

**CLASS - 1<sup>ST</sup>**
**CONVERSATION SA2**

(AUG - SEPT)

<b>CLASSES REQUIRED</b>	02
<b>TOPIC</b>	Food
<b>CONCEPT &amp; SKILLS</b>	<p>The teacher will begin the conversation with questions like “who cooks food in your family?”, “What is your favourite dish?”, “What do you think of when you think of pulao?”, “What is the worst dish you’ve ever had?”, “Do you help your mother in the kitchen sometimes?”, “Did you ever make something for you or your little sister or brother?”, “What is your favourite thing to make?”, “Do you ever wash your own dish after having eaten?”, “Where is the best place to eat in your city?”</p> <p>The teacher will narrate any story based on the theme. Students will be asked to listen carefully and then narrate the same till they memorise it. They will recite and learn the rhyme “Are you eating?” from their song and rhyme booklets.</p>
<b>LEARNING OUTCOMES</b>	<p>The children will learn the importance of eating healthy and staying healthy. They get an open platform to speak feely among peers and express their ideas. They get encouraged to face audience with confidence while maintaining a proper eye contact. They learn to listen to their peers without interfering while they’re speaking. They learn to point out the errors their peers make while speaking and correct their mistakes and eventually learn from them. They will have fun in reciting the poem. This will help them develop their expression, imagination and pronunciation. Vocabulary development and essentials of grammar. Students will learn to choose words to form meaningful sentences.</p>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Teacher speaker, amplifier, pen drives, audio sounds, micro phones.
<b>PEDAGOGY</b>	Discussion, random questioning, choral singing, pair work, chorus drill.
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	The students will be asked to talk about their favourite food and why do they choose to like that food in particular.
<b>ASSESSMENT</b>	The teacher will check the students’ performance on the basis of fluency, grammar accuracy, accent, pronunciation throughout the session. They will be asked to talk about their experience eating different types of foods.
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	- ditto -

## CLASS - 1<sup>ST</sup>

(SEPT - OCT)

<b>CLASSES REQUIRED</b>	02
<b>TOPIC</b>	Transport
<b>CONCEPT &amp; SKILLS</b>	The teacher will begin the conversation with questions like, "Do you have a bicycle? If so, when did you get it?", "How much did it cost?", "How often do you ride it?", "What colour is it?", "Do you have a car?, If not, does your family have a car?", " Do you always wear a seat belt?", "Even if you are riding in the rear seat?", "How about on a bus?", "Does your mother have a driver's license?", " How do you get to school?", "How long does it take?", "How much is the bus fare or the train fare?". Then the students talk about land transport, water transport and air transport. They will speak on the fastest means of transport. The child will name different transport modes and speak about why we use transport. The teacher will educate them about how to behave while travelling on any kind of transport and what safety measures should be taken that can avoid any accidents to a maximum. They will be played a song called "All Things Bright and Beautiful" and asked to memorise it and sing it aloud chorally.
<b>LEARNING OUTCOMES</b>	The children will learn how to behave while travelling in certain type of transport. They will be given an open platform to speak freely among peers and express their ideas and share their experiences on different modes of transport that they have boarded. They get encouraged to face audience with confidence while maintaining a proper eye contact. They learn to listen to their peers without interfering while they're speaking. They learn to point out the errors their peers make while speaking and correct their mistakes and eventually learn from them. They will have fun in reciting the poem. This will help them develop their expression, imagination and pronunciation. Vocabulary development and essentials of grammar. Students will learn to choose words to form meaningful sentences.
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Teacher speaker, amplifier, pen drives, audio sounds, micro phones.
<b>PEDAGOGY</b>	Discussion, random questioning, choral singing, pair work, chorus drill.
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	The students will be asked to talk about their favourite mode of transport and why do they choose to like that transport in particular. They will be asked to discuss about their experiences of their journeys had so far and narrate the story of the best one.
<b>ASSESSMENT</b>	The teacher will check the students' performance on the basis of fluency, grammar accuracy, accent, pronunciation throughout the session. They will be asked to talk about their experiences of boarding different types of transport.
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	- ditto -



## CLASS - 1<sup>ST</sup>

(OCT - NOV)

<b>CLASSES REQUIRED</b>	02
<b>TOPIC</b>	Air / Water
<b>CONCEPT &amp; SKILLS</b>	<p>The teacher will start the conversation by asking some questions about the importance of air and water in our daily lives and initiate a discussion with questions like "How to keep air and water clean?", "What do we need air for?", "What is pollution?", "What pollutes the air and water?". The students will hold a discussion on how to save water and how air can be kept clean.</p> <p>The teacher will narrate a short story based on the theme. Students will be asked to listen carefully and then narrate the same and memorise it.</p>
<b>LEARNING OUTCOMES</b>	<p>The children will learn about the importance of air and water in our lives and how to conserve the same for our future. They will be given an open platform to speak freely among peers and express their ideas and share their experiences on why air is so important for us and what are the uses of water in our day to day lives. They get encouraged to face audience with confidence while maintaining a proper eye contact. They learn to listen to their peers without interfering while they're speaking. They learn to point out the errors their peers make while speaking and correct their mistakes and eventually learn from them. They will have fun in reciting the poem. This will help them develop their expression, imagination and pronunciation. Vocabulary development and essentials of grammar. Students will learn to choose words to form meaningful sentences.</p>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Teacher speaker, amplifier, pen drives, audio sounds, micro phones.
<b>PEDAGOGY</b>	Discussion, random questioning, choral singing, pair work, chorus drill.
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	The students will be asked to talk about the uses of water and how air is important.
<b>ASSESSMENT</b>	The teacher will check the students' performance on the basis of fluency, grammar accuracy, accent, pronunciation throughout the session.
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	- ditto -



## CLASS - 1<sup>ST</sup>

(NOV)

<b>CLASSES REQUIRED</b>	02
<b>TOPIC</b>	Seasons/Festivals
<b>CONCEPT &amp; SKILLS</b>	<p>The teacher will begin the conversation with questions like “What is your favorite season?”, “What do you think of when you think of winter?”, “What is the worst season in your country?”, “Does it snow in your hometown in the winter?”, “ Did you use to make snowmen?”, “What is your favorite thing to do in summer?”, “Do you ever go hiking when the leaves change in fall?”, “Where is the best place to be in summer? How about winter?”</p> <p>Does your country have a special food for any of the seasons? Students will discuss what clothes we wear in different seasons. And the different types of festivals that are celebrated in their country. The teacher will play a song called “Do Re Mi”. Students will be asked to listen carefully and then sing along chorally till they memorise it.</p>
<b>LEARNING OUTCOMES</b>	<p>The children will learn the significance of dressing appropriately in different seasons. They get an open platform to speak feely among peers and express their ideas. They get encouraged to face audience with confidence while maintaining a proper eye contact. They learn to listen to their peers without interfering while they’re speaking. They learn to point out the errors their peers make while speaking and correct their mistakes and eventually learn from them. They will have fun in singing the song. This will help them develop their expression, imagination and pronunciation. Vocabulary development and essentials of grammar. Students will learn to choose words to form meaningful sentences. They also get to know the seasons in sequence.</p>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Teacher speaker, amplifier, pen drives, audio sounds, micro phones.
<b>PEDAGOGY</b>	Discussion, random questioning, choral singing, pair work, chorus drill.
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	The students will be asked to talk about their favourite season and why do they like that season in particular.
<b>ASSESSMENT</b>	The teacher will check the students’ performance on the basis of fluency, grammar accuracy, accent, pronunciation throughout the session. They will be asked to talk about their favourite season.
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	- ditto -