



MAGNOLIA LESSON PLAN ENGLISH

B – Vision-to-Action Plan: 1 A Hero with a Difference

Period and Planned Date	TB Page No. and Key Competency	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
					CW	HW	
1 DD/MM/YYYY	1 Listen and Say Aloud	<ul style="list-style-type: none"> Listen to and say words ending with the '-ic' sound 	<ul style="list-style-type: none"> Reading Aloud 	–	–	–	
	1 Warm Up	<ul style="list-style-type: none"> Discuss questions leading to the lesson 	<ul style="list-style-type: none"> Interactive Discussion 	–	–	–	
	2 Reading the Text	<ul style="list-style-type: none"> Read the lesson 		–	–	–	
2 DD/MM/YYYY	2 to 3 Reading the Text	<ul style="list-style-type: none"> Read and discuss the lesson 	<ul style="list-style-type: none"> Silent Reading 	–	–	–	
	2 to 3 Reading the Text	<ul style="list-style-type: none"> Answer questions related to the lesson 	<ul style="list-style-type: none"> Monitoring Comprehension 	–	–	–	
3 DD/MM/YYYY	4 Understanding the Text	<ul style="list-style-type: none"> Discuss and write the meanings of new words 	<ul style="list-style-type: none"> Peer Learning – Group 	<ul style="list-style-type: none"> Dictionary 	–	Ex. 1, Pg. 4	
	4 to 5 Understanding the Text	<ul style="list-style-type: none"> Discuss, mark and write answers to comprehension questions based on the lesson 	<ul style="list-style-type: none"> Interactive Discussion 	–	Ex. 2, Pgs. 4, 5	Ex. 3, Pg. 5	

Period and Planned Date	TB Page No. and Key Competency	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
					CW	HW	
4 DD/MM/YYYY	6 Understanding the Text	<ul style="list-style-type: none"> Discuss and answer value-based questions based on the story 	<ul style="list-style-type: none"> Activity Method 	–	Ex. 4, Pg. 6	–	
	6 Speaking Task	<ul style="list-style-type: none"> Frame questions for an interview 	<ul style="list-style-type: none"> Practice 	–	–	–	

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Listen and Say Aloud

Words that end in -ic (stress the second-to-last syllable)

metallic	geographic	fantastic	ecstatic
academic	historic	classic	patriotic



Warm Up

- Imagine that we all looked the same, had the same abilities and talked in the same manner. Would it be an interesting world?
- Should we appreciate and accept physical differences? Discuss.

Let us read about a man who lost his legs in an accident. He later became one of the best swimmers in the world.



1

Important Words

Duration: 1 min

- Today: hero, difference, mole, individual

Transactional Tip(s)

Duration: 27 min



Reading Aloud (10 min):

- Ask learners to read the words given in the 'Listen and Say Aloud' table. Instruct them to stress on the second-to-last syllable of each word.
- Read out the word 'metallic' in this manner to learners, so that they understand the instruction clearly.

Interactive Discussion (17 min):

- Discuss the 'Warm Up' questions with learners.
- Ask learners if they know of someone with a physical disability. Encourage them to think about how a physical disability can affect a person's day-to-day life. Invite learners to share their responses with the class.
- Introduce the lesson by reading out the first two paragraphs.

Class Pulse Check

Duration: 2 min



- 1) Give four words that end with '-ic'.
- 2) What are some ways in which people are physically different?

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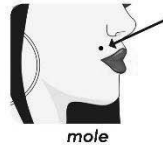
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Reading the Text

'I hate this black **mole** on my face', Meena said, 'Gargi told me it looks like a worm! I look so ugly because of it!' She began crying as she told her sister Leena how her friends made fun of her mole. 'But Meena, the black mole that you have makes your face different from everyone else's. It's what makes you special!' said Leena to her young sister.



mole

We often ignore some people around us because their faces and bodies do not look like ours, or because they talk differently. We often tease them for their differences. But there are several famous women and men with differences who inspire us every day. They have lived their lives with courage and achieved great heights despite their physical challenges. Let us learn about one such **individual** today.



Imam

The headlines of all the leading newspapers screamed the news of his success in 1997. Born in Ballabhpur, West Bengal in 1968, Masudur at the age of ten had lost both his legs in a goods train accident.

He came from a poor family. His father was an **Imam** at the local mosque. After the train accident, Masudur spent one and a half years at different hospitals. His family thought that he would never be able to move freely or do anything for the rest of his life. But, little did they know how brave Masudur was. Following his doctor's advice, Masudur took to exercising regularly. It was at this point in his life that Masudur also began to learn swimming in the village ponds.

