

**INFANT JESUS CONVENT SCHOOL**  
**ANNUAL PLAN**  
**ENGLISH**  
**CLASS: VI**

<b>MONTH/ NO OF DAYS</b>	<b>TOPIC: SUB TOPIC</b>	<b>OBJECTIVES</b>	<b>AIDS/ACTIVITIES</b>	<b>MULTIPLE INTELLIGENCE SKILLS</b>	<b>LEARNING OUTCOME</b>
<p style="text-align: center;">APRIL No of Days: 17</p>	<p><b><u>LITERATURE</u></b></p> <ul style="list-style-type: none"> <li>➤ CARE AND CONCERN</li> <li>• The New Doll</li> <li>• Three Days to See</li> </ul> <p><b><u>GRAMMAR</u></b></p> <ul style="list-style-type: none"> <li>➤ Sentences</li> <li>• Kinds of sentences</li> <li>➤ Nouns</li> <li>• Common nouns</li> <li>• Proper nouns</li> <li>• Collective nouns</li> <li>• Abstract nouns</li> <li>• Material nouns</li> <li>➤ Articles</li> <li>• A</li> <li>• An</li> <li>• The</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• recognize the sequence of events in the text.</li> <li>locate the central idea or message of a text and apply it to life and personal experiences (understand the importance of love &amp; care for the young ones)</li> <li>• highlight at least three important achievements of Helen Keller made in her life.</li> <li>• develop and integrate the use of the four language skills i.e., Reading, Listening, Speaking and Writing.</li> <li>• demonstrate an understanding of a grammar structure by talking about it in pair and group work, and</li> </ul>	<p><b>KNOWLEDGE:</b></p> <ul style="list-style-type: none"> <li>• Describe how you can show the concern for others</li> <li>• Role of senses</li> <li>• Brainstorming about the usage of sentences, nouns and articles.</li> </ul> <p><b>SKILLS:</b></p> <ul style="list-style-type: none"> <li>• Verbal Skills</li> <li>• Writing Skills</li> <li>• Critical Thinking</li> </ul> <p><b>APPLICATION:</b></p> <ul style="list-style-type: none"> <li>• Model reading of the lesson.</li> <li>• Analyzing the behavior of the protagonists.</li> <li>• Applying various nouns and articles in various cases.</li> </ul>	<ul style="list-style-type: none"> <li>• Linguistic</li> <li>• Interpersonal</li> <li>• Intrapersonal</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• comprehend the moral of the lesson.</li> <li>• express their justified opinion.</li> <li>• Identify &amp; use various nouns, sentences and articles.</li> </ul>

		<p>class discussions.</p> <ul style="list-style-type: none"> <li>• write a variety of sentence types.</li> </ul>	<p><b>UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Value of senses</li> <li>• Students will write a variety of sentence types.</li> </ul>		
<p>MAY No of Days: 12</p>	<p><b><u>LITERATURE</u></b></p> <ul style="list-style-type: none"> <li>➤ POEM: Toomai of the Elephants</li> </ul> <p><b><u>GRAMMAR</u></b></p> <ul style="list-style-type: none"> <li>➤ Pronouns <ul style="list-style-type: none"> <li>• Personal</li> <li>• Demonstrative</li> <li>• Interrogative</li> <li>• Emphatic</li> </ul> </li> </ul> <p><b><u>WRITING</u></b></p> <ul style="list-style-type: none"> <li>➤ Descriptive Paragraph</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• identify and use poetic devices in the poem. e.g.: alliteration, repetition</li> <li>• read and recite the poem with correct pronunciation and intonation.</li> <li>• Differentiate between different kinds of pronouns</li> <li>• write paragraphs which use targeted grammar structures.</li> </ul>	<p><b>KNOWLEDGE:</b></p> <ul style="list-style-type: none"> <li>• We enjoy riding about elephants. How are these elephants trained to carry us or other load on their backs?</li> <li>• Analyzing the usage of pronouns.</li> <li>• The students should be able to identify nouns and the learner should also be able to form regular plural nouns orally.</li> </ul> <p><b>SKILLS:</b></p> <ul style="list-style-type: none"> <li>• Verbal Skills</li> <li>• Writing Skills</li> <li>• Critical Thinking</li> </ul> <p><b>APPLICATION:</b></p> <ul style="list-style-type: none"> <li>• Share ideas to really understand the author's purpose for this poem</li> <li>• Students will be able to develop the paragraph in their own sentences.</li> <li>• Apply pronouns in various cases.</li> </ul>	<ul style="list-style-type: none"> <li>• Linguistic</li> <li>• Interpersonal</li> <li>• Intrapersonal</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• comprehend the moral of the poem</li> <li>• express their justified opinion.</li> <li>• Identify &amp; use various pronouns</li> <li>• identify the three key parts of a paragraph: topic sentence, supporting details, and conclusion.</li> <li>• write a paragraph containing a topic sentence, supporting details, and conclusion.</li> </ul>

