



SYLLABUS PLANNING

CLASS XII (2015-16)

ENGLISH

PRESCRIBED BOOKS

1. **FLAMINGO: NCERT Textbook**
2. **VISTAS: Supplementary Reader by NCERT**
3. **THE INVISIBLE MAN by H.G. Wells**

GENERAL LEARNING OUTCOMES: On the completion of the academic course, the learners will be able to demonstrate an understanding of the four skills reading, writing, speaking and listening.

The learners will be able to appreciate prose, poetry and drama and organize ideas effectively in an appropriate, mechanically and grammatically correct style.

ASSESSMENT OF LEARNERS: Formal and informal assessments would be conducted. Classroom assessment technique (CAT) would be adopted through class discussions, worksheets, quiz and exercises and various activities. Home assignments and projects would be assigned and the students would be graded accordingly.

Assessment of Speaking and Listening (ASL) for both the terms to evaluate the speaking and listening skills.

OPEN TEXT BASED ASSESSMENT (OTBA) would be a practice to assess the analytical and theoretical skills.

TERM I & II

General Objective: To lead the learners to substantiate an understanding of the connection between writing and thinking and demonstrate effectiveness in using verbal and non verbal language appropriate to the goal.

- Improve communication between student – student and teacher-student.
- To develop academic skills.
- To enhance the students' knowledge of subject content.
- To read literature with an appreciation for inter-relatedness of plot, character, theme and style.
- Form an appreciation for all genres of literature.
- To encourage goal- oriented teamwork.

APRIL					
PROJECTED CONTENT	SPECIFIC OBJECTIVES	METHODOLOGY	LEARNING OUTCOMES	ACTIVITIES & ASSIGNMENTS (for differentiated learners)	RESOURCES
<p>The Last Lesson(Flamingo)</p>	<p><i>-to make the students identify the genre to which the story belongs.</i></p> <p><i>-to understand the techniques used by the author</i> <i>- to enhance vocabulary</i></p> <p><i>- to enable them to comprehend the cultural background of the story.</i></p> <p><i>-to enable them to realize the importance of a teacher in the life of a student.</i></p>	<p>The session would begin with an interaction on homework – and the way you treat it.</p> <p>(Student-Teacher Interaction)</p> <p>The learners would interpret the title of the lesson.</p> <p>The background knowledge of the author and his works would be given. The facilitator would develop the chain of events, with TEXT sequence or discourse/spoken with reference to the educational and personal domains.</p> <p>Difficult words and terms would be discussed. The prose will be explained. All possible questions and answers would be discussed and assigned.</p>	<p>-They would develop their optimistic attitude towards life amidst many struggles.</p> <p>They would be able to familiarize themselves with specific background information of Alphonse Daudet/ history of France.</p> <p>They would be able to make connections between similar situations in different storylines/life experiences like Indians under British imperialism.</p>	<p>Group Discussion</p> <p>on</p> <p>Political enslavement is a curse on any Nation as it deprives it of its identity.</p> <p>For all range of learners in a group of six comprising-</p> <p>C2-C1- 2 students</p> <p>B2-B1- 2 students</p> <p>A2-A1-2 students</p>	<p>PPT</p> <p>Handout</p> <p>Source: http://en.wikipedia.org/wiki/File:Alsace-lorraine.JPG</p> <p>Alsace & Lorraine During World War I</p>

<p>TIGER KING (Vistas)</p>	<p><i>-to enhance familiarizing with specific background information of author / book excerpt / history</i></p> <p><i>-to raise an awareness to conserve Wild Life.</i></p> <p><i>-to enable them to understand the importance to sustaining ecological balance.</i></p>	<p>The session would start with a short video on save tiger. The learners would interpret the title of the story and relate it to the video shown.</p> <p>The background of the author would be given. The story would be read aloud. The theme and underlying meaning would be discussed.</p> <p>A comparative study between Mrs Packletide’s Tiger and the lesson.</p> <p>Difficult words would be listed and explained. The moral of the story would be discussed.</p>	<p>The Learners will be able to uncover motives, absorb didactics.</p> <p>They would be able to familiarize with specific Royal Indian background information of the author/history of cruel insensitive kings who found pleasure in hunting and killing innocent animals.</p> <p>They would understand the importance of becoming sincere and trustworthy in thought and action.</p> <p>They would be understanding, responsible, tolerant and have respect for class identities – democratic citizenship.</p>	<p>Presentation on Treatment to Wild Life through Power Point Presentation.</p> <p>For all range of learners in a group of six comprising-</p> <p>C2-C1- 2 students</p> <p>B2-B1-2 students</p> <p>A2-A1-2 students</p>	<p>Video on Save Tiger</p> <p>PPT</p>
<p>My Mother at sixty-six (Flamingo)</p>	<p><i>-to encourage the students to appreciate poetry and read aloud with proper intonation</i></p> <p><i>-to prepare the students for poetic forms and adept</i></p>	<p>Pre-reading activity would be the first step wherein the students would delve deep into the title of the poem and make an interpretation of the title as it indicates the subject and theme.</p> <p>(student- teacher interaction)</p>	<p>The students would be able to grasp the theme and meaning of the poem.</p> <p>They would be able to read the poem with proper tone and rhyme and develop an interest in poetry.</p>	<p>A comparative study of the poems A Photograph and My Mother At Sixty-six.</p> <p>The learners would discuss in their groups and draw a comparative</p>	<p>Audio-Visual (visual representation of the poem)</p> <p>Handouts</p>