Swimming is a sport where one needs high mental and physical fitness. It demands high physical strength to move one's body through water and keep pushing forward. Masudur Rahman's body made it **extremely** difficult for him to swim, but he kept trying. His will to succeed and his patience were **unmatched**.



Important Words

Duration: 1 min

- Last class: hero, difference
- Today: Imam, advice, extremely, unmatched

Transactional Tip(s)

Duration: 14 min



Silent Reading:

- Instruct learners to read the rest of the story independently.
- Ask learners to use the images on either side of the story to try and understand the meanings of the words.

Class Pulse Check

Duration:



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In 1989, the Artificial **limb** Centre of Pune organised a national swimming competition. Masudur travelled all the way from West Bengal to Maharashtra



bagged

to participate in the event. To everyone's surprise, Masudur **bagged** the first position in sixteen out of seventeen swimming races. In the years that followed, Masudur continued to take part in many swimming competitions **conducted** within and outside his home state. He was a disabled swimmer who had a very strong will and unmatched **perseverance**.



limbs

However, Masudur became very famous in 1997 when he became the first physically challenged Asian swimmer to cross the **English Channel** successfully. Following this, he became the world's first physically challenged swimmer to swim across the Strait of Gibraltar in 2001. He achieved this **feat** by swimming from the Tarifa Islands in Spain to the shores of Morocco — a total distance of about 22 kilometres in just four hours and twenty minutes. News channels interviewed Masudur and his pictures were on the cover pages of newspapers the next morning. He had become a celebrated sportsperson.

Masudur found an admirer in the sports star Sachin Tendulkar. Tendulkar visited Masudur in 2014 and **saluting** Masudur's achievements, he said, 'They are the real heroes and their lives are like an inspiration to all of us.'

Even after all the fame that he enjoyed, Masudur continued to live a very simple life. With his mother, his wife and his daughters, he lived in the village till he passed away in 2015. He was always **enthusiastically** involved with local swimmers' organisations as a trainer and advisor. A lot of youngsters found inspiration in Masudur. He said to them, 'It is absolutely possible for persons with physical disabilities to do things better than others. But you have to be **dedicated** to your cause.' Masudur's life has been an inspiring story of **determination** and courage.



Let Us Discuss

- 1) What did Meena hate about herself?
- 2) What did Leena tell her sister?
- 3) How did Masudur lose his legs?
- 4) What kind of fitness does swimming require?



A Hero with a Difference

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Important Words

Duration:

- Today: limb, bagged, conducted, perseverance, English Channel, feat, saluting, enthusiastically, dedicated, determination

Transactional Tip(s)

Duration: 12 min



Monitoring Comprehension:

- Ask learners what difficulties Masudur faced after his accident.
- Invite learners to share different instances of Masudur's success with the class.

Class Pulse Check

Duration: 3 min



- 1) What did Meena hate about herself? (Pg. 3, Q. 1)
- 2) What did Leena tell her sister? (Pg. 3, Q. 2)
- 3) How did Masudur lose his legs? (Pg. 3, Q. 3)

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Understanding the Text

Exercise 1: New words

Word	Meaning
mole	
individual	
Imam	
extremely	
unmatched	
limb	
bagged	
conducted	
perseverance	
English Channel	
feat	
saluting	
enthusiastically	
dedicated	
determination	

Exercise 2: Literature comprehension

1) Where and when was Masudur born?

Ans. _____

2) When did Masudur learn swimming?

Ans. _____



Important Words

Duration: 1 min

- Last class: Imam, advice, extremely, unmatched, limb, bagged, conducted, perseverance, English Channel, feat, saluting, enthusiastically, dedicated, determination
- Today: comprehension

Transactional Tip(s)

Duration: 12 min



Peer Learning – Group:

- Divide the class into five groups.
- Assign three words given in the 'New words' table to each group.
- Instruct the groups to use a dictionary to find the meanings of the words assigned to them. Ask them to make one sentence using each of the words.
- Ask each group to share the meanings of and sentences with the words assigned to them. Provide feedback in the form of corrections where necessary.
- Instruct the class to fill up the 'New words' table given under Ex. 1 on Pg. 4 as homework.

Class Pulse Check

Duration: 1 min



- 1) What kind of fitness does swimming require?
(Pg. 3, Q. 4)

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3) What was the first national event Masudur attended? What were the results?

Ans. _____

4) What did Sachin Tendulkar say about Masudur?

Ans. _____

Exercise 3: Read and answer

Read the story carefully. Write the description of the important events which happened in Masudur's life on the timeline given below.

