

Section A.

Name of the Institute	SISE
Name of the Teacher	Preetinder Kaur Lecturer English
Class	VII
Subject	English
Name of the chapter	THE SELFISH GIANT
No. of period required	Twelve
Vetted by	Baljeet Kaur Brar Subject Expert SCERT, Punjab

Section : B

Expected Outcomes:-

The children will be able to :

1. read and comprehend the text
2. use appropriate vocabulary.
3. apply correct grammatical items (noun : Gender, Noun: Countable and the countable)
4. understand difficult words better and spell them correctly.
5. organize thought logically and express them in creative manner (paragraph writing and notice writing)
6. inculcate reading habits : Suggested Reading (Jack and the Beanstalk)

Section C: Period wise Details:

Period	Content/Activity/ discourse	Strategy	Interactive Questions	Resources/ TLM required
01	<p>Discourse- Oral Conversation Pre-Reading stage: Warm up questions by the teacher in target language and in vernacular.</p>	<ul style="list-style-type: none"> • To prepare the learners for lesson • Aesthetic appreciation • Critical analysis 	<ol style="list-style-type: none"> 1. Do you have a park or a garden in your neighbourhood ? 2. Are there any trees? Are they fruit trees ? 3. Name two flowers or plants you see there ? 	Black Board
	<p>The students will answer the questions in their mother tongue. The teacher will write their responses in English on the Blackboard translating them after discussing them with the students.</p>	<ul style="list-style-type: none"> • Group activity • Whole class interaction 		

Period	Content/Activity/ discourse	Strategy	Interactive Questions	Resources/ TLM required
01	<p>The teacher will show a picture of children playing in a garden/park</p> <p>The teacher writes students' responses on the black board and edits them.</p>	<ul style="list-style-type: none"> • Picture interaction with the whole class • Understanding, production and communication • Enhancing speaking skills 	<p>See the picture and answer the following question.</p> <ol style="list-style-type: none"> 1. Where are the children ? 2. What are they doing there ? 3. What can you seen in the trees? 4. What colour is the grass ? 5. In which season do the flowers blossom most ? <p>ANNEXURE 1A</p>	<p>Annexure 1 Picture depicting children playing in a garden.</p>
		<ul style="list-style-type: none"> • To develop skill of prediction A 	<p>Guess what is the lesson about ?</p>	

Period	Content/Activity/ discourse	Strategy	Interactive Questions	Resources/ TLM required
02	<p>Teacher will introduce the topic and write the title of the lesson on the Blackboard.</p> <p>“The SELFISH GIANT”</p> <p>Reading of page 8 para 1 Every afternoon.... Garden, by the students one by one. The teacher will ask questions from the paragraph. The students will answer then orally in short simple sentences. The teacher will write students’ responses on the blackboard and correct their mistakes.</p> <p>GRAMMAR ACTIVITY</p> <p>The teacher can recapitulate collective nouns by giving fill ups from the paragraph read in the class.</p>	<ul style="list-style-type: none"> • Enhance reading skills • Enable the learners to interact in English. 	<ol style="list-style-type: none"> 1. What would the children do every afternoon on their way back from the school? 2. Whom did the garden belong to ? 3. What are the flowers in the garden compared to ? 4. Which fruit tree bore blossoms of pink and pearl. 5. Where had the Giant gone ? <p>ANNEXURE 2A</p> <p>Fill in the blanks with appropriate collective noun.</p> <ol style="list-style-type: none"> 1. a _____ of grass. 2. a _____ of stars. 3. a _____ of trees. 4. a _____ of flowers 5. a _____ of birds <p>ANNEXURE 2 B</p>	<p>Text Book/ Black Board</p> <p>Black Board</p>

Period	Content/Activity/ discourse	Strategy	Interactive Questions	Resources/ TLM required
02	<p>VOCABULARY ACTIVITY</p> <p>The teacher will give a few words from the 1st Paragraph and ask the students to arrange them under correct name on the Black Board.</p>	<ul style="list-style-type: none"> Teaching of vocabulary 	<p>Write words from the box under the correct names</p> <hr/> <p>green sprint rose pink autumn marigold</p> <hr/> <p>Seasons Colours flowers</p> <p>_____ _____ _____</p> <p>_____ _____ _____</p> <p style="text-align: right;">ANNEXURE 2C</p>	Text Book/ Black Board
	<p>“GRAMMAR ACTIVITY”</p> <p>The teacher can give match the nouns with the adjective activity on the black board and ask the students to find correct matching after discussing with their elbow partners.</p>	<ul style="list-style-type: none"> Recapitulating nouns Group activity 	<p>Match the nouns with the adjectives to made complete sentences.</p> <p>1. Grass is a. beautiful</p> <p>2. Flowers are b. delicate</p> <p>3. Blossoms are c. green</p> <p>4. The garden is d. lovely</p> <p style="text-align: right;">ANNEXURE 2D</p>	Text Book/ Black Board
	<p>2. The teachers writes a few words from the text on the Black board and ask the students to form new words by adding suffix 'ly'</p>	<ul style="list-style-type: none"> Teaching of grammar 	<p>1. Sweet</p> <p>2. Love</p> <p>3. Delicate</p> <p>4. Soft</p> <p style="text-align: right;">ANNEXURE 2E</p>	

Period	Content/Activity/ discourse	Strategy	Interactive Questions	Resources/ TLM required
03	Reading aloud of page 8 “What are each other by the students. The teacher will ask a few questions from the paragraph. The students will try to answer them in simple sentences in English. The teacher will edit their responses on the blackboard.	<ul style="list-style-type: none"> Enhance reading and speaking skills. Speak short simple sentences in English. 	<ol style="list-style-type: none"> Why were the children scared ? How was the Giant being selfish ? What did the board on the high wall read ? Why couldn't the children play on the road ? How were the children happy earlier ? <p style="text-align: right;">ANNEXURE 3A</p>	Text Book/ Black Board
	<p style="text-align: center;">VOCABULARY ACTIVITY</p> <p>The teacher will ask the students to underline difficult words and discuss their meanings in mother tongue and English.</p>	<ul style="list-style-type: none"> To teach difficult words and their meanings 	<p>Word Meanings</p> <ol style="list-style-type: none"> Gruff Scared Selfish Wander Trespassers Prosecuted <p style="text-align: right;">ANNEXURE 3B</p>	Glossary
	The teacher can ask the learners to match the words from the paragraph with their opposites.	<ul style="list-style-type: none"> Introducing antonyms 	<p>Word Antonym</p> <ol style="list-style-type: none"> Beautiful a) Sad Happy b) Ugly Gruff c) low High d) soft <p style="text-align: right;">ANNEXURE 3C</p>	Note Books

Period	Content/Activity/ discourse	Strategy	Interactive Questions	Resources/ TLM required
04	<p>FACESHEET PAGE 8</p> <p>The Teacher can introduce 'NOTICE WRITING' as a written message or news meant to inform people of some event, holiday etc relating to the notice put by the Giant in the lesson. The learners can be divided into groups and the teacher can provide them with a few drawing sheets and ask them to frame a notice.</p>	<ul style="list-style-type: none"> • Group activity • Enhancing creative writing • Functional writing 	<p>You are Anuradha, you have lost your English notebook. Frame a notice to be put up on the school notice board.</p> <p style="text-align: right;">ANNEXURE 4A</p>	<p>Text Book drawing sheets</p>
	<p>The teacher can recapitulate the page 8 by asking who said to whom questions after writing them on blackboard</p>	<ul style="list-style-type: none"> • Revisiting the first two paragraphs of the lesson 	<p>Who said to who,</p> <ol style="list-style-type: none"> 1. "What are you doing here ?" 2. "How happy we were !" 3. "My garden is my own garden and I will allow nobody to play in it". <p style="text-align: right;">ANNEXURE 4B</p>	<p>Text Book/ Black Board</p>

Period	Content/Activity/ discourse	Strategy	Interactive Questions	Resources/ TLM required
05	<p>Reading of para I, II Page 9 by the students.</p> <p>The spring Giant's garden. The teacher will ask question from the paragraphs read in the class and edit the responses on the blackboard after discussing the same mother tongue and encouraging the students to translate them in English.</p>	<ul style="list-style-type: none"> • Promoting active and critical reading skills • Speaking short sentences in target language 	<ol style="list-style-type: none"> 1. Which season arrived all over the country ? 2. What were the trees full of ? 3. Where did the birds sit and what did they do ? 4. Describe the season in the Giants garden. 5. What pleased the Snow and Frost ? 6. Who roared all day ? 7. What could not the Giant understand ? 8. What did he hate ? 9. Who gave golden fruit to every garden. <p style="text-align: right;">ANNEXURE 5A</p>	Text/ Black Board

	<p>VOCABULARY ACTIVITIES</p> <p>The Teacher can put four charts in the four corners of the classroom.</p> <ul style="list-style-type: none"> • Divide the learners into four groups • Write the names of the four seasons Summer, Winter, Spring, Autumn, each on the charts. • Paste pictures depicting the seasons on the respective charts. • Ask the students of each group to write all the words that come to their mind associated with the season on their chart. 	<ul style="list-style-type: none"> • Group interaction • Enriching vocabulary • Encourage flow of ideas. 		<p>Chart pictures</p>

