

### Class VI - English

S. No	Name of the Lesson	Page No.	Content kept aside	Reasons
1	Unit- 2 The lost Casket	25-26	In the Bazaars of Hyderabad'	The poem is beyond the level of the learners. It represents Telangana culture. This poem describes the bazaars of Hyderabad. There is no need of reading it.
2	Unit -6 Rip Van Winkle	76-84	A. Reading	<ol style="list-style-type: none"> <li>1. The theme resembles the theme of Robinson Crusoe of unit.4 C Reading</li> <li>2. The story is rooted in foreign culture Ex: Kaatskill mountains, grizzled beard, etc.</li> <li>3. Unnecessary an irrelevant information about types of Intelligence. The Vocabulary and Grammar areas such as Compound Adjectives, Passive voice and Adverbs of frequency are covered in other lessons/classes</li> </ol>
3	Unit-6 My Shadow	86-87	B. Reading (Poem)	<ol style="list-style-type: none"> <li>1. The poem has abstract content</li> <li>2. The poem is philosophical and beyond the level of sixth class learner</li> <li>3 The theme resembles the theme of the poem "The Naughty boy" (p 56)</li> </ol>
4	Unit-6 Gulliver's travels	88-89	C Reading (Story)	<ol style="list-style-type: none"> <li>1. The theme adventure is covered in unit 4 A reading</li> <li>2 Gulliver's Travels is based on foreign culture. This does not have universal appeal</li> </ol>
5	Unit-8 Half the Price	108-124	A. Reading (Note: 'The Present continuous Tense' may be tagged to page no.66 after 'If Clause' exercise.)	<ol style="list-style-type: none"> <li>1 Lengthy text in conversation mode.</li> <li>2 Wit is the theme which is present in many lessons repeated</li> <li>3 Face sheet is directly related to the story. It's not proper trigger. There is no scope of thought provoking 'Problems of stomach' on Page no.114 is unnecessary</li> </ol>

			Page no. 120 writing task may be tagged to page no.39 at Letter writing.	4. As there is no C reading part this unit is not comprehensive in nature.
6	Unit-8 The Sheik's white donkey	124-126	B. Reading	1. It is taken from foreign culture and the scene of the story is different to imagine. 2. The picture is not representing The story. 3. "White Donkey" is unnatural and does not exist in the experiential orbit of the Indian child.

### 7<sup>th</sup> Class - English

S. No	Name of the lesson	Page No	Content kept aside	Reasons
1	Unit-7 The Wonderful world of Chess	102-116	A. Reading	1. ambiguity in content 2. unfamiliar vocabulary 3. beyond experiential orbit 4. too lengthy text for reading 5. learners feel difficult to make the meaning of the unfamiliar words in the given context Ex. rook, penetrate, bishop etc. 6. 'If conditional clauses introduced in other classes. 7. no scope for initiating any discourse 8. This theme is already there in class 6 <sup>th</sup> and 9 <sup>th</sup> .
2	Unit-7 CHES S	117-118	B. Reading (poem)	Lengthy and unfamiliar text No useful exercises
3	Unit-8 SNAKES IN INDIA	122-130	A. Reading Note: The vocabulary task on page 125 is to be better read in unit 3 at page 45.	Students won't get any personal enjoyment Text is heavily loaded with biological terminology. There is no scope for language learning
4	Unit-8 TREES	131-132	B. Reading (poem)	Theme is repeated The details of the content are also repeated
5	Unit-8 A LETTER FROM	133-134	C. Reading	Details of the content are covered in 9 <sup>th</sup> and 10 <sup>th</sup> Units.