1) Masudur Rahman Baidya was born in _____ (village)
in _____ (state) in 1968.

2) When he was ten years old, _____.

3) In 1997, he became famous when _____.

4) In 2014, Masudur met _____ who praised him and
said that _____.

5) In 2015, _____.



Important Words

Duration:

- Today: timeline

Transactional Tip(s)

Duration: 16 min



Interactive Discussion:

- Discuss the answers for Ex. 2 with the class as a whole, and ask learners to write the answers to the questions in their books.
- Discuss the answers for Ex. 3 with the class after finishing Ex. 2. They can complete Ex. 3 as homework.

Class Pulse Check

Duration:



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Exercise 4: Value-based questions – Judgement and appreciation

1) Different people have different qualities. Some qualities that we can have are courage, focus, sincerity, kindness, helpfulness, determination and the like. According to you, which qualities did Masudur have? Support your answer by giving examples from the passage.

Ans. _____

2) What do you find inspiring about Masudur's life? Describe.

Ans. _____



Speaking Task



Interview

Imagine that you are a reporter from a famous newspaper. You have to interview a person whom you admire very much and like to follow. Prepare a few questions that you would like to ask them. Speak to your classmates about the person that you would like to interview and share your interview questions with the class.

Important Words

Duration: 1 min

- Last class: comprehension, timeline
- Today: judgement, appreciation

Transactional Tip(s)

Duration: 29 min



Activity Method (15 min):

- Divide the class into pairs for the pair discussion activity under Ex. 4. Give the pairs some time to discuss the qualities that Masudur had as well as what they found inspiring about his life.
- You can help them by asking questions such as the following: 'Which word would you use to describe Masudur during each of the incidents mentioned in the story?'
- Invite the pairs to share their thoughts with the class turn by turn.
- Next, ask learners to complete Ex. 4 in their books based on the discussion had.

Practice (14 min):

- Read out the topic for the interview activity given under 'Speaking Task'.
- Instruct learners to get into pairs and choose a famous person they would like to interview. Then, ask them to discuss write down the questions that they would ask this person.
- Invite pairs to share their discussion questions with the rest of the class.

Class Pulse Check

Duration:



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C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
1	What happened to Masudur when he was ten years old? (Ans. He lost both his legs in a train accident.)	Period 2 – comprehension questions based on the lesson	
2	Fill in the blank with the correct word. Masudur began to learn _____ (fishing/swimming) in the village ponds. (Ans. swimming)	Period 2 – comprehension questions based on the lesson	
3	Correct the statement. Swimming is a sport where one needs low mental and physical fitness. (Ans. Swimming is a sport where one needs high mental and physical fitness.)	Period 2 – comprehension questions based on the lesson	
4	Fill in the blanks with the correct words. Masudur had a very strong _____ (dream/will) and unmatched _____ (support/perseverance). (Ans. will, perseverance)	Period 3 – comprehension questions based on the lesson	
5	Fill in the blank with the correct word. In 1997, Masudur was the first physically challenged Asian swimmer to cross the _____ successfully. (Ans. English Channel)	Period 3 – comprehension questions based on the lesson	

Post-lesson Reflection		Handhold Learners	Challenge Learners
TB completed Yes <input type="checkbox"/> No <input type="checkbox"/>	WB completed Yes <input type="checkbox"/> No <input type="checkbox"/>		
Enthusiastic participation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Concept clarity in the classroom	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Exam Revision Strategy	
Concept clarity through the workbook	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Reteach <input type="checkbox"/>	Revise <input type="checkbox"/> Practise <input type="checkbox"/>
		App Report	Signature _____
		Number _____	

A – Curriculum to Learning Objectives: Grammar

Prior Knowledge		–		
Class	L. No.	Lesson Name	L. Obj. No.	Learning Objectives
1	1	Module 1 (Naming words)	3.a	• Introduction to naming words
			3.b	• Introduction to special names and common names
2	1	Module 1 (Nouns – naming words)	3.a	• Revision of naming words
			3.b	• Revision of special names and common names
			3.c	• Introduction to proper nouns and common nouns
			3.d	• Introduction to male and female nouns
			3.e	• Mixed exercises to check conceptual clarity
3	1	Module 1 (Nouns)	3.a	• Revision of proper nouns and common nouns
			3.b	• Revision of masculine gender nouns and feminine gender nouns
			3.c	• Introduction to neuter gender nouns
			3.d	• Mixed exercises to check conceptual clarity
4	1	Module 1 (Nouns)	3.a	• Revision of proper and common nouns
			3.b	• Revision of masculine, feminine and neuter gender nouns
			3.c	• Introduction to collective nouns
			3.d	• Introduction to common gender nouns
			3.e	• Mixed exercises to check conceptual clarity
5	1	Module 1 (Nouns)	3.a	• Revision of proper nouns, common nouns and collective nouns
			3.b	• Revision of masculine, feminine, neuter and common gender nouns
			3.c	• Introduction to abstract nouns
			3.d	• Mixed exercises to check conceptual clarity

