b>Chapter 4</b> I can write letters Chapter 5 I can write a short story	Page No 18-27 Page No 28-32 Page No 33-41	<b>Books:</b> - Communicate with Cambridge MCB - Workbook -Beetle series -Creative Writers
	-Writing a story based on pictures and hints -Narrative paragraph	Page no: 51,63(MCB) Page no:36,44,45,51 (workbook)	



	<p>writing without clues - Descriptive writing (person and place) <b>Writing topics:</b> My visit to a zoo My favorite game Describe your friend</p>		
<b>LISTENING &amp; SPEAKING</b>			
	<p><b><u>TUNE IN! Collins</u></b> Chapter 4.-Around the neighborhood(32-38)</p>	<p>1. Mark the neighborhood places after listen the conversation between Niyati and Chandu 2. Play a game- Name, Place, Animal and Thing</p>	<p>CD –Tune in! Develop your listening and speaking skills &amp; headphones</p>
	<p>Chapter 5- let’s be safe (39-46)</p>	<p>1. Complete the table under heading safe and not safe 2 Speak about road safety</p>	
	<p>Chapter 6-At the bus stop (47-53)</p>	<p>1. Listen the conversation and answer the Question 2. Role play on offering and helping other</p>	
<b>GRAMMAR &amp; VOCABULARY</b>			
	<p><b><u>Grammar</u></b> New Grammar and More</p>	<p>Comprehension : 3 Grammar : Verbs L – 3 Pronouns L – 5</p>	<p><b>Digital Board:</b> Personal pronouns, possessive pronouns, adjectives <b>Books:</b> - Communicate with Cambridge MCB - Workbook</p>
	<p><b><u>Vocabulary</u></b> <b>-Vocabulary exercises</b> from MCB/workbook) - <b>Word meanings</b> (From the attached list) <b>-Sentence making</b> (From the attached list) <b>-Spellings</b> (All words from the attached list)</p>	<p><b>Spelling splatter</b> by 2nd The Best See who can cover the most paint splatters to win this game. Can be used with any list of spelling words.</p> 	<p>-Sitton Vocabulary list (High frequency words) -Attached Vocabulary list -Dictionary usage <b>Link for spelling games:</b> Link: <a href="https://topnotchteaching.com/lessonideas/35-spellinggames/">https://topnotchteaching.com/lessonideas/35-spellinggames/</a></p>
<b>Mid Term Exam (02/09/2020 – 14/09/2020)</b>			

<p><b>01/04/2020</b> <b>To</b> <b>17/05/2020</b></p>	<p><b>vx-mwlw :</b> A s z qk vx-mwlw kw shl aÇcwrx ky swQ boln qQw iIkny kw AOXws[</p> <p><b>SÑd rcnw :</b> do, qIn, cwr, vx~ vily SÑd, vxo~ ko j0Vkr SÑd bnmw qQw shl aÇcwrx ky swQ boln AOr iIkny kw AOXws[</p> <p><b>mwZw icHn :</b> sBl ávro kl mwZwAo ky icHno kl phcwn qQw lyKn kwX~[</p> <p><b>bwrhKVI :</b> ávro kl mwZwAo ko ÚX&lt;jno m̄&lt; lgwkr bwrhKVI iIkny[</p> <p><b>mwZw zwn :</b> Aw ( w), e ( i), e ( l ), a ( ) , ( l ) mwZw vily SÑdo kl phcwn qQw shl aÇcwrx ky swQ pFany iIkny kw AOXws[ v#X inmwx~ v pEXyk mwZw sy sMbiNDq ApiTq gd'Xw&lt;S</p> <p><b>AOXws kwX~ :</b> idE gE SÑdo ko ankl shl mwZw ky nley iIkny[ ApiTq gd'Xw&lt;S (pEXyk mwZwAo sy sMbiNDq) CERuq K,pEXyk mwZw sy SÑd bnwv,aicq SÑd iIk kr v#X pliy krn~,qávlr dyK kr nwm iIkny,v#X inmwx~x,SÑd sIFæl,aicq mwZw lgwkr nXw SÑd bnwv[ mwZwAo s s&lt;b&lt;iDq SÑdo kw ŒqlyK AOr v#X rcnw[ (lyKn kwX~)</p> <p><b>v#X rcnw :</b> idE gE SÑdo ko ankl shl mwZw ky nley iIkny[ ApiTq gd'Xw&lt;S (pEXyk mwZwAo sy sMbiNDq)</p>		
<p><b>Pre Mid- Term Exam (18/05/2020 – 27/05/2020)</b></p>			
<p><b>Unit II (Mid-Term)</b></p>			
<p><b>1/07/2020</b> <b>To</b> <b>01/09/2020</b></p>	<p><b>mwZw zwn :</b> E ( l ), E ( l ), Ao ( o ), AO ( 0 ), A&lt; ( l )mwZw vily SÑdo kl phcwn qQw shl aÇcwrx ky swQ pFany iIkny kw AOXws[</p> <p><b>swihÉX :</b> 1. AwXw bs&lt;q (kivqw) 2. pwpw kl su&lt;dr gd (khwnl) 3. swrl duinXw myrl hY (kivqw)</p> <p><b>AOXws kwX~ :</b> ApiTq gd'Xw&lt;S (pEXyk mwZwAo sy sMbiNDq) CERuq K,pEXyk mwZw sy SÑd bnwv,aicq SÑd iIk kr v#X pliy krn~,qávlr dyK kr nwm iIkny,v#X inmwx~x,SÑd sIFæl idE gE SÑdo ko ankl shl mwZw ky nley iIkny[ vYki0pk pRÛn aÉqr, m0iKk v iliKq pRÛn aÉqr, v#X~inmwx,pwT&lt;S ko pfækr shl aÉqr pr shl kw inSvn lgwv,v#Xo ko kRm my&lt; iIkny[</p> <p><b>SÑdvwII :</b> SÑd AQ~[</p> <p><b>ÚXwkrx kwX~ :</b> pwT ky ANq m̄&lt; dl ge ivtX váqu ky AwDwr pr krwXw jwEg[ (Xh kwX~ pwT ky ANq m̄&lt; idE gE Sl~k ÚXwkrx s&lt;b0D sy krwXw jwE)</p>		

	<p>v#X ren : myr imZ  kOS ivkws hyqu AOXs kw:-  ApiTq gdXWS,qávIr phcwn kr 10 v#X  ilKnw/v#X pUry krnw[</p>		
<b>Mid- Term Exam (02/09/2020 – 14/09/2020)</b>			
<b>Unit III (Post Mid-Term)</b>			
<p><b>21/09/2020 to 10/12/2020</b></p>	<p>swihX : 5. A#I kw purákwr (khwnl)  6. goI-goI s&lt;swr (icZkQ)  7. sdnIrw kwvyrI (v#q~lwp)  8. kuC kr idKlwEg (kivq)  AOXs kw:- vYki0pk, m0iKk, iliKq plIn aEqr, ir#q áQn,  p&lt;i#qXW pUlI kro,pwTw&lt;So ko pfækr ir#q áQn Brmw[  SÑdvwII : SÑd AQ-[  ÚXwkrx kw:- pwT ky ANq m&lt; dl ge ivtX váqu ky AuDwr pr  krvwXw jwEgn[ (Xh kwX- pwT ky ANq m&lt; idE gE  Sl+~k ÚXwkrx s&lt;boD sy krvwXw jwE)  v#X ren : myr ipX jwvnr  kOS ivkws hyqu AOXs kw:-  ApiTq gdXwS qávIr phcwn kr 10 v#X  ilKnw/v#X pUry krnw[</p>		
<b>Post Mid- Term Exam(8/12/2020-16/12/2020)</b>			
<b>Unit IV (Final Exam)</b>			
<p><b>22/12/2020 to 20/02/2021</b></p>	<p>swihX: 9. b0IU hIQI kw bwIGr  13. DrqI sy swgr qk  14. iciVXw kw glq  AOXs kw:- vYki0pk, m0iKk, iliKq plIn aEqr, ir#q áQn/shl  glq, v#X pUry kro, iksny khw, ikss khw[  SÑdvwII : SÑd AQ-[  ÚXwkrx kw:- pwT ky ANq m&lt; dl ge ivtX váqu ky AuDwr pr  krvwXw jwEgn[ (Xh kwX- pwT ky ANq m&lt; idE gE  Sl+~k ÚXwkrx s&lt;boD sy krvwXw jwE)  v#X ren : myrI k@w  kOS ivkws hyqu AOXs kw:-  ApiTq gdXwS, qávIr phcwn kr v#X plj krnw,  v#X inmw~x[</p>		
<p><b>21/02/2020 to 28/02/2021</b></p>	<b>Revison</b>		
<b>Final Exam (01/03/2021 -15/03/2021)</b>			

