



Venkateshwar International School

Sector-18, Dwarka, New Delhi-78

SYLLABUS PLANNING

CLASS X (2015-16)

ENGLISH

PRESCRIBED BOOKS

1. Interact in English (Main Course Book)
2. Interact in English (Literature Reader)
3. Interact in English (Workbook)
4. The Diary of A Young Girl by Anne Frank

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

APRIL					q
PROJECTED CONTENT	SPECIFIC OBJECTIVES	METHODOLOGY	LEARNING OUTCOMES	ACTIVITIES & ASSIGNMENTS (for differentiated learners)	RESOURCES
<p>LITERATURE READER :</p> <p>L 1: Two Gentlemen of Verona by A.J Cronin</p>	<p><i>-make the students identify the genre to which the story belongs.</i></p> <p><i>-to understand the techniques used by the author</i></p> <p><i>-express the theme of the story</i></p> <p><i>- to provide a synopsis of the story</i></p> <p><i>- to enhance vocabulary</i></p> <p><i>-to strengthen family bonds</i></p> <p><i>-to inculcate the values of hard work and determination</i></p>	<p>The session would begin with an interactive session wherein the learners would discuss the qualities of a gentleman and justify themselves to have the qualities of a gentleman.</p> <p>The title of the lesson would be open for class interpretation. Background knowledge of the author would be given. The prose would be read aloud in the class. Difficult words and terms would be discussed. The prose will be explained.</p> <p>Enriching Vocabulary: alps, shrugged, brisk business, artless, demeanour, vestibule, tuberculosis of spine.</p> <p>The learners would try to relate the given attributes to the characters of the story and use them in sentences.</p> <p>All possible questions and answers would be discussed and assigned.</p>	<p>-The learners would develop their sensitivity towards their duties and responsibilities.</p> <p>-They would gain will power and inspiration from the main characters.</p> <p>-They would develop their optimistic attitude towards life amidst many struggles.</p>	<p>(C2-C1)</p> <p>Group discussion on</p> <p>Appearances are deceptive</p> <p>(B2-B1)</p> <p>Group Discussion on</p> <p>Two Gentlemen of Verona promise a hope for society.</p> <p>(A2-A1)</p> <p>Group Discussion on</p> <p>The moral values derived from the story</p> <p>The discussion would be followed by questioning session based on the</p>	<p>PPT presenting the background of the author and the synopsis of the story.</p> <p>Student –Teacher Interactive session</p>

		Questions would be discussed and assigned to the students.		given topics.	
<p>Poetry:</p> <p>P 1: The frog and the Nightingale by Vikram Seth</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 them with the figures of speech, rhyme and rhythm</i></p> <p><i>-to develop the ability of appreciation of ideas and criticizing the thinking.</i></p> <p><i>-cultivate interest in poetry</i></p> <p><i>-to prepare the students for a cut-throat competitive world</i></p> <p><i>- to build their self-confidence</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. (student- teacher interaction)</p> <p>They would compare the modern competitive world with the theme of the poem.</p> <p>The background of the poet would be discussed.</p> <p>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.</p> <p>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>WORD JOURNEY: studying the</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>Their critical thinking skills would be enhanced.</p> <p>Their vocabulary would be strengthened.</p> <p>-they would understand the value of self confidence and learn the art of living in a modern society.</p> <p>.</p>	<p>Group discussion</p> <p>on</p> <p>Our self-image is often based on what others make us believe. (A Poor self-image can do irreparable damage to us)</p> <p>Group Activity: (six members)</p> <p>For all range of learners comprising:</p> <p>(C2-C1)- 2 students</p> <p>(B2-B1)-2 students</p> <p>(A2-A1)- 2 students</p>	<p>Audio-Visual (visual representation of the poem)</p>

		<p>personality traits of the Frog and the Nightingale thus enhancing vocabulary.</p> <p>Positive & Negative traits: dominative, Egoistic, submissive, crafty, scheming, patronizing, conniving, naive, humble, sensitive, meek.</p>			
<p>WORKBOOK</p> <p>(GRAMMAR):</p> <p>Determiners</p>	<p>-to establish a clear understanding of determiners</p> <p>-to enable the learners to identify the types of determiners and use them in sentences.</p>	<p>- the session would be started with an audio-visual song of determiners. Quiz on determiners would be conducted. The learners would be asked to arrive at the rules. (Inductive method)</p> <p>The purpose and functions of the different types of determiners would be discussed with examples.</p>	<p>The learners would be able to identify determiners and use them appropriately.</p> <p>The comprehending skills would be improved.</p> <p>Sentence construction skills would be strengthened</p>	<p>1. Worksheets for all range of learners. (C1-A1)</p> <p>2. Articles Grammar Auction (Group Activity for all range of learners)</p> <p>3. Shopping list game.</p>	<ul style="list-style-type: none"> • Picture study • Audio-visual • PPT • Determiner s Rule Chart • Educomp Module
	<p>-to enable the learners to identify different types of verbs</p> <p>-to enable them to demonstrate correct usage of different verbs.</p> <p>-to make the students speak and write</p>	<p>The session would start with the pre-activity- speaking about their “daily routine”.</p> <p>Inductive method would be applied.</p> <p>The learners would be first taught the difference between the types of verbs and tenses and the connection between the two.</p> <p>The concept of ‘be’ verb and main</p>	<p>The learners would develop their reasoning skills.</p> <p>They would be able to identify verbs in the sentences and extract the differences.</p>	<p>Worksheets for all range of students</p> <p>(C1-A1)</p>	<ul style="list-style-type: none"> • PPT • Picture description • Verb Songs (Audio-visual) • Educomp modules