B – Vision-to-Action Plan: Module 1

Period and Planned Date	WB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
						CW	HW	
1 DD/MM/YYYY	1 Dictation	1.a	<ul style="list-style-type: none"> Listen to and write the words dictated 	<ul style="list-style-type: none"> Practice 	–	Ex. 1.1, Pg. 1	–	
	2 Dictation	1.b	<ul style="list-style-type: none"> Listen to an audio piece and answer questions 	<ul style="list-style-type: none"> Practice 	<ul style="list-style-type: none"> Listening audio flipbook/pendrive 	Ex. 1.2, Pg. 2	–	
	3 to 4 Vocabulary	2.a	<ul style="list-style-type: none"> Match the given words to their antonyms 	<ul style="list-style-type: none"> Monitoring Comprehension 	–	Ex. 2.1, Pg. 3	–	
			<ul style="list-style-type: none"> Rewrite sentences after changing the emboldened words to their antonyms 	<ul style="list-style-type: none"> Monitoring Comprehension 	–	–	Ex. 2.2, Pgs. 3, 4	
2 DD/MM/YYYY	4 to 5 Grammar	3.a & 3.b	<ul style="list-style-type: none"> Sort nouns according to their types and genders 	<ul style="list-style-type: none"> Peer Learning – Pair 	–	–	–	
	6 Grammar	3.a & 3.b	<ul style="list-style-type: none"> Make a presentation about the noun types and genders learnt previously 	<ul style="list-style-type: none"> Summarising 	<ul style="list-style-type: none"> Charts and markers 	–	–	
	7 Grammar	3.b	<ul style="list-style-type: none"> Classify nouns into the correct genders 		–	Ex. 3.1, Pg. 7	–	
3 DD/MM/YYYY	7 to 9 Grammar	3.c	<ul style="list-style-type: none"> Identify abstract nouns and associate them to nouns that cannot be seen, touched, seen, heard, tasted or smelt 	<ul style="list-style-type: none"> Direct Instruction 	<ul style="list-style-type: none"> Chart: Abstract Nouns 	–	Ex. 3.2, Pg. 9	
			<ul style="list-style-type: none"> Differentiate between concrete and abstract nouns 		–	–	–	
	8 to 9 Grammar	3.c	<ul style="list-style-type: none"> Read about how abstract nouns are formed Form abstract nouns from adjectives, verbs and common nouns 	<ul style="list-style-type: none"> Interactive Discussion 	–	Ex. 3.3, Pg. 9	–	
		3.d	<ul style="list-style-type: none"> Discuss how to identify nouns and sort them into different types 		–	–	Ex. 3.4, Pg. 9	

Period and Planned Date	WB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
						CW	HW	
4 DD/MM/YYYY	10 Formal Writing	4.a	<ul style="list-style-type: none"> Discuss and add to the components of editing 	<ul style="list-style-type: none"> Brainstorming 	–	–	–	
	11 Formal Writing		<ul style="list-style-type: none"> Identify punctuation, grammatical, spelling and organisation errors in a paragraph Rewrite the paragraph after correcting the errors 	<ul style="list-style-type: none"> Practice 	–	Ex. 4, Pg. 11	–	
5 DD/MM/YYYY	12 to 13 Creative Writing	5.a	<ul style="list-style-type: none"> Discuss the physical and internal qualities of a person based on a photograph Complete a character sketch based on a given photograph and outline 	<ul style="list-style-type: none"> Interactive Discussion 	–	–	Ex. 5, Pgs. 12, 13	

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Module 1



Section Name	What I Will Learn
Dictation	Word dictation Listen and answer
Vocabulary	Antonyms
Grammar	Abstract nouns
Formal Writing	Editing exercise
Creative Writing	Photo-based character sketch



Dictation

Exercise 1.1: Word dictation

1)	2)	3)
4)	5)	6)
7)	8)	9)



Important Words

Duration:

—

Transactional Tip(s)

Duration: 7 min



Practice:

- Read out the words for dictation from the Teacher Reference section twice.
- Once learners have written all the words under Ex. 1.1, nominate individual learners to spell out each word so that the class can check the answers.

