



# श्री Venkateshwar International School

Sector-18, Dwarka, New Delhi-78

## SYLLABUS PLANNING

CLASS XI (2015-16)

### ENGLISH

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#### **PRESCRIBED BOOKS**

1. HORNBILL : NCERT Textbook
2. SNAPSHOTS: Supplementary Reader by NCERT
3. THE CANTERVILLE GHOST by Oscar Wilde.

**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					
PROJECTED CONTENT	SPECIFIC OBJECTIVES	METHODOLOGY	LEARNING OUTCOMES	ACTIVITIES & ASSIGNMENTS (for differentiated learners)	RESOURCES
<p>The Portrait of a Lady [H]</p> <p>By Khushwant Singh</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>- to enhance vocabulary</i></p> <p><i>-to strengthen family bonds</i></p> <p><i>- to enable them to comprehend the cultural background of the story.</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 session wherein 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><b>Enriching Vocabulary:</b> veritable bedlam of chirruping, frivolous rebukes, serenity, seclusion with resignation, sagging skins of dilapidated drum.</p>	<p>-They would develop their optimistic attitude towards life amidst many struggles.</p> <p>Will be able to develop an attitude to become more independent in thought and action, responsible and cooperative, understanding and tolerance, improved working relations respect for identities in relation to other people.</p>	<p><b>Group Discussion</b></p> <p>on</p> <p><b>The Portrait Of A Lady is a reminder about a growing distance between the young and the older generation.</b></p> <p>Group activity comprising all range of learners.</p> <p>One group comprising 6 learners-</p> <p><b>(C2-C1)</b>- 2 students</p> <p><b>(B2-B1)</b>- 2 students</p> <p><b>(A2-A1)</b>- 2 students</p>	<p>-Vocabulary booklet [S]</p> <p>-Research on Kushwant Singh [S-S]</p> <p>-class reading with suitable expression and intonation</p> <p>-PPT [group of 4-5]</p> <p>-Handout</p>

<p><b>Poetry:</b></p> <p><b>A Photograph [H] by Shirley Toulson</b></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 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>-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>They would compare the previous lesson The Portrait of a Lady with the title 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.</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 listing the difficult terms.</p> <p>The figures of speech and rhyme scheme would be discussed.</p> <p><b>WORD JOURNEY:</b> paddling, transient, perennial, laboured ease, wry, snapshot.</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 vocabulary would be strengthened.</p> <p>They would be able to draw a comparative study between human life and nature.</p> <p>They would be able to study a photograph</p>	<p><b>A comparative study of the prose The Portrait of a Lady and the poem A Photograph.</b></p> <p>The learners would discuss in their groups and draw a comparative analysis and present the synopsis of the discussion in the class.</p> <p><b>Group Activity</b></p> <p>For all range of learners comprising three students in one team-</p> <p><b>C2-C1-</b> 1 student</p> <p><b>B2-B1-</b>1 student</p> <p><b>A2-A1-</b>1 student</p>	<p>Audio-Visual (visual representation of the poem)</p> <p>Handouts</p>
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<b>MAY</b>					
<p><b>The Summer of the Beautiful White Horse</b> [Sn]</p>	<p><i>-To enhance familiarizing with specific background information of author / book excerpt / history</i> <i>- To facilitate an attitude to become honest and trustworthy in thought and action, responsible cooperative, understanding and tolerance, respect for national identities in relation to other people - democratic citizenship. [global aim] . Recognize Marginalization.</i></p> <p><i>-to recognize the technique of repetition as an element of style.</i></p>	<p>The session would begin with an interactive phase wherein the learners would interpret the title of the story.</p> <p>The background of the author would be given. The story would be read aloud. The theme and underlying meaning would be discussed. Difficult words would be listed and explained. The moral of the story would be discussed.</p> <p><b>Vocabulary Enrichment:</b> magnificence, wealthiest, pious, stillness, humour, irrigation ditches, crazy streak, enormous, capricious, vagrant.</p>	<p>The learners would be able to apply the literal, interpretative and critical level in analyzing a short story.</p> <p>They would be able to determine the tone of a short story.</p> <p>They would be able to comprehend the irony hidden in the story.</p>	<p><b>Research on the Armenian genocide.</b>PPT (a group presentation comprising all range of learners)</p> <p>Three students in one group comprising:</p> <p><b>C2-C1-1</b> student</p> <p><b>B2-B1-1</b> student</p> <p><b>A2-A1- 1</b> student</p>	<p>Vocabulary booklet [S]</p> <p>-Research on the Armenian genocide.PPT [a group presentation of 4-5]</p> <p>-Handout</p> <p>-Video clip on the times of William Saroyan [T-S]</p>
<p><b>(GRAMMAR):</b> <b>Determiners.</b></p>	<p>-to establish a clear understanding of determiners</p> <p>-to enable the learners</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</p>	<p>The learners would be able to identify determiners and use them appropriately.</p>	<p>1. Worksheets for all range of learners. (<b>C1-A1</b>)</p> <p>2. Articles Grammar</p>	<p>Picture study</p> <p>Audio-visual</p>