**AKAL ACADEMY (Haryana, UP & Rajasthan)**  
**SYLLABUS (2020 – 2021)**

**CLASS: III**

**SUBJECT: Hindi**

**Name of the books:** मधुबन हिंदी पाठ्यपुस्तक -3

**Name of the publisher:** Madhuban

**Unit I (Pre Mid-Term)**

Revisit – Basics in English and Mathematics/Identification of learning gap areas(24/02/2020 – 29/02/2020)			
Duration	Content		
<b>01/04/2020 To 17/05/2020</b>	<p><b>swihēX :</b></p> <ol style="list-style-type: none"> <li>1. A#X# bs&lt;q (kivq#)</li> <li>2. pwp# kI su&lt;dr gd (kh#nl)</li> <li>3. hr J&lt;fw kuC khq# hY (j#nkwrl)</li> <li>4. swrl duinX# myrl hY (kivq#)</li> </ol> <p><b>A0Xws kwX- :</b> vki0pk p#n aēqr, m0iKk v iliKq v mU0Xprk p#n aēqr, ir#q áQ#n, kmwnnus#r iK#n, shI/gIq, qávIr rcn#,</p> <p><b>ApiTq gd'Xw&lt;S pd'Xw&lt;S A#id[</b></p> <p><b>S#ndwvH :</b> S#nd AQ-]</p> <p><b>ŪXwkrx kwX- :</b> p#Toc ky ANq #&lt; dl ge iv#X váqu ky AwDwr pr ŪXwkrx kwX- kr#v#X# jwE[ Xh kwX- (p#Toc ky A&lt;q #&lt; idE gE S#t-k ŪX#krx s&lt;boD sy hI kr#v#X# jwE)</p> <p><b>inbND :</b> my# ivd'X#IX</p> <p>qávIr rcn#, AnuCCyd - v#T# f#qu</p> <p><b>p#R#Q-#w pZ :</b> Pls m#PI ky iE pDwnw#&lt;#&lt; jI ko p#Q#w pZ[</p>		
<b>Pre Mid- Term Exam (18/05/2020 – 27/05/2020)</b>			
<b>Unit II (Mid-Term)</b>			
<b>01/07/2020 To 01/09/2020</b>	<p><b>swihēX :</b></p> <ol style="list-style-type: none"> <li>5. A#I kw purák#r (kh#nl)</li> <li>6. goI-goI s&lt;swr (icZkQ#)</li> <li>7. sdnIrw kwvyrI (v#q#~I#p)</li> <li>8. kuC kr idKlwE&gt;g (kivq#)</li> </ol> <p><b>A0Xws kwX- :</b> vYki0pk p#n aēqr, m0iKk v iliKq v mU0Xprk p#n aēqr, ir#q áQ#n, eēXwid[</p> <p><b>S#ndwvH :</b> S#nd AQ-]</p> <p><b>ŪXwkrx kwX- :</b> p#Toc ky ANq #&lt; dl ge iv#X váqu ky AwDwr pr ŪXwkrx kwX- kr#v#X# jwE[ Xh kwX- (p#Toc ky A&lt;q #&lt; idE gE S#t-k ŪX#krx s&lt;boD sy hI kr#v#X# jwE)</p> <p><b>inbND :</b> subh kI s#r</p> <p>AnuCCyd - hoII</p> <p><b>p#R#Q-#w pZ :</b> k@# #&lt; d#r s phu#ny kw k#rx bq#q# huE p#R#Q-#w pZ[</p>		
<b>Mid- Term Exam (02/09/2020 – 14/09/2020)</b>			
<b>Unit III (Post Mid-Term)</b>			
<b>21/9/2020 to 10/12/2020</b>	<p><b>swihēX :</b></p> <ol style="list-style-type: none"> <li>8. kuC kr idKlwE&gt;g (kivq#)</li> <li>9. b0IU h#QI k# b#lGr</li> <li>10. Eys imll s#j# (kh#nl)</li> <li>11. #Xw sIKw Aw#ny (j#nkwrl)</li> </ol> <p><b>A0Xws kwX- :</b> vYki0pk, m0iKk, iliKq p#n aēqr, ir#q áQ#n, v#X# p#Y# kro, ApiTq gd'Xw&lt;S, pd'Xw&lt;S, qávIr rcn#,</p>		

	<p>iksn ikssy khw, v#X pÚry kro eÉXwid[</p> <p><b>SÑdvwII</b> : SÑd AQ-[</p> <p><b>ÚXwkrx kwX~</b> : pwTo&lt; ky ANq m&lt; dl ge iv†X váqu ky AwDwr pr ÚXwkrx kwX~ krvwXw jwE[ Xh kwX~ (pwTo&lt; ky A&lt;q m&lt; idE gE S†~k <u>ÚXwkrx s&lt;boD</u> sy hI krvwXw jwE)</p> <p><b>inbND</b> : dIprvII</p> <p><b>pZ renw:</b> jmw-nw mwPI ky iIE pRDmwCwX~ jI ko pZ[</p> <p><b>AnuÇCyd</b> : myrI k@w</p>		
<b>Post Mid- Term Exam(8/12/2020-16/12/2020)</b>			
<b>Unit IV (Final Exam)</b>			
<b>22/12/2020 To 20/02/2021</b>	<p><b>swihÉX:</b> 12. Ek idn Iwlw ikI m&lt; (pZ) 13. DrqI sy swgr qk (ivzrn kQw) 14. iciVXw kw glq (kivqw)</p> <p><b>AÓXws kwX~</b> : ApiTq gd'Xw&lt;S, pd'Xw&lt;S, qávIr renw, vYkiØpk, mOiKk, iliKq v mUØXprk pRÚn aÉqr, ir#q áQm, shI/glq eÉXwid[</p> <p><b>SÑdvwII</b> : SÑd AQ-[</p> <p><b>ÚXwkrx kwX~</b> : pwTo&lt; ky ANq m&lt; dl ge iv†X váqu ky AwDwr pr ÚXwkrx kwX~ krvwXw jwE[ Xh kwX~ (pwTo&lt; ky A&lt;q m&lt; idE gE S†~k <u>ÚXwkrx s&lt;boD</u> sy hI krvwXw jwE)</p> <p><b>inbND</b> : myrw mnps&lt;d AÍXwpk</p> <p><b>pZ renw:</b> mwmw jI ko jNmidn pr aphwr Byjny pr DNxvwvd pZ[</p> <p><b>AnuÇCyd</b> : Apnw jNmidn kYsy mnwAogy[</p>		
<b>21/02/2021 To 28/02/2021</b>			
<b>Final Exam (01/03/2021 - 15/03/2021)</b>			

**For Punjab Academies  
SYLLABUS (2020 – 2021)**

**CLASS: III**

**SUBJECT: Punjabi**

- Books:**
- I. igAwn irSmll pMjwblI pwT-pusqk-3 (svYn pbiISrj)
  - II. gurmiq is'ikAw-3 (klgIDr tr'st)
- Note Books:**
- I. swih'q+gurmiq isiKAw
  - II. ivAwkrn+Sbdwvll
- Note:-**
- (i) bwxl isKwauX lEl b'icAw nI jmwq iv'c gutkw swihb id'q jix[ gutkw swihb dy siqkwr dW Kws iDAwn r'ikAw jwvy[
  - (ii) sllQAw q gurmiq v' l izAwcdw zor id'qw jwvy [AxifT pYrI vl gurmiq nW l sMblDq hoxyg[
  - (iii) iMg Aq vcn pihll Sbdw iv'c Aq iPr Coty-Coty vwkW iv'c kne jwx[
  - (iv) gurmiq is'ikAw d ilKqI pypr lEl pusqk iv'c id'q hoe AiBAws kwrj iv'cl hl id'qw jwvygw[ Sbd-ArQ Xid krwe jwxgy[
  - (v) gurmiq is'ikAw d ilKqI pypr lEl pusqk iv'c id'q hoe AiBAws kwrj iv'cl hl id'qw jwvygw[ Sbd-ArQ jubwnl Xid krwe jwxgy[