	<p>sentences using the correct tense</p> <p>-to make them able to identify and use all kinds of tenses according to the situations.</p>	<p>verb would be discussed.</p> <p>All types of tenses would be discussed with the rules and formulae with examples.</p> <p>Learners would participate in communicative written and oral practice.</p>	<p>The understanding and analyzing skills would be strengthened.</p> <p>They would be able to identify and use all kinds of tenses.</p>		
<p>COURSE BOOK:</p> <p>Health and Medicine</p>	<p>-to inculcate in the students the interest of reading widely</p> <p>-to make the learners aware of multiplicity of human response and expose them to a range of themes and emotions.</p> <p><i>-to lead the students to explore the world and find out the existing truths</i></p> <p><i>-to enhance their reading skills.</i></p> <p><i>- to enhance their art of debating</i></p> <p><i>-to make them aware</i></p>	<p>The session would start with an interactive session on ‘Is Sleep The Best Medicine?’ as related to the theme of the lesson. The Lesson would be read aloud by the students.</p> <p>Health related problems would be discussed. The consequences of lack of proper sleep would be discussed through interactions. (Teacher-student interaction).</p> <p>Difficult words would be listed out and explained. Students would delve deep into the theme through a debate.</p> <p>Vocabulary enrichment: Words related to Adventure would be stressed such as- Navigator, skirting, Parachute, Transmit, aviator, abandoned, raft. Learners would use the given words in</p>	<p>-the learners would unfold their logical thinking skills.</p> <p>- their vocabulary will be enriched</p> <p>-the communicative skills would be enhanced.</p> <p>- they would be able to present their arguments positively.</p> <p>- their critical thinking skills would be strengthened.</p> <p>-they would realize the importance of</p>	<p>Group activity</p> <p><i>Formation of Groups(6 students in one team)comprising:</i></p> <p>C2-C1- two students</p> <p>B2-B1-two students</p> <p>A2-A1-two students</p> <p>Activity:</p> <p>Debate</p> <p>on</p> <p>Modern technology is the reason behind Sleep Disorder.</p>	<p>Audio-visual showing the effects of sleep disorder</p>

	<i>of the health problems, reasons and guide them to live a healthy life.</i>	class discussions on Adventures and in their research work.	Healthy Life and the ways to lead it.		
WRITING SKILLS	<i>to make the students techno- friendly</i>	The teacher would display the format of E-Mail writing.	The students would be able to comprehend the purpose and the style of E-Mail writing.	Activity/Assignment: (C2-C1) -Formal E-Mail writing (to the editor of A National Newspaper)	-Green Board -PPT showing effective E-Mail writings(formal & informal)
Email Writing	<i>-to adopt the appropriate culture of E-Mail writing and sending</i>	The difference between a formal E-Mail writing and Informal E-Mail writing would be explained with examples.	Vocabulary would be enriched. They would develop their technical skills.	(B2-B1) - exchanging E-Mails among friends (Peer Assessment)	- format and the objectives of notice writing through Visual Representation - Educomp
Notice Writing	<i>-to make them able to use the appropriate language and style</i> <i>-to make them able to express using fewer words and shorter sentences.</i> <i>-to enable the students to apply the correct format while writing a notice.</i> <i>-to make the students comprehend why a notice is written and the style and</i>	The purpose of E-Mail writing would be discussed. The format, layout and the language appropriate would be shown and explained. 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.	The learners would be able to organize the information intellectually and form a notice. -they would be adept in summarizing the details in a crisp way.	(A2-A1) E-Mail Writing to a friend (Informal) Notice Writing exercises Different topics for all range of learners.	

	<i>procedure.</i>		- The formal writing skills would be enhanced.		
LITERATURE READER PROSE: MRS. Packletide's Tiger by Saki	<p><i>-to guide the students to relate the characteristics of literature to larger cultural and human values</i></p> <p><i>-identify the techniques used by the writer</i></p> <p><i>-to comprehend the theme and provide details of the personality of the character</i></p> <p><i>-to be able to comprehend the irony of the present society.</i></p>	<p>The session would start with an interactive session with a discussion on 'Being Famous' thus interpreting the title of the story.</p> <p>The students would bring out the drawbacks of Hunting. (Student-Teacher interaction).</p> <p>The background knowledge of the author would be given.</p> <p>The prose would be explained.</p> <p>Difficult words would be listed and explained.</p> <p>The moral of the story would be discussed.</p> <p>VOCABULARY ENRICHMENT: poaching, propitious, rendezvous, tethered, book of patterns. The words would be applied in the class discussion related to the theme of the story.</p>	<p>The Learners 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>Positive values and attitudes would be inculcated in the students.</p> <p>They would be able to appreciate the language, content and style of the prose.</p> <p>Vocabulary would be enriched.</p>	<p>Presenting Integrated skills:</p> <ol style="list-style-type: none"> 1. Speaking 2. Listening 3. Writing <p>The students would discuss on the given topic within their groups and write a paragraph on it after the discussion.</p> <p>Group Activity: (six members)</p> <p>For all range of learners comprising:</p> <p>(C2-C1)- 2 students</p> <p>(B2-B1)-2 students</p> <p>(A2-A1)- 2 students</p> <p>TOPIC: Sometimes writers highlight certain negative aspects in society or human beings</p>	- PPT presenting the synopsis of the story.