	<p><i>them with the figures of speech, rhyme and rhythm</i></p> <p><i>-to read and recognize the purpose of economy of words and the hidden pathos and nuances of the lines, correlating them with author's background and personal experiences- to build up didactics, empathy and sympathy with the loss of the speaker.</i></p>	<p>They would compare the poem with the poem A Photograph. The background of the poet would be discussed. The poem would be read aloud with proper intonation rhyme and rhythm. Difficult terms and words would be explained so that the students can predict the atmosphere of the world inside the poem. The poem would be explained covering the phrases, sentences and discourse as well as their structuring.</p> <p>Silent reading of the poem by the students within five minutes and listing the difficult terms.</p> <p>The figures of speech and rhyme scheme would be discussed.</p>	<p>Their vocabulary would be strengthened.</p> <p>Their analyzing skills would be enhanced.</p>	<p>analysis and present the synopsis of the discussion in the class.</p> <p>Group Activity</p> <p>For all range of learners comprising three students in one team-</p> <p>C2-C1- 1 student</p> <p>B2-B1-1 student</p> <p>A2-A1-1 student</p>	
<p>WRITING SKILLS</p> <p>Notice Writing</p>	<p><i>-to enable the students to apply the correct format while writing a notice.</i></p> <p><i>-to make the students comprehend why a notice is written and the style and</i></p>	<p>Warm up session:</p> <p>Learners would share their knowledge on the importance of a notice(Student- Teacher interaction)</p> <p>The Learners would be asked</p>	<p>Students will be able to analyse any NOTICE shown to them on the basis of the knowledge imparted.</p> <p>They will be able to frame notice about any event.</p>	<p>Group Activity:</p> <p>Groups would be formed according to the range of Learners and distributed the role of 5 Ws and frame a notice on the subject given.</p>	<p>PPT</p> <p>(format and the objectives of notice different types and different fields through Visual</p>

	<i>procedure.</i>	<p>to speak about a notice they received and they remember still.</p> <p>The teacher would explain what a notice is and its purpose. The standard format of notice writing would be shown in the class. The teacher would discuss in detail what a notice should contain. The wide range of themes and objectives covered by notice would be discussed with examples</p> <p>Special note on-</p> <p>5 Ws</p> <p>What</p> <p>Where</p> <p>When</p> <p>Who</p> <p>Whom</p>	<p>They will be able to identify important information in any given notice.</p> <p>Students will be able to use appropriate style and format to write a NOTICE effectively.</p>	<p>C2-C1- 2 students</p> <p>B2-B1- 2 students</p> <p>A2-A1- 2 students</p> <p>Notice Writing exercises :</p> <p>Different topics on different fields of notice for all range of learners.</p>	Representation)
INVITATION WRITING/ REPLIES	<i>To enable the learners to express their ideas cohesively without any</i>	Developing the format in sequence or discourse/spoken with reference to the	The learners would be able to express their ideas cohesively, completely,	Framing and preparing invitation cards for different purposes.	PPT on invitations of marriages, annual/sports day,