Class Pulse Check

Duration:



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Exercise 1.2: Listen and answer

1) How did people go from one place to another in the olden days?

Ans. _____

2) Which was one of the first car manufacturers to use an assembly line?

Ans. _____

3) What do modern cars burn for fuel?

Ans. _____

4) Mention two harmful things that modern cars give out.

Ans. _____

5) Write an alternate mode of transport that people have started using.

Ans. _____

Important Words

Duration: 1 min

- Today: manufacturers, assembly line, fuel, alternate

Transactional Tip(s)

Duration: 12 min



Practice:

- Play the audio clip for the 'Listen and answer' section, and ask learners to listen carefully.
- Replay the audio clip, and ask learners to write the answers to each question given under Ex. 1.2.
- Discuss the answers with the class. Ensure that all the learners write the correct and exact answers to the questions.

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Vocabulary

Antonyms

Exercise 2.1: Match the words in Column A with their antonyms in Column B.

Column A

- 1) absence
- 2) backward
- 3) danger
- 4) encourage
- 5) external
- 6) guest

Column B

- a) safety
- b) host
- c) internal
- d) forward
- e) presence
- f) discourage

Exercise 2.2: Rewrite these sentences by changing the words marked in bold into their antonyms.

1) She had **major** injuries from the accident.

Ans. _____



Important Words

Duration:

- Today: absence, external, host, injuries

Transactional Tip(s)

Duration: 5 min



Monitoring Comprehension:

- Enact the following pairs of words, and ask learners to guess them: 'up—down', 'hot—cold', 'happy—sad' and 'open—close'.
- Ask learners to think about what these pairs of words have in common.
- Invite learners to share their responses, guiding them to use the term 'opposites'. Then, introduce the term 'antonyms' as an alternative to 'opposites'.
- Instruct learners to discuss with their partners and complete Ex. 2.1.
- If there are any words that learners find difficult, ask them to clarify those with you.
- Discuss the answers in class once all learners have finished the exercise.

Class Pulse Check

Duration: 1 min



- 1) Is the antonym of 'poverty', 'famous' or 'wealth'?

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2) The **loyal** friend lived across the road.

Ans. _____

3) Did you **remember** to return the books to the library?

Ans. _____

4) It is possible to walk in this **heavy** rain.

Ans. _____

5) The **maximum** temperature today was quite comfortable.

Ans. _____

6) It is **likely** that my father will come home for dinner.

Ans. _____



Grammar

Nouns

Read the following passage. Then, underline the nouns and sort them into the given table.



Chander was excited, for it was his first day at his new school. Sacred Heart Convent was one of the best schools in town. Its teaching staff were very efficient. Chander's friends also studied in the same class at the same school. Chander wore his uniform, packed his bag, grabbed a bunch of grapes and walked out of the house. His parents Ganesh and Neeru, his sister Megha, and his dog Milo were waiting in the car for him. 'Why is the entire family coming along?' he wondered.



Important Words

Duration:

- Today: maximum, temperature

Transactional Tip(s)

Duration: 3 min



Monitoring Comprehension:

- Ask learners to read the sentences given under Ex. 2.2.
- Nominate individual learners to explain the meaning of each word that is in bold letters.
- Ask learners to discuss and share the antonyms of these words.
- Point out that some words are changed to their antonyms by adding prefixes whereas others change completely.

E.g.: loyal → dis- + loyal = disloyal

remember → forget

- Once the antonyms of all the words have been discussed, ask learners to complete the exercise as homework.

Class Pulse Check

Duration: 1 min



- 1) Replace the underlined word with its antonym: My application has been rejected.

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Common nouns	Proper nouns	Collective nouns

Now, answer the following questions about the gender of the nouns in the table.

1) Write one masculine gender noun from the table.

Ans. _____

2) Write one feminine gender noun from the table.

Ans. _____

3) Write four neuter gender nouns from the table.

Ans. _____

4) Write two common gender nouns from the table.

Ans. _____



Important Words

Duration: 1 min

- Today: efficient

Transactional Tip(s)

Duration: 8 min



Peer Learning – Pair:

- Nominate learners to define a ‘noun’ and give examples of different types of nouns.
- Then, pair learners up, and ask them to discuss the passage in the practice exercise on Pg. 4.
- They can identify the nouns and sort them into the given table.
- Then, ask them to identify the genders of the nouns and to answer the questions given below the table.
- Nominate individual pairs to share their answers with the class once everyone has completed the practice exercise.

Class Pulse Check

Duration: 1 min



- 1) Is the noun ‘sack’ a neuter gender noun or a common gender noun?