				by making fun of it. This is called Satire.	
				Do you consider 'Mrs Packletide's Tiger' as a satire?	
MAY					
LITERATURE READER POETRY: Mirror by Sylvia Plath	<p><i>-to teach a foundation vocabulary for poem study</i></p> <p><i>-to encourage students to appreciate poetry and develop the ability of reading with proper stress and intonation</i></p> <p><i>-to prepare the students for poetic forms and adept them with the figures of speech, rhyme and rhythm</i></p> <p><i>-cultivate interest in poetry</i></p> <p><i>-to develop the ability of appreciation of ideas and critical</i></p>	<p>Pre- reading Activity:</p> <p>The class would begin with an interactive session on 'Is a mirror essential for us?'</p> <p>The title of the poem would be open to the class to interpret.</p> <p>The background of the poet would be discussed.</p> <p>The poem would be read aloud with proper stress and intonation.</p> <p>The poem would be explained.</p> <p>Poetic devices and structure of the poem would be discussed.</p> <p>Word Journey: Words related to self-reflection would be emphasized.</p> <p>Exact, preconception, unmisted,</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>Their critical and creative thinking skills would be enhanced.</p> <p>They would be able to derive the moral values.</p> <p>They will be ready to accept the reality of</p>	<p>Pair Activity (for all range of learners comprising:</p> <p><u>Pair formations</u></p> <p>1. (C2-C1)- 1 student (B2-B1)- 1 student</p> <p>2. (B2-B1)- 1 student (A2-A1)- 1 student</p> <p>Activity: Two characters Play on</p> <p>A talk between you and a Mirror</p> <p>Write a script and present, delivering your self- reflection.</p>	<p>Audio visual (reciting the poem with animated versions)</p> <p>Role Play</p>

	<i>thinking.</i>	flicker, reflect, agitation, contemplation, speckles. The learners would apply the given words while analysing the poem.	life. Their vocabulary would be enriched.		
LITERATURE READER PROSE: The Letter by Dhumaketu	<i>-to guide the students to relate the characteristics of literature to larger cultural and human values</i> <i>-identify the techniques used by the writer</i> <i>-to comprehend the theme and provide details of the personality of the character.</i>	The session would begin with an interactive stage wherein the students would discuss on 'the Feelings an Old man can have' on the basis of the theme of the story. The title of the lesson would be opened to the class for interpretation. 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. Vocabulary Enrichment: tattered, caressing, crevices, beholding, pilgrim, accustomed, partridge, crouching, bewildered, instinct, serenity, pitiable figure, haughty temper	The students would be able to effectively provide a synopsis of the story. They will be able to analyze the values and thought process of the story. Positive values and attitudes would be inculcated in the students. They would be able to appreciate the language, content and style of the prose. Vocabulary would be enriched. Their Listening skills would be enhanced.	Listening Activity for all range of Learners to note their progress and as training ground for their ASL. Activity: Listen to an Article about the break-up of the Joint Family system in India and complete the worksheet.	-PPT presenting the synopsis of the story
COURSEBOOK Education	<i>- To guide the students enhance their critical reading and analytical skills so that they can demonstrate research skills integrating their own ideas with those</i>	The session would begin with an interactive session on ' Educating the Girl Child '. (Student- Teacher interaction) The prose would be read aloud in the class. The lesson would be explained emphasizing on the values and need of education.	The learners would unfold their logical thinking skills. Their vocabulary will be enriched. Their analytical skills	Activity: JAM For (C2-C1) One minute presentation on The Right to Education	Videos demonstrating the need of empowering the girl child. Audio-visual demonstrating the

	<p><i>of others</i></p> <p><i>-to enhance their reading skills</i></p> <p><i>- to enable them to respond and demonstrate visual interest in familiar characters and objects linked to the text.</i></p> <p><i>- to aware the learners about the importance of Education.</i></p>	<p>The students would be taught the use of new words to enrich their vocabulary with the correct pronunciations, innovative styles and creative writing to express their views On Right to Education.</p> <p>Vocabulary Enrichment: Discriminate, nutritional, empower, infanticide, idolization, uniformity, transformation.</p> <p>The Learners would apply these words in the class discussion.</p>	<p>would be improved.</p> <p>They would be able to comprehend the value of education.</p>	<p>Act is a realistic and achievable goal that will change the face of education in India.</p> <p>(B2-B1)</p> <p>Empowering the Girl child is the Best way to Empower the Nation.</p> <p>(A2-A1)</p> <p>The Growing Need for Vocational Education.</p>	<p>Right to Education.</p> <p>Audio-visual on Vocational Education.</p>
<p>WORKBOOK</p> <p>GRAMMAR:</p> <p>Subject-verb agreement.</p>	<p><i>-to enable the learners to Identify the form of the subject and the verb in the sentence</i></p> <p><i>-to enable them to choose the correct form of the verb to make it agree with the subject.</i></p> <p><i>-to familiarize with the rules of subject-verb agreement.</i></p>	<p>The session would begin with few sentences read out by the teacher and written on the interactive board. (Brain boosters)</p> <p>The teacher would wait for the students' responses to know whether they are able to point the errors.</p> <p>The teacher discusses the errors and comes to the rules. (inductive Learning)</p> <p>The general rules are discussed with examples.</p> <p>PPT demonstrating the rules and</p>	<p>The learners would be able to familiarize themselves with the rules involving the subject-verb agreement</p> <p>They will be able to participate in the class discussion actively.</p> <p>They will be able to construct correct sentences using subject-verb agreement.</p>	<p>Worksheets for all range of learners.</p> <p>(C1-A1)</p>	

		usage would be shown to make the concept clear.			
WRITING SKILLS					
Diary Entry	<p><i>-to enable the students to generate their thoughts and feelings and express in a convincing style</i></p> <p><i>-to generate their interests towards writing.</i></p>	<p>The concept of diary writing would be discussed. The importance of writing diary would be established. The rule, format and style would be taught and discussed with examples.</p>	<p>The learners would be able to organise their thoughts and express freely. They would develop an interest towards writing thus enhancing their writing skills. Their thinking skills would be enhanced.</p>	<p>Diary Entry exercises: topics for all range of Learners - (C1-A1).</p>	<p>-diary of Anne Frank as a glimpse.</p>
Article Writing	<p><i>-to enable the students to demonstrate, understanding of facts and ideas by organizing, comparing, interpreting, giving descriptions and stating main ideas.</i></p> <p><i>-to guide them to use language appropriately with a taste of creativity.</i></p> <p><i>-to make them able to present and defend opinions by making judgments about information, validity of</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 Education(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>