	<p><i>difficulty.</i> <i>-to enable them to comprehend different written texts for personal/public information, their formats and purpose.</i></p>	<p>educational, personal domains.</p> <p>The teacher would discuss with examples all kinds of invitations and the method of framing replies.</p>	<p>fluently and spontaneously with expressions, grammar usage and relevant vocabulary for a hospitable announcement of an event.</p>	<p>Group Activity for all range of learners in a group of three comprising-</p> <p>C2-C1-1 student</p> <p>B2-B1-1 student</p> <p>A2-A1- 1 student</p> <p>Framing replies in pairs of-</p> <p>C2-C1- 1 student</p> <p>B2-B1-1 student</p> <p>and</p> <p>B2-B1- 1 student</p> <p>A2-A1-1 student</p>	<p>anniversary, birthdays, inaugurations etc.</p>
NOTE MAKING	<p><i>-to summarize information from different written text, reconstructing arguments and accounts in a coherent presentation.</i> <i>-to express spontaneously,</i></p>	<p>In the beginning of the session, a text would be provided to the students to read and involve in note making to test previous knowledge.</p> <p>The facilitator would train the students to read a text minutely, or listen carefully to</p>	<p>The learners would be able to differentiate between annotation, outline notes, column notes, mind maps and summary notes from a text.</p> <p>They would be able to use the note taking suggestions to develop good notes based</p>	<p>Group comprehension comprising all range of learners(3 students in one group)</p> <p>C2-C1- 1 student</p> <p>B2-B1 – 1 student</p> <p>A2-A1 – 1 student</p>	<p>PPT demonstrating the technique and art of note making.</p>

	<p><i>concisely and precisely, differentiating finer shades of significance even in the most complex situations</i></p> <p><i>-to express ideas with extra information and complexity, fluently and without difficulty in sentence construction.</i></p>	<p>select, analyse and summarize the main points.</p> <p>Ways of making notes would be discussed:</p> <p>Annotation, outline notes, column notes, mind maps and summary notes.</p>	<p>on classroom discussions</p>		
MAY					
DEEP WATER	<p><i>-to enable the students to enhance their understanding skills and create an interest on the topic to be studied.</i></p> <p><i>-to make the students enrich their vocabulary and strengthen their understanding skills.</i></p> <p><i>-to prepare the learners for digital learning.</i></p> <p><i>-to enhance the</i></p>	<p>The session would begin with an interactive session wherein the teacher would ask the students to discuss about their phobias as related to the theme of the lesson.</p> <p>The prose would be read aloud. Difficult words would be discussed.</p> <p>The story outline, theme and values would be discussed by the teacher through a Power Pont Presentation.</p>	<p>The learners would unfold their logical thinking skills.</p> <p>Their vocabulary will be enriched.</p> <p>They would be able to organize their thoughts, research work, compile and present in an economic writing style.</p> <p>The creative writing skills would be enhanced. They would develop their listening,</p>	<p>Listening Assessment</p> <p>A Snippet (song delivering courage of Amelia Earhart)</p> <p>Worksheets on Listening task, Crisis Management, Creative writing to unfold logical thinking skills.</p> <p>(Individual Activity-worksheet including questions for all range</p>	<p>PPT demonstrating the synopsis</p> <p>A Snippet</p> <p>PPT on Water Sports.</p>

	<p><i>learners' listening skill.</i></p> <p><i>-to enable them to strengthen their logical and critical thinking skills.</i></p> <p><i>-to develop their creative writing skill.</i></p> <p><i>-to prepare them for Crisis Management.</i></p> <p><i>-to inculcate the values of hard work and determination.</i></p>	<p>The students would be grouped into six for the varied activities, discussions and presentations.</p>	<p>speaking, questioning and presentation skills.</p> <p>They would strengthen their decision making skills.</p>	<p>of learners.)</p> <p>Students would be divided into groups of six comprising all range of learners for presentation and discussion on Water Sports.</p> <p>C2- C1 : 2 students</p> <p>B2-B1: 2 students</p> <p>A2-A1: 2 Students</p>	
<p>LOST SPRING (Flamingo)</p>	<p>-to sensitize the students to the problem of child labour.</p> <p><i>- to facilitate making connections between similar situations in different storylines/life experiences.</i></p> <p><i>-to enhance the integrated skills of the learners.</i></p>	<p>The session would begin with an audio –video presentation on the plight of poor children. The learners would be asked to interpret the title of the lesson relating it to the presentation.</p> <p>The background of the author would be given. The theme and story line would be explained.</p> <p>The teacher would develop the format in sequence or discourse (spoken with</p>	<p>Learners will be able to sensitize the learners to the problem of child labour.</p> <p>They would be able to identify the problem, consider the options, weigh the pros and cons of each option, and reach a decision/opinion/solution.</p> <p>They would enhance their analytical skills.</p> <p>They would be able to uncover the motives of the poor</p>	<p>E-Project on Child Labour : Shape Our Future Bright</p> <p>Group activity for all range of learners in a group of six comprising-</p> <p>C2- C1 : 2 students</p> <p>B2-B1: 2 students</p> <p>A2-A1: 2 Students</p> <p>After viewing the e-project given above Shape Our Future Bright</p>	<p>Audio-visual documentary on Child labour.</p> <p>PPT</p> <p>Hand outs</p>