**Unit I (Pre Mid-Term)**

Duration	Content
<b>01/04/2020 To 17/05/2020</b>	<p><b>sMiQAw :</b> jpu jI swihb-mUl mMQr Aq pihIAW 15 pauVIAW, cOpel swihb sMpUrn, AnMdu swihb pihIAW 5 pauVIAW qy AMqII pauVI dI duhrwel[ Kwxy qoN pihIW qy bwAd dI Ardws[</p> <p><b>gurmiq isiKAw :</b> swKI 1. hMkwrI vll kMDwrI swKI 2. s'cI AwrqI</p> <p><b>is'K ieiqhs :</b> "klgIDr PurmwauX l-gy" (kivqw)</p> <p><b>swih'q :</b> pwT-1 cIc cIc gnyrIAw (kivqw) pwT-2 kwrf vwLw jhwz(khwxI) pwT-3 ku'q nU mwIk ikvYN l'Bw? (khwxI) pwT-4 mW dI godI (kivqw)</p> <p><b>Sbdwvll :</b> (a) ivroDI Sbd- (10) kTor, ssqw, mUrK, im'Tw, Awsqk, lwb, su'K, AwkV, auDwr, AmIr[ (A) Su'D krky ilKo- (8) syhrw, myhnq, myhr, DdD, sWj,aulwd, igXw, jIb [</p> <p>(e) SbdW dy ArQ ilKo- (9) rwh, AwsW, lwf, koiSS, dhwVnw, kbUl, klweI, ^Ub[</p> <p><b>ivAwkrn:</b> vcn bdlo-(10) cor, mkwn, hwQI, rwjw, bYTw, ie'lh, C'qrI, prwq, CW, QW[ ilMg bdlo- (10) Dobl, suinAwr,phwV, mwstr, rwjw, Bgq, rwg, sUr, ipqw, kuVm[</p> <p><b>pYrI rcnw :</b> (a) myrI jmwq (sMkyqW dI mdd nwl)</p> <p><b>qsvlr rcnw :</b> (A) koeI ie`k (sMkyqW dy ADwr qy)</p> <p><b>AiBAws kwrj :</b> AxifTy pYrI iv'coN pRSnW dy a-qr ilK jW pRSn bxwau, ^wII QWvW Br, vwk bxwa Aqy nWv Sbd cuxo[</p>

**Pre Mid- Term Exam (18/05/2020 – 27/05/2020)**

**Unit II (Mid-Term)**

<b>01/07/2020 To 01/09/2020</b>	<p><b>sMiQAw :</b> jpu jI swihb sMpUrn, cOpel swihb sMpUrn, AnMdu swihb pihIAW 8 pauVIAW qy AMqII pauVI dI duhrwel[</p> <p><b>is'K ieiqhs :</b> pRSn-au-qr 16</p> <p><b>gurmiq isiKAw:</b> swKI 3. kOfw rwKS[ swKI 4. sumyr prbq qy isD gosit[ is'K isDWq qy pRMprw:(1) in~qnym dIAW bwxIAW</p>
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<p><b>swih`q</b> :</p> <p><b>Sbdwvll :</b></p> <p><b>ivAwkrn :</b></p> <p><b>lyKrcnw :</b></p> <p><b>pYrth rcnw :</b></p> <p><b>p`qr rcnw :</b></p> <p><b>AiBAws kwrj :</b></p>	<p>pwT-5 gur Arjn dyv jI (lyK)</p> <p>pwT-6 bIrbI dI iKcVI (khwxI)</p> <p>pwT-7 pusqkW n`c peIAW ( khwxI)</p> <p>pwT-8 swfw Gr (kivqw)</p> <p>pwT-9 isAwxw ig`dV (khwxI)</p> <p><b>(a) ivroDI Sbd:</b> (10)^wII, Amn, s&amp;wel, idn, surg, g<sup>UVHv</sup>, AwrMB, nVW, qrnw, swfw[</p> <p><b>(A) Su`D krky ilKo-</b> (10)bu`d, gobl, cwihdw, Crm, TMfv, m`j, eyhnw, ikauNkI, swnU, Ak`T[</p> <p><b>(e) SbdW dy ArQ</b> – (8) doKI, kn Brny, bu`Dlmwn, qOVI, nzdIk, &amp;rz, sWJI, Awsry[</p> <p><b>vcn bdlo:</b> (10) ipMf, kMD, Dobl, crKw, lyK, jyb, sotw, j<sup>ll</sup> srW, j<sup>urwb</sup>[,</p> <p><b>ilMg bdlo:-</b> (10) kIVw, sMq, hwQI, mor, p`Kw, IVkw, Syr, AwdmI, Brw, GoVw[</p> <p>nWv iksnU kihMdy hn? audwhmW, do iksmW bwr d`so[ vwkW iv`con nWv cuxo[ (duhrweI)</p> <p><b>(a) gur nwnk dyv jI</b> (lyK rcnw 10-12 sqrW)</p> <p><b>(A) myrw Gr</b> (sMkyqW dI mdd nwl)</p> <p><b>(e) qsvIr rcnw</b></p> <p>sYkSn bdlx leI m`uK AiDAwpk jI nU p`qr ilKof</p> <p>AxifTy pYrth iv`con pRSn-au-qr, ^wII QWvW Brw, vwk bxwauPRSn bxwa [</p>
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**Mid- Term Exam (02/09/2020 – 14/09/2020)**

**Unit III (Post Mid-Term)**

<p><b>21/09/2020</b> <b>to</b> <b>10/12/2020</b></p>	<p><b>sMIQA</b> :</p> <p><b>gurmig isika:</b></p> <p><b>is`Kieiqhws</b> :</p> <p><b>swih`q</b> :</p> <p><b>Sbdwvll</b> :</p> <p><b>ivAwkrn</b> :</p> <p><b>lyKrcnw</b> :</p> <p><b>pYrth rcnw</b> :</p> <p><b>AiBAws kwrj</b> :</p>	<p>AnMdu swihb dIAW 12 pauVIAW[</p> <p>jwpu swihb pihly 30 CMd Aqy Kxy vwlIAW ArdwsW dI duhrweI[</p> <p><b>5. s`jx dw audwr</b>[</p> <p>AMimRq dI Skql (kivqw ilKvwauxl Aq Xwd krvwauXI)</p> <p>pwT-10 swaux dw mhlInw (ic`qr-kQw)</p> <p>pwT-11 bugnI (kivqw)</p> <p>pwT-12. Prwtw dOV (khwxI)</p> <p>pwT-13 bwl bhwdrl purskwr (khwxI)</p> <p>pwT-14 holl rg<sup>ll</sup> dw iqauhwr (kivqw)</p> <p><b>(a) ivroDI Sbd:-</b> (10)hnyrw, AsII, Cotw, svyr, h`sxw, s`c, a`upr, auTxw, Awauw, PyIH[</p> <p><b>(A) ASu`D Sbd:-</b> (10)rYhwx, A`dw, bohq, hMjU, kIqwb, swdU, jyhw, bycxw, sb, bwjw[</p> <p><b>(e) Sbd:ArQ</b> : (8) ru`K, kVKI, zor, ijMd, hwzr, cwA, ivSwI, purskwr, bsMq, ipckwrI[</p> <p>pVnWv iksnU kihMdy hn? adwhmW ilK Aqy vwkW iv`con pVnWv Sbd cuxo[</p> <p><b>ilMg bdlo:-</b> (10) qrKwx, AiDAwpk, ihrn, blUMgVw, moel, syvwdwr, srdwr, aUT, Kurpw, h`t[</p> <p><b>vcn bdlo:</b> (10) prI, ju`qI, ku`kVI, hvw, mW, BYVw, Cwl, du`K, myz, bWh[</p> <p>sRI gur goibMd isMG jI[</p> <p>lwiebryrl dw lwB[</p> <p>AxifTw pYrth (pRSn-aqr, vwk bxwa Aqy nWv, pVnWv Sbd cuxo[</p>
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**Post Mid- Term Exam(8/12/2020 - 16/12/2020)**

