

**Annual syllabus: Session: 2024-25**

**Class: VI**

**Subject: English**

<b><u>HONEYSUCKLE LESSON/POEM</u></b>	<b><u>THEME</u></b>	<b><u>SUGGESTED ACTIVITIES</u></b>	<b><u>GRAMMAR, WRITING &amp; SPEAKING SKILLS</u></b>	<b><u>LEARNING OUTCOMES</u></b>	<b><u>WORKSHEET NUMBERS (For Reference/Suggestive)</u></b>
<b>POEM 1- A HOUSE, A HOME</b>	1. Family and relationships.  2. The security a home offers to an individual. There is no place like home.	1. Loud recitation of the poem.  2. Activities related to Indoor games played together within family members to build a bond.  3. Talking about bonds between siblings/Family members. Picking out adjectives to describe the members.	Topics from previous classes: <b>Class III:</b> *Intro. to Auxiliary Verbs - is, am, are <b>Class IV:</b> *Intro. to Auxiliary Verbs -was, were <b>Class VI:</b> 1. <b>Auxiliary verbs</b> –be, do, have.  2. <b>Noun</b> –common proper and abstract  3. Rhyming Words: e.g. Hard-Yard, Floors-Doors etc.  4. List of 5 things in your Bedroom: e.g. mattress, sheets, small table, books, etc. Living room:	1. Describes familiar surroundings in four-five short sentences orally and in writing.  2. Participates in small conversations based on familiar context.  3. Recites simple poem with intonation and expression.  4. Understands the difference between indoor and outdoor games.	<b>POEM 1- A HOUSE, A HOME:</b> WS No. 14,15,16,17,18  <b>Nouns:</b> WS No. 5,7,10,12,13,25

			<p>e.g. Armchair, blanket, television, etc. Bathroom: Empty shampoo bottles, toothbrushes, etc.</p> <p><b>5.Guided Paragraph Writing</b> – e.g. My favourite bird.</p>		
<p><b>Lesson 2- HOW THE DOG FOUND HIMSELF A NEW MASTER</b></p>	<p>1. Reading a folk tale for fun - A tale which is passed on from one generation to another and also conveys a message.</p>	<p>1. Play word search in class.</p> <p>2. Ask students to find 5 Nouns ,5 Adjectives and 5 collective Nouns from the story.</p> <p>3. Ask questions related to the story, seek answers in one word and single lines.</p> <p>4. Divide students in groups and ask them to make a short summary of the story.</p> <p>5. Compare the summary made by the different groups.</p>	<p>Topics from previous classes:</p> <p><b>Class III:</b> *Suffix –er,ful, ly, ish *Change the verb (2nd form of verb) *Intro. to correct form of verbs</p> <p><b>Class IV:</b> *Singular - plural *Prefix - ness, ity, ty, ly, est, er *Suffix - dis, in, un-</p> <p><b>CLASS V:</b> *Use of is/are + in form of verb *Definition of Noun *Suffix - ness, ly, less *Example of three forms of verbs.</p>	<p>1. Reads a story and answers in a sentence in writing.</p> <p>2. Understands basic structures of grammar.</p> <p>3. Speaks four to five sentences in a guided format.</p> <p>4. Participates in small conversation based on familiar context.</p> <p>5. Enjoys solving a puzzle in English.</p> <p>6. Learns to summarise a story.</p>	<p><b>CHAPTER 2- HOW THE DOG FOUND HIMSELF A NEW MASTER</b> WS No.19,20,21,22</p> <p><b>VERBS:</b> WS No. 26,27</p>

		<p>6. Encourage a loud reading of the same.</p> <p>7. In continuation with word search, now ask the class to search for new words from the puzzle given in the text.</p>	<p><b>Class VI:</b></p> <p>1. Opposite Words</p> <p>2. <b>Nouns</b> – Collective Nouns, Common Nouns, Abstract Nouns</p> <p>3. The homes of different animals.</p> <p>4. Forming new words using ‘ness’, ‘ty’, ‘ity’.</p> <p>5. Three forms of Verbs</p> <p>6. Formal Letter Writing: e.g. Application to principal asking for two days leave for attending relative’s wedding.</p> <p>7. Speaking: Ask students to speak a story based on points given by the teacher from a similar story they have heard in another language.(Can be taken as group activity)</p>		
<p><b>The following lessons from Supplementary Reader ‘A Pact With the Sun’ are not meant for Evaluation/ Assessment purpose and should be done for learning enrichment. Read only for pleasure.</b></p> <p>Lesson 1: A Tale of Two Birds</p> <p>Lesson 2: The Friendly Mongoose</p>					

Lesson 3: The Shepherd's Treasure	
<b>Note:</b> <ul style="list-style-type: none"> <li>❖ Above mentioned Syllabus is to be completed by 13<sup>th</sup> September 2024.</li> <li>❖ Revision of syllabus for Mid Term Examination.</li> <li>❖ The above said syllabus is for the assessment purpose and remaining topics/ chapters may be taught as Subject Learning Enrichment.</li> </ul>	
<b>MID TERM EXAMINATION</b>	