		reference to the ethical/global and personal domains.	parents/policemen/ Industrialists/middlemen. They would be able to absorb didactics and inspiration. They would strengthen their integrated skills.	and the documentary on child labour, write a report on the Problem of Child Labour in India for your school magazine. Being the head boy/girl of your school, write a notice informing students about the 'Anti-Child-Labour' day going to be observed in your school.	
KEEPING QUIET (Flamingo)	<p><i>-to read and recognize the purpose of economy of words and the hidden feelings and nuances of the lines, correlating them with author's background and personal experiences-</i></p> <p><i>-to build up didactics, empathy and sympathy with the speaker</i></p> <p><i>-to enable them to realize the need of the</i></p>	<p>The session would begin with the study of silence. The teacher would ask the learners to maintain silence and the study the sounds of silence for one minute.</p> <p>The learners would discuss on the sounds and thoughts of silence and relate to the title of the poem.</p> <p>The background of the author would be given. The poem would be read aloud and discussed. Difficult words would be listed out and</p>	<p>The learners would be able to understand the need of the hour to maintain peace and cut out the clamour and bloodshed, correlating it with contemporary background and personal experiences.</p> <p>They would be able to up threat and gentle heeding with the predictable loss of the world. (global domain)</p>	<p>Role Play on establishing Peace and Unity.</p> <p>Write a script on Peace and Unity and act on it.</p> <p>Group activity for all range of learners in a group of six comprising-</p> <p>C2- C1 : 2 students</p> <p>B2-B1: 2 students</p> <p>A2-A1: 2 Students</p>	<p>Correlated works of Neruda.</p> <p>PPT demonstrating the scenes of the poem.</p>

	<p><i>hour and establish peace.</i></p> <p><i>- to inculcate the values of introspection, retrospection, peace, sensitivity to the environment, universal brotherhood, empathy and self awareness.</i></p>	<p>discussed.</p> <p>The synopsis would be shown with the help of a PPT.</p>			
<p>WRITING SKILLS</p> <p>Article Writing</p>	<p><i>-to enhance familiarizing with specific background information of author / book excerpt / history</i></p> <p><i>-to express ideas fluently and spontaneously without difficulty in expressions, grammar usage, format usage, relevant vocabulary.</i></p>	<p>The session would start with a pre-writing activity to create an interest towards writing. The teacher would define what an article is and discuss the purpose of article writing. The different styles, subjects, purpose of article writing would be discussed. The teacher would explain the technique of accumulating ideas, focussing on ideas and facts, planning, organizing, evaluating, structuring and editing. They would be taught the importance and way of producing a finished piece of work with examples. The requirements of the content, beginning, body and end would be focussed.</p>	<p>The students would develop an interest towards writing. Their planning and organizing techniques would be enhanced. They would be able to research on any subject and derive information from facts and present him in the form of a written piece. Their creative writing would be analysed. The interpreting and evaluative skills would be strengthened.</p>	<p>(C2-C1)</p> <p>Article Writing on facts (based on research)</p> <p>(B2-B1)</p> <p>Article Writing deriving ideas from interviews.</p> <p>(A2-A1)</p> <p>Article Writing based on Bravery and Will Power (hints would be given)</p>	<p>- newspaper articles</p> <p>-magazine articles</p> <p>-written pieces on various subjects</p> <p>- displaying blogs of various writers.</p>

REPORT WRITING	<p><i>-to develop students' abilities to organise information and construct it into a text.</i></p> <p><i>-to develop students' abilities to revise, redraft and improve their writing</i></p> <p><i>- To develop students' abilities to construct questions</i></p>	<p>The teacher in the beginning of the session would give students the opportunity to collect information on a declared issue before writing the report.</p> <p>During the session students will go through the process of developing ideas and collecting and organising information. They will then use the information to create the first draft of an imaginary report. They will then focus on some key areas of good writing and try to redraft their reports with these in mind.(Inductive Learning)</p>	<p>The learners will be able to discuss the purpose of various reports.</p> <p>They will be able to describe the kinds of information to include in specific reports and identify tips for writing a clear, concise, and useful report.</p> <p>They will recognize and address patterns and trends and be able to explain how the tone of a report can affect worker morale and motivation.</p>	<p>Write a Report on the sites visited by you during the school trips.</p> <p>Write a Report on a recent disaster with complimentary newspaper clip.</p> <p>Individual activity to note progress.</p>	<p>– Sample Report: Site Visits.</p>
JULY					
ELEMENTARY SCHOOL CLASSROOM IN A SLUM (Flamingo)	<p><i>-to guide the students to relate the characteristics of literature to larger cultural and human values.</i></p> <p><i>-to sensitize the students to the</i></p>	<p>Pre- reading Activity: The session would start with an interaction on Government's eye on the schools of the slum areas. The title of the prose would be open for class interpretation.</p> <p>The facilitator would develop the format of text in sequence</p>	<p>The learners would familiarize themselves with specific background information of social inequalities.</p> <p>They would recognize the purpose of theme and the hidden pathos and nuances of the lines, correlating them</p>	<p>A comparative study of the poem Elementary school classroom in a slum with Lost Spring and present it through a PPT.</p> <p>Group activity for all range of learners in a</p>	<p>PPT providing the synopsis.</p> <p>Documentary on slum children.</p>