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Important Words

Duration:

Transactional Tip(s)

Duration: 13 min



Summarising:

- Divide the class into seven groups.
- Provide charts and markers. Ask each group to take up a noun type or gender and make a presentation on the topic.
- Remind learners to define each type or gender and to give examples as well.
- Inform them that they may refer to the explanation and examples given on Pg. 6 for the presentation.
- Ask them to point out the differences in the usage of different types of nouns, such as how proper nouns begin with capital letters and common nouns start with small letters.

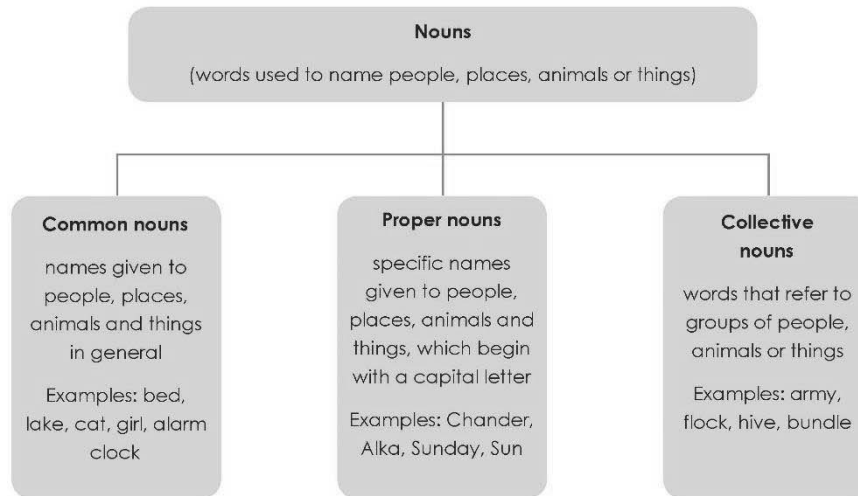
Class Pulse Check

Duration: 2 min



- 1) Sort the nouns into common nouns and proper nouns. – sweater, Bhopal, Anil, tape
- 2) Which of the following are collective nouns? stack, stick, honey, swarm

Let us recall the different types of nouns that you have studied earlier.



Gender of nouns

Nouns can also be sorted according to their gender.

- **Masculine gender nouns:** These are names for boys, men and male animals.
Examples: man, gentleman, actor, grandfather, buck, pig
- **Feminine gender nouns:** These are names for girls, women and female animals.
Examples: woman, lady, actress, grandmother, doe, sow
- **Neuter gender nouns:** These are names for non-living things without any gender. They are used for objects and places. They are also used to name the months of the year and days of the week.
Examples: pen, box, clothes, hospital, duster, sand, bus, building, pond, November, Thursday
- **Common gender nouns:** These refer to nouns that can be male or female.
Examples: child, singer, teacher, doctor, pilot, cousin, enemy, neighbour, nurse



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Exercise 3.1: Classify the given nouns according to their gender. One is done for you.

1) rooster

2) bush

3) enemy

4) scooter

5) sow

6) chef

Masculine gender



1) rooster

Feminine gender



Neuter gender



Common gender



Abstract nouns

Read the following sentences.



Little children have a lot of **curiosity**.



You can find useful **information** on the internet.



Our vacation was full of **happiness** and **joy**.

Important Words

Duration:

- Today: classify, rooster, chef

Transactional Tip(s)

Duration: 5 min



Summarising:

- Instruct learners to work on Ex. 3.1 independently.
- Nominate individual learners to share their answers with the class once everyone has completed the exercise.
- End the class by summarising noun genders. Provide examples of both common and proper nouns of different genders.

Class Pulse Check

Duration:



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The words 'curiosity', 'information', 'happiness' and 'joy' are also nouns. Do you know what kind of nouns these are?

curiosity	a quality
information	an idea or a concept
happiness, joy	feelings or emotions

Nouns that name ideas, feelings, qualities and concepts that cannot be touched, seen, heard, tasted or smelt are known as **abstract nouns**.

Many abstract nouns are formed from adjectives and verbs. However, they might differ in meaning from the adjectives and verbs. Let us look at a few examples.