	<i>ideas or quality of work based on a set of criteria.</i>				
JULY- AUGUST					
LITERARURE READER POETRY Not Marble, nor the Gilded Monuments (sonnet 55) By William Shakespeare	<p><i>-to enable the students to have an idea of a sonnet</i></p> <p><i>-to Identify a Shakespearean sonnet.</i></p> <p><i>-to identify and label the rhyme scheme.</i></p> <p><i>-to identify and label a Shakespearean sonnet's divisions.</i></p> <p><i>-to encourage students to appreciate poetry and develop the ability of reading with proper stress and intonation</i></p> <p><i>-to prepare the students for poetic forms and adept them with the figures of speech, rhyme and rhythm</i></p>	<p>The teacher would begin with an interactive session on Things that will perish and be forgotten over a period of time.(Teacher-student interaction)</p> <p>The title of the sonnet would be opened for class interpretation.</p> <p>The teacher would discuss what a sonnet is and a brief idea about Shakespeare's sonnet.</p> <p>The background knowledge of the poet would be given.</p> <p>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.</p> <p>Silent reading of the poem by the students within five minutes and</p>	<p>The Learners would be able to comprehend what a sonnet is.</p> <p>They would be able to identify a Shakespearean sonnet.</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>Their critical and creative thinking skills would be enhanced.</p> <p>They would be able to understand the value of friendship.</p>	<p>Group Activity:</p> <p>For all range of learners</p> <p>Three students in one team comprising:</p> <p>(C2-C1)- 1 student</p> <p>(B2-B1)- 1 student</p> <p>(A2-A1)- 1 student</p> <p>Activity:</p> <p>Comparative study of Shakespeare's Not Marble, nor the Gilded Monuments with any other Shakespeare's sonnet.(through Power Point Presentation)</p>	<p>PPT(audio-visual)</p> <p>PPT presenting Shakespeare's sonnets(comparative study)</p>

	<i>-cultivate interest in poetry</i>	<p>listing the difficult terms.</p> <p>The figure of speech and rhyme scheme would be discussed.</p> <p>Questions and answers would be discussed.</p>			
<p>LITERATURE READER</p> <p>DRAMA:</p> <p>The Dear Departed by Stanley Houghton</p>	<p><i>to develop an interest among the students towards drama.</i></p> <p><i>- to inculcate in them the habit of reading</i></p> <p><i>-To guide them in exploring the links between the students' own world, the world of the plays.</i></p> <p><i>-to encourage learner autonomy and responsibility. To ensure students have a defined work area.</i></p> <p><i>-to introduce and provide practice with key vocabulary. To develop range of expression through</i></p>	<p>The session would begin with an interactive stage on the reasons for the old people being abandoned.</p> <p>(Student-teacher interaction)</p> <p>The background knowledge of the author would be given. The theme and plot would be explained.</p> <p>Character and object descriptions would be made. Central idea of the play would be discussed.</p> <p>Elicit words beginning with C, e.g. communication, co-operation, creativity, content, collaboration.</p> <p>Structured approach would be applied. The play would be explained through Role Play. Explore through class interactions how metaphor, antithesis, imagery and other literary and dramatic conventions inform</p>	<p>The learners would develop their reading and language skills.</p> <p>They would develop an interest towards language and literature.</p> <p>They would be able to stage and perform thus building their confidence.</p> <p>They would realize the value of old parents at home.</p>	<p>Group activity</p> <p>Formation of Groups(6 students in one team)comprising:</p> <p>C2-C1- two students</p> <p>B2-B1-two students</p> <p>A2-A1-two students</p> <p>Activity:</p> <p>Debate</p> <p>On</p> <p>Grandfather is not entirely right in moving away from his daughters.</p>	<p>PPT presenting the synopsis of the play.</p>

	<p><i>movement and encourage collaboration / cooperation.</i></p> <p><i>-to strengthen family bonds and help them to understand the need to respect and care the old parents.</i></p>	<p>character, setting and action.</p>			
<p>COURSE BOOK</p> <p>Science</p>	<p><i>- To guide the students enhance their critical reading and analytical skills so that they can demonstrate research skills integrating their own ideas with those of others</i></p> <p><i>-to enhance their reading skills</i></p> <p><i>- to enable them to respond and demonstrate visual interest in familiar characters and objects linked to the text.</i></p> <p><i>- Identify the purpose of reading and the key</i></p>	<p>The session would begin with an interactive phase on Science a boon or ban. (Teacher-student interaction)</p> <p>The prose would be read aloud in the class.</p> <p>The lesson would be explained emphasizing the development of Science from Carelessness to Carelessness.</p> <p>The students would be taught the use of new words to enrich their vocabulary with the correct pronunciations, innovative styles and creative writing to express their views on saving nature's creations.</p> <p>Brainstorming for research work would be a step.</p>	<p>-the learners would unfold their logical thinking skills.</p> <p>- their vocabulary will be enriched</p> <p>-the learners would be able to organize their research work, compile and present in an economic writing style.</p> <p>-the creative writing skills would be enhanced.</p>	<p>(C2-C1)</p> <p>Writing a science fiction story :</p> <p>Do you think life exists on other planets?</p> <p>(B2-B1)</p> <p>Writing a science fiction story :</p> <p>My Dream invention</p> <p>(A2-A1)</p> <p>Writing a science fiction story :</p> <p>A bad experience with a recent scientific</p>	<p>-PPT</p> <p>-FILM CLIPPINGS(AV)</p> <p>of scientific developments.</p>