Period	Content/Activity/ discourse	Strategy	Interactive Questions	Resources/ TLM required																
05	<p>The teacher will give two sets of words to the learners in an envelope after dividing the class into groups (one envelope to each group). The learners will be asked to make new words by joining two words.</p> <p style="text-align: center;">OR</p> <p>It can be done as match the following words to make new words on the blackboard.</p>	<ul style="list-style-type: none"> • Group activity • Learning of new words • Expose learners to compound words 	<table border="0"> <tr> <td>1. Frost</td> <td>a. top</td> </tr> <tr> <td>2. White</td> <td>b. storm</td> </tr> <tr> <td>3. Far</td> <td>c. white</td> </tr> <tr> <td>4. Roof</td> <td>d. mill</td> </tr> <tr> <td>5. Hail</td> <td>e. bite</td> </tr> <tr> <td>6. Rain</td> <td>f. sighted</td> </tr> <tr> <td>7. Snow</td> <td>g. drop</td> </tr> <tr> <td>8. Wind</td> <td>h. wash</td> </tr> </table> <p style="text-align: center;">ANNEXURE 5B</p>	1. Frost	a. top	2. White	b. storm	3. Far	c. white	4. Roof	d. mill	5. Hail	e. bite	6. Rain	f. sighted	7. Snow	g. drop	8. Wind	h. wash	Text/ Black Board
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8. Wind	h. wash																			
	<p>The teacher will ask the students to underline words associated with winter season and discuss the meanings of the same by giving them match the following exercise on the blackboard.</p>	<ul style="list-style-type: none"> • Learning the meaning of the difficult words 	<table border="0"> <tr> <td>Word</td> <td>Meaning</td> </tr> <tr> <td>1. Hail</td> <td>a) white power like coating of frozen vapour</td> </tr> <tr> <td>2. Snow</td> <td>b) frozen rain drops falling from sky</td> </tr> <tr> <td>3. Frost</td> <td>c) air in motion</td> </tr> <tr> <td>4. Wind</td> <td>d) frozen water falling from sky in soft, white flakes</td> </tr> </table> <p style="text-align: center;">ANNEXURE 5C</p>	Word	Meaning	1. Hail	a) white power like coating of frozen vapour	2. Snow	b) frozen rain drops falling from sky	3. Frost	c) air in motion	4. Wind	d) frozen water falling from sky in soft, white flakes	Black Board						
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06	Reading of the paragraph One morning laughing. After the learners have read the above cited paragraph the teacher will ask questions and edit the responses of the students, writing them on the blackboard.	<ul style="list-style-type: none"> • Developing reading skills • Use of simple sentence in English • Comprehending the text. 	<ol style="list-style-type: none"> 1. What did the Giant hear on morning ? 2. What happened when the North Wind stopped roaring? 3. What did the Giant see through the window? 4. Where were the children sitting ? 5. What changes could he see in his garden. <p style="text-align: right;">ANNEXURE 6A</p>	Text/ Black Board
	<p style="text-align: center;">VOCABULARY ACTIVITY</p> <p>The Teacher will make a (word grid) word search on the Blackboard and ask the students to find out and circle the 'ing' words from the lesson in the word search.</p>	<ul style="list-style-type: none"> • Learning of new words. • Learning to spell words 	<ol style="list-style-type: none"> 1. Dancing 2. Roaring 3. Singing 4. Sitting 5. Laughing 6. Flying 7. Twittering <p style="text-align: right;">ANNEXURE 6B</p>	Text Book
	The teacher can ask the students to find out words in the paragraph which are opposites of the given words.	<ul style="list-style-type: none"> • Inculcating critical thinking in the learners 	<ol style="list-style-type: none"> 1. Later 2. Started 3. Big 4. Least 5. Crying 	Text Book

			6. Found ANNEXURE 6C	
Period	Content/Activity/ discourse	Strategy	Interactive Questions	Resources/ TLM required
06	<p>The teacher will give some words to the students orally. They will be asked to find the describing words for them from the paragraph and spell the describing words.</p> <p>The students can be asked to use them sentences of their own and write them in their notebooks.</p>	<ul style="list-style-type: none"> • Comprehending the lesson. • Individual critical thinking. • Learning to spell words • Improving writing skills 	<ol style="list-style-type: none"> 1. Bird 2. Music 3. Perfume 4. Sight 5. Grass <p style="text-align: center;">ANNEXURE 6D</p>	<p>Text/ Black Board</p> <p>Note books</p>

Period	Content/Activity/ discourse	Strategy	Interactive Questions	Resources/ TLM required
07	Reading aloud of paragraph I and II page 10 by the students. The teacher will ask questions from the paragraphs and edit the answers of the students and write them on the blackboard.	<ul style="list-style-type: none"> • Enhancing reading skills. • Improving pronunciation of difficult words. • To gauge the level of comprehension. 	<ol style="list-style-type: none"> 1. Though it was lively seen in the garden, what was the season in its farthest corner? 2. Who stood there? Why was he weeping ? 3. Who said “climb up little boy” 4. What did the Giant decide to do ? 5. Why did not the little boy run? 6. What happened when the Giant put the little boy on the tree ? <p style="text-align: right;">ANNEXURE 7A</p>	Text/ Black Board
	<p style="text-align: center;">GRAMMAR ACTIVITY</p> <p>Since there are two exclamatory sentences in the paragraphs the teacher can introduce exclamatory sentence as a sentence which expresses some strong feelings and its ends with an exclamation mark. The teacher will pick up exclamatory sentences from the lesson and few commonly used</p>	<ul style="list-style-type: none"> • Teaching punctuation i.e. exclamation mark ! 	<ol style="list-style-type: none"> 1. “How selfish I have been !” 2. Lo and behold ! 3. “How happy we were !” 4. “What a lovely day !” 	Text Book / Black Board

	sentences		5. "How horrible !" 6. "How beautifully you sing !"	
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Period	Content/Activity/ discourse	Strategy	Interactive Questions	Resources/ TLM required																																				
07	<p>Individual activity for doing Ex VII on Page 14.</p> <p>The teacher makes a table on the blackboard having three columns.</p> <p>Column I in the table is a list of words used when no comparison is made.</p> <p>Column II in the table is a list of words comparing two person or things.</p> <p>Column III in the table is a list of words used when more than two person or things are compared. They are called degree of comparison.</p> <p>Now the teacher asks the learner to come one by one and fill the missing blanks in each column using words from the lesson.</p>	<ul style="list-style-type: none"> Individual activity to explain the concept of comparison. 	<table border="0"> <tr> <td>Column I</td> <td>Column II</td> <td>Column III</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>farthest</td> </tr> <tr> <td>wicked</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>older</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>more beautiful</td> <td>_____</td> </tr> <tr> <td>sad</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>worst</td> </tr> <tr> <td>_____</td> <td>less</td> <td>_____</td> </tr> <tr> <td>lovely</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>greater</td> <td>_____</td> </tr> <tr> <td>soft</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>happiest</td> </tr> </table>	Column I	Column II	Column III	_____	_____	farthest	wicked	_____	_____	_____	older	_____	_____	more beautiful	_____	sad	_____	_____	_____	_____	worst	_____	less	_____	lovely	_____	_____	_____	greater	_____	soft	_____	_____	_____	_____	happiest	Text/ Black Board
Column I	Column II	Column III																																						
_____	_____	farthest																																						
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		ANNEXURE 7B		
Period	Content/Activity/ discourse	Strategy	Interactive Questions	Resources/ TLM required
08	Reading of Para III and IV page 10 by the students. When the other in his garden. The teacher will subsequently ask questions from the paragraphs and the learners are expected to answer them in simple English. The teacher will write their responses on the blackboard and edit their responses.	<ul style="list-style-type: none"> Improving reading skills and enforcing correct pronunciation of difficult words. 	<ol style="list-style-type: none"> What did the children do when they realized that the Giant was not wicked ? Which season came to the garden ? Whom did the Giant miss ? What happened to the Giant with passing years ? What did he think about the children watching them play? <p style="text-align: right;">ANNEXURE 8A</p>	Text/ Black Board
	<p style="text-align: center;">VOCABULARY ACTIVITY</p> <p>Individual activity for solving exercise IV, Page 12 in the notebooks. The teacher will ask the students to solve the exercise in their notebooks choosing the correct (suitable) word from the bracket.</p>	<ul style="list-style-type: none"> Use of appropriate vocabulary. 	<ol style="list-style-type: none"> There were beautiful (blossoms/ balloons) on the trees. The Giant cried in a (soft/gruff) voice. The Giant put up a board which said the trespassers will be (protected/prosecuted) As years went by the Giant became very (week, weak). The birds were flying about (littering/ twittering) with delight. 	Text Book/ Notice Book

			6. The boy was too (tiny/shiny). ANNEXURE 8B	
	The teacher can correct their responses after class interaction the teacher can make a box on the blackboard with some words wrongly spelt. Children can be asked to pick them and speak the correct spelling thus solving exercise VI on page 13.		Autumn delicate beautiful Wicked delightful hasened Purfume would except Wonderful placed blosoms ANNEXURE 8C	Blackboard

Period	Content/Activity/ discourse	Strategy	Interactive Questions	Resources/ TLM required
08	<p style="text-align: center;">GRAMMAR ACTIVITY</p> <p>The teacher will ask the learners to pick out nouns from the lesson and change the numbers. The teacher will write them on the blackboard as the students speak one by one changing the number simultaneously.</p> <p>The teacher will list a few words on the blackboard from the text and ask the learners to form abstract nouns by adding suffixes.</p>	<ul style="list-style-type: none"> Revisiting nouns and noun-number 	ANNEXURE 8D	
	<p>The teacher will list a few words on the blackboard from the text and ask the learners to form abstract nouns by adding suffixes</p>	<ul style="list-style-type: none"> Recapitulating abstract nouns 	<ol style="list-style-type: none"> Wicked _____ Sweet _____ Selfish_____ Beautiful_____ Weak _____ 	

6. Grow_____

Fill in the blanks with abstract nouns formed above.

1. I can comment on the ____ of the juice after tasting it.
2. The plants show slow___ in winter.
3. The queen was known for her ____.
4. The witch was feared for his_____.
5. He could not move because of_____.
6. The kind showed his_____ by denying the right of his brother.

ANNEXURE 8E

Period	Content/Activity/ discourse	Strategy	Interactive Questions	Resources/ TLM required
09	<p>Reading loud of the part V and VI page 10</p> <p>One winter..... white blossoms the teacher will ask a few questions from the paragraphs to gauge the comprehension of the lesson. The responses will be edited on the blackboard.</p>	<ul style="list-style-type: none"> Enhancing reading, speaking and listening skills Comprehending the text 	<ol style="list-style-type: none"> What wonderful sight did the Giant see one winter morning. What colour were the branches of the trees and what colour fruit-hung down from them ? Who stood beneath the tree? What did the Giant see as he came closer to the boy ? What did the child say to the Giant ? What happened to the Giant that afternoon ? <p style="text-align: right;">ANNEXURE 9A</p>	Text/ Black Board
	<p style="text-align: center;">GRAMMAR ACTIVITY</p> <p>The teacher will ask the learners to do exercise IX page 14 in their notebooks discussing with their elbow partners. Then the teacher will write their responses on the blackboard and edit them.</p>	<ul style="list-style-type: none"> Equip the students to use grammar correctly. 	<p>Write the short form for :</p> <p>Cannot _____ do not ____</p> <p>is not _____ it is _____</p> <p>have not _____ she will _____</p> <p>they have _____ I would ____</p> <p>we are _____</p> <p>will not _____</p> <p>are not _____</p> <p>I am _____</p> <p style="text-align: right;">ANNEXURE 9B</p>	Note Book/ Text Book/ Black Board