	<p><i>problem of child labour.</i></p> <p><i>- to guide the students to become a social human and erase the prevalent inequalities of the society.</i></p>	<p>or discourse (spoken with reference to the ethical/global, public and personal domains of social and personal life.</p>	<p>with indigenous/ personal experiences.</p> <p>They would be able to build up empathy and sympathy with the prevalent inequalities of the society which rest on financial status and lost opportunities for children.</p>	<p>group of three comprising:</p> <p>(C2-C1)- 1 student</p> <p>(B2-B1)- 1 student</p> <p>(A2-A1)- 1 student</p>	
<p>THE RATTRAP (Flamingo)</p>	<p><i>-to guide the students to relate the characteristics of literature to larger cultural and human values.</i></p> <p><i>-to facilitate making connections between similar situations in different storylines/life experiences.</i></p>	<p>The session would begin with an interactive stage wherein the students would discuss on the temptations in life on basis of the theme of the story.</p> <p>The title of the lesson would be opened to the class for interpretation.</p> <p>The background knowledge of the author would be given. The prose would be explained. Difficult words would be listed and explained. The moral of the story would be discussed.</p>	<p>The students would be able to effectively provide a synopsis of the story.</p> <p>They will be able to analyze the values and thought process of the story.</p> <p>They would be able to identify the insecurity while tackling personal fears and horrors that lurk in the recesses of our mind.</p> <p>They would be able to appreciate the significance of developing personal fears yet rising above them to savour real liberty.</p> <p>Their vocabulary would be enriched.</p>	<p>Debate on</p> <p>The whole World is nothing but a great Rattrap.</p> <p>Group activity for all range of learners in a group of six comprising:</p> <p>(C2-C1)- 2 students</p> <p>(B2-B1)- 2 students</p> <p>(A2-A1)- 2 students</p>	<p>-PPT presenting the synopsis of the story</p>
<p>WRITING SKILLS</p>	<p><i>-to express ideas harmoniously and chronologically</i></p>	<p>The format, rules, technique would be discussed with examples.</p>	<p>The learners would be able to organise their thoughts and express freely.</p>	<p>Writing a report/letter to the editor on a recent disaster/metro with</p>	<p>PPT</p> <p>Selecting and discussing</p>

Letter to the Editor	<i>without difficulty in expressions, grammar usage, format usage, relevant vocabulary.</i>	The usage of language would be taught and students would be assigned written tasks.	They would develop an interest towards writing thus enhancing their writing skills. Their thinking skills would be enhanced.	congruent newspaper clip. For all range of learners to note progress.	Newspaper reports/ editorial.
POSTER MAKING	<i>-to express ideas aesthetically and relevantly with definition in purpose, expressions, grammar usage, format usage, relevant vocabulary.</i>	The teacher will acquire and display several different posters from various sources. Some examples may include: Movie posters, Community events, Advertisements Campaign signs, Billboard pictures Full-page newspaper ads Learners will brainstorm the purpose of posters. (Student- Teacher Interaction) Some responses may include: To get people's attention To get people to do something To give people information. The teacher would discuss and demonstrate the presentation stage, consolidation stage and the closing stage.	Comprehend an effective Poster making as a tool of Visual Communication. Focus on the message to be delivered. Keep the sequence well ordered. Use graphs and images effectively. Plan and organize a poster presentation. Use spacing, margins, colours, and layout to maximize effectiveness and list information about their invention.	Poster Making for all range of learners.	Visual presentation