	<i>ideas in the text; deduce the meaning of unfamiliar lexical items.</i>	Vocabulary Enrichment: atmosphere, eco-journalist, consumption, renewable, conventional, degradation, holographic technology, galactic wonder. The students would use the words in their research work.		development.	
WORKBOOK GRAMMAR: Relatives	-to Build confidence in using relative clauses to describe goods, services, personnel and other related workplace situations. -to enable them to understand relative clause and use them appropriately.	The teacher would introduce students to the topic of using relative clauses by asking a few questions such as: How would you describe a blue collar worker? What's full time work? Who is a consultant? What is a computer lab? These questions will elicit a number of responses with competent use of relative clauses. The teacher would rephrase student answers throughout using relative clauses to help inductively introduce the idea of relative clause use. The Rules and usage would be discussed with examples.	The students will be able to comprehend relative clauses. They would be able to describe everything using relatives. They would be able to construct sentences correctly using relative clauses.	Group Activity: With all range of learners comprising- (C2-C1) - 1 student (B2-B1) - 1 student (A2-A1) - 2 students Role Play: Write a script using relative clauses and present. (5 minutes play) Worksheet for all range of learners.	-PPT -Educomp Module

<p>WORKBOOK</p> <p>GRAMMAR:</p> <p>Connectors</p>	<p><i>-to define and explain the purpose of conjunctions.</i></p> <p><i>-to provide examples of conjunction use.</i></p> <p><i>- Understand and apply the use of sentence connectors in context.</i></p> <p><i>- Apply knowledge of grammatical rules at word and phrase levels.</i></p>	<p>The session would start with an audio-visual song on connectors. Students would give examples of the sentence connectors mentioned in the song.</p> <p>The concept, rule and usage would be discussed with examples.</p> <p>Students would be provided with short written pieces or articles and they would find out the connectors and explain the usage. (Inductive Learning).</p>	<p>Learners will be able to understand the use of sentence connectors.</p> <p>They would be able to differentiate the sentence connectors 'and' and 'but' in different sentences.</p> <p>They will be able to identify sentence connectors and use it effectively in their writing.</p>	<p>Worksheets for all range of learners.</p> <p>Skimming and scanning of articles.(Pair work)comprising-</p> <p>C2-C1 and B2-B1</p> <p>B2-B1 and A2-A1</p>	<p>Audio-visual songs</p> <p>PPT</p> <p>Educomp Module</p>
<p>CONDITIONALS</p>	<p><i>-to make the students familiar with the conditionals</i></p> <p><i>-to enable them to use conditionals correctly in their expressions.</i></p>	<p>The teacher would introduce a song, "if I had a million dollars..."Video with the lyrics would be played.</p> <p>The contracted form used in the song (I'd=I would) would be pointed out. It would be followed by questions. The definition would be given with examples. Conditional clauses, the concept, rules and usage with examples.</p>	<p>The students would be familiar with conditionals and would be able to use them appropriately.</p> <p>They would be able to draw inferences from conversations. Communication skills would be enhanced.</p>	<p>Worksheets for all range of learners.</p>	<p>Video playing the song containing conditional clauses.</p> <p>Educom module.</p>

<p>Long Reading Text:</p> <p>The Diary of A Young Girl by Anne Frank</p>	<p>--to develop an interest among the students towards reading Novel.</p> <p>- to inculcate in them the habit of reading,</p> <p>- to be able to comprehend the tragedy in the story.</p> <p>- to enable them to</p>	<p>The session would begin with an interactive phase on 'How do you feel about maintaining a diary?'</p> <p>The background of the writer would be discussed.</p> <p>. The theme and plot would be explained.</p> <p>Chapter abstracts would be</p>	<p>The learners would develop their reading skills. They would develop an interest towards language and literature.</p> <p>They would be able to understand the</p>	<p>Group Activity:</p> <p>All range of learners comprising-</p> <p>(C2-C1)- 1 student</p> <p>(B2-B1) – 1 student</p> <p>(A2-A1)- 1 student</p> <p>Activity: Research work</p>	<p>Remembering Anne Frank video.</p>

	<p><i>know the feelings expressed in a diary.</i></p> <p><i>To enable them to learn new information about the life of Anne Frank.</i></p> <p><i>To read, discuss, and write about Anne's diary.</i></p>	<p>discussed. Character and object descriptions would be made. The underlying tragedy would be discussed.</p>	<p>feelings hidden in a diary.</p> <p>They would develop an interest in maintaining a diary.</p> <p>Their historical knowledge would be enhanced.</p>	<p>on Remembering Anne Frank and present it in the form of a written project.</p>	
SEPTEMBER: Recapitulation					
TERM II					
OCTOBER					
<p>LITERATURE READER PROSE:</p> <p>A Shady Plot by Elsie Brown</p>	<p><i>-to involve the students in both intensive and extensive reading.</i></p> <p><i>-to enable the students comprehend the lesson and develop a literary sensitivity in the learner</i></p> <p><i>-to sharpen the learner's interpretative skills and inculcate an</i></p>	<p>The class would begin with an interactive session on Ghosts-real or a mystery.</p> <p>(Teacher-student interaction)</p> <p>The learners would try to interpret the title of the prose.</p> <p>The lesson would be read aloud by the students paragraph wise and accordingly explained by the teacher.</p> <p>The difficult terms would be discussed dealing with the difficult areas of the</p>	<p>The learners would be able to develop their basic skills of language.</p> <p>They will be able to understand the plot and character of the story.</p> <p>They would comprehend words related to ghosts and ghost stories.</p> <p>Enjoy and appreciate</p>	<p>Group Activity:</p> <p>Learners of all range comprising-</p> <p>(C2-C1)- 2 students</p> <p>(B2-B1)-2 students</p> <p>(A2-A1)- 2 students</p> <p>Activity:</p> <p>Group discussion on</p> <p>Ghosts are creation of</p>	<p>PPT demonstrating the story.</p>