Period	Content/Activity/ discourse	Strategy	Interactive Questions	Resources/ TLM required
09	The teacher will write the statements of Ex. VIII Page 14 on the blackboard. She will ask the learners to make questions in their notebooks. Once they have finished, the teacher will ask them to read their answers aloud. She may edit them on the blackboard and explain that every question must end with a question mark (?)	<ul style="list-style-type: none"> To introduce interrogative sentences 	<ol style="list-style-type: none"> The Giant saw the children playing in his garden? The Giant's heard was filled with pity. The Giant sat in his arm chair. The Giant missed his little friend. Birds did not care to sing as there were no children. <p style="text-align: right;">ANNEXURE 9C</p>	Text/ Note Book / Black board
	<p style="text-align: center;">FACESHEET PAGE 10 PARA V VOCABULARY ACTIVITY</p> <p>The teacher will ask the students to match the nouns with quality words (adjectives) from the paragraphs under reference. Then they can be asked to use them in sentence of their own after correct matching.</p>		<p>ADJECTIVE NOUNS</p> <ol style="list-style-type: none"> White a. fruits Wonderful b. blossoms Farthest c. morning Silver d. corner Winter e. sight <p style="text-align: right;">ANNEXURE 9D</p>	Text Book/ Note Books
	The teacher will ask the students to do Ex. 1, page 12 in their note books and edit their responses on the blackboard.		<ol style="list-style-type: none"> The children played in the Giant's garden_____ The Giant built a high wall round his garden and put up a notice board because_____ When the children saw the Giant was not wicked any longer,_____ When the Giant grew very old 	

			and weak____. ANNEXURE 9E	
Period	Content/Activity/ discourse	Strategy	Interactive Questions	Resources/ TLM required
10	<p>The teacher will recapitulate NOUNS before introducing NOUN: GENDER.</p> <p>GROUP ACTIVITY</p> <p>The teacher will put four charts in the four corners of the classroom with following headings.</p> <ol style="list-style-type: none"> 1. Your classroom 2. A fair 3. A park/garden 4. Your kitchen <p>The students will be divided into four groups and will be allotted one corner each. They will be asked to write the names of things/ persons they can see in each of the places written on the chart put in their corner.</p>	<ul style="list-style-type: none"> • To remember and apply grammatical concept of noun • Enforcing writing skills. • Promoting active and critical thinking. 		Four Charts with headings

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10	<p style="text-align: center;">DISCOURSE</p> <p>The teacher will now introduce</p> <p style="text-align: center;">COUNTABLE AND UNCOUNTABLE NOUNS</p> <p>All nouns which have plural forms are called countable nouns. For example: book, books, table-tables, chair-chairs. These nouns can be counted. We can say: one book, four tables, five chairs.</p> <p>The nouns that do not have plural forms are called Uncountable nouns:</p> <p>For example: milk, rice, butter, air, water.</p> <p>These nouns cannot be counted. We cannot say: one milk, five butter. But we can say: one glass of milk, two bags of rice.</p> <p>Name of particular persons and places also cannot be counted. For example; Rakesh, Anmol, Patna, Gujarat etc. are only one of their kind.</p>	<ul style="list-style-type: none"> Explaining the concept by giving examples followed by exercise. 		

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10	<p>The teacher will now write nouns on the blackboard and ask the students to come one by one and group them into.</p> <ol style="list-style-type: none"> 1. Countable nouns and 2. Uncountable nouns. 	<ul style="list-style-type: none"> • To gauge the understanding of the concept 	<p>fish picture brick cement rose chair tree cat wood tea food potato sea stone hair ink story year gold lion country led salt meat mother cricket ball</p> <p style="text-align: right;">ANNEXURE 10A</p>	Black Board
	<p>The teacher will write a few sentences on the black board and ask the students to underline of countable and uncountable nouns in the following sentences writing (C.N) for countable nouns and (U.N) for uncountable nouns.</p>	<ul style="list-style-type: none"> • To gauge the understanding of the concept 	<ol style="list-style-type: none"> 1. Once a wolf was thirsty. He went to a river to drink water. 2. Once a man had a goose. It laid an egg a day. 3. All of us need water. 4. The price of sugar has gone up. 5. My mother doesn't like coffee. <p style="text-align: right;">ANNEXURE 10B</p>	Black Board

Period	Content/Activity/ discourse	Strategy	Interactive Questions	Resources/ TLM required
10	The teacher will write a few sentences on the black board and ask the students to pick nouns-persons in the given sentences.	<ul style="list-style-type: none"> Presenting the concepts of noun- gender based on deductive approach explaining with examples followed by exercise. 	<ol style="list-style-type: none"> The <u>man</u> has built a new house. My <u>uncle</u> lives in Bangalore. My <u>grandfather</u> lives in a house by the sea. The <u>actor</u> was entering the film studios. The <u>lion</u> is the king of the <u>jungle</u>. 	B.B.
	The teacher will introduce the concept- masculine gender as nouns that indicate male persons and animals.			
	The teacher can use the same set of sentences to introduce the concept- feminine gender as nouns that indicate female persons and animals.		<ol style="list-style-type: none"> The <u>woman</u> has built a new house. My <u>aunt</u> lives in Bangalore. My <u>grandmother</u> lives in a house by the sea. The <u>actress</u> was entering the film studio. The <u>lioness</u> is the <u>queen</u> of the <u>jungle</u>. 	

Period	Content/Activity/ discourse	Strategy	Interactive Questions	Resources/ TLM required																																		
11	The teacher can give worksheets to the students to help them practice the concept of noun: gender.	<ul style="list-style-type: none"> Reinforcement of the concept taught 	<p>Fill in each blank with the correct word from the box below. USE EACH WORD ONLY ONCE.</p> <table border="0" data-bbox="1100 516 1749 683"> <tr> <td>Sister</td> <td>Drake</td> <td>daughter</td> </tr> <tr> <td>Heroine</td> <td>mare</td> <td>fox</td> </tr> <tr> <td>Cock</td> <td>bull</td> <td>sir</td> </tr> <tr> <td></td> <td></td> <td>Wife</td> </tr> </table> <table border="0" data-bbox="1100 721 1749 1333"> <tr> <td>MASCULINE</td> <td>FEMININE</td> </tr> <tr> <td>1. _____</td> <td>hen</td> </tr> <tr> <td>2. Hero</td> <td>_____</td> </tr> <tr> <td>3. Horse</td> <td>_____</td> </tr> <tr> <td>4. _____</td> <td>cow</td> </tr> <tr> <td>5. brother</td> <td>_____</td> </tr> <tr> <td>6. _____</td> <td>duck</td> </tr> <tr> <td>7. Son</td> <td>_____</td> </tr> <tr> <td>8. Husband</td> <td>_____</td> </tr> <tr> <td>9. _____</td> <td>vixen</td> </tr> <tr> <td>10. _____</td> <td>madam</td> </tr> </table> <p style="text-align: right;">ANNEXURE 11A</p>	Sister	Drake	daughter	Heroine	mare	fox	Cock	bull	sir			Wife	MASCULINE	FEMININE	1. _____	hen	2. Hero	_____	3. Horse	_____	4. _____	cow	5. brother	_____	6. _____	duck	7. Son	_____	8. Husband	_____	9. _____	vixen	10. _____	madam	Worksheet
Sister	Drake	daughter																																				
Heroine	mare	fox																																				
Cock	bull	sir																																				
		Wife																																				
MASCULINE	FEMININE																																					
1. _____	hen																																					
2. Hero	_____																																					
3. Horse	_____																																					
4. _____	cow																																					
5. brother	_____																																					
6. _____	duck																																					
7. Son	_____																																					
8. Husband	_____																																					
9. _____	vixen																																					
10. _____	madam																																					

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Period	Content/Activity/ discourse	Strategy	Interactive Questions	Resources/ TLM required
11	Teacher will write a set of sentences on the blackboard with nouns underlined. The students will be asked to read aloud the given sentences. They will notice that the underlined nouns in the given sentences are all names of both males and females.	<ul style="list-style-type: none"> Presenting the concept of common gender and neuter gender 	<ol style="list-style-type: none"> My <u>cousin</u> is having a bath They were going to meet the <u>doctor</u>. The <u>teacher</u> was discussing the examination papers. Which <u>artist</u> has painted this picture ? Maya was going to visit her <u>friend</u>. 	Black Board
	<p>The teacher will introduce COMMON GENDER : Nouns that indicate both males and females are said to be in COMMON GENDER.</p> <p>The teacher will again write a set of sentences on the Black board with nouns underlined. After the students have read the given sentences the teacher will introduce. NEUTER GENDER NOUNS that indicate non-living things, and are neither male nor female are said to be in neuter</p>		<ol style="list-style-type: none"> The built their <u>houses</u> on a hill. Do not lend the <u>book</u> I have given to anyone. The gate of the palace was a heavy one. You must observe silence in a <u>library</u>. <u>Wheat</u> is the <u>main</u> crop of Punjab. 	

gender.			
---------	--	--	--

Period	Content/Activity/ discourse	Strategy	Interactive Questions	Resources/ TLM required
11	To revisit the concepts introduced in the class, the teacher will write a few sentences on the black board or give worksheets to the students and ask them to underline nouns and write 'M' for masculine, 'F' for feminine 'C' for common and 'N' for neuter genders.	<ul style="list-style-type: none"> • Reinforcing NOUN : GENDER 1. MESCULINE 2. FEMININE 3. COMMON 4. NEUTER 	<p>Example: The <u>milkman</u> (M) came on a <u>cycle</u> (N).</p> <ol style="list-style-type: none"> 1. The waiter served food. 2. The room was designed by these architects. 3. The boy studies in that school. 4. My mother called the doctor. 5. The boy helped the old women by carrying her bags. <p style="text-align: right;">ANNEXURE 11B</p>	Black Board Worksheet

Period	Content/Activity/ discourse	Strategy	Interactive Questions	Resources/ TLM required
12	<p>Discourse : the Teacher will discuss the features of a good paragraph stressing on the points which must be kept in mind while writing a paragraph.</p> <p>UNITY: A paragraph should have sentences which focus only on this central theme relevant to the topic.</p> <p>ORDER: The ideas we are expressing have to be in a particular order with the most important fact being mentioned first, followed by the lesser important once.</p> <p>VARIETY: To avoid the chance of monotony, we should add variety by altering the sentence construction as much as possible and include different points related to the topic. The last sentence, like the first, should also be impressive.</p>	<ul style="list-style-type: none"> • Enhancing writing skills and encouraging creative writing through technique of <ol style="list-style-type: none"> 1. Understanding 2. Production 3. Communication 		

Period	Content/Activity/ discourse	Strategy	Interactive Questions	Resources/ TLM required
12	<p>The teacher will now introduce to topic of paragraph writing “MY FAVOURITE TV PROGRAMME”</p> <p>The teacher will write a few questions related to the topic on the blackboard. The learners will answer the questions in short single sentences in English. The teacher will edit their responses after class discussion. The teacher will then ask the students to develop a coherent paragraph after the organizing the answers to the given questions.</p>	<ul style="list-style-type: none"> To develop a paragraph stressing on correct grammar and spelling 	<ol style="list-style-type: none"> Name your favorite T.V. Programme ? On which channel is it telecast ? What kind of programme is it ? On what day and at what time is it telecast. Who is the host/anchor ? Describe the format of the show ? Why do find the show interesting ? Does it add to your knowledge ? 	<p>Black Board/ Note Book</p>

ANNEXURE 12

ANNEXURE 1



ANNEXURE 1A

1. The children are in a park.
2. They are playing there with balloons, bat and ball and on a see-saw.
3. We can see birds, squirrels and a monkey in the trees.
4. The grass is green in colour.
5. The flowers blossom most in the spring season.

ANNEXURE 2A

1. Every afternoon on their way back from school, the children used to play in garden.
2. The garden belonged to a Giant.
3. The flowers in the garden are compared to stars.
4. The peach trees bore blossoms of pink and pearl.
5. The Giant had gone to his friend.