AUGUST					
<p>SHOULD WIZARD HIT MOMMY (Vistas)</p>	<p><i>-to enable the students to respect the generation gap.</i></p> <p><i>-to strengthen family bonds enabling them to handle personal choices and happiness.</i></p>	<p>The session would start with an interaction on Are nursery rhymes and fairy tales a reflection of reality?</p> <p>The title of the lesson would be open for interpretation.</p> <p>The background of the author would be given. The lesson would be read aloud and discussed. Difficult words would be listed out and discussed.</p>	<p>The learners would be able to familiarize with specific background while tackling personal choices on security, familiarity and happiness. They would be able to make connections between similar situations in personal experiences. They will be able to appreciate the timeless significance of universal fears of loss and gain, of happy ending and parenting issues.</p>	<p>Debate on</p> <p>Should Parents always decide what is best for their children?</p> <p>Group activity for all range of learners in a group of six comprising:</p> <p>(C2-C1)- 2 students</p> <p>(B2-B1)- 2 students</p> <p>(A2-A1)- 2 students</p>	<p>PPT presenting the synopsis.</p>
<p>ON THE FACE OF IT (Vistas)</p>	<p><i>-to enable the learners to view others by removing the glasses of prejudice, hatred, and dislike.</i></p> <p><i>-to adapt reality of life bravely</i></p> <p><i>-to build inner strength and look at the brighter sides of life.</i></p>	<p>The session would start with an interaction on appearances are deceptive. The title of the story would be open for interpretation. The background of the author would be given. The prose would be read aloud and discussed.</p> <p>It would follow by Developing the format of text in sequence or discourse /spoken with reference to the global, cultural, public domains of social life.</p>	<p>The learners would be able to fight out their loneliness, depression and disappointment.</p> <p>They would accept the physically challenged people positively in their life and expand their social interaction.</p> <p>They would be able to build up optimism and self confidence.</p>	<p>Group discussion on</p> <p>“It’s got nothing to do with my face and what I look like”</p> <p>Group activity for all range of learners in a group of six comprising:</p> <p>(C2-C1)- 2 students</p> <p>(B2-B1)- 2 students</p> <p>(A2-A1)- 2 students</p>	<p>PPT presenting the synopsis</p> <p>Documentary on the success stories of physically challenged people.</p>

<p>WRITING SKILLS</p> <p>Advertisement (commercial/classified)</p>	<p><i>-to culminate in the production of an advertisement in one of several various forms of media, intended for a specific demographic.</i></p> <p><i>-to enhance their creativity of ideas.</i></p> <p><i>-to improve their critical media literacy.</i></p> <p><i>-to construct own messages to convey the meanings they intend and to evoke the responses they desire.</i></p>	<p>A visual clipping of advertisements would be shown to the learners and they would interpret it through interaction. (student-student interaction)</p> <p>The concept, format, style and purpose would be explained with examples.</p>	<p>Students will learn persuasive techniques used in advertising, specifically, pathos or emotion, logos or logic, and ethos or credibility/character. They will use this knowledge to analyze advertising in a variety of sources: print, television, and Web-based advertising. Students will also explore the concepts of demographics and marketing for a specific audience.</p>	<p>Creating Commercial advertisement in pairs.</p> <p>Pair Activity comprising- C2-C1- and B2-B1 B2-B1 and A2-A1</p>	<p>PPT Newspaper search</p>
<p>LETTER WRITING:</p> <p>Enquiry/Reply</p> <p>Order/Complaint /Reminder/Cancellation.</p> <p>Replies to the Letters.</p>	<p><i>-to express ideas harmoniously and chronologically without difficulty in expressions, grammar usage, format usage, relevant vocabulary and mechanics</i></p>	<p>The lesson consists of three stages that are outlined below:</p> <p>1) An ordering activity for group work with cards: Each group will be given a set of cards to order and the teacher will constantly observe and move during the activity to provide any assistance required. The</p>	<p>The learners will be able to express ideas fluently and chronologically, concisely without difficulty in purpose, expressions, grammar usage, format usage and relevant vocabulary.</p> <p>They will be able to express request/complaint/reminder/cancellation fluently and orderly without difficulty in</p>	<p>Assignments on writing and replying to letters.</p> <p>Individual Activity to note progress.</p> <p>Warm –up Activity in group as mentioned in the methodology.</p>	<p>Sample letters PPT</p>

		<p>correct version will then be displayed on the Green Board.</p> <p>2) Find the deliberate mistakes for pair work: To vary the forms of interaction, this time the learners will be asked to work on the activity in pairs and photocopies will be provided. The correct answers will then be elicited.</p> <p>3) A Questionnaire through which the learner can find out how much they know about letter writing: The students can work on this individually and photocopies will be provided for this purpose. (Inductive Learning)</p> <p>The format, usage, purpose and style would be demonstrated with examples.</p>	suitable tone and expressions and relevant vocabulary.		
SEPTEMBER-OCTOBER					
<p>THE INVISIBLE MAN by H.G. WELLS</p>	<p><i>-to encourage the practice of reading for pleasure.[long text]; for gist; for specific information; for detailed</i></p>	<p>The session would begin with an interaction on What if I become invisible?</p> <p>The students would interpret the title of the Novel and</p>	<p>The learners will be able to receive and process written texts [literary, discursive and descriptive] for general orientation and understanding.</p>	<p>Debate on Science and invention can lead to reign of terror.</p>	<p>movie</p>