**Unit IV (Final Exam)**

<p><b>22/12/2020</b> to <b>20/02/2021</b></p>	<p><b>sMiQA</b> : jwpu swihb 31 vN qoN 75 vN pauVI q`k, AnMdu swihb dIA 16 pauVIAW[</p> <p><b>gurmig isika</b>: swKI-6 m`k dI Xwqrw[</p> <p><b>is`K ieiqhws</b> : is`K isDWq qy prMprw: Ardws, is`K b`c dI bol-bwxI[</p> <p><b>swih`q</b> : pRSnoqrI 1 qoN 23 q`k (dUjI iekweI vwly)</p> <p>pwT- 15. in`kI dI v`fi g`l (khwxI)</p> <p>pwT-16. kwLy iC`t (khwxI)</p> <p>pwT-17 . pIL Pu`IW vwlv nu`K (kwiv-khwxI)</p> <p>pwT-18. <b>sqrMgl iqqII</b> (khwxI)</p> <p><b>Sbdwvll</b> : <b>ivroDI Sbd:(10)</b> v`D, susq, bdI, sMGxw, cqur, Gwtw, vycxw, Awpxw, Tlk, iemwndwr[</p> <p><b>Sbd-ArQ:-</b> (8) ) <b>pirMdy</b>, cyqy, hmk, sihmI, J`tp`t, JUm, byvsI, mwq Kwxw[</p> <p><b>ivAwkrn</b> : <b>ilMg bdlo:</b> (10) r`sw, pu`qr, IVkw, Awrw, Curw, ig`dV, fwktr, im`qr, kVwhw, nwg[</p> <p>nwv, pVnWv, ivSySx Aqy <b>ikirA</b> Awid dIA ASu`DIAW nM Su`D <b>krky</b> pYr dubwrw ilKo[</p> <p><b>vcn bdlo:</b> (10) Bqljw, qoqw, rwxI, b`cw, r`KVI, ipMf, ivhVw, Bx, Sihr, smuMdr[</p> <p><b>lyK rcnw</b> : svyr dI sYr[ (lyK rcnw)</p> <p><b>pYr-rcnw</b> : mnpsMd ru`q bwr ilKo[</p> <p><b>p`qr rcnw</b> : zumwvw muAw&amp;I <b>leI</b> p`qr ilKo[</p> <p><b>qsvlr rcnw</b> : (sMkyqW dy ADwr qy)</p> <p><b>AiBAws kwrj</b> : AxifTw pYr (pRSn-aqr, vwv bxwa Aqy nWv,pVnWv Sbd cuxo[</p>
<p><b>21/02/2021</b> To <b>28/02/2021</b></p>	<p align="center"><i>Revision</i></p>
	<p align="center"><i>Final Exam (1/3/2021-15/3/2021)</i></p>



**(for Haryana, UP & Rajasthan)**  
**SYLLABUS (2020 – 2021)**

**CLASS: III**

**SUBJECT: Punjabi**

- Books:** I. igAwn irSmll pMjwbI pwT-pusqk-3 (svyn pbiISrj)  
II. gurmiq isiKAw - 2 (klgIDr tr'st)
- Note Books:** I. swih'q+ gurmiq isiKAw  
II. ivAwnkrn+Sbdwvll
- Note:-** (i) bwxl isKwax l'el b'icA ll ni jmwq iv'c gutkw swihb id'q jwx [ gutkw swihb dy siqkwr d'w Kws iDAwn r'ikaW jwvy [
- (ii) sllQA w q gurmiq v' l izAwdw zor id'qw jwvy [AxifT pYr vl gurmiq nwl sllblDq hoxy [
- (iii) iMg Aq vcn pihll Sbdw iv'c Aq iPr Coty-Coty vwkW iv'c krie jwx [
- (iv) gurmiq isiKAw d ilKql pypr l'el pusqk iv'c id'q hoe AiBAws kwrj iv'c hl id'qw jwvygw [ Sbd-ArQ j ubwnl Xid krwe jwxgy [

**Unit I (Pre Mid-Term)**

Duration	Content
<b>01/04/2020 To 17/05/2020</b>	<p><b>sMiQA w</b> : jpu jI swihb-mUl mMQr Aq pihlIAW 15 pauVIAW, cOpeI swihb sMpUrn, AnMdu swihb pihlIAW 5 pauVIAW qy AMqII paVI dI duhrweI [</p> <p><b>gurmiq isiKAw:</b> KwxY qoN pihlW qy bwAd dI Ardws [ swKI 1. sRI gur nwnk dyv jI Aqy jnya swKI 2. bwbw Aq bwbr</p> <p><b>is'K ieiqhws</b> : "klgIDr Purmwax l~gy" (kivqw)</p> <p><b>swih'q</b> : pwT-1 cIco cIc gnyrIAw (kivqw) pwT-2 kwrf vwLw jhwz(khwxI) pwT-3 ku'q nU mwIk ikvyN l'Bw? (khwxI) pwT-4 mW dI godI (kivqw)</p> <p><b>Sbdwvll</b> : (a) ivroDI Sbd- (10) kTor, ssqw, mUrK, im'Tw, Awsqk, lwB, su'K, AwkV, auDwr, AmIr [</p> <p>(A) Su'D krky ilKo- (8) syhrw, myhnq, myhr, Dld, sWj,aulwd, igXw, jIb [</p> <p>(e) SbdW dy ArQ ilKo- (9) rwh, AwsW, lwf, koiSS, dhvVnw, kbUl, klweI, ^Ub [</p> <p><b>ivAwkrn</b> : vcn bdlo-(10) cor, mkwn, hwQI, rwjw, bYTw, ie'IH, CqrI, prwq, Cl, QW [</p> <p><b>iMg bdlo-</b> (10) DobI, suinAwr,phwV, mwstr, rwjw, Bgq, rwg, sUr, ipqw, kuVm [</p> <p><b>pYr rcnw</b> : (a) myrI jmwq (sMkyqW dI mdd nwl)</p> <p><b>qsvlr rcnw</b> : (A) koel ie'k (sMkyqW dy ADwr qy)</p> <p><b>AiBAws kwrj</b> : AxifTy pYr iv'coN pRSnW dy a-qr ilK jW pRSn bxwau, ^wII QWvW Brn, vwk bxwa Aqy nWv Sbd cuxo [</p>

**Pre Mid- Term Exam (18/05/2020 – 27/05/2020)**

**Unit II (Mid-Term)**

<b>01/07/2020 To 01/09/2020</b>	<p><b>sMiQA w</b> : jpu jI swihb sMpUrn, cOpeI swihb sMpUrn, AnMdu swihb pihlIAW 8 pauVIAW qy AMqII pauVI dI duhrweI [</p> <p><b>is'K ieiqhws</b> : pRSn-au-qr 16 pihlI iekweI vwly</p> <p><b>gurmiq isiKAw:</b> swKI 3. adwsIAW dI ArlBqw swKI 4. BweI l'wlo jI Aq mlk Bwg is'K isDWq qy pRMprw:(1) in~qnym dIAW bwxIAW</p> <p><b>swih'q</b> : pwT-5 gur Arjn dyv jI (lyK) pwT-6 bIrbI dI iKcVI (khwxI) pwT-7 pusqkW n'c pelAW ( khwxI)</p>
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	<p>pwT-8 swfw Gr (kivqw) pwT-9 isAwxw ig'dV (khwxI)</p> <p><b>Sbdwvll</b> : (a) ivroDI Sbd: (10)^wII, Amn, s&amp;wel, idn, surg, gUWw, AwrMB, nVW, qrnw, swfw[ (A) Su'D krky iIk- (10)bu'd, gobl, cwihdw, Crm, TMfw, m'j, eyhnw, ikauNkI, swu, Ak'TI (e) Sbd dy ArQ – (8) doKI, kn Brny, bu'Dimwn, qOVI, nzdlk, &amp;rz, sWII, Awsry[</p> <p><b>ivAwkrn</b> : vcn bdlo: (10) ipMf, kMD, Dobl, crKw, lyK, jyb, sotw, jUM, srW, jurwb[, ilMg bdlo:- (10) kIVw, sMq, hwQI, mor, p'Kw, IVkw, Syr, AwdmI, Brw, GoVw[ nVv iksuI kihMdy hn? audwhmW, do iksmW bwr d'so[ vwkW iv'coN nVv cuxo[ (duhrwel)</p> <p><b>lyKrcnw</b> : (a) gur nwnk dyv jI (lyK rcnw 10-12 sqrW)</p> <p><b>pYrñ rcnw</b> : (A) myrw Gr (sMkyqW dI mdd nwl) (e) qsvIr rcnw</p> <p><b>p'qr rcnw</b> : sYkSn bdlx leI m'uK AiDAwPk jI nu p'qr iIkof</p> <p><b>AiBAws kwrj</b> : AxifTy pYrñ iv'coN pRSn-au-qr, ^wII QWvW Brw, vwk bxwau,pRSn bxwa [</p>
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**Mid- Term Exam (02/09/2020 – 14/09/2020)**