ANNEXURE 2B

1. a tuft of grass.
2. a constellation of stars.
3. a grove of trees.
4. a bouquet of flowers

5. a flock of birds

ANNEXURE 2C

Seasons

1. Spring
2. Autumn

Colours

1. Green
2. Pink

Flowers

1. Rose
2. Marigold

ANNEXURE 2D

1. The grass is green.
2. Flowers are beautiful.
3. Blossoms are delicate.
4. The garden is lovely.

ANNEXURE 2E

1. Sweetly.
2. Lovely.
3. Delicately.
4. Softly.

ANNEXURE 3A

1. The children got scared when the Giant asked them in a rough voice what they were doing there
2. The Giant was being selfish by saying that his garden is his own garden and he would allow nobody to play there.
3. That board on the high wall read **'TRESPASSERS WILL BE PROSECUTED'**
4. The children could not play on the road as it was dusty and full the stones.
5. The children were happy earlier because they could play in the lovely garden.

ANNEXURE 3B

Word	Meanings
1. Gruff	rough (o[Zyk)
2. Scared	Frightened (vfonk)
3. Selfish	without care for others (wsbGh-;[nkoEh)
4. Wander	to walk aimlessly (GNeDk)
5. Trespasser	person who goes to another's place without permission (BikfJia ik tVBk)
6. Prosecuted	to complain against someone in a court of law (w[eZdwk ubkT[DK)

ANNEXURE 3B

Word	Antonym
1. Beautiful	Ugly
2. Happy	Sad

3. Gruff
4. High

Soft
Low

ANNEXURE 4A

MARCH 12, 2015

LOST AND FOUND

NOTICE

A English copy has been lost in the school campus. Please deposit it in the office if found.

Anuradha

ANNEXURE 4B

1. The Giant said this to the children.
2. The children said this to each other.
3. The Giant said this to the children.

ANNEXURE 5A

1. Spring season arrived all over the country.
2. The trees were full of little blossoms.
3. The birds sat on the trees and sang.
4. In the garden of the selfish Giant it was still winter. Trees did not blossom and the birds did not sing as there were no children.
5. The Snow and the Frost were so pleased as the Snow covered the grass with her white cloak and the Frost painted all the trees silver.
6. The North Wind roared all day.
7. The Giant could not understand why spring was so late in coming.
8. He hated the sight of cold white garden.
9. Autumn gave golden fruit to every garden.

ANNEXURE 5B

- | | |
|---------------|--------------|
| 1. frostbite | 5. hailstorm |
| 2. white wash | 6. raindrop |
| 3. farsighted | 7. snowwhite |
| 4. rooftop | 8. windmill |

ANNEXURE 5B

1. Hail : frozen raindrops falling from sky.
2. Snow : frozen water falling from sky in soft, white flakes.

3. Frost : white powder like coating of frozen vapour.

4. Wind : air in motion.

ANNEXURE 6A

1. One morning the Giant heard some lovely music.

2. When the North Wind stopped roaring, a lovely perfume came to him through the window.

3. The Giant saw that through a little hole in the wall, the children had crept into his garden.

4. The children were sitting on the branches of the trees.

5. He saw that the trees were once again covered with blossoms, the birds were twittering with delight and the flowers were laughing.

ANNEXURE 6B

G	A	W	D	Y	I	L	A	P	F
E	V	D	A	N	C	I	N	G	L
D	S	L	S	S	H	G	N	O	Y
A	L	A	U	G	H	I	N	G	I
I	B	L	D	Q	T	F	K	D	N
T	W	I	T	T	E	R	I	N	G
G	E	M	I	E	P	L	L	L	I

N	R	S	I	N	G	I	N	G	Y
R	O	A	R	I	N	G	Y	J	G

ANNEXURE 6C

WORD

1. Later
2. Started
3. Big
4. Least
5. Crying
6. Found

OPPOSITE

- sooner
 stopped
 small
 most
 laughing
 lost

ANNEXURE 6D

1. Bird – little
2. Music – beautiful
3. Perfume-lovely
4. Sight-wonderful
5. Grass-green

- little bird
 beautiful music
 lovely perfume
 wonderful sight
 green grass

1. The little bird sat on the tree chirping.
2. The singing of the cuckoo bird is the most beautiful music.

3. The lovely perfume of the lilies came from the garden.
4. It was a wonderful sight to see a rainbow on a rainy day.
5. It is good to walk barefoot on green grass.

ANNEXURE 7A

1. It was still winter in the farthest corner of the garden.
2. A little boy stood there. He was weeping as he could not reach the branches of the trees.
3. The tree said this.
4. The Giant decided to put the little boy on the tree and knock down the wall so that the children could come and play in his garden.
5. The little boy did not run as his eyes were full of tears and he could not see the Giant.
6. When the Giant put the little boy on the tree, the tree blossomed and the birds sang.

ANNEXURE 7B

Column I	Column II	Column III
1. Far	farther/further	farthest/furthest
2. Wicked	more wicked	most wicked
3. Old	Older/elder	oldest/eldest
4. Beautiful	more beautiful	most beautiful
5. Sad	sadder	saddest
6. Bad	worse	worst
7. Little	less	least

8. Lovely	lovelier	loveliest
9. Great	greater	greatest
10. Soft	softer	softest
11. Happy	happier	happiest

ANNEXURE 8A

1. When the children realized that the Giant was not wicked they came back to play.
2. Spring season came to the garden.
3. The Giant missed the little boy he had put on the tree.
4. The Giant grew old and weak with the passing years.
5. The Giant thought that the children were more beautiful than the flowers in his garden.

ANNEXURE 8B

1. There were beautiful blossoms on the tree.
2. The Giant cried in a gruff voice.
3. The Giant put up a board which said the trespassers would be prosecuted.
4. As years went by, the Giant became very weak.
5. The birds were flying about twittering with delight.
6. The boy was too tiny.

ANNEXURE 8C

- | | |
|-----------|---------------|
| 1. Autumn | 5. Delightful |
|-----------|---------------|

2. Delicate
3. Perfume
4. Wonderful

6. Pleased
7. Hastened
8. Blossoms

ANNEXURE 8D

Branch	-	branches
Tree	-	trees
Child	-	children
Boy	-	boys
Eye	-	eyes
Flower	-	flowers

star	-	stars
stone	-	stones
bird	-	birds
friend	-	friends
roof	-	roofs
fruit	-	fruits (assorted)

ANNEXURE 8E

1. Wicked - wickedness
2. Sweet – sweetness
3. Selfish – selfishness

4. Beautiful – beauty
5. Weak - weakness
6. Grow- growth

Fill in the blanks

1. I can comment on the sweetness of the juice after tasting it.
2. The plants show slow growth in winter.
3. The queen was known for her beauty.

4. The witch was feared for his wickedness.
5. He could not move because of weakness.
6. The king showed his selfishness by denying the right of his brother.

ANNEXURE 9A

1. One winter morning, the Giant saw a tree covered with white blossoms in the farthest corner of the garden.
2. Its branches were golden and silver fruits hung down from them.
3. The little boy stood beneath the tree.
4. As the Giant came closer to the boy he saw two nail wounds on the child's hands and feet.
5. That afternoon the children found the Giant lying dead under the tree.

ANNEXURE 9B

- | | | |
|-----------------------------|---------------------------|----------------------------|
| 1. Cannot <u>can't</u> | 5. We are <u>we're</u> | 9. Do not <u>don't</u> |
| 2. Is not <u>is n't</u> | 6. Will not <u>won't</u> | 10. It is <u>it's</u> |
| 3. Have not <u>haven't</u> | 7. Are not <u>are n't</u> | 11. She will <u>she'll</u> |
| 4. They have <u>they've</u> | 8. I am <u>I'm</u> | 12. I would <u>I'd</u> |

ANNEXURE 9C

1. What did the Giant see in his garden ?
2. How did the Giant feel?
3. Where did the Giant sit ?
4. What did the Giant miss ?
5. Why did the birds not care to sing ?

ANNEXURE 9D

1. White blossoms
2. Wonderful sight
3. Farthest corner
4. Silver fruits
5. Winter morning.

ANNEXURE 9E

1. The children played in the Giant’s garden in the afternoon everyday.
2. The Giant built a high wall round his garden and put up a notice board because he did n’t want anybody to play there.
3. When the children saw the Giant was not wicked any longer, they came back to play.
4. When the Giant grew very old and weak, he sat in his armchair and watched the children as they played.

ANNEXURE 10A

COUNTABLE NOUNS	UNCOUNTABLE NOUNS
Fish, picture, brick, rose, chair, tree, cat, potato, river, sea, stone, story, year, lion, country, bed, mother, ball.	Cement, tea, food, hair, ink, gold, salt, meat, cricket, wood.

ANNEXURE 10B

1. Once a wolf (C.N)was thirsty . He went to a river (C.N) to drink water (U.N)
2. Once a man (C.N) had a goose (C.N). It laid an egg (C.N)a day.

3. All of us need water(U.N).
4. The price of sugar (U.N) has gone up.
5. My mother(C.N) doesn't like coffee (U.N).

ANNEXURE 11A

MASCULINE	FEMININE
1. Cock	hen
2. Hero	heroine
3. Horse	mare
4. Bull	cow
5. Brother	sister
6. Drake	duck
7. Son	daughter
8. Husband	wife
9. Fox	vixen
10. Sir	Madam

ANNEXURE 11B

1. The waiter(M)served food (N)
2. The room (N) was designed by these architects (C)

3. The boy (N) studies in that school (N).
4. My mother (F) called the doctor (C).
5. The boy (M) helped the old woman (F) by carrying her bags (N).

ANNEXURE 12

1. My favorite T.V. Programme is Kaun Banega Crorepati.
2. It is telecasted by the Star Plus.
3. It is a very popular game show.
4. It is telecasted from Monday to Wednesday at 09.00 PM.
5. It is anchored by Mr. Amitabh Bachchan.
6. It is actually a quiz show, where Mr. Bachchan asks fifteen questions. Each questions carries an amount of money. The first question carries a reward of one thousand rupees, and the fifteenth question carries a reward of one crore rupees. Contestants who answer the fifth question correctly are given at least ten thousand rupees. After the fifth questions, the amount doubles on every correct answer. Everyday, there are ten new contestants. The one who comes out first in the fastest finger first sits on the hot seat. If a contestant are not sure of the answer, he can make use a three lifelines, phone a friend, fifty-fifty and public opinion.
7. Mr. Bachchan makes the show very interesting by cracking jokes and chatting with the contestants.
8. The questions asked in the show cover almost every field and add to our general knowledge. I make it a point to watch this programme.