	<p><i>understanding; for implications, etc</i></p> <p><i>-to develop overall reading comprehension of background and content; writing style, characterization, turning points, message/ didactics, etc.</i></p>	<p>relate to their discussions. It would follow- Developing the format of text in sequence or discourse /spoken with reference to the global, cultural, public domains of social life.</p>	<p>They would develop their reading and logical thinking skills.</p>	<p>For all range of learners in a group of 6 comprising-</p> <p>(C2-C1)- 2 students</p> <p>(B2-B1)- 2 students</p> <p>(A2-A1)- 2 students</p>	
Recapitulation of Integrated Grammar and Writing Skills					
TERM II					
NOVEMBER					
<p>GOING PLACES (Flamingo)</p>	<p><i>-to facilitate making connections between similar situations in different storylines/life experiences</i></p> <p><i>-to make them accept the reality of life and shed away stubbornness.</i></p> <p><i>-to be able to accept responsibility and devote their attention</i></p>	<p>The session would begin with an interaction on Fantasy and Reality. The title of the lesson would be open for class interpretation.</p> <p>The background of the author would be given. The lesson would be read aloud and discussed. Difficult words would be listed out and</p>	<p>The learners will be able to familiarize themselves with specific background information of adolescents and adolescent fantasizing.</p> <p>They would identify and make connections between similar situations in own life experiences where each of us suffers dreams are not rooted to the ground of common sense and tend to be exotic, glamorous and sophisticated.</p>	<p>Group Discussion on Hero-worship is the most favourite pastime of most Indians.</p> <p>For all range of learners in a group of 6 comprising-</p> <p>(C2-C1)- 2 students</p> <p>(B2-B1)- 2 students</p>	<p>PPT demonstrating the synopsis.</p>

	<i>in their expected duties.</i>	discussed.		(A2-A1) - 2 students	
THE ENEMY (Vistas)	<p><i>-to make the students realize the essential worth of human life and universal brotherhood.</i></p> <p><i>- to help them think beyond countries and continents and races and wars.</i></p>	<p>The session would start with an interactive session on the services of a doctor. The title of the lesson would be open for class interpretation.</p> <p>The background of the author would be given.</p> <p>The lesson would be read aloud and explained. The historical background of the story and war related issues would be discussed.</p> <p>Difficult words would be listed out and discussed.</p>	<p>The learners will be able to familiarize themselves with specific background of political enmity.</p> <p>They will be able to identify and make connections between similar situations in own life experiences where our prejudices often hinder our human compassion and empathy for a political enemy.</p> <p>They will be able to understand the significance of professional ethics and social obligation in sensitive times.</p>	<p>A Study on War Stories and present it through a Power Point Presentation.</p> <p>For all range of learners in a group of 6 comprising-</p> <p>(C2-C1)- 2 students</p> <p>(B2-B1)- 2 students</p> <p>(A2-A1)- 2 students</p>	<p>Documentary on the services of Doctors and Nurses during War times.</p>
EVAN TRIES AN O' LEVEL (Vistas)	<p><i>-to facilitate making connections between similar situations in different storylines/life experiences.</i></p> <p><i>-to help learners distinguish different perspectives; analyzing them; drawing conclusion/s</i></p> <p><i>-to encourage the</i></p>	<p>The session would start with an interaction on Would Education in the jails help in refining prisoners.</p> <p>The title of the lesson would be open for class interpretation.</p> <p>The background of the author would be given. The lesson would be read aloud and discussed. Difficult words would be listed out and</p>	<p>The learners will be able to familiarize themselves with specific background of the cat and mouse role of the police and the criminal.</p> <p>They will be able to identify and make connections between similar situations in their own country where each of us witness the dereliction of duty of the law keepers and their complacent laxity.</p>	<p>Discuss in your group analysing the story and justify the title 'Evans Tries an O-Level'.</p> <p>Discuss and suggest another title for the story.</p> <p>For all range of learners in a group of 6</p>	<p>PPT demonstrating the synopsis.</p>