	<p><i>interest towards language and literature</i></p> <p><i>-to make the students aware of the theme and emotions.</i></p>	<p>language.</p> <p>The teacher would involve the class in question and answer activity to test the students' understanding.</p> <p>Vocabulary Enrichment:</p> <p>Apparition, poltergeist, clairvoyance, eerie, transmigration, psychic, exorcist, premonition.</p> <p>The Learners would use the words in their discussions.</p>	<p>the story and the use of language.</p>	<p>human Mind</p>	
<p>LITERATURE READER</p> <p>PROSE:</p> <p>Patol Babu by Satyajit Ray</p>	<p><i>-make the students identify the genre to which the story belongs.</i></p> <p><i>-to understand the techniques used by the author</i></p> <p><i>-express the theme of the story</i></p> <p><i>- to provide a synopsis of the story</i></p>	<p>The session would begin with an interactive phase on your dream career.</p> <p>(Teacher-student interaction)</p> <p>The lesson would be read aloud by the students paragraph wise and accordingly explained by the teacher.</p> <p>The difficult terms would be discussed dealing with the difficult areas of the language.</p> <p>The teacher would involve the class in question and answer activity to test the students' understanding.</p>	<p>The learners will be able to stimulate language development and increase the students' ability to write spontaneously.</p> <p>They would be able to respond to a personal dilemma.</p> <p>Their vocabulary would be enriched.</p>	<p>Individual activity:</p> <p>For all range of learners to note the improvements:</p> <p>Activity: JAM</p> <p>Intense satisfaction of a small job done with perfection and dedication is much more than earning huge sum of money.</p>	<p>- PPT demonstrating the works of Satyajit Ray and synopsis of the story.</p>

	<p><i>-to demonstrate reading and reviewing strategies for comprehension and appreciation.</i></p> <p><i>-to recognize character's/narrator's viewpoint.</i></p>	<p>Vocabulary Enrichment: Nonentity, strapping, obsession, amateur theatricals, handbills, smooth sailing, toying, appraising look, pedestrian, hubbub, embezzlement, monosyllabic exclamation.</p> <p>The learners would use the words in the class discussion.</p>	They would learn the art of self satisfaction.		
<p>LITERATURE READER</p> <p>POETRY:</p> <p>OZYMANDIAS</p> <p>By P.B. Shelley</p>	<p><i>-to enable the learners to identify a sonnet.</i></p> <p><i>-to teach a foundation vocabulary for poem study</i></p> <p><i>-to encourage students to appreciate poetry and develop the ability of reading with proper stress and intonation</i></p> <p><i>-to prepare the students for poetic forms and adept them with the figures of speech, rhyme and rhythm</i></p> <p><i>-cultivate interest in poetry</i></p> <p><i>- to comprehend the</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>The knowledge background of the poet would be given.</p> <p>A brief idea about Shelley's sonnet would be given.</p> <p>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.</p> <p>The poem would be explained covering the phrases, sentences and discourse as well as their structuring.</p> <p>A comparative study between</p>	<p>The learners would be able to identify a sonnet.</p> <p>They will be able to compare poem with Shakespeare's sonnet.</p> <p>They would realize the value and power of time.</p> <p>They 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>Their critical and creative thinking skills</p>	<p>Group Activity:</p> <p>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>Activity:</p> <p>Discuss and present a comparative study between Shakespeare's Not Marble, nor the Gilded Monuments and Shelley's Ozymandias.</p>	<p>PPT</p> <p>Audio-visual version of the poem</p>

	<i>irony of the poem and uselessness of power.</i>	<p>Shakespeare's sonnets would be made.</p> <p>Silent reading of the poem by the students within five minutes and listing the difficult terms.</p> <p>The figure of speech and rhyme scheme would be discussed.</p> <p>Questions and answers would be discussed.</p>	would be enhanced.		
<p>LITERATURE READER</p> <p>POETRY:</p> <p>The Rime of the Ancient Mariner by Samuel Taylor Coleridge</p>	<p><i>-to teach a foundation vocabulary for poem study</i></p> <p><i>-to encourage students to appreciate poetry and develop the ability of reading with proper stress and intonation</i></p> <p><i>-to prepare the students for poetic forms and adept them with the figures of speech, rhyme and rhythm</i></p> <p><i>-cultivate interest in poetry</i></p> <p><i>- to develop the ability of appreciation of ideas and criticizing the thinking.</i></p>	<p>The students would make an interpretation of the title as it indicates the subject and theme.</p> <p>(student- teacher interaction)</p> <p>The knowledge background of the poet would be given.</p> <p>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.</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>Their critical and creative thinking skills would be enhanced.</p> <p>They would be able to comprehend the tragedy of the poem.</p>	<p>Group Activity:</p> <p>All range of learners comprising:</p> <p>(C2-C1)- 2 students</p> <p>(B2-B1)- 2 students</p> <p>(A2-A1)- 2 students</p> <p>Activity:</p> <p>The poem has seven parts. The class would be divided into five groups and each group would read one part of</p>	<p>Audio – visual (animated version of the poem)</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>Questions and answers would be discussed.</p>		<p>the remaining poem and have to report their findings with illustrations.</p>	
<p>COURSEBOOK</p> <p>ENVIRONMENT</p>	<p><i>To guide the students enhance their critical reading and analytical skills so that they can demonstrate research skills integrating their own ideas with those of others</i></p> <p><i>-to enhance their reading skills</i></p> <p><i>- to enable them to respond and demonstrate visual interest in familiar characters and objects linked to the text.</i></p> <p><i>- Identify the purpose of reading and the key ideas in the text; deduce the meaning of unfamiliar lexical items.</i></p> <p><i>-to make them realize the upcoming danger and the need to</i></p>	<p>The prose would be read aloud in the class.</p> <p>The lesson would be explained emphasizing on the values and need of the hour to protect our environment.</p> <p>The students would be taught the use of new words to enrich their vocabulary with the correct pronunciations, innovative styles and creative writing to express their views on saving nature’s creations.</p> <p>Brainstorming for research work would be a step.</p> <p>Vocabulary Enrichment: deforestation, conservation, ecosystem, expedition, empowering, preservation, tidal shores, biotech.</p>	<p>The learners would unfold their logical thinking skills.</p> <p>Their vocabulary will be enriched.</p> <p>The learners would be able to organize their research work, compile and present in an economic writing style.</p> <p>The creative writing skills would be enhanced.</p>	<p>(C2-C1)</p> <p>Presentation on</p> <p>The Ecological Footprint (Power Point presentation)</p> <p>(B2-B1)</p> <p>Seminar presentation on ‘Environmental Issues – What India can do?’</p> <p>(A2-A1)</p> <p>Slogan writing on</p> <p>Save Geological Heritage.</p>	<p>PPT on environmental issues.</p>