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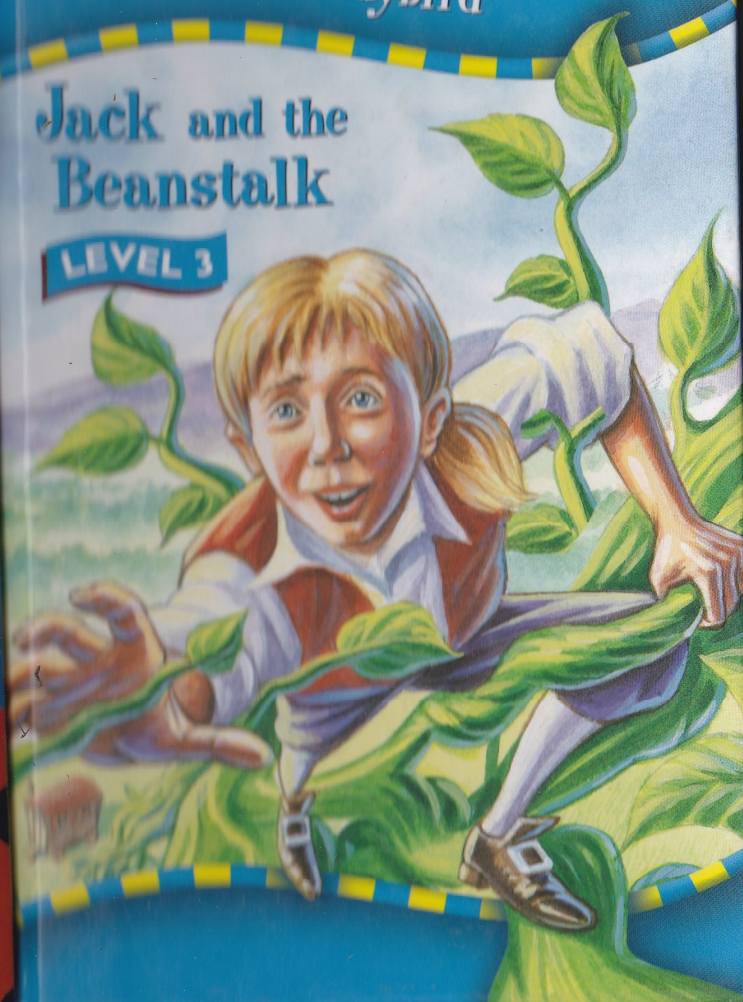
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Jack and the Beanstalk

LEVEL 3



Jack and his mother were very poor. All they had was one cow.

One day, Jack's mother said, "Go and sell our cow and bring the money back to me."



Jack took the cow away
to sell. On the way he
met a man who wanted
to buy the cow.



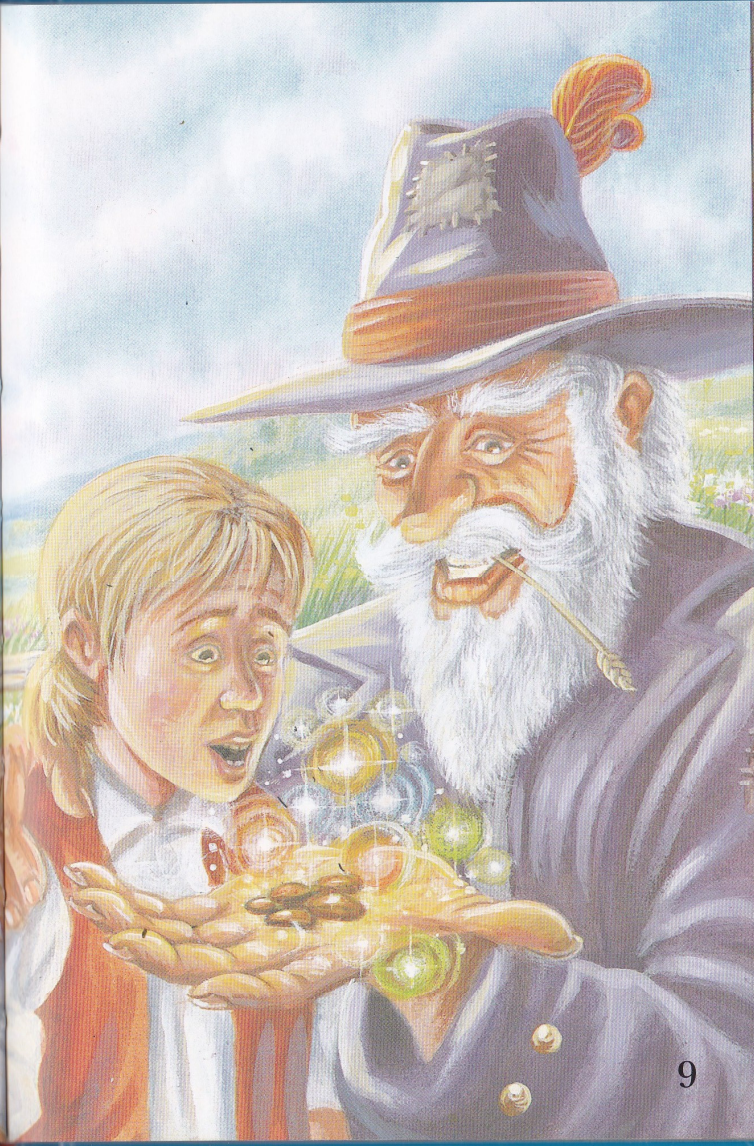
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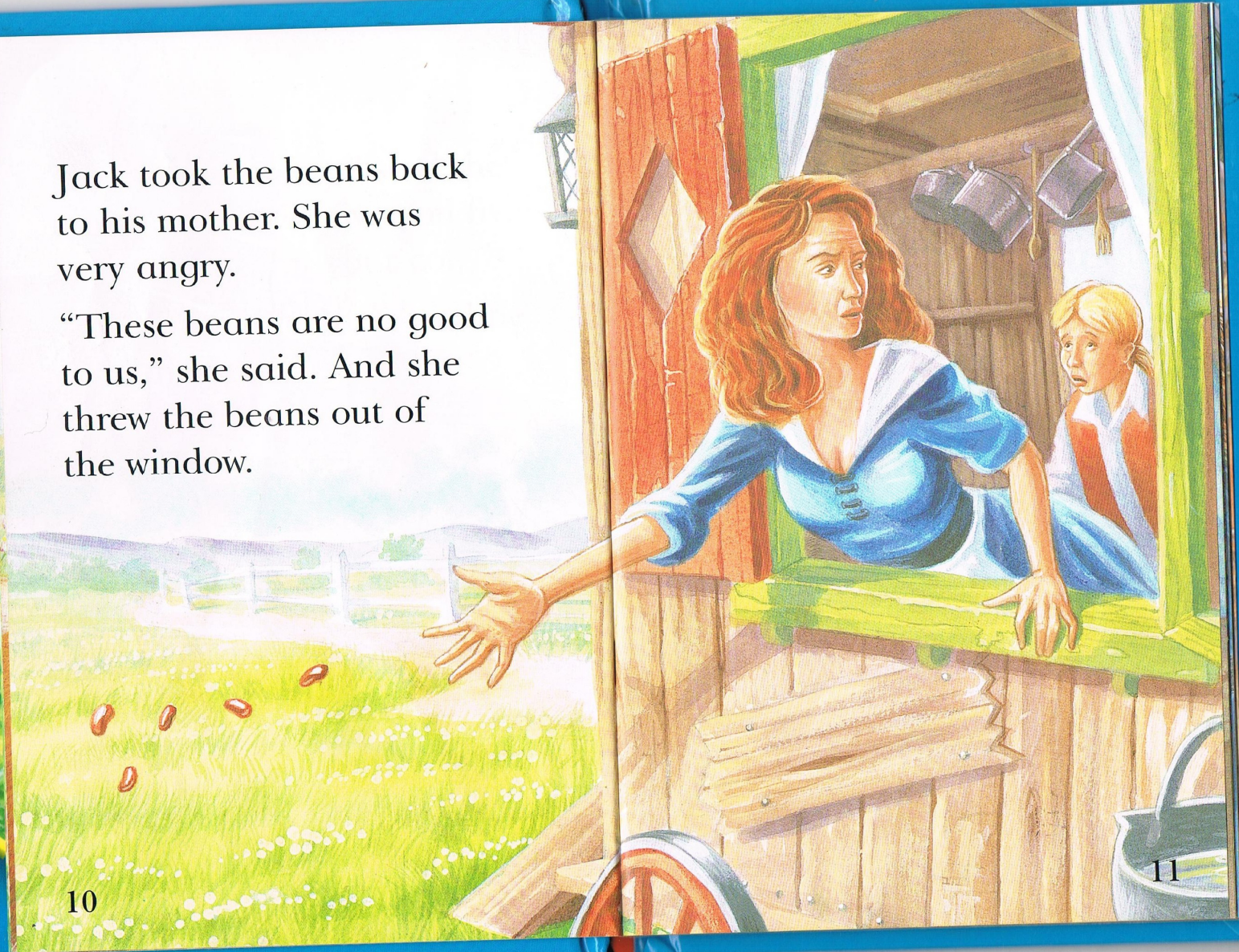
“I have no money,” said the man. “But I will give you five magic beans for your cow.”

“All right,” said Jack, and he gave the man his cow.



Jack took the beans back to his mother. She was very angry.

“These beans are no good to us,” she said. And she threw the beans out of the window.