	<i>uncovering of motives; absorbing didactics.</i>	discussed.		comprising- (C2-C1) - 2 students (B2-B1) - 2 students (A2-A1) - 2 students	
WRITING SKILLS Letter of Job Application	<i>-to enable the learners to express their ideas fluently, chronologically and concisely.</i> <i>-to express request fluently and orderly with proper tone and expressions.</i>	The teacher would stress the students on the importance of application – they may lead to an interview and discuss the content of a letter of application and note the responses on the blackboard/or discuss through a PPT.	The learners will be able to understand the nature and purpose of a letter of application. They will be able to examine a variety of letters to determine best layout, content and style. They will be able to develop and produce their own letter of application and prepare cover letter and attached bio data.	Select a job advert from the Times Classified (would be provided) and write an appropriate letter of application. Exchange letters with a partner and use the checklist to see how well your partner has completed the letter. Feed back your thoughts to your partner offering CONSTRUCTIVE criticism (how it could be improved, what could be done differently?) Pair Activity comprising-	Samples

				(C2-C1) and (B2-B1) (B2-B1) and (A2-A1)	
NOVEMBER					
MEMORIES OF CHILDHOOD (Flamingo)	<p><i>-to enable the learners to develop comprehension.</i></p> <p><i>-to guide them to have a broader outlook.</i></p> <p><i>-to understand the problems related to casteism and racial discrimination.</i></p>	<p>The session would begin with a presentation on the great personalities who fought against social injustice.</p> <p>The title of the lesson would be open for class interpretation.</p> <p>The background of the author would be given. The lesson would be read aloud and discussed. Difficult words would be listed out and discussed.</p>	<p>The learners would be able to sensitize themselves to the issues of estranged cultural ties.</p> <p>They will be able to make connections between similar situations in different storylines/life experiences.</p> <p>They will be able to initiate the role of an ambassador in the world ridden with racial and class differences.</p> <p>They would be able to recognize the universal/global theme of inequality.</p>	<p>Creating Posters for Cultural equality.</p> <p>Individual activity to note progress.</p>	<p>PPT</p> <p>Documentary on the great personalities who fought against Social injustice.</p>
AUNT JENNIFER'S TIGERS (Flamingo)	<p><i>-to enable the learners to appreciate poetry</i></p> <p><i>-to infer the deeper meaning/message</i></p> <p><i>- to prepare the students for poetic forms and adept them with the figures of speech, rhyme and</i></p>	<p>Pre-reading activity would be the first step wherein the students would delve deep into the title of the poem.</p> <p>The learners would make an interpretation of the title as it indicates the subject and theme.</p> <p>The background of the poet</p>	<p>The learners will be able to facilitate making connections between similar situations in different storylines/life experiences.</p> <p>They will be able to empathize with Aunt Jennifer's problems and seek resolution.</p>	<p>Critical appreciation of the poem (Creative Writing Task)</p> <p>Individual Activity to note progress.</p>	<p>PPT(audio-visual demonstration of the poem)</p>

	<p><i>rhythm</i></p> <p><i>-to develop the ability of appreciation of ideas and criticizing the thinking.</i></p>	<p>would be discussed. The poem would be read aloud with proper intonation rhyme and rhythm.</p> <p>Difficult terms and words would be explained so that the students can predict the atmosphere of the world inside the poem.</p> <p>The poem would be explained covering the phrases, sentences and discourse as well as their structuring. Silent reading of the poem by the students within five minutes and listing the difficult terms. The figure of speech and rhyme scheme would be discussed.</p>	<p>They will be able to think and produce spontaneous, fluid and expression in poetic texts to convey a social change.</p> <p>They would discern prevailing inequalities in various guises.</p>		
DECEMBER - JANUARY					
<p>THE INVISIBLE MAN by H.G. WELLS</p>	<p><i>-to encourage the practice of reading for pleasure.[long text]; for gist; for specific information; for detailed understanding; for</i></p>	<p>The learners would be asked to discuss on the previous episodes of the novel.</p> <p>The teacher would discuss the theme and underlying story.</p>	<p>The learners will be able to receive and process written texts [literary, discursive and descriptive] for general orientation and understanding.</p> <p>They would develop their</p>	<p>A critical study of the conclusion of the novel and present through PPT.</p> <p>For all range of learners in a group of six</p>	<p>Movie</p>

	<i>implications, etc</i> <i>- to develop overall reading comprehension of background and content; writing style, characterization, turning points, message/ didactic.</i>	It would follow- Developing the format of text in sequence or discourse /spoken with reference to the global, cultural, public domains of social life.	reading and logical thinking skills.	comprising- C2-C1 – 2 students B2-B1 – 2 students A2-A1 – 2 students	
FEBRUARY					
RECAPITULATION and PREPARATION FOR FINAL ASSESSMENT					