			<p><b>UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Value of freedom</li> <li>• Express their ideas freely</li> <li>• The student will be able to compare and contrast the differences and similarities associated with nouns and pronouns. Each student will be able to form sentences replacing the nouns with personal, possessive, and indefinite pronouns.</li> </ul>		
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**CONDUCTION OF PT-1 ASSESSMENT (Third Week of May)**

<p align="center">JULY No of Days: 23</p>	<p><b><u>LITERATURE</u></b></p> <p>➤ <b>Unit 2: Art and Sculpture</b></p> <ul style="list-style-type: none"> <li>• The Model Millionaire</li> <li>• The Praying Hands</li> <li>• The Statue</li> </ul> <p>➤ <b>Unit 3: Tales of Wonder</b></p> <ul style="list-style-type: none"> <li>• Rip Van Winkle</li> <li>• The Star and the Lily</li> <li>• Laughing Song</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• learn the value of generosity</li> <li>• read comprehensively</li> <li>• grasp the meaning of new words and phrases used.</li> <li>• be able to draw the inference/conclusion</li> <li>• develop and integrate the use of the four language skills i.e., Reading, Listening,</li> </ul>	<p><b>KNOWLEDGE:</b></p> <ul style="list-style-type: none"> <li>• Tell any art form and have you been pursuing any art form?</li> <li>• Describe a favorite fairy tale in your own words</li> <li>• General familiarities about nouns and its types and verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be acquainted with the qualities like loyalty, faithfulness &amp; vigilance</li> <li>• Self-awareness</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• reads and develops one's own perception</li> <li>• Categorize adjectives</li> <li>• Write sentences with their own adjectives</li> <li>• uses idioms and phrases and homophones</li> </ul>
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	<p><b><u>GRAMMAR</u></b></p> <ul style="list-style-type: none"> <li>➤ Adjectives <ul style="list-style-type: none"> <li>• Adj of Quality</li> <li>• Adj of Quantity</li> <li>• Adj of Number</li> <li>• Demonstrative Adjectives</li> <li>• Possessive Adjectives</li> <li>• Interrogative Adjectives</li> <li>• Verbs</li> <li>• Lexical Verbs</li> <li>• Auxiliary Verbs</li> <li>• Forms of Verbs</li> <li>• Subject-Verb Agreement</li> </ul> </li> <li>➤ <b><u>WRITING</u></b> <ul style="list-style-type: none"> <li>• Notice</li> <li>• Diary Entry</li> </ul> </li> </ul>	<p>Speaking and Writing.</p> <ul style="list-style-type: none"> <li>• Use the correct grammatical items.</li> <li>• identify and use poetic devices in the poem.</li> <li>• Differentiate between different kinds of adjectives and verbs</li> </ul>	<p><b>SKILLS:</b></p> <ul style="list-style-type: none"> <li>• Verbal Skills</li> <li>• Writing Skills</li> <li>• Creative Thinking</li> </ul> <p><b>APPLICATION:</b></p> <ul style="list-style-type: none"> <li>• Share ideas to really understand the author's purpose for these chapters</li> <li>• Students will be able to write notice and diary entry.</li> <li>• Applying adjectives and verbs in various cases</li> </ul> <p><b>UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Value of generosity</li> <li>• More happiness in sacrificing for others than in greedily accumulating for oneself</li> <li>• Write his/her views and opinions in a few words possible</li> </ul>		<p>appropriately.</p>