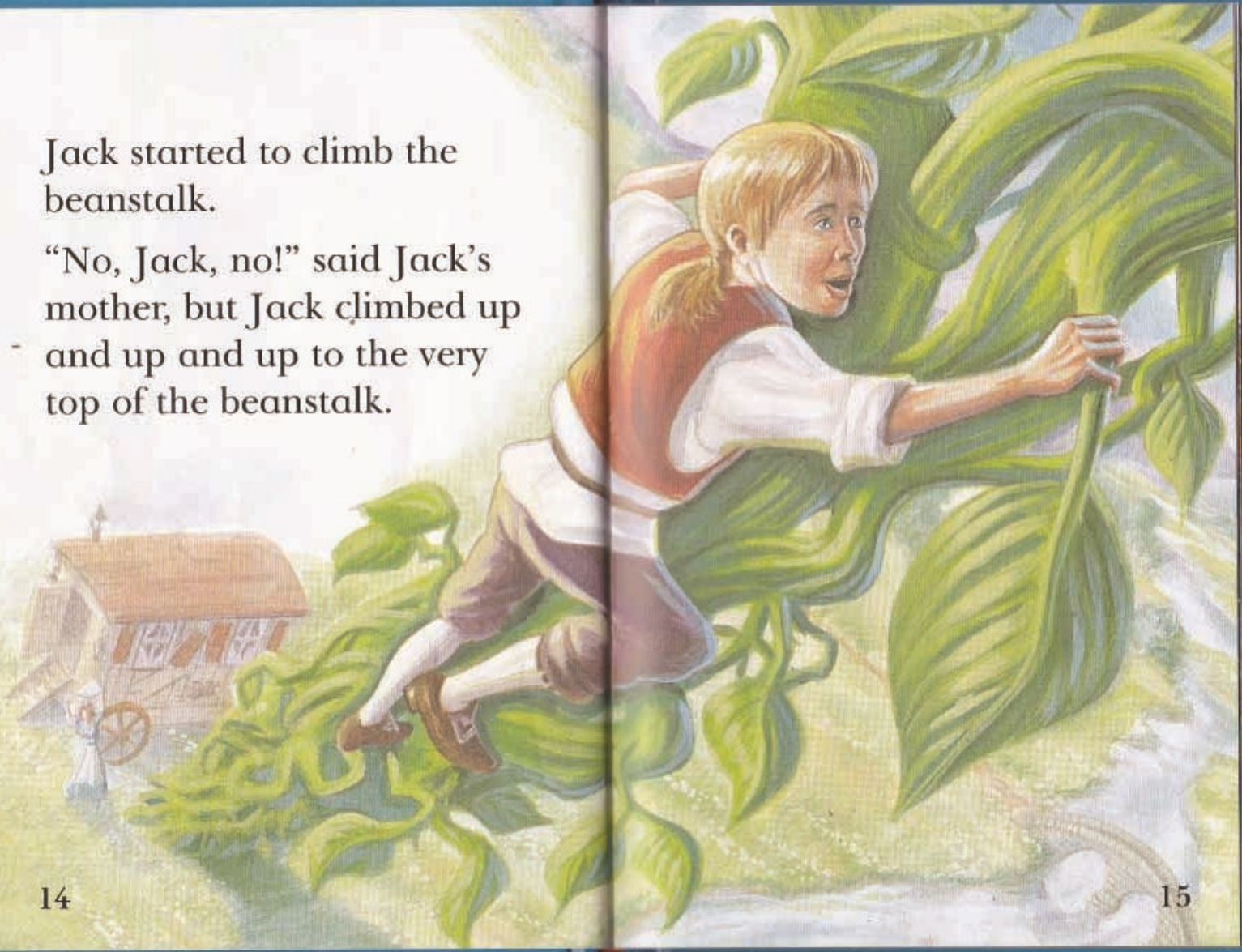


The next day when Jack
woke up, he saw a giant
beanstalk outside his window.
“I want to climb to the top,”
- said Jack.



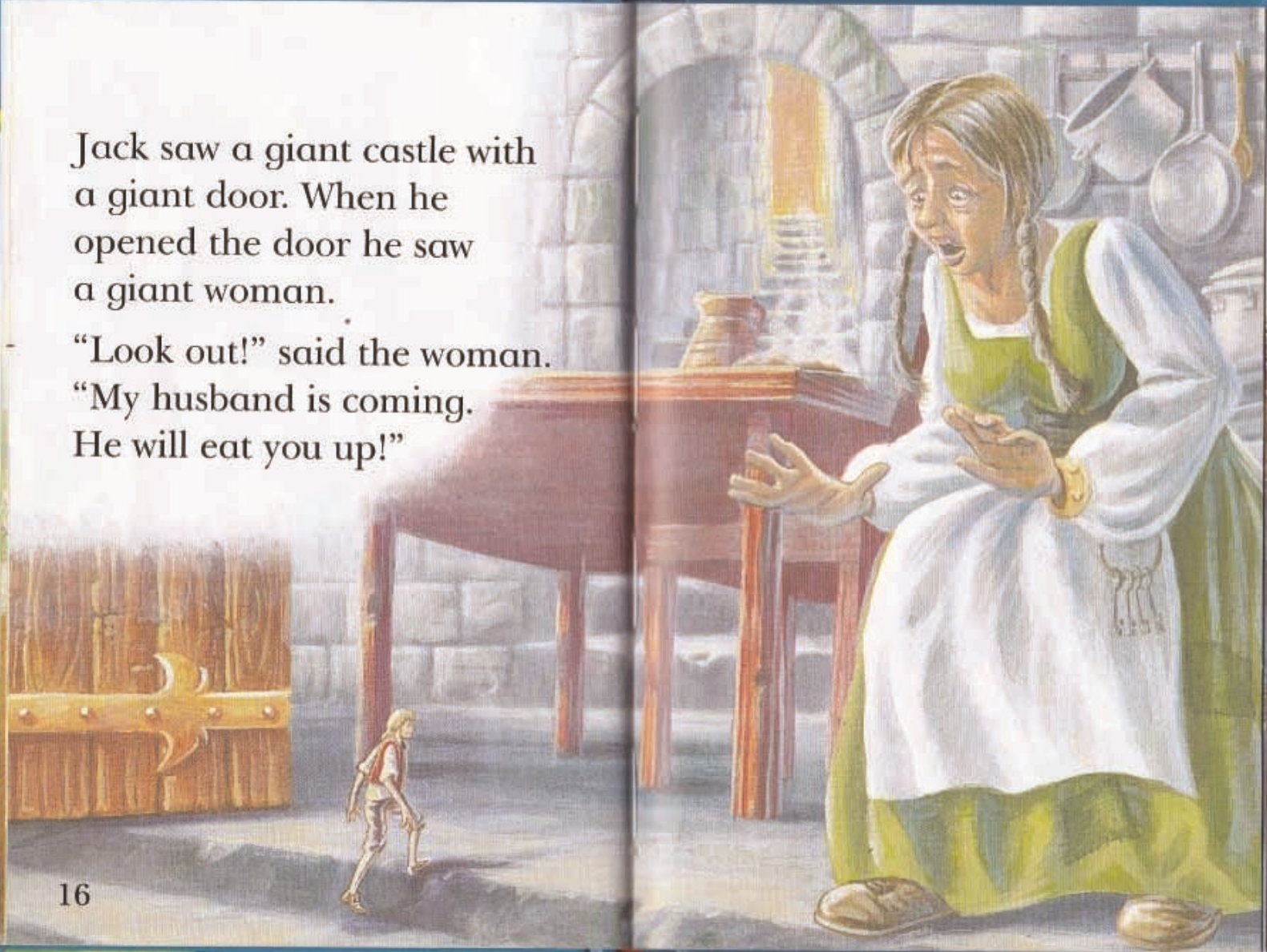
Jack started to climb the beanstalk.

“No, Jack, no!” said Jack’s mother, but Jack climbed up and up and up to the very top of the beanstalk.



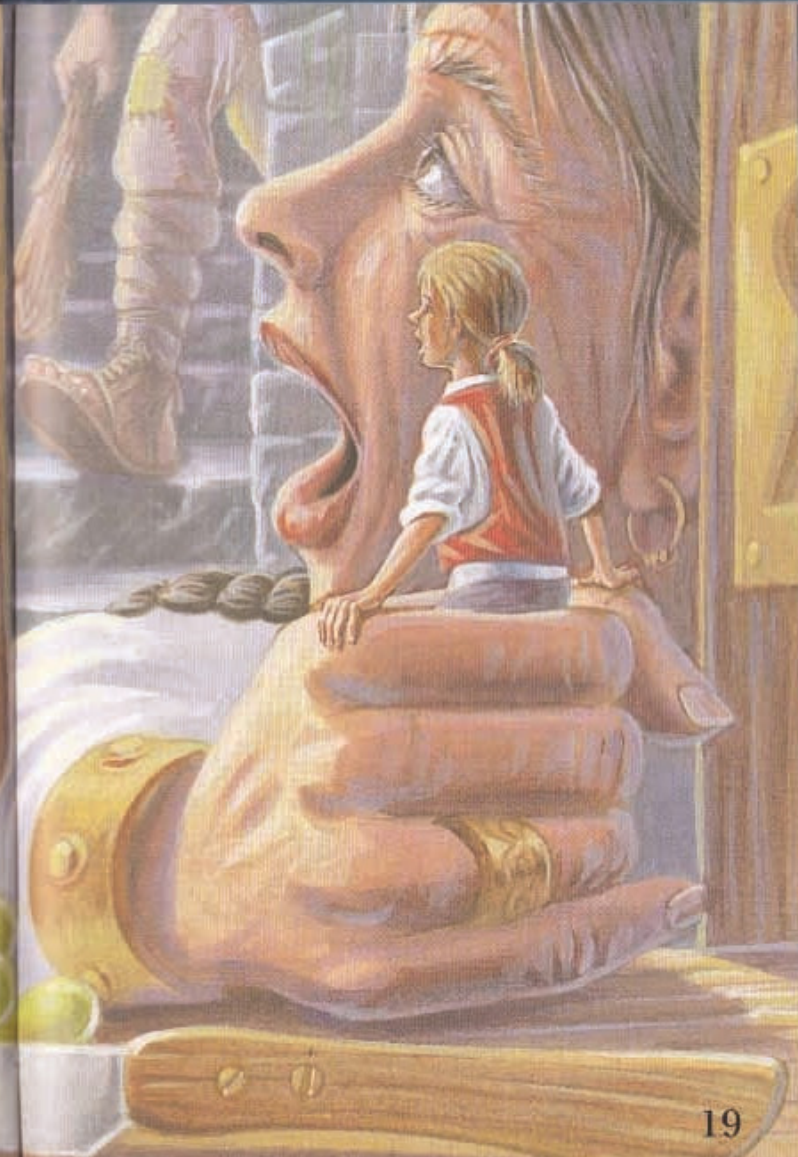
Jack saw a giant castle with
a giant door. When he
opened the door he saw
a giant woman.

“Look out!” said the woman.
“My husband is coming.
He will eat you up!”

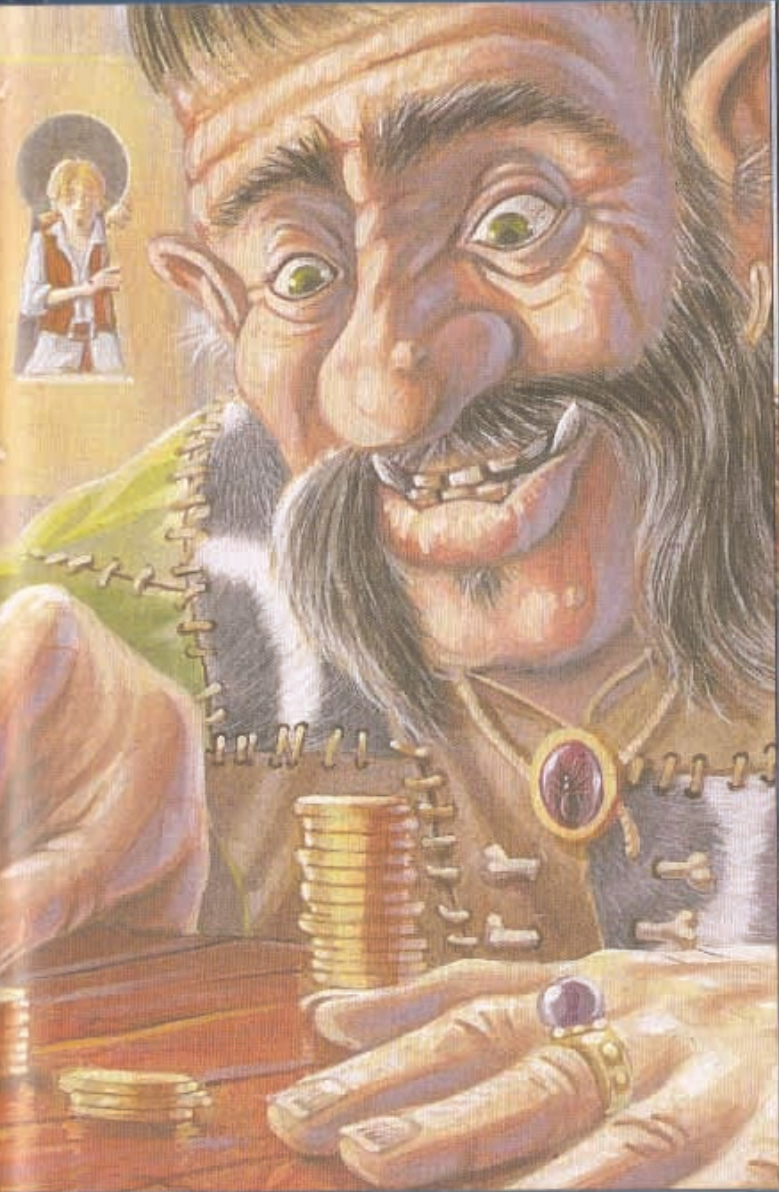


“Fee fi fo fum, watch out everyone, HERE I COME,” roared the giant.