	<i>protect our environment.</i>	The learners will use the words in their research and discussions.			
WRITING SKILLS Story Writing	<i>-to support the students for independent writing</i> <i>-to enable them to bring out their creativity and present in the written form with appropriate structure and style.</i>	The session would begin with a story telling phase wherein the teacher would begin a story and it would be continued by the students. The style, technique and format would be discussed. The specific rules and requirements would be discussed emphasizing the need of powerful vocabulary, good sentence starter, grammar specifically tense, phrases and artistic sentences. Writing sessions would be facilitated to encourage the learners with continuous feedbacks and redirections.	The learners would be able to express their ideas freely. They would develop an interest towards independent writing thus enhancing their creativity and writing skills. They would be able to use genre specific vocabulary, choice of phrases and complex sentences.	Story framing activity (individual activity) For all range of learners picture study (pair activity) comprising 1. C2-C1 - 1 student and B2-B1 - 1 student 2. B2-B1 - 1 student and A2-A1 -1 student	Stories as examples
NOVEMBER					
LITERATURE READER PROSE: Virtually true by Paul Stewart	<i>-to involve the students in both intensive and extensive reading.</i> <i>-to enable the students comprehend the lesson and develop a literary sensitivity in the learner</i> <i>-to sharpen the learner's interpretative skills and inculcate an</i>	The class would start with an interactive session on the advantages and disadvantages of computer games. Pre-reading activity wherein the learners would try to interpret the title of the prose. The lesson would be read aloud by the students paragraph wise and accordingly explained by the teacher. The difficult terms would be discussed	The learners would develop an interest towards reading. Their interpretative skills. They would realize the advantages and disadvantages of computer games. The learners will be able to stimulate	Group activity for all range of learners comprising – (C2-C1) - 1 student (B2-B1) - 1 student (A2-A1) - 1 student Activity: Discuss in your group and continue the	PPT demonstrating the synopsis and the result of being engrossed in video games.

	<p><i>interest towards language and literature</i></p> <p><i>-to make the students aware of the theme and emotions.</i></p>	<p>dealing with the difficult areas of the language.</p> <p>The teacher would involve the class in question and answer activity to test the students' understanding.</p> <p>Vocabulary Enrichment: virtual, three-dimensional, stimulation game, futuristic, wheezy, tapestry, retrieve, posse, swipe-card.</p> <p>The Learners would use the words in their class discussion related to the theme.</p>	<p>language development and increase the students' ability to write spontaneously.</p> <p>They would be able to respond to a personal dilemma.</p> <p>Their vocabulary would be enriched.</p>	<p>story:</p> <p>Will Michael and Sebastian Shultz meet in real life? Will they be friends? Will they try to re-enter the virtual world together.</p>	
<p>LITERATURE READER</p> <p>POETRY:</p> <p>Snake by D.H Lawrence</p>	<p><i>-to teach a foundation vocabulary for poem study</i></p> <p><i>-to encourage students to appreciate poetry and develop the ability of reading with proper stress and intonation</i></p> <p><i>-to prepare the students for poetic forms and adept them with the figures of speech, rhyme and</i></p>	<p>The session would start with an interaction on Snakes generate both horror and fascination. (Student-Teacher interaction)</p> <p>The title of the poem would be open for class interaction.</p> <p>The knowledge background of the poet would be given.</p> <p>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</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>Their critical and creative thinking skills would be enhanced.</p> <p>They would sensitize themselves towards</p>	<p>Group activity</p> <p>For all range of learners comprising-</p> <p>(C2-C1)- 1 student</p> <p>(B2-B1)- 1 student</p> <p>(A2-A1)- 1 student</p> <p>Activity: Compose a Calligram picking a subject of your own</p>	<p>PPT presenting the audio -visual of the poem.</p>

	<p><i>rhythm</i></p> <p><i>-cultivate interest in poetry</i></p> <p><i>- to develop the ability of appreciation of ideas and criticizing the thinking.</i></p> <p><i>- to sensitize students about nature and wildlife.</i></p>	<p>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.</p> <p>The figure of speech and rhyme scheme would be discussed.</p> <p>Questions and answers would be discussed.</p>	nature and wildlife.	choice.	
<p>COURSEBOOK</p> <p>TRAVEL AND TOURISM</p>	<p><i>- to enable the students to express and argue</i></p> <p><i>- to enable them to analyze, interpret and infer ideas from the text.</i></p>	<p>The session would begin with a quiz round on Travel and Tourism.</p> <p>The teacher would discuss the various means and ways to promote tourism and would lead the discussion to be continued by the learners. (Teacher – Student interaction) The prose would be read aloud.</p> <p>The factual evidences would be extracted, explained from the lesson and the class would be divided into groups for discussions, critical examinations and research work.</p> <p>Vocabulary Enrichment: eco-tourism, Sensitization, inculcating, incredible, flora and fauna, mythological, floating</p>	<p>The learners would unfold their logical thinking skills.</p> <p>Their vocabulary will be enriched.</p> <p>The learners would be able to organize their research work, compile and present in an economic writing style.</p> <p>The creative writing skills would be enhanced.</p> <p>They would sensitize</p>	<p>Group activity:</p> <p>For all range of learners comprising –</p> <p>(C2-C1)- 2 students</p> <p>(B2-B1)- 2 students</p> <p>(A2-A1)- 2 students</p> <p>Activity:</p> <p>1.Group discussion on</p> <p>Promoting Tourism</p>	<p>Audio-Visual presenting the famous tourist spots and the need to preserve them.</p>