**Unit III (Post Mid-Term)**

<p><b>21/09/2020</b> to <b>10/12/2020</b></p>	<p><b>sMiQA</b> : AnMdu swihb dIAW 12 pauVIAW[ jwpu swihb pihly 30 CMd Aqy Kxy vwIIAW ArdwsW dI duhrwel[</p> <p><b>gurmig isika</b>: 5. hirduAwr dI PyrI[ 6. nUrSwh jwdUgrnI</p> <p><b>is`K ieiqhws</b> : AMimRq dI Skql (kivqw iIkvwauyl Aq Xwd krvwauyl)</p> <p><b>swih`q</b> : pwT-10 swaux dw mhlInw (ic`qr-kQw) pwT-11 bugnI (kivqw) pwT-12. Prwtw dOV (khwxI) pwT-13 bwl bhwdri purskwr (khwxI) pwT-14 holl rg dw iqauhr (kivqw)</p> <p><b>Sbdwvll</b> : (a) ivroDI Sbd:- (10)hnyrw, AsII, Cotw, svyr, h`sxw, s`c, a`upr, auTxw, Awauw, PyIH[ (A) ASu`D Sbd:- (10)rYhxw, A`dw, bohq, hMjU, kIqwb, swdU, jyhW, bycxw, sb, bwjw[ (e) Sbd:ArQ : (8) ru`K, kVKI, zor, ijMd, hwzr, cwA, ivSwl, purskwr, bsMq, ipekwrI[</p> <p><b>ivAwkrn</b> : pVnWv iksuI kihMdy hn? adwhmW iIk Aqy vwkW iv'coN pVnWv Sbd cuxo[ <b>ilMg bdlo</b>:- (10) qrKwx, AiDAwPk, ihrn, bIUMgVw, moel, syvwdwr, srdwr, aUt, Kurpw, h`t[ <b>vcn bdlo</b>: (10) prI, ju`qI, ku`kVI, hvw, mW, BYvW, Cwl, du`K, myz, bWh[</p> <p><b>lyKrcnw</b> : sRI gur goibMd isMG jI[</p> <p><b>pYrñ rcnw</b> : lwiebryl dw lwB[</p> <p><b>AiBAws kwrj</b> : AxifTw pYrñ (pRSn-aqr, vwk bxwa Aqy nVv, pVnWv Sbd cuxo[</p>
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**Post Mid- Term Exam(8/12/2020 - 16/12/2020)**

**Unit IV (Final Exam)**

<p><b>22/12/2020</b> to <b>20/02/2021</b></p>	<p><b>sMiQA</b> : jwpu swihb 31 vIN qn 75 vIN pauVI q`k, AnMdu swihb dIAW 16 pauVIAW[ <b>gurmig isika</b>: swKI-7 gur jI dy AnoKy bcn[</p>
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	<p>is`K isDWq qy <b>prMprw</b> – pMj q^q  is`K isDWq qy <b>prMprw</b>: Ardws, is`K b`c dI bol-bwxI[  <b>is`K ieiqhws</b> : 16 pRSn (dUjI iekweI vwly)  <b>swih`q</b> : pwT- 15. in`kI dI v`fI g`l (khwxI)  pwT-16. kwLy iC`t (khwxI)  pwT-17 . pIL Pu`lW vwlw ru`K (kwiv-khwxI)  pwT-18. <b>sqrMgl iqqlI</b> (khwxI)  <b>Sbdwvll</b> : ivroDI Sbd:(10) v`D, susq, bDI, sMGxw, cqur, Gwtw,  vycxw, Awpxw, Tik, iemw`ndwr[  <b>Sbd-ArQ</b>:- (8) ) <b>pirMdy</b>, cyqy, hmk, sihmI, J`tp`t,  JUm, byvsI, mwq Kwxxw[  <b>ivAwkrn</b> : ilMg bdlo: (10) r`sw, pu`qr, IVkw, Awrw, Curw, ig`dV,  fwktr, im`qr, kVwhw, nwg[  nwv, pVnWv, ivSySx Aqy <b>ikirAw</b> Awid dIAw ASu`DIAW nM  Su`D <b>krky</b> pYr dubwrw ilKo[  vcn bdlo: (10) Bqljw, qoqw, rxwI, b`cw, r`KVI, ipMf,  ivhVw, Bx, Sihr, smuMdr[  <b>lyK rcnw</b> : svyr dI sYr[ (lyK rcnw)  <b>pYrri-rcnw</b> : mnpsMd ru`q bwr ilKo[  <b>p`qr rcnw</b> : zumwnw muAw&amp;I <b>leI</b> p`qr ilKo[  <b>qsvlr rcnw</b> : (sMkyqW dy ADwr qy)  <b>AiBAws kwrj</b> : AxifTw pYrri (pRSn-<b>aqr</b>, vwK bxwa Aqy nWv,pVnWv Sbd cuxo[</p>
<p><b>21/02/2021</b>  <b>To</b>  <b>28/02/2021</b></p>	<p style="text-align: center;"><b>Revision</b></p>
<p style="text-align: center;"><b>Final Exam(01/03/2021- 15/03/2021)</b></p>	

**Name of the books:** Communicate with Cambridge (MCB, Workbook & Literature reader), New Grammar and More

**Name of the publisher:** Cambridge

**Language Action Plan:**

- ✓ Greater emphasis to be given on **Neat handwriting** (cursive to be started grade III onwards)
- ✓ **Four notebooks** to be maintained (colour code for notebook covers- light Green)
  1. Grammar & vocabulary
  2. Main Course book 3. Composition
  4. Comprehension

**MINIMUM EXPECTED WORK PER WEEK**

Skill	Expected Task
✓ Listening and Speaking	Language Lab (once in a week)
✓ Reading	One comprehension passage (solved passage corrected by teacher should be attached in notebook as evidence)
✓ Writing	One task
✓ Literature	1 – 2 pages (Written work in Notebooks)
✓ Grammar and Vocabulary	1 – 2 pages (Written work in Notebooks)
✓ Homework/Assignment/Activity	One task (Evidence to be kept in student portfolio)

**EVALUATION OF NOTEBOOKS:**

- ✓ While evaluating writing task, only one item should be corrected for one writing task (e.g. spellings/punctuation etc.) and it must be mentioned on the top of each evaluated task. Students should know what is being evaluated. **Items for evaluation:**

<b>Content</b>	:	<b>30%</b>
✓ Expression	:	exp
✓ Relevance to the topic	:	rl
✓ Formatting	:	fr
 <b>Coherence &amp; Creativity</b>	 :	 <b>30%</b>
Coherence	:	co
 <b>Accuracy</b>	 :	 <b>40%</b>
✓ Sentence formation	:	sf
✓ Vocabulary	:	vo
✓ Spelling	:	sp
✓ Punctuation (Full stop ( . ), Comma ( , ), Question mark ( ? )	:	pn
✓ Use of Helping verbs/Verb	:	Hv / V
✓ Subject-Verb agreement	:	sva
✓ Use of Tenses	:	Tn ✓ Letter
Formation	:	Lf


**English speaking to be made compulsory in the classroom & school campus both for teachers and students.**

<b>MODULE I (MID-TERM)</b>			
Duration	Content	Subject Enrichment Activity	Digital Content/ Resources
<b>READING</b>			
01/04/2020 to	<b>Loud reading (Pleasure reading) Literature Reader:</b>	<b>Read Aloud:</b> Reading aloud for 10 minutes in pairs/ individually	<b>-Loud reading rating scale (Link: <a href="https://www.pinterest.co">https://www.pinterest.co</a></b>