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### 8<sup>th</sup> Class - English

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1	Theme : Science and Technology Unit -4 The Fun they had	51-63	A - Reading	<ul style="list-style-type: none"> <li>- Lengthy text</li> <li>- Beyond the imagination of the child</li> <li>- Learners are not able to understand the unknown concept</li> </ul>
2	Preteen Pretext (poem)	64-65	B-Reading	<ul style="list-style-type: none"> <li>- There is scope for ambiguity</li> </ul>
3	The Computer Game(one act play)	67-70	C-Reading	<ul style="list-style-type: none"> <li>- There is ambiguity in the lesson</li> <li>- No useful language exercises</li> <li>- It cannot serve the purpose of language generation</li> </ul>
4	Theme; Education and career Unit -5 The Treasure Within Part 1&2	71-86	A-Reading B-Reading	<ul style="list-style-type: none"> <li>- Beyond the cognitive levels of the children</li> <li>- The aspects in the reading are less acquainted with the learners.</li> <li>- Unfamiliar and passive vocabulary is used.</li> </ul>
5	They Literally Build the Nation	83-86	C-Reading	<ul style="list-style-type: none"> <li>- Collocations are repeated, Technical terminology is mostly used.</li> </ul>

### 9<sup>th</sup> Class- English

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1	Theme: Theatre Unit – 7 The Trial	129-141	A Reading Note: Grammar topic given in page no 138 and 139 should not be left. It should be treated as a part of the grammartopics in the unit 4 under A reading as there is adequate support and proper examples are found in the text.	<ul style="list-style-type: none"> <li>-Too many characters</li> <li>-Deals with ancient foreign culture</li> <li>-Deals with literary background</li> <li>-The text needs a lot of reference which cannot be obtained by the student</li> <li>-Old English is used</li> <li>-above standard</li> </ul>
2	Unit-7 Antony's speech (Poem)	142-144	B-Reading	<ul style="list-style-type: none"> <li>-Lengthy Poem with old English</li> <li>-Characters and content needs a lot of reference with the background of the</li> </ul>

				drama of Julius Caesar. -To understand this poem is somewhat difficult.
3	Unit-7 Mahatma Gandhi pushed out of the train.	145-148	c-Reading	-Abrupt beginning and ending -Remarkable output of the language is not served.
4	Theme: Travel and tourism Unit -8 The Accidental Tourist.	149-160	A- Reading	-Unfamiliar vocabulary dealing with non-native culture
5	Unit -8 Father Returning Home	161-162	B-Reading	-Not relevant to the theme The theme of the unit is about the importance travel and tourism. But this poem does not cover the aspects of the travel and tourism.
6	Unit -8 Kathmandu	163-168	C-Reading	-Unfamiliar concept -vocabulary level is high Ex; Porcupine, protrude, marzipan. -High level language structures Ex; P.No 164 -No useful exercise is there

#### 10<sup>th</sup> class - English

SNo	Name of the lesson	Page no	Content kept aside	Reasons
1	Theme: Human Relations Unit;3 Another women	93-95	B-Reading	-The poem is lengthy and takes much time to be finished. -The poem depicts the issue of freedom of speech, not the human relations. -It gives negative message and does not give any hope to a girl child. -It provokes the woman to compromise with the things, if not to go for a suicide. No way it is useful and not to be read by learners.
2	Theme; Human Relation  Unit 3; The Never-Never Nest	96-104	C-reading  (One Act Play)	-This reading text is mismatched to the theme of human relations. -It deals with the foreign exercise. -It has lengthy text. -One act play is already covered in the previous unit with a social purpose. So there is no necessity of reading this one act play.

3	<p>Theme; Social Issues</p> <p>Unit -5</p> <p>The Storeyed House <i>Part I and II</i></p> <p>Abandoned (poem)</p>	141 -172	<p>A, B and C Readings</p> <p><b>Note:</b> 'Adverbial Clauses' in B.</p> <p>Reading cannot be left, (not kept aside) It should be studied by the learners taking support from A. Reading of Unit 3.</p>	<p>Text in A and B readings is very lengthy. These lessons are able to rise communal differences.</p> <p>Deals with the society of Marata (Maharashtra) people.</p> <p>Language exercises are not useful</p>
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