<p>AUGUST No. of days: 23</p>	<p><b><u>GRAMMAR</u></b></p> <ul style="list-style-type: none"> <li>➤ Tenses <ul style="list-style-type: none"> <li>• Present Tense</li> <li>• Past Tense</li> <li>• Future Tense</li> </ul> </li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• understand the value of family</li> <li>• understand with comprehension appreciate the story</li> </ul>	<p><b>KNOWLEDGE:</b></p> <ul style="list-style-type: none"> <li>• Start by showing the students the enlarged Verb Tense Chart, with</li> </ul>	<ul style="list-style-type: none"> <li>• Emotional skills</li> <li>• Interpersonal skills</li> <li>• Linguistic</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• reads and develops one's own perception</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Voice</li> <li>• Kinds of Voice</li> <li>• Transformation of Voice</li> </ul>	<ul style="list-style-type: none"> <li>• understand the message/theme</li> <li>• understand the new words</li> <li>• read the poem with proper pronunciation, pause, intonation, reasonable speed and flow.</li> <li>• understand the poetic devices and the new words</li> <li>• understand the message of the poem</li> <li>• understand the symbolism used in the poem.</li> <li>• learn the correct usage of the tenses</li> <li>• write and speak grammatically correct sentence</li> <li>• Exchanging ideas and opinions</li> </ul>	<p>past, present and future simple tense definitions, descriptions and examples.</p> <ul style="list-style-type: none"> <li>• General familiarities about tenses and verbs</li> </ul> <p><b>SKILLS:</b></p> <ul style="list-style-type: none"> <li>• Writing Skills</li> <li>• Creative Thinking</li> <li>• Communication Skills</li> </ul> <p><b>APPLICATION:</b></p> <ul style="list-style-type: none"> <li>• Share ideas to really understand the author’s purpose for these chapters.</li> <li>• Construction of sentences and effective Communication.</li> </ul> <p><b>UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Value of Relations</li> <li>• Importance of relationships in life</li> <li>• Appropriate expression and communication.</li> </ul>	skills	<ul style="list-style-type: none"> <li>• Categorize adjectives</li> <li>• Write sentences with their own adjectives</li> </ul>
<p>SEPTEMBER No. of days: 05</p>	<p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>➤ Gap Filling</li> </ul>	<ul style="list-style-type: none"> <li>• To recognize that some words sound the same but are spelt</li> </ul>	<p><b>KNOWLEDGE:</b></p> <ul style="list-style-type: none"> <li>• General familiarities about</li> </ul>		<ul style="list-style-type: none"> <li>• Learn how to express effectively in</li> </ul>