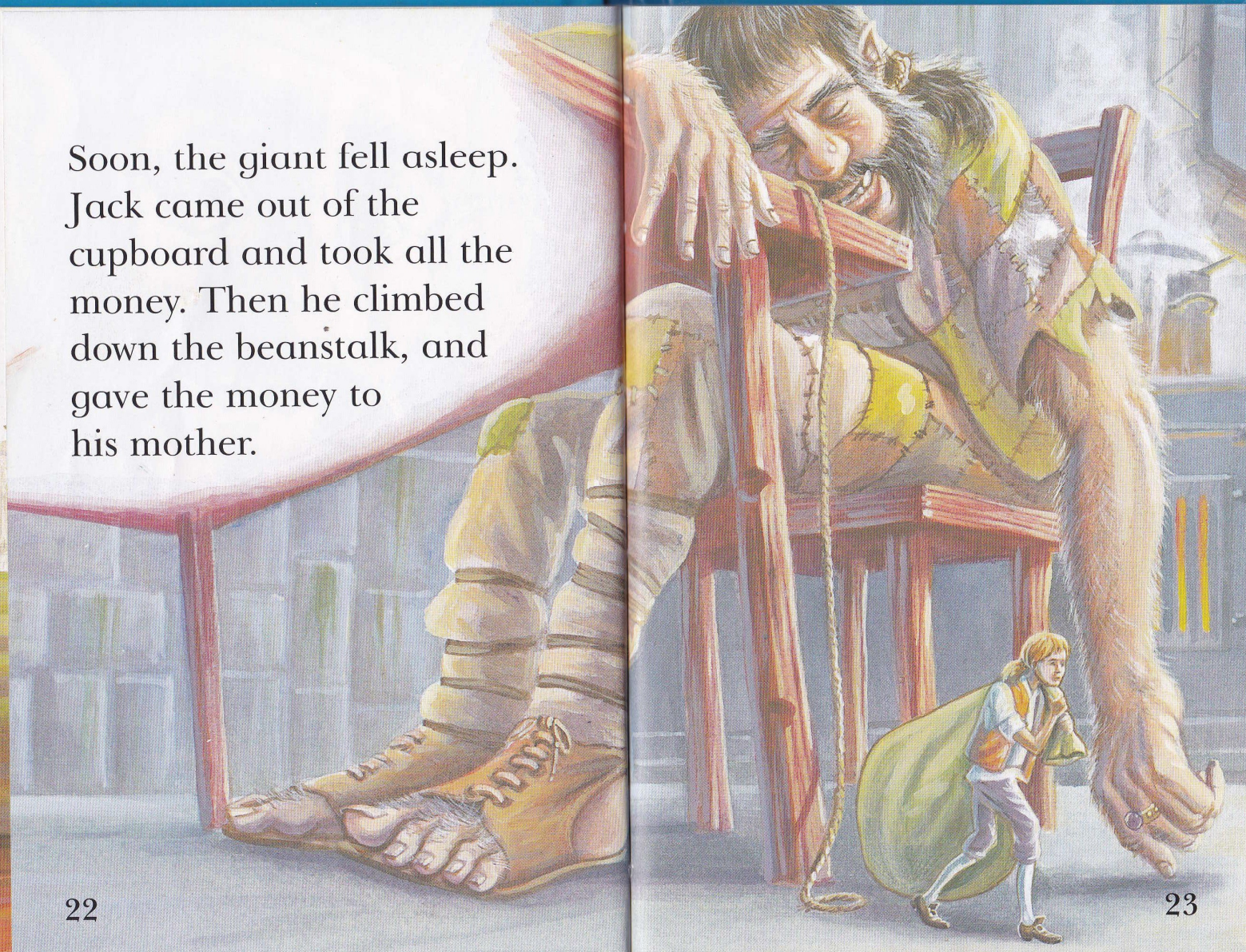
“You must hide,” said the woman. And she hid Jack in a cupboard.



The giant came in and sat down at the table with some giant bags of money. He started to count his money. Jack watched him from inside the cupboard.



Soon, the giant fell asleep.
Jack came out of the
cupboard and took all the
money. Then he climbed
down the beanstalk, and
gave the money to
his mother.



Not long after, Jack wanted
to climb the beanstalk again.

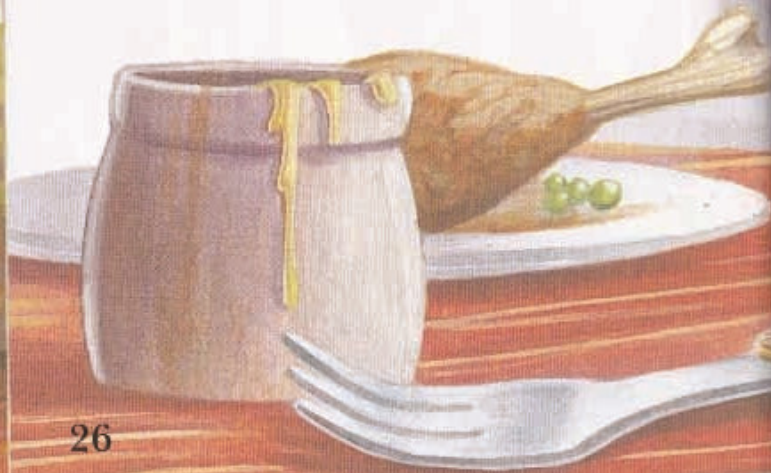
“No, Jack, no!” said his
mother. But Jack said,
“I must.”



Jack saw the giant woman again.

“Look out!” she said. “My husband is angry because his money has been stolen.”

“Fee fi fo fum, watch out everyone, **HERE I COME!**” roared the giant.

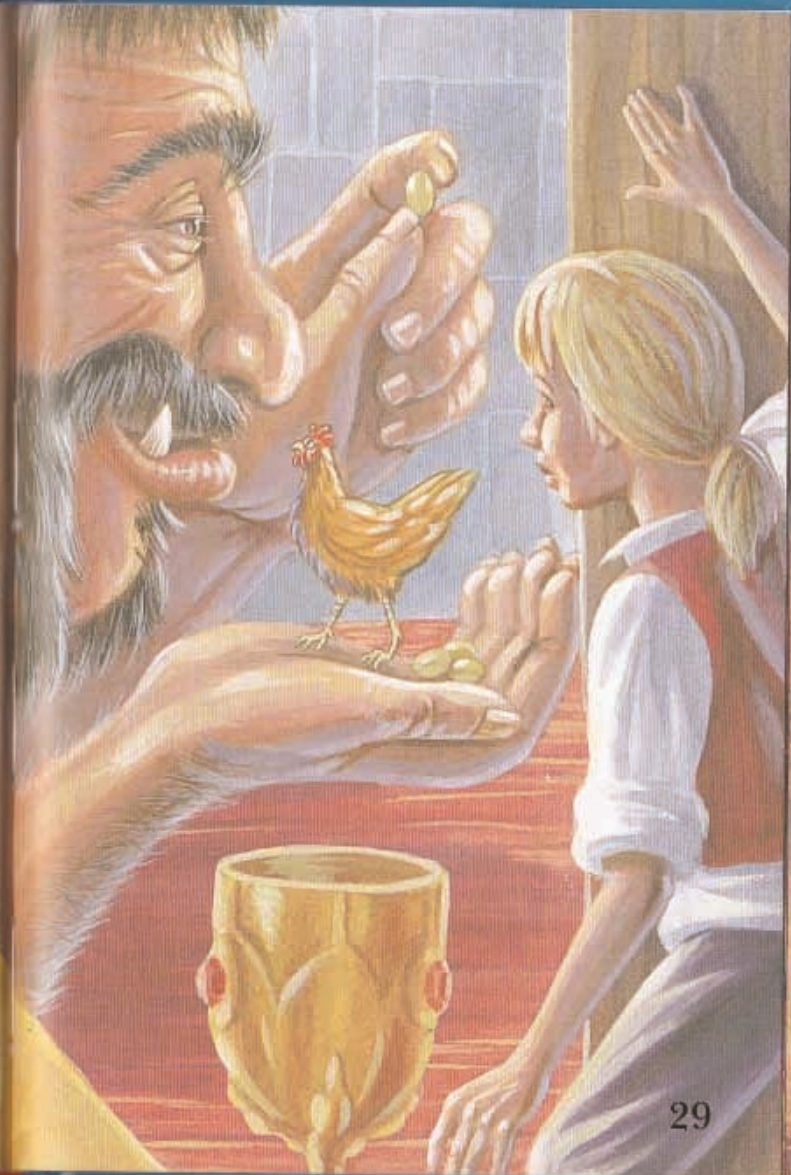


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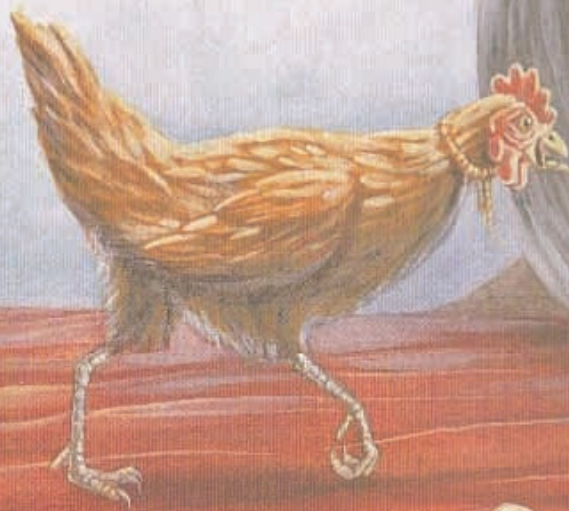