	to identify the types of determiners and use them in sentences.	method) The purpose and functions of the different types of determiners would be discussed with examples.	The comprehending skills would be improved. Sentence construction skills would be strengthened	Auction (Group Activity for all range of learners) 3. Shopping list game.	PPT Educomp Module
<b>WRITING SKILLS</b> <b>Notice Writing</b>	<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 procedure.</i>	Warm up session: Learners would share their knowledge on the importance of a notice(Student- Teacher interaction)  The Learners would be asked to speak about a notice they received and they remember still.  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  Special note on-  5 Ws  What	Students will be able to analyse any NOTICE shown to them on the basis of the knowledge imparted.  They will be able to frame notice about any event.  They will be able to identify important information in any given notice.  Students will be able to use appropriate style and format to write a NOTICE effectively.	<b>Group Activity:</b>  <b>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.</b>  <b>C2-C1-</b> 2 students  <b>B2-B1-</b> 2 students  <b>A2-A1-</b> 2 students  <b>Notice Writing exercises :</b>  Different topics on different fields of notice for all range of learners.	PPT  (format and the objectives of notice , different types and different fields through Visual Representation)

		Where When Who Whom			
<p><b>We're Not Afraid to Die</b> [H]</p> <p><b>The Address</b> [Sn]</p>	<p>-To allow a problem solving: identifying the problem; considering the options; weighing the pros and cons of each option; reaching a decision</p> <p>-To facilitate making connections between similar situations in different storylines/life experiences</p> <p>-To help learners distinguish different perspectives; analyzing them; drawing conclusion/s</p> <p>-To encourage the uncovering of motives;</p>	<p>The session would start with an interactive session wherein the students would interpret the titles of the lessons.</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 reference to the ethical/global and personal domains.</p> <p><b>Vocabulary Enrichment:</b> Honing the seafaring skills, pinpricks in the vast ocean, ominous silence, a tousled head. Forensic reconstruction, scudded across, casket grey, resurrection, funerary treasures, circumvented, computed tomography, eerie detail.</p>	<p>The learners would be able to enhance their problem solving skills.</p> <p>They would be able to inculcate the values of determination and will power.</p> <p>Their Reading skills would be developed.</p>	<p>Class Reading with suitable expression, pronunciation and intonation.</p> <p>(Individual Activity)</p> <p>(For all range of learners)</p>	<p>PPT</p> <p>Handout</p> <p>Vocabulary booklet [S]</p>