Adjective	Abstract noun	Verb	Abstract noun	Common noun	Abstract noun
kind	kindness	obey	obedience	brother	brotherhood
strong	strength	marry	marriage	mother	motherhood
free	freedom	please	pleasure	child	childhood
brave	bravery	know	knowledge	slave	slavery
wise	wisdom	think	thought	friend	friendship

Remember



- **Nouns** that name things that can be seen, felt or touched are called **concrete nouns**.
Examples: Alka (proper noun), boy (common noun), flock (collective noun)
- **Nouns** that name things that cannot be touched, seen, heard, tasted or smelt are called **abstract nouns**. They are usually ideas, feelings or qualities.
Examples: justice (idea or concept), excitement (feeling), intelligence (quality)



Important Words

Duration: 1 min

- Last class: efficient, classify, rooster, chef
- Today: curiosity, concept, emotions, abstract nouns, slavery, concrete

Transactional Tip(s)

Duration: 14 min



Direct Instruction:

- Read out the example sentences given under 'Abstract nouns' to the class.
- Ask learners to try and find out what is common among all the words in bold.
- Inform learners that there are nouns that cannot be touched, seen, heard, tasted or smelt.
- Then, introduce them to the term and concept of 'abstract nouns' by referring to the information and examples given on Pg. 8. You can also show the chart on abstract nouns to help learners understand the concept better.
- Read out a list of words, and ask learners to judge which ones they can touch, see, hear, smell or taste and which ones they cannot.
- Next, nominate learners to read and summarise the differences between concrete and abstract nouns by using the information given in the 'Remember' box on Pg. 8.
- Ask learners to complete Ex. 3.2 as homework to practise identifying abstract nouns.

Class Pulse Check

Duration: 1 min



- 1) Identify the concrete and abstract nouns. – The girl won because of her intelligence.

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Exercise 3.2: Underline the abstract nouns in the sentences given below. One is done for you.

- 1) We get knowledge from books.
- 2) King Solomon is known for his wisdom.
- 3) He believes in kindness.
- 4) Health is better than wealth.
- 5) Most of his boyhood was spent living on the streets.
- 6) Did Malini tell you the truth?



Exercise 3.3: Form abstract nouns from the words given below. One is done for you.

- | | |
|-----------------------------|-------------------|
| 1) child - <u>childhood</u> | 2) humble - _____ |
| 3) good - _____ | 4) judge - _____ |
| 5) free - _____ | 6) poor - _____ |

Exercise 3.4: Underline the nouns in the following sentences. Then, write them in the correct columns of the given table. One is done for you.

- 1) India gained independence in 1947.
- 2) The people disliked the king because of his cruelty.
- 3) A pack of wolves caught the deer.
- 4) Hercules was known in Greece for his bravery and strength.
- 5) The crowd was walking towards the marble palace.
- 6) Rahul bought a bouquet of roses and a saree for his mother.

Common nouns	Proper nouns	Collective nouns	Abstract nouns
	<u>India</u>		<u>independence</u>



Important Words

- Today: humble

Duration:

Transactional Tip(s)

Duration: 14 min



Interactive Discussion:

- Ask learners to go back to the table on Pg. 8 and see how words with different parts of speech can be changed into abstract nouns.
- Nominate learners to give a few more examples of each type of abstract noun (converted from adjectives, verbs and common nouns).
- Discuss how words such as 'good', 'judge', 'child' and 'free' are changed into abstract nouns by adding appropriate suffixes.
- On the other hand, words such as 'humble' and 'poor' change into different words altogether ('humility' and 'poverty').
- Then, ask them to complete Ex. 3.3 independently.
- Ask learners to first try to add common suffixes to form abstract nouns.
- After this, ask them to find out the new or different words that the given words may change into.
- End the class by discussing Ex. 3.4. Ask learners to identify all the nouns in the sentences and complete the exercise as homework.

Class Pulse Check

Duration:



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Formal Writing

Editing exercise

Here are some points to keep in mind while working on an editing exercise.

Organisation

- Is there subject-verb agreement?
- Are all the ideas in the passage organised correctly?
Or are they abrupt?



Punctuation

- Does every sentence end with a punctuation mark?
- Are question marks (?) or exclamation marks (!) missing?
- Have quotation marks (' ') been used for speech?
- Are commas used correctly to separate words and phrases?



Capitalisation

- Does each sentence begin with a capital letter?
- Have the proper nouns been capitalised?
- Is the pronoun 'I' written as a capital letter?



Spelling

- Are all the words spelt correctly?
- Are the singular and plural forms of words spelt correctly?



Important Words

Duration: 1 min

- Today: editing, abrupt

Transactional Tip(s)

Duration: 12 min



Brainstorming:

- Ask learners to go through the points given under each component of editing.
- Ask them to brainstorm on the usage and importance of each component.
- Nominate learners to share their thoughts on the points.
- Write incorrect sentences such as those given below, on the board.