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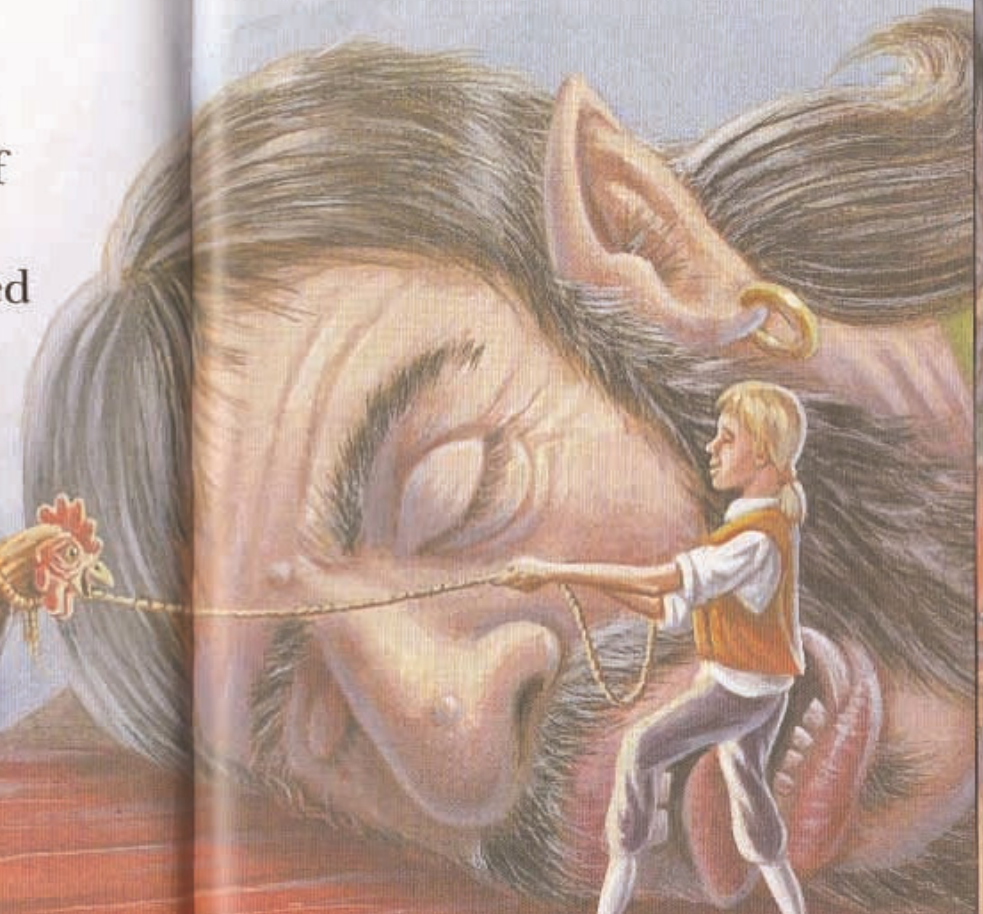
“You must hide in the cupboard,” said the woman. The giant came in and sat down at the table. He had with him a magic hen. The magic hen laid golden eggs.



Very soon, the giant fell asleep. Jack came out of the cupboard and took the hen. Then he climbed down the beanstalk.



30

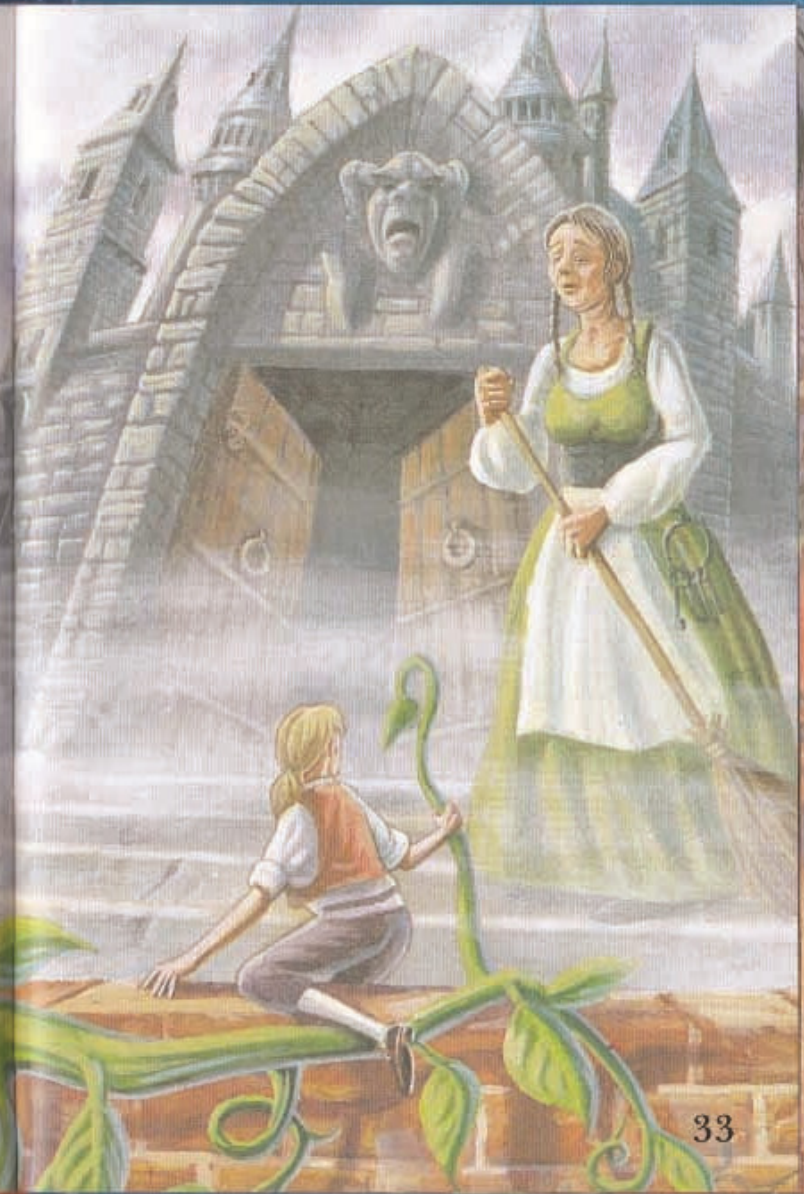


31



The next day, Jack climbed the beanstalk again. At the top of the beanstalk, Jack saw the giant woman.

32



33

“Look out!” said the woman.
“My husband is angry
because his hen and his
money have been stolen.”
“Fee fi fo fum, watch out
everyone, **HERE I COME!**”
roared the giant.

34

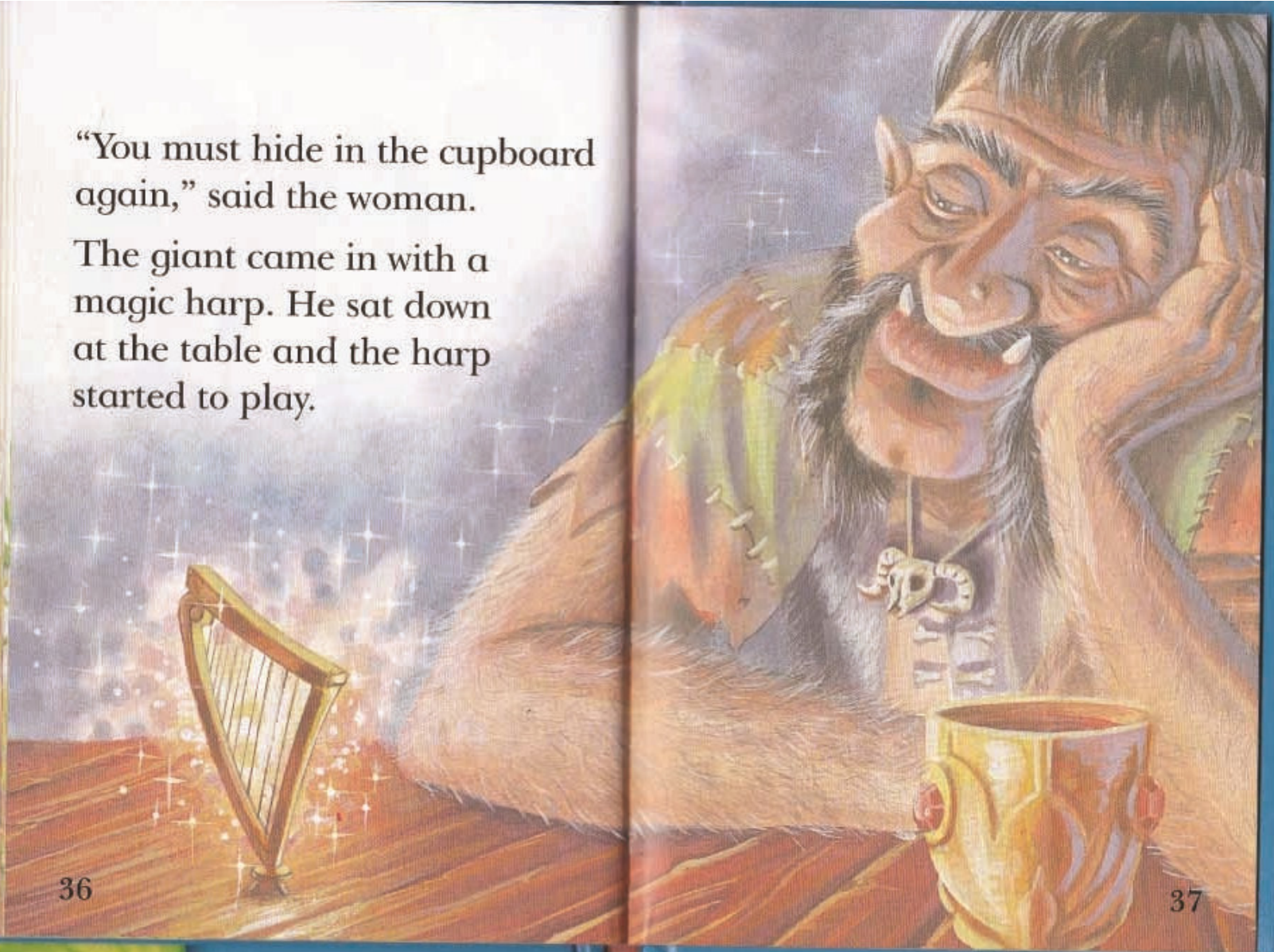


35

“You must hide in the cupboard again,” said the woman.

The giant came in with a magic harp. He sat down at the table and the harp started to play.

36



37

Soon, the giant fell asleep.
Jack came out of the
cupboard and took the harp.
Then he started to climb
down the beanstalk.

“Run away!” said the woman.
“The giant is behind you!”



Jack climbed down the beanstalk with the angry giant behind him. When Jack was at the bottom, his mother cut down the beanstalk.

CRASH! And that was the end of the giant.



Now Jack and his mother were not poor, and they lived happily ever after.