	<p><b><u>VOCABULARY</u></b></p> <ul style="list-style-type: none"> <li>➤ Idioms</li> <li>➤ Phrases</li> <li>➤ Homophones</li> </ul>	<p>differently and can have different meanings.</p> <ul style="list-style-type: none"> <li>• learn the definition of "idiom" analyze the meanings of some common English language idioms.</li> <li>• synthesize their knowledge of idioms by presenting literal and figurative interpretations of some idioms through visual images</li> </ul>	<p>homophones and phrases</p> <p><b>SKILLS:</b></p> <ul style="list-style-type: none"> <li>• Verbal Skills</li> <li>• Writing Skills</li> <li>• Creative Thinking</li> </ul> <p><b>APPLICATION:</b></p> <ul style="list-style-type: none"> <li>• Construction of sentences and effective</li> <li>• Communication</li> </ul> <p><b>UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Familiarity with words and phrases</li> </ul>		<p>English language and enrichment of vocabulary</p> <ul style="list-style-type: none"> <li>• uses idioms and phrases and homophones appropriately</li> </ul>
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**CONDUCTION OF TERM-1 ASSESSMENT (Second Week of September)**

<p>OCTOBER No. of days: 22</p>	<p><b><u>LITERATURE</u></b></p> <ul style="list-style-type: none"> <li>➤ <b>Unit 4: Family and Friends</b></li> <li>• Life with Uncle Ken</li> <li>• The Festival of Eid</li> <li>• Dear Mum</li> </ul> <p><b><u>GRAMMAR</u></b></p> <ul style="list-style-type: none"> <li>➤ Adverbs</li> <li>• Kinds of adverbs</li> <li>• Formation of adverbs</li> <li>• Comparison of adverbs</li> <li>• position of adverbs</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• identify adverbs as modifiers to express time, place, number, frequency, manner, reason, degree, affirmation, negation</li> <li>• recognize prepositional phrases and state that they are composed of prepositions and their objects.</li> <li>• Learn an acceptable layout for a formal letter such as to a Newspaper</li> </ul>	<p><b>KNOWLEDGE:</b></p> <ul style="list-style-type: none"> <li>• Express in your words – what does a family mean to you? And how important is it to you?</li> <li>• General familiarities about verbs</li> <li>• General familiarities about how to write a letter.</li> </ul>	<ul style="list-style-type: none"> <li>• Children’s duty towards their parents. Realization of filial duty towards parents is the ultimate objective of the lesson.</li> <li>• Psychomotor skill</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• comprehend the moral of the lesson</li> <li>• express their justified opinion</li> <li>• distinguish prepositions of time and place from each other and from other prepositions.</li> <li>• Students will</li> </ul>
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	<p>➤ <b><u>WRITING</u></b></p> <ul style="list-style-type: none"> <li>• Formal Letter (Principal/Editor)</li> </ul>	<ul style="list-style-type: none"> <li>• Practice writing a letter to a newspaper and principal</li> </ul>	<p><b>SKILLS:</b></p> <ul style="list-style-type: none"> <li>• Writing Skills</li> <li>• Creative Thinking</li> <li>• Critical Thinking</li> </ul> <p><b>APPLICATION:</b></p> <ul style="list-style-type: none"> <li>• develop observation, thinking, communication and critical thinking skills.</li> <li>• express themselves in grammatically correct language</li> <li>• be confident in using the language.</li> <li>• develop interest to gain more knowledge about something.</li> <li>• share their feelings</li> </ul> <p><b>UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Recognition of different kinds of adverbs</li> <li>• Usage of prepositions and prepositional phrases in sentences.</li> </ul>		<p>be able to state the definition of an adverb and tell which parts of speech they modify</p> <ul style="list-style-type: none"> <li>• Analyze and compare various informal and formal letters to note differences of conventions, vocabulary, style and tone.</li> </ul>
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<p>NOVEMBER No. of days: 22</p>	<p><b><u>LITERATURE</u></b> ➤ <b>Unit 5: Out of this World</b></p> <ul style="list-style-type: none"> <li>• The Eagle has Landed</li> <li>• The Boy, The Dog and the Spaceship</li> <li>• The Comet and the Moon</li> </ul> <p><b><u>GRAMMAR</u></b> ➤ Prepositions</p> <ul style="list-style-type: none"> <li>• Kinds of prepositions</li> <li>• Relation expressed by preposition</li> </ul> <p>➤ Conjunctions</p> <p><b><u>WRITING</u></b> ➤ Article Writing</p>	<ul style="list-style-type: none"> <li>• develop and integrate the use of the four language skills i.e., Reading, Listening, Speaking and Writing.</li> <li>• apply the grammatical concept that requires thinking rather than mechanical application.</li> <li>• understand the time frame and apply them in correct forms of tenses.</li> <li>• Writing about some personal experience</li> </ul>	<p><b>KNOWLEDGE:</b></p> <ul style="list-style-type: none"> <li>• Name the planets do you know of?</li> <li>• What is a UFO? Talk about any one sighting of a UFO, in detail.</li> <li>• General familiarities about prepositions and Conjunctions</li> </ul> <p><b>SKILLS:</b></p> <ul style="list-style-type: none"> <li>• Writing Skills</li> <li>• Creative Thinking</li> <li>• Critical Thinking</li> </ul> <p><b>APPLICATION:</b></p> <ul style="list-style-type: none"> <li>• express themselves in grammatically correct language.</li> <li>• be confident in using the language</li> </ul> <p><b>UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• enjoy learning of grammar rather than finding it daunting</li> <li>• Enjoy life and do not worry about the problems.</li> </ul>	<ul style="list-style-type: none"> <li>• be adaptive towards new environment</li> <li>• care and concern</li> </ul>	<ul style="list-style-type: none"> <li>• Gain confidence in using language</li> <li>• Improvement of writing skills</li> </ul>
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## CONDUCTION OF PT-2 ASSESSMENT (Fourth Week of November)