E.g.: I are at home. – error in subject-verb agreement

We have Three mangoes. – error in capitalisation

- Give examples to show how not checking these points may lead to errors in writing.
- Ask learners to think and contribute more points that one should keep in mind while editing a passage.

Class Pulse Check

Duration: 2 min



- 1) Correct the capital letters in the sentence.

I am delighted that I will be Presenting the speech with my Best Friend, luna.

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Exercise 4: The paragraph given below has mistakes in it. There are spelling, punctuation, sentence formation and grammatical errors. Rewrite the passage after correcting the errors.

has you heard of thomas alva edison he is one of the great inventors ever known. You cannot imagin what he would do to get anser. He wood carry out experiments to find the answers. Once he even sat on eggs and tried to hatch them? Grate scientists is born every day in the world but the name off Edison will always be write in golden letters amongst there names.



Important Words

Duration:

- Today: grammatical, inventor, experiments

Transactional Tip(s)

Duration: 15 min



Practice:

- Based on the previous discussions, ask learners to go through the paragraph given under Ex. 4.
- Ask them to slowly and carefully read the paragraph and identify the errors.
- Instruct them to refer to the points on Pg. 10 to understand what kinds of errors they need to look out for.
- Next, nominate individual learners to share with the class the errors they have spotted.
- Note all the errors on the board. Also note how they should be corrected.
- Instruct learners to rewrite the passage after correcting the errors.

Class Pulse Check

Duration:



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Creative Writing

Photo-based character sketch

Exercise 5: Look at the photograph and think of at least six points about the woman in the picture. Ask yourself questions like 'How does she look?', 'How is she feeling?', 'What is she doing?' and so on. Write down your observations as points in the space given below. You can then use these points to complete the paragraph.



She looks like:

I think as a person she is:

Important Words

Duration: 1 min

- Last class: editing, abrupt, grammatical, inventor, experiments
- Today: character sketch

Transactional Tip(s)

Duration: 27 min



Interactive Discussion:

- Ask learners to observe the picture given under Ex. 5 and to describe the people in it.
- Help learners differentiate between appearances and feelings.
- Ask them to think about whether they know of somebody like the woman in the picture.
- Instruct them to share their thoughts about such a person with the class.
- Next, give learners a few minutes to write a few points about the woman in the picture. Instruct them that they need to write about how she looks as well as what qualities she may have.
- Ask learners to complete the sentences on Pg. 13 based on the discussion and the points they have written on Pg. 12 for homework.

Class Pulse Check

Duration: 2 min



- 1) What do you think the relationship between the two people in the picture is?
- 2) Do you think the boy likes the woman?

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This is the photo of a young boy with his _____.

She must be _____ years old.

She seems _____

_____. Her hair is _____.

She is wearing _____.

The jewellery that she is wearing is _____

_____.

_____. She looks _____.

_____.

It looks like _____

_____. The grandmother is sitting with _____

_____. He may be _____

_____. Both the people in the photograph

seem to be _____.

Important Words

Duration:

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Transactional Tip(s)

Duration:



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Class Pulse Check

Duration:



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C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
1	Underline the abstract nouns in the sentence. Sana could not contain her happiness and jumped with joy. (Ans. happiness, joy)	Period 3 – identify abstract nouns	
2	Fill in the blank with the correct abstract nouns. Lara is known for her _____ (braveness/bravery) and _____ (strongness/strength). (Ans. bravery, strength)	Period 3 – use abstract nouns in sentences	
3	Change the words into abstract nouns. child, intelligent (Ans. childhood, intelligence)	Period 3 – form abstract nouns	
4	Underline the proper noun, tick the collective noun and circle the abstract noun. Shreya looked at the herd of cows with curiosity. (Ans. proper noun: Shreya, collective noun: herd, abstract noun: curiosity)	Period 3 – differentiate between the types of nouns	

Post-lesson Reflection		Handhold Learners	Challenge Learners
TB completed Yes <input type="checkbox"/> No <input type="checkbox"/> WB completed Yes <input type="checkbox"/> No <input type="checkbox"/>			
Enthusiastic participation 😊 <input type="checkbox"/> 😊 <input type="checkbox"/> 😐 <input type="checkbox"/>			
Concept clarity in the classroom 😊 <input type="checkbox"/> 😊 <input type="checkbox"/> 😐 <input type="checkbox"/>		Exam Revision Strategy Reteach <input type="checkbox"/> Revise <input type="checkbox"/> Practise <input type="checkbox"/>	
Concept clarity through the workbook 😊 <input type="checkbox"/> 😊 <input type="checkbox"/> 😐 <input type="checkbox"/>		App Report Number _____	Signature _____