	absorbing didactics				
<b>WRITING SKILLS</b> <b>Article Writing</b>	<p>-To enhance familiarizing with specific background information of author / book excerpt / history</p> <p>-To express ideas fluently and spontaneously without difficulty in expressions, grammar usage, format usage, relevant vocabulary.</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><b>(C2-C1)</b> Article Writing on facts (based on research)</p> <p><b>(B2-B1)</b> Article Writing deriving ideas from interviews.</p> <p><b>(A2-A1)</b> 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>
<b>GRAMMAR</b> <b>Clauses</b>	<p><i>to enable the students to identify phrases and clauses</i></p> <p><i>-to make them able to differentiate between phrases and clauses. –</i></p> <p><i>-to encourage grammar usage with relevant vocabulary</i></p>	<p>The teacher would start with the warm up session asking the students to frame sentences highlighting the difference between the subject and the predicate. The definitions of a phrase and clause would be given with examples. The difference between a phrase and a clause would be established. The dependent and independent clauses and phrases would be explained. Power Point</p>	<p>-the students would be able to identify clauses and phrases and establish the difference between the two.</p> <p>-the creative skills would be enhanced.</p> <p>- Students would develop team spirit and learn the art of coordination and</p>	<p><b>Story construction</b> using flash cards containing phrases and clauses. Students would be formed into groups to prepare flash cards containing phrases and clauses. The flash cards would be exchanged among the groups to construct a story using</p>	<p>Handout [Practice sheets]</p> <p>[Ss]</p> <p>PPT</p> <p>-clause and phrase songs(audio-visual)</p>

	<p><i>-to be able to comprehend and use grammatical organization for sentence completion</i></p>	<p>presentations explaining phrases and clauses would be displayed.</p>	<p>cooperation.</p>	<p>the given phrases and clauses. <b>(group activity)</b></p> <p><b>For all range of learners with one group comprising three students:</b></p> <p><b>C2-C1- 1 student</b></p> <p><b>B2-B1- 1 student</b></p> <p><b>A2-A1 – 1 student</b></p>	
<p><b>READING SKILLS</b></p> <p><b>Note Making</b></p>	<p><i>-To summarize information from different written text, reconstructing arguments and accounts in a coherent presentation.</i></p> <p><i>-To express spontaneously, 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</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 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>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 on classroom discussions.</p>	<p>Group comprehension comprising all range of learners(3 students in one group)</p> <p><b>C2-C1- 1 student</b></p> <p><b>B2-B1 – 1 student</b></p> <p><b>A2-A1 – 1 student</b></p>	<p>PPT demonstrating the technique and art of note making.</p>



	<i>and without difficulty in sentence construction.</i>				
<b>JULY</b>					
<b>Discovering Tut [H]</b>	<p><i>-To enhance familiarizing with specific background information of author / book excerpt / history of Tutankhamun.</i></p> <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>Pre- reading Activity: The session would start with an interaction on <b>the ways you think we could help prevent the extinction of languages and dialects.</b> The title of the prose would be open for class interpretation.</p> <p>The facilitator would develop the format of text in sequence or discourse (spoken with reference to the ethical/global, public and personal domains of social and personal life.</p>	<p>The students would be able to grasp the theme and meaning of the prose.</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 life.</p> <p>Their vocabulary would be enriched.</p> <p>They would enhance their writing skills.</p>	<p>Pair Activity (for all range of learners comprising:</p> <p><u>Pair formations</u></p> <p><b>1. (C2-C1)- 1 student</b> <b>(B2-B1)- 1 student</b></p> <p><b>2. (B2-B1)- 1 student</b> <b>(A2-A1)- 1 student</b></p> <p><b>Activity: research with pictures and present it in the form of an article.</b></p>	<p>PPT providing the synopsis.</p>
<b>Ranga's Marriage [Sn]</b>	<i>-to guide the students to relate the characteristics of literature to larger cultural and human</i>	The session would begin with an interactive stage wherein the students would discuss on ' <b>the on the role of English in a man's life</b> ' on basis of the theme of the story.	The students would be able to effectively provide a synopsis of the story. They will be able to analyze the values and	<b>Listening Activity for all range of Learners</b> to note their progress and as training ground for	-PPT presenting the synopsis of the story  PPT on gender sensitivity.