17/05/2020	<b>Chapter 2:</b> The Quarrel (poem) <b>Chapter 3:</b> Fair Play		<a href="http://uk/pin/481040803922896729/">uk/pin/481040803922896729/ )</a>
	<u><b>Main Course Book</b></u> <b>Chapter 1:</b> The House with the Golden Windows Topsy-Turvy Land ( <b>poem</b> ) <b>Chapter 2:</b> My early Home Choosing their Names ( <b>poem</b> )	<b>Teaching ideas</b> <b>Chapter 1:</b> - Read the story, randomly select a few learners to read after you go along the lesson and draw inferences to the pictures, keep monitoring the pronunciation and the fluency of the reading skills of the learners. <b>Chapter 2:</b> -After reading talk to the learners about the setting of the story, ask each learner to read a paragraph each by turn, don't interrupt their reading for pronunciation errors, encourage fluency, and intervene only if a learner faces difficulty in reading or pronouncing errors. <b>Poem:</b> Read the poem and think/ talk about any two images/ situations that can't happen in real life.	- <b>Communicate with Cambridge MCB</b> - <b>Interactive CD for Reading text</b>
	<u><b>Read and Write</b></u> <b>Unseen factual passages</b> (100-150 words )-1 per week ; text and words should be age appropriate-multi-syllable words  <u><b>Text type:</b></u> <b>Characteristics and Summaries/Essay/Poem/ Short stories (value based)</b>	<b>Sample Text comprehension strategies</b> - <b>POW</b> (Pick ideas, Organize their notes, Write and say more) -Use of research (allow time so that kids collect plenty of ideas (on the given topic) from different resources such as books, internet, newspapers etc.) -Peer revising -Speed writing (time bound exercise to enhance speed) - Allow dictionaries/ spell checker/ thesaurus for students those who struggle with spellings  <b>More Than Just Books:</b> Suggest material like newspapers, magazines, recipes, comic-books, blogs, or song lyrics! Keep it fresh and fun and your students will be dying to read more!	<b>Communicate with Cambridge workbook</b> -The house with golden windows-The magic window (Workbook Pg No.- 1-3) -My early home - The bell of Atri ( Workbook Pg no. 11 – 14) -The most important Day- Just Listen ( Workbook Page no. 20 -22)
<b>WRITING</b>			
	-Describing an animal -Descriptive writing(person ,place ,event) <b>Writing topics</b> Junk food Vs Healthy food A day in the desert	Page no:11, 23, 24,31. (MCB) Page no:10, 18,19 (Workbook)	<b>Books:</b> - Communicate with Cambridge MCB - Workbook

<b>LISTENING &amp; SPEAKING</b>			
<p><u>Ch 1 - Casual Greetings (Page no. 9 to 18)</u></p> <ul style="list-style-type: none"> <li>• <b>Listening and Learning-</b> Listen, Gap fill, Choose</li> <li>• <b>Speaking and Practicing-</b> Enact, Role play</li> <li>• <b>Saying it Right-</b>Repeat, Say aloud, Listen, Repeat ,Sort</li> <li>• <b>Interacting and communicating-</b> Listen , Match, Talk</li> </ul> <p><u>Ch 2 Hello, I am from India (Page no. 19 to 26)</u></p> <ul style="list-style-type: none"> <li>• <b>Listening and Learning-</b> Listen, Choose, Match</li> <li>• <b>Speaking and Practicing-</b> Look, Talk, Introduce</li> <li>• <b>Saying it Right-</b>Recite, Read aloud, Say aloud</li> <li>• <b>Interacting and communicating-</b> Introduce , Match, Talk</li> </ul> <p><u>Ch 3 Work at school ( Page no. 27 to 35)</u></p> <ul style="list-style-type: none"> <li>• <b>Listening and Learning-</b> Listen, Choose, Match</li> <li>• <b>Speaking and Practicing-</b> Talk, Discuss, Prepare</li> <li>• <b>Saying it Right-</b>Listen, Read aloud, Repeat, Say aloud</li> <li>• <b>Interacting and communicating-</b> Offering suggestions, Write, Tell</li> </ul>			
<b>GRAMMAR &amp; VOCABULARY</b>			
	<b>Grammar</b> New Grammar and More	Comprehension : 1 - 2 Comprehension : Writing a Descriptive Paragraph Grammar : Nouns - L – 2 Pronouns - L – 5	<b>Digital Board:</b> -Abstract , countable, uncountable, possessive -Positive, Possessive and reflexive  <b>Books:</b> - Communicate with Cambridge MCB Workbook
	<b>Vocabulary</b> <b>-Vocabulary exercises</b> from MCB/workbook) : <b>Word meanings</b> (From the attached list) <b>-Sentence making</b> (From the attached list) <b>-Spellings</b> (All words from the attached list)	<b>Word wac woe</b> This game is similar to bingo and would be good to use with small groups of students. Students will write the words in this bingo grid. Meanings can be kept as answer key.	-Sitton Vocabulary list (High frequency words) -Attached Vocabulary list  <b>Link for spelling games:</b> Link: <a href="https://topnotchteaching.com/lesson-ideas/35-spelling-games/">https://topnotchteaching.com/lesson-ideas/35-spelling-games/</a>
<b>Pre Mid Term Exam (18/052020 – 27/05/2020)</b>			
<b>MODULE II (MID-TERM)</b>			
<b>READING</b>			
01/06/2020 to 01/09/2020	<b>Loud reading</b> (Pleasure reading) <b>Literature Reader:</b> <b>Chapter 4:</b> The Diary of a Young Girl <b>Chapter 5:</b> Boats sails on the River (poem)	<b>Read Aloud:</b> Reading aloud for 10 minutes in pairs/ individually	-Loud reading rating scale (Link: <a href="https://www.pinterest.co.uk/pin/481040803922896729/">https://www.pinterest.co.uk/pin/481040803922896729/</a> )
	<b>Main Course Book</b> <b>Chapter 3:</b> The Most Important Day <b>Chapter 4:</b> Dragon Rock	<b>Teaching ideas</b> <b>Chapter 3:</b> Read the story, randomly select a few learners to read after you go along the lesson and draw inferences to the pictures, keep monitoring the pronunciation and the fluency of the reading skills of the learners.	- Communicate with Cambridge MCB -Interactive CD for Reading text

		<p><b>Chapter 4:</b> -After reading talk to the learners about the setting of the story, ask each learner to read a paragraph each by turn, don't interrupt their reading for pronunciation errors, encourage fluency, and intervene only if a learner faces difficulty in reading or pronouncing errors.</p>	
	<p><b>Read and Write</b>  <b>Unseen passages- Reading for inference</b>(100-150 words )-1 per week ; text and words should be age appropriate- multi-syllable words  <b>Text type:</b>  <b>Narrative (fiction), Characteristics and Summaries/Essay/Poem</b></p>	<p><b>Sample Text comprehension strategies</b>  <b>-POW</b> (Pick ideas, Organize their notes, Write and say more)          -Use of research (allow time so that kids collect plenty of ideas (on the given topic) from different resources such as books, internet, newspapers etc.)          -Peer revising          -Speed writing (time bound exercise to enhance speed)          -Allow dictionaries/ spell checker/ thesaurus for students those who struggle with spellings  <b>Make It A Game!</b> If you want a bit more control over the types of reading game you play, try suggesting some of the following:          -Each of you can take turns guessing what is going to happen next in the story based on the pictures – then discuss who was more accurate.          -Implement a word hunt where your reader has to shout out a pre-determined 'buzz' word (any adjectives or verbs or main character's name). If shouting is outside your zone, perhaps they have to touch their nose or clap their hands when they come across a 'buzz' word.          -Try finding little words inside bigger words or asking your child to replace one word on each page with a synonym or antonym.          -Ask your reader to read a page in the text to themselves. Then, let them act out what happened and you have to guess, or vice versa.</p>	<p><b>Communicate with Cambridge workbook</b> -Dragon Rock- The red Dragon(Workbook pg No.31 - 33)          -The Worthy Successor –The kings Boatman(Workbook pg no 41-44)          - The cloud (Workbook pa no- 50-52)</p>
<b>WRITING</b>			
	<p>-Descriptive writing          -Describe a</p>	<p>Page no: 42, 56, 74, 78. (MCB)          Page no: 28, 29, 39, 40,</p>	<p><b>Books:</b>          - Communicate</p>