<p style="text-align: center;">DECEMBER No. of days: 12</p>	<p><b><u>LITERATURE</u></b>                  ➤ <b>Unit 6: Animals and Us</b></p> <ul style="list-style-type: none"> <li>• A Narrow Escape</li> <li>• The White Giraffe</li> <li>• Wild Horses</li> </ul> <p><b><u>GRAMMAR:</u></b>                  ➤ Modals</p>	<ul style="list-style-type: none"> <li>• develop and integrate the use of the four language skills i.e., Reading, Listening, Speaking and Writing.</li> <li>• Students will give and receive instructions using modals.</li> <li>• Students will demonstrate an ability to reason deductively using modal forms.</li> </ul>	<p><b>KNOWLEDGE:</b></p> <ul style="list-style-type: none"> <li>• Have you ever visited a national park/wildlife sanctuary reserve forest? Which animal did you like the best? Give reasons.</li> <li>• Some animals have become extinct. Can you name any extinct animal species?</li> <li>• General familiarities about modals</li> </ul> <p><b>SKILLS:</b></p> <ul style="list-style-type: none"> <li>• Writing Skills</li> <li>• Creative Thinking</li> <li>• Critical Thinking</li> </ul> <p><b>APPLICATION:</b></p> <ul style="list-style-type: none"> <li>• express themselves in grammatically correct language.</li> </ul> <p><b>UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• enjoy learning of grammar rather than finding it daunting</li> </ul>	<ul style="list-style-type: none"> <li>• important to save rare animals</li> <li>• care and concern</li> </ul>	<ul style="list-style-type: none"> <li>• Students will differentiate between the modals used for possibility, obligation, and necessity by identifying these types of modals in the language around them.</li> </ul>
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			<ul style="list-style-type: none"> <li>• coping with emotions and self-awareness.</li> </ul>		
<p style="text-align: center;">JANUARY No. of days: 18</p>	<p><b><u>GRAMMAR:</u></b></p> <ul style="list-style-type: none"> <li>➤ Speech</li> <li>• kinds of speech</li> <li>• Transformation of direct speech into indirect</li> <li>• Phrases, Clauses &amp; Sentence Types</li> <li>• Omissions &amp; Sentence Reordering</li> </ul> <p><b><u>WRITING:</u></b> Story Writing</p>	<ul style="list-style-type: none"> <li>• understand the application of different forms of speech (Direct and indirect) and learn their rules of inter conversions.</li> <li>• Story writing should engage students' imagination and can be turned into a fun, collaborative and communicative experience. Aims</li> <li>• The students will demonstrate correct use of periods, question marks, and exclamation marks.</li> </ul>	<p><b><u>KNOWLEDGE:</u></b></p> <ul style="list-style-type: none"> <li>• Have you ever visited a national park/wildlife sanctuary reserve forest? Which animal did you like the best? Give reasons.</li> <li>• Some animals have become extinct. Can you name any extinct animal species?</li> <li>• General familiarities about tenses</li> </ul> <p><b><u>SKILLS:</u></b></p> <ul style="list-style-type: none"> <li>• Writing Skills</li> <li>• Creative Thinking</li> <li>• Critical Thinking</li> </ul> <p><b><u>APPLICATION:</u></b></p> <ul style="list-style-type: none"> <li>• express themselves in grammatically correct language.</li> </ul> <p><b><u>UNDERSTANDING:</u></b></p> <ul style="list-style-type: none"> <li>• enjoy learning of grammar rather than finding it daunting</li> </ul>	<ul style="list-style-type: none"> <li>• Linguistic skills</li> <li>• Writing skills</li> </ul>	<ul style="list-style-type: none"> <li>• understand the application of different forms of speech (active/passive voice) and learn their rules of inter conversions.</li> <li>• develop writing skills in the context of writing a short story.</li> <li>• develop the ability to identify and use narrative tenses when writing</li> <li>• differentiate among different types of sentences</li> </ul>

			<ul style="list-style-type: none"> <li>• coping with emotions and self-awareness.</li> </ul>		
<p>FEBRUARY No. of days: 23</p>	<p><b>VOCABULARY:</b> One Word Substitution, Spellings Analogies Editing (Error/Correction)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• learn different words used for different expressions</li> <li>• learn spellings</li> <li>• understand and grasp the target language of lesson, develop their language skills.</li> </ul>	<p><b>KNOWLEDGE:</b></p> <ul style="list-style-type: none"> <li>• General familiarities about basic grammar and rules.</li> </ul> <p><b>SKILLS:</b></p> <ul style="list-style-type: none"> <li>• Verbal Skills</li> <li>• Writing Skills</li> <li>• Creative Thinking</li> </ul> <p><b>APPLICATION:</b></p> <ul style="list-style-type: none"> <li>• Construction of sentences and effective</li> <li>• Communication</li> </ul> <p><b>UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Correct usage of one word substitution</li> <li>• error correction</li> <li>• usage of correct spellings</li> </ul>	<ul style="list-style-type: none"> <li>• Linguistic Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to express effectively in English language and enrichment of vocabulary</li> <li>• build up their confidence and interest in language learning through these</li> </ul>
	<b>REVISION: TERM-2</b>				
MARCH	<b>CONDUCTION OF TERM-2 ASSESSMENT</b>				