		<p>splendour, topography.</p> <p>The Learners would use the words in their interactive session related to the theme.</p>	<p>themselves towards travel and tourism, safety and security.</p>	<p>2. Filling a Web Chart on Tourism (for all range of learners)</p>	
<p>DECEMBER-JANUARY</p>					
<p>LITERATURE READER</p> <p>DRAMA:</p> <p>Julius Caesar by William Shakespeare</p>	<p>- <i>to enable the learners to grasp the ideas about Shakespeare and his Plays.</i></p> <p>--to develop an interest among the students towards drama.</p> <p>- <i>to inculcate in them the habit of reading</i></p> <p>-To guide them in exploring the links between the students' own world, the world of the play.</p>	<p>The session would start with an interaction on the Present day political leaders.</p> <p>The background of the author would be discussed. The theme and plot would be explained. Character and object descriptions would be made. Central idea of the play would be discussed.</p> <p>Elicit words beginning with C, e.g. communication, co-operation, creativity, content, collaboration. Structured approach would be applied.</p> <p>The play would be explained through Role Play. Explore through class interactions how metaphor, antithesis, imagery and other literary and dramatic conventions inform character, setting and action.</p>	<p>The learners would develop their reading and language skills.</p> <p>They would develop an interest towards language and literature.</p> <p>They would be able to stage and perform thus building their confidence.</p>	<p>Group Activity:</p> <p>For all range of learners comprising-</p> <p>(C2-C1)- 2 students</p> <p>(B2-B1)- 2 students</p> <p>(A2-A1)- 2 students.</p> <p>Activity:</p> <p>Role Play</p>	

<p>COURSEBOOK</p> <p>NATIONAL INTEGRATION</p>	<ul style="list-style-type: none"> - <i>to raise the spirit of Unity among the students.</i> - <i>to enable them to synthesize information from a range of material.</i> - 	<p>A Patriotic Song would be played in the beginning if the session and the students would analyse the song and involve in class interaction on National Integration relating to the song.</p> <p>(Student- student interaction- teacher as constant observer)</p> <p>The Prose would be read and values and challenges to National Integration would be discussed.</p> <p>Stories of eminent personalities would be shared through PPT.</p> <p>Difficult words would be explained and value based questions would be discussed.</p>	<p>The students would raise their spirits towards the nation.</p> <p>The learners would unfold their logical thinking skills.</p> <p>Their vocabulary will be enriched.</p> <p>They would be able to develop effective strategies and plans for the progress and development of the country.</p>	<p>Individual Activity for all range of learners to note the progress.</p> <p>Activity:</p> <p>Listening Task:</p> <p>An audio on ‘My Childhood’ by APJ Abdul Kalam.(an extract from his On the Wings of Fire)</p>	<p>PPT</p> <p>Audio-visual picturing the eminent Leaders.</p>
<p>WORKBOOK</p> <p>GRAMMAR:</p> <p>Active and Passive.</p>	<p><i>-to enable the students to use Passive Voice appropriately and understand the changes that occur when transforming sentences from active to passive voice.</i></p> <p><i>-enable the students to comprehend the use of Passive while writing a newspaper report, news headlines</i></p>	<p>Warm-up:</p> <p>The teacher writes two sentences on the board:</p> <ol style="list-style-type: none"> 1. People speak Japanese in Japan. 2. Shakespeare wrote Romeo and Juliet. <p>The students are asked to present another way to say the two sentences.</p> <p>The rules are derived (Inductive Method)</p> <p>The session would continue with a</p>	<p>The students would be able to identify and comprehend the use of active and passive voice.</p> <p>They would be able to convert active voice into passive and passive to active.</p> <p>The analysing skills would be improved.</p> <p>They would be able to express themselves</p>	<p>Role Play delivering dialogues in the passive. (group activity)</p> <p>C2-C1 – 2 students</p> <p>B2-B1 – 2 students</p> <p>A2-A1 – 2 students</p> <p>Worksheets for all range of learners.</p>	<p>PPT</p> <p>Rule Chart</p>

	<i>and Notices.</i>	<p>play delivering dialogues wherein the students would be asked to speak about the dialogues and the characters using passive voice (to test prior knowledge). The rules of usage and conversion would be explained with examples. The purpose of using active and passive voice would be discussed. Written and oral practice would follow.</p> <p>The usage of Passive voice in writing newspaper report, headlines and notices would be discussed.</p>	and deliver information in a grammatically and mechanically correct form.		
<p>Long Reading:</p> <p>The Diary of A Young Girl by Anne Frank</p>	<p>--to develop an interest among the students towards reading Novel.</p> <p>- to inculcate in them the habit of reading,</p> <p>- to be able to comprehend the tragedy in the story.</p> <p>- to enable them to know the feelings expressed in a diary.</p> <p>To enable them to</p>	<p>The session would begin with an interaction on the feelings of seclusion and the outcome of a war.</p> <p>(Student-Teacher interaction)</p> <p>The background of the writer would be discussed.</p> <p>The theme and plot would be explained.</p> <p>Chapter abstracts would be discussed.</p> <p>Character and object descriptions</p>	<p>The learners would develop their reading skills. They would develop an interest towards language and literature.</p> <p>They would be able to understand the feelings hidden in a diary.</p> <p>They would develop an interest in</p>	<p>Individual activity for all range of learners to note the progress.</p> <p>Activity:</p> <p>Share your opinion on Life of Anne Frank in the Secret Annexe and the underlying pathos.</p>	<p>Audio-visual on remembering Anne Frank.</p>

	<p><i>learn new information about the life of Anne Frank.</i></p> <p><i>To read, discuss, and write about Anne's diary.</i></p>	<p>would be made. The underlying tragedy would be discussed.</p> <p>All possible questions would be discussed.</p>	<p>maintaining a diary.</p> <p>Their historical knowledge would be enhanced.</p>		
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FEBRUARY

RECAPITULATION FOR SUMMATIVE ASSESSMENT II.