<u>HONEYSUCKLE</u> <u>Lesson/Poem</u>	<u>THEME</u>	<u>SUGGESTED</u> <u>ACTIVITIES</u>	<u>GRAMMAR,</u> <u>WRITING &amp;</u> <u>SPEAKING</u> <u>SKILLS</u>	<u>LEARNING</u> <u>OUTCOMES</u>	<u>WORKSHEET</u> <u>NUMBERS (For</u> <u>Reference/Suggestive)</u>
<b>POEM:2 THE KITE</b>	1. Outdoor Activities Flying Kites on special occasions can be fun.  2. Flying kites is suggestive of a flight of a bird .	1. Poem recitation with gestures.  2. Making colourful kites in class.  3. Finding pairs of Rhyming Words.  4. Dictation  5. "If you had wings to fly, where would you fly and why?"	Topics from previous classes: <b>Class III:</b> *Intro. to correct form of verbs <b>Class IV:</b> *Prepositions ( in, into, at ) <b>CLASS V:</b> *Example of three forms of verbs. *Prepositions - to, at, off, on, in, into, with <b>Class VI:</b>	1. Draws simple and specific information from familiar surroundings.  2. Participates in small conversations based on familiar context  3. Recites simple poem with intonation and	<b>POEM:2 THE KITE:</b> WS No. 23,24

		(Can be taken as a Speaking/ Writing activity)	<p>1. Forms of Verbs</p> <p>2. <b>Prepositions</b> – in , into , among , between , over , in front of , behind , from , with , at , for , of .</p>	<p>expression.</p> <p>4. Forms pairs of rhyming words.</p>	
<b>POEM:4 BEAUTY</b>	<p>1. Beautiful things in our surroundings.</p> <p>2. Beauty within us.</p>	<p>1. Discussion on the topic – ‘Beautiful is who beautiful does’. A person does not become beautiful only on the surface one must have a beautiful presence and must believe in behaviour which pleases everyone.</p> <p>2. Talk about some famous personalities who have left a mark on human history e.g. social workers, scientists, teachers. etc.</p> <p>3. Seek responses/ideas from class about</p>	<p>Topics from previous classes:</p> <p><b>Class IV:</b> *Future Tense, Simple past, past continuous, Simple present and present continuous tense</p> <p><b>CLASS V:</b> *Intro. To Present perfect &amp; past perfect tense, Present continuous tense</p> <p><b>Class VI:</b> 1. <b>Tense</b> – Simple Past and Past Continuous.</p> <p>2. Introduction to some <b>poetic devices</b> like visual imagery and auditory imagery.</p>	<p>1. Participates in small conversations based on familiar context.</p> <p>2. Recites simple poem with intonation and expression.</p> <p>3. Understands the actual meaning of ‘beauty’</p> <p>4. Understands poetic devices .</p>	<b>TENSES : WS No. 33,34,35,36,37</b>

		their idea of beauty. (Written/Spoken)	E.g. Rhyme scheme, Repetition, Alliteration  <b>3. Paragraph Writing</b> –e.g. A short paragraph on the topic – “A beautiful day in winters” .		
<b>Lesson 7- FAIRPLAY</b>	<p>1. A story about relationships.</p> <p>2. Importance of bonds with our kith and kin and with friends.</p> <p>3. Justice prevails and the truth always wins.</p> <p>4. Fair Play also encourages students to inculcate values like being fair which helps in resolving the inner conflict .</p>	<p>1. Discussion on the relevance of the line ‘The voice of the Panch is the voice of God’... in today’s context.</p> <p>2. Discussion on the topic ‘Honesty and truth always pay in the end’.</p> <p>3. Role Play in class by students.</p> <p>4. Dictation</p>	<p><b>Class III:</b> *Change the verb (2nd form of verb) *Intro. to correct form of verbs <b>Class IV:</b> Prepositions (in, into, at) <b>CLASS V:</b> *Example of three forms of verbs. *Prepositions - to, at, off, on, in, into, with *Modals-Use of would <b>Class VI:</b> 1. Phrasal verbs.  2. Prepositions – in, into, on, in over , behind, beside, below. 3. Forms of Verbs. 4. Antonyms: e.g.</p>	<p>1. Uses newly learnt vocabulary while speaking and writing. (E.g. Grudge, Nominate, Seldom, Tight spot etc.) Makes new sentences with those words.</p> <p>2. Participates in small conversations based on familiar context.</p> <p>3. Participates in roles assigned during role play</p>	<p><b>CHAPTER 7- FAIRPLAY:</b> WS No. 41,42,43,44,45</p> <p><b>PREPOSITION:</b> WS NO. 46</p>

			Justice- Injustice, Seldom- Often, Abide-Reject Make sentences with these words. 5. Modals 6. Practice writing e.g. about ‘Honesty is the best policy’  <b>7. Informal          Letter Writing:</b> <b>e.g.</b> To a friend inviting him/her for your birthday party.		
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**The following lessons from Honeysuckle and Supplementary Reader ‘A Pact With the Sun’ are not meant for Evaluation/ Assessment purpose and should be done for learning enrichment. Read only for pleasure.**

Lesson 4: Tansen (‘A Pact With the Sun’)

Lesson 6: The Wonder Called Sleep (‘A Pact With the Sun’)

Lesson 7: A Pact with the Sun (‘A Pact With the Sun’)

Lesson 4: “An Indian-American Woman in Space: Kalpana Chawla (**Honeysuckle**)

**Note:**

- ❖ **Above mentioned Syllabus is to be completed by 31st January 2025.**
- ❖ **Revision of Syllabus for Annual Examination.**
- ❖ **Whole syllabus will be evaluated in the Annual Examination.**

**The above said syllabus is for assessment purpose and remaining topics/ chapters may be taught as subject Learning Enrichment.**

**ANNUAL EXAMINATION**