	<p>picture story(Story writing with story starters)</p> <p><b>Writing topics:</b> My favorite person My favorite story book A cartoon character that I like</p>	<p>49, 54. (workbook)</p>	<p>with Cambridge MCB - Workbook</p>
<b>LISTENING &amp; SPEAKING</b>			
<p><u>Ch 4 Meet the neighbours (Page no. 36 to 44)</u></p> <ul style="list-style-type: none"> <li>• <b>Listening and Learning-</b> Listen, Listen and write, Role play</li> <li>• <b>Speaking and Practicing-</b> Read, Ask and answer, Pair work</li> <li>• <b>Saying it Right-</b>Recite, Say aloud, Sort</li> <li>• <b>Interacting and communicating-</b> Listen, Suggest, Request</li> </ul> <p><u>Ch 5 A trip to the mall (Page no. 45 to 53)</u></p> <ul style="list-style-type: none"> <li>• <b>Listening and Learning-</b> Listen, Choose, Listen, Write</li> <li>• <b>Speaking and Practicing-</b> Role play, Order, Discuss</li> <li>• <b>Saying it Right-</b>Sing, Repeat repeat, Say aloud, Sort</li> <li>• <b>Interacting and communicating-</b> Gap fill, Role play, Listen and D</li> </ul> <p><u>Ch 6 At the railway station (Page no 54 to 61)</u></p> <ul style="list-style-type: none"> <li>• <b>Listening and Learning-</b> Listen, Gap fill, Listen and order, Choose</li> <li>• <b>Speaking and Practicing-</b> Look, Ask and answer, Role play</li> <li>• <b>Saying it Right-</b>Repeat, Say aloud, Sort</li> </ul> <p><b>Interacting and communicating-</b> Listen, Choose, Talk</p> <p><b>Speaking Activity: <u>Situation Cards</u></b> Work in pairs. Take turns to express a wish in these situations: -Your grandma’s childhood experiences fascinate you. The only thing that would make you happy is to live in those times. -You want to be among the first few people to go to Mars.</p>			
<b>GRAMMAR &amp; VOCABULARY</b>			
	<p><b><u>Grammar</u></b></p> <p>New Grammar and More</p>	<p>Comprehension : 3 Comprehension : Writing a Story Grammar : Articles- L – 4 Conjunctions -L – 9 Vocabulary : Page 79</p>	<p><b>Digital Board:</b> - Nouns - And, but, or. - Types of sentences – positive, negative, interrogative. <b>Books:</b> -Communicate with Cambridge MCB Workbook</p>
	<p><b><u>Vocabulary</u></b> <b><u>-Vocabulary exercises</u></b> from MCB/workbook) : <b><u>Word meanings</u></b> (From the attached list) <b><u>-Sentence making</u></b> (From the attached list) <b><u>-Spellings</u></b> (All words from the attached list)</p>	<p><b>Spelling Spinner:</b></p> 	<p>-Sitton Vocabulary list (High frequency words) -Attached Vocabulary list</p> <p><b>Link for Spelling Spinner:</b> <a href="https://www.google.com/search?q=spelling+spinner&amp;client=firefox-a&amp;rls=org.mozilla:en-US:official&amp;channel=fflb&amp;source=lnms&amp;tbn=isc&amp;sa=X&amp;ved=0ahUKEwID_qiGjeLbAhUKA4gKHdwBAKcQ_AUICigB">https://www.google.com/search?q=spelling+spinner&amp;client=firefox-a&amp;rls=org.mozilla:en-US:official&amp;channel=fflb&amp;source=lnms&amp;tbn=isc&amp;sa=X&amp;ved=0ahUKEwID_qiGjeLbAhUKA4gKHdwBAKcQ_AUICigB</a></p>
<b>Mid Term Exam (02/09/2020 – 14/09/2020)</b>			



**Name of the books:** Communicate with Cambridge (MCB, Workbook & Literature reader), New Grammar and More

**Name of the publisher:** Cambridge Language

**Action Plan:**

- ✓ Greater emphasis to be given on **Neat handwriting** (cursive to be started grade III onwards) ✓ **Four notebooks** to be maintained (colour code for notebook covers- light Green)
  1. Grammar & vocabulary
  2. Main Course book
  3. Composition
  4. Comprehension

**MINIMUM EXPECTED WORK PER WEEK**

Skill	Expected Task
✓ Listening and Speaking	Language Lab (once in a week)
✓ Reading	One comprehension passage (solved passage corrected by teacher should be attached in notebook as evidence)
✓ Writing	One task
✓ Literature	1 – 2 pages (Written work in Notebooks)
✓ Grammar and Vocabulary	1 – 2 pages (Written work in Notebooks)
✓ Homework/Assignment/Activity	One task (Evidence to be kept in student portfolio)

**EVALUATION OF NOTEBOOKS:**

- ✓ While evaluating writing task, only one item should be corrected for one writing task (e.g. spellings/punctuation etc.) and it must be mentioned on the top of each evaluated task. Students should know what is being evaluated. **Items for**

**evaluation:**

<b>Content</b>	:	<b>30%</b>
✓ Expression	:	exp
✓ Relevance to the topic	:	rl
✓ Formatting	:	fr
<b>Coherence &amp; Creativity</b>	:	<b>30%</b>
Coherence	:	co
<b>Accuracy</b>	:	<b>40%</b>
✓ Sentence formation	:	sf
✓ Vocabulary	:	vo
✓ Spelling	:	sp
✓ Punctuation (Full stop ( . ), Comma ( , ), Question mark ( ? )	:	pn
✓ Use of Helping verbs/Verb	:	Hv / V
✓ Subject-Verb agreement	:	sva
✓ Use of Tenses	:	Tn
✓ Letter Formation	:	Lf

**English speaking to be made compulsory in the classroom & school campus both for teachers and students.**

## MODULE I (MID-TERM)

Duration	Content	Subject Enrichment Activity	Digital Content/ Resources
<b>READING</b>			
01/04/2020 to 17/05/2020	<p><b>Loud reading</b> (Pleasure reading) <b>Literature Reader:</b> <b>Chapter 1:</b> Talking Drums <b>Chapter 2:</b> You Can't Be That (poem) <b>Chapter 3:</b> Gulliver's Voyage to Brodingnag</p>	<p><b>Read Aloud:</b> Reading aloud for 10 minutes in pairs/ individually</p>	<p>-Loud reading rating scale (Link: <a href="https://www.pinterest.co.uk/pin/481040803922896729/">https://www.pinterest.co.uk/pin/481040803922896729/</a> )</p>
	<p><b>Main Course Book</b> <b>Chapter 1:</b> Chuskit Goes to School The Little Things that Happen (poem) <b>Chapter 2:</b> Thunder Cake The Dark (poem)</p>	<p><b>Teaching ideas</b> <b>Chapter 1:-</b> After reading talk to the learners about the setting of the story, ask each learner to read a paragraph each by turn, don't interrupt their reading for pronunciation errors, encourage fluency, and intervene only if a learner faces difficulty in reading or pronouncing errors. <b>Chapter 2:</b> -Read it aloud and then in pairs to discuss the key ideas. <b>Poem:</b> -Do a loud reading of the poem either in pairs or in small groups; check for right intonation, stress and pronunciation or discuss the main idea of the poem.</p>	<p>- Communicate with Cambridge MCB -Interactive CD for Reading text</p>
	<p><b>Read and Write Unseen factual passages</b>(150 – 200 words )-1 per week ; text and words should be appropriate age appropriatemulti-syllable words <b>Text type:</b> <b>Descriptive (descriptions related to person/ place/event/animal) Characteristics and Summaries/Essay/Poem Short stories (value based)</b></p>	<p><b>Sample Text comprehension strategies</b> -POW (Pick ideas, Organize their notes, Write and say more) -Use of research (allow time so that kids collect plenty of ideas (on the given topic) from different resources such as books, internet, newspapers etc.) -Peer revising -Speed writing (time bound exercise to enhance speed) - Allow dictionaries/ spell checker/ thesaurus</p>	<p>-Communicate with Cambridge workbook -Chuskit Goes to school – Ladakh ( Workbook Pg. No.1 - 3 ) -Thunder Cake – The cloud(workbook pg no- 10-12) -The Tug of war(Workbook Pg.No- 18-20)</p>

		for students those who struggle with spellings	
		<p><b>More Than Just Books:</b> Suggest material like newspapers, magazines, recipes, comic-books, blogs, or song lyrics! Keep it fresh and fun and your students will be dying to read more!</p>	
	<b>WRITING</b>		
	<p>-Paragraph writing -Descriptive writing (person ,place ,event) <b>Writing topics:</b> My favorite place Value of reading books</p>	<p>Page no:13,26 (MCB) Page no:8,9,16,17 (Workbook)</p>	<p><b>Books:</b> - Communicate with Cambridge MCB - Workbook</p>
	<b>LISTENING &amp; SPEAKING</b>		
	<p><b>Chapter -1: Greetings and Introduction</b></p> <ul style="list-style-type: none"> <li>➤ <b>Getting Started</b> - Listen</li> <li>➤ <b>Listening and Learning-</b> Gap fill</li> <li>➤ <b>Speaking and Practising</b> - Introduce &amp; Role Play</li> <li>➤ <b>Saying it Right</b> - Loud Reading</li> <li>➤ <b>Interacting and Communicating</b> - Interview</li> </ul> <p><b>Chapter -2: At The Library</b></p> <ul style="list-style-type: none"> <li>➤ <b>Getting Started</b> - Discuss</li> <li>➤ <b>Listening and Learning-</b> True or False , Listen and Identify</li> <li>➤ <b>Speaking and Practising</b> - Talk, discuss and ask permission</li> <li>➤ <b>Saying it Right</b> - Read Aloud &amp; Identify</li> <li>➤ <b>Interacting and Communicating</b> - Discuss</li> </ul> <p><b>Chapter -3: Invitations</b></p> <ul style="list-style-type: none"> <li>➤ <b>Getting Started</b> - Complete</li> <li>➤ <b>Listening and Learning-</b> Answer,Identify and Gap fill</li> <li>➤ <b>Speaking and Practising</b> - Invite &amp; Talk</li> <li>➤ <b>Saying it Right</b> - Read Aloud, sort &amp; Say aloud</li> <li>➤ <b>Interacting and Communicating</b> - Role Play</li> </ul>		
	<b>GRAMMAR &amp; VOCABULARY</b>		
	<p><b>Grammar</b></p> <p>New Grammar and More</p>	<p>Comprehension : 1 -2 Comprehension : Writing a Paragraph, Process Writing Grammar : Articles - L - 4  Adjectives - L - 6  Pronouns - L - 5</p>	<p><b>Digital Board:</b> Adjectives and its kinds Positive degree Comparative degree superlative degree</p> <p><b>Books:</b> - Communicate with Cambridge MCB Workbook</p>
	<p><b>Vocabulary</b> <b>-Vocabulary exercises</b> from MCB/workbook) - <b>Word meanings</b> (Only <b>bold</b> words from the attached list)</p>	<p><b>Dominoes and speed racer games</b> by No Time For Flashcards The speed racer game looks like fun and a great way to practice reading</p>	<p>-Sitton Vocabulary list (High frequency words) -Attached Vocabulary list</p> <p><b>Link for spelling games:</b> Link:</p>

	<p><b>-Sentence making</b> (Only <b>bold</b> words from the attached list) - <b>Spellings</b> (All words from the attached list)</p>	<p>words. <b>1-2-3 Spell it:</b> This is a great board game for students who are just learning to read and spell simple CVC words.(Consonant-vowelconsonants )</p>	<p><a href="https://topnotchteaching.com/lessonideas/35-spellinggames/">https://topnotchteaching.com/lessonideas/35-spellinggames/</a></p>
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**Pre Mid Term Exam (18/052020 – 27/05/2020)**

**MODULE II (MID-TERM)**

<b>READING</b>			
01/06/2020 to 01/09/2020	<p><b>Loud reading</b> (Pleasure reading) <b>Literature Reader:</b> <b>Chapter 4:</b> School Breaks Up <b>Chapter 5:</b> Granny's Tree Climbing (poem)</p>	<p><b>Read Aloud:</b> Reading aloud for 10 minutes in pairs/ individually</p>	<p><b>-Loud reading rating scale (Link: <a href="https://www.pinterest.co.uk/pin/481040803922896729/">https://www.pinterest.co.uk/pin/481040803922896729/</a> )</b></p>
	<p><b>Main Course Book</b> <b>Chapter 4:</b> The Two Merchants</p>	<p><b>Teaching ideas</b> <b>Chapter 4:</b>Use role play method to get the main idea and build communication skills</p>	<p><b>- Communicate with Cambridge MCB</b> <b>-Interactive CD for Reading text</b></p>
	<p><b>Read and Write Unseen passages</b>Reading for inference(150-200 words )-1 per week ; text and words should be age appropriate multi-syllable words <b>Text type:</b> Narrative (fiction/ non-fiction) Descriptive (descriptions related to person/ place/event/animal) Characteristics and Summaries/Essay/Poem</p>	<p><b>Sample Text comprehension strategies</b> Skim-Scan-Go to questions-Re-read for specific details-Write your answer.</p>	<p><b>Communicate with Cambridge workbook</b> -The Two Merchants –A Ruby returned (Workbook pg no. 26-29) -Hiedi Learns to read –The magic key(Workbook Pg.No - 50-53) -Mr.Nobody (Workbook Pg.No.- 45-47) -Jhalkri-The Rani of Jhansi(Workbook Pg No. 3538)</p>
<b>WRITING</b>			
	<p>-Coder essay and formal letters <b>Writing topics:</b> Importance of Discipline A school field trip</p>	<p><b>Writing ideas:</b> -Publish the best work -Creative writing: Cultivating young writers in nature (sometimes plan your writing lesson outdoors) -Persuasive essay -CODER (Collection of ideas, organizing ideas, Drafting, Editing and Revision) -Self assessment (let students set their own criteria before they write)</p>	<p><b>Books:</b> - Communicate with Cambridge MCB - Workbook</p>

		Page no: 42, 56, 74, 78. (MCB) Page no: 28, 29, 39, 40, 49, 54. (workbook)	
<b>LISTENING &amp; SPEAKING</b>			
<p><b>Chapter -4: Money Matters</b></p> <ul style="list-style-type: none"> <li>➤ <b>Getting Started</b> - Compare</li> <li>➤ <b>Listening and Learning-</b> Answer, Gap fill, true or False &amp; Match</li> <li>➤ <b>Speaking and Practising</b> - Role Play &amp; Discuss</li> <li>➤ <b>Saying it Right</b> - Repeat and Sort</li> <li>➤ <b>Interacting and Communicating</b> - Enact</li> </ul> <p><b>Chapter -5: At The Airport</b></p> <ul style="list-style-type: none"> <li>➤ <b>Getting Started</b> - Sort</li> <li>➤ <b>Listening and Learning-</b> Listen , Tick and choose</li> <li>➤ <b>Speaking and Practising</b> - Enact, Narrate, Role Play &amp; Give Direction</li> <li>➤ <b>Saying it Right</b> - Say Aloud, Read Aloud &amp; Mark</li> <li>➤ <b>Interacting and Communicating</b> - Ask &amp; Share</li> </ul> <p><b>Chapter -6: Tell Me Why?</b></p> <ul style="list-style-type: none"> <li>➤ <b>Getting Started</b> - Answer</li> <li>➤ <b>Listening and Learning-</b> Listen,Gap fill,Complete &amp; Answer</li> <li>➤ <b>Speaking and Practising</b> - Ask ,Ask &amp; Answer and Role Play</li> <li>➤ <b>Saying it Right</b> - Repeat and Mark</li> <li>➤ <b>Interacting and Communicating</b> - Ask &amp; Answer and Role Play</li> </ul>			
<b>GRAMMAR &amp; VOCABULARY</b>			
	<b>Grammar</b> New Grammar and More	Comprehension : 3 Composition : Writing an Informal Letter Grammar : Adverbs -L - 7  Sentences - L - 1  Prepositions - L - 8	<b>Digital Board:</b> Introduction, rules and examples Worksheet Introduction, examples Comparison of adverb Preposition and its types <b>Books:</b> -Communicate with Cambridge MCB Workbook
	<b>Vocabulary</b> - <b>Vocabulary exercises</b> from MCB/workbook) <b>-Word meanings</b> (Only <b>bold</b> words from the attached list) <b>-Sentence making</b> (Only <b>bold</b> words from the attached list) - <b>Spellings</b> (All words from the attached list)Dictionary usage	<b>Spell it</b> : A big, colorful, easy to play board game that can be used with any list of spelling words.	-Sitton Vocabulary list (High frequency words) -Attached Vocabulary list  <b>Link for spelling games:</b> Link: <a href="https://topnotchteaching.com/lessonideas/35-spellinggames/">https://topnotchteaching.com/lessonideas/35-spellinggames/</a>
<b>Mid Term Exam (02/09/2020 – 14/09/2020)</b>			