	<p><i>values.</i></p> <p><i>-To facilitate making connections between similar situations in different storylines/life experiences.</i></p> <p><i>-To appreciate the timeless significance of the issue of marriage institution, role of English and gender stereotyping.</i></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>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>Their Listening skills would be enhanced.</p>	<p>their ASL.</p> <p><b>Activity: Listen to an Article about the issue of marriage and gender stereotyping and complete the worksheet.</b></p>	
<p><b>WRITING SKILLS</b></p> <p>Report Writing</p> <p>Letter to the Editor</p>	<p><i>-To express ideas harmoniously and chronologically without difficulty in expressions, grammar usage, format usage, relevant vocabulary.</i></p> <p><i>-To express ideas fluently and relevantly without difficulty in expressions and purpose, grammar usage, format usage, relevant vocabulary.</i></p>	<p>The format, rules, technique would be discussed with examples.</p> <p>The usage of language would be taught and students would be assigned written tasks.</p>	<p>The learners would be able to organise their thoughts and express freely.</p> <p>They would develop an interest towards writing thus enhancing their writing skills.</p> <p>Their thinking skills would be enhanced.</p>	<p>Writing a report/letter to the editor on a recent disaster/metro with congruent newspaper clip.</p> <p>For all range of learners to note progress.</p>	<p>PPT</p> <p>Selecting and discussing Newspaper reports/ editorial.</p>

<p><b>GRAMMAR:</b></p> <p><b>Sentence Reordering</b></p>	<p><i>To be able to comprehend and use grammatical organization for quantifying and sentence completion.</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>They will be able to participate in the class discussion actively.</p> <p>They will be able to identify errors and frame grammatically correct sentences.</p>	<p><b>Worksheets for all range of learners.</b></p> <p><b>(C1-A1)</b></p>	<p>Green Board Educomp Module.</p>
<p><b>AUGUST</b></p>					
<p><b>POETRY:</b></p> <p><b>The Voice of the Rain [H]</b></p>	<p><i>To recognize the purpose of economy of words and the nuances of the lines that highlights the cyclic nature of rain and appreciates the diligence and divine quality of the speaker.</i></p>	<p>The teacher would play a snippet of the sound of rain and the learners would infer ideas and involve in an interactive session.</p> <p>The title of the poem would be open for class interpretation.</p> <p>The knowledge background of the poet would be given. The poem would be read aloud with proper stress and intonation. The teacher would discuss the theme, poetic devices and structure and rhyme.</p> <p><b>Word Journey:</b></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 vocabulary would be strengthened.</p> <p>They would be able to draw a comparative study between human life and nature.</p>	<p>Recitation and self study</p> <p>[group work of 3 on poetry writing on the wind, sun, moon or snow-highlighting the pride in their narration</p> <p>for all range of learners comprising-</p> <p><b>(C2-C1)- 1 student</b></p> <p><b>(B2-B1)- 1 student</b></p> <p><b>(A2-A1)- 1 student</b></p>	<p>Snippet PPT</p>

<b>Albert Einstein at School [Sn]</b>	<p><i>-To enhance familiarizing with specific background information of author / book excerpt / history</i></p> <p><i>-To facilitate making connections between similar situations in different storylines/life experiences.</i></p>	<p>The teacher shows a video clipping and asks students to recognize and name the personality seen in the clipping.</p> <p>The teacher introduces Albert Einstein and opens the title for class interaction.</p> <p>The prose would be read aloud and discussed.</p> <p><b>Vocabulary Enrichment:</b></p>	<p>The students would be able to express their understanding through discussions.</p> <p>They would skim and scan the words according to their meaning.</p> <p>They would enhance their reading as well as writing skills.</p>	<p><b>Write the contents of short story in the form of note making.</b></p> <p><b>(Individual Activity)</b></p> <p><b>For all range of learners to note progress.</b></p>	<p>Video Clipping</p> <p>Power Point Presentation</p>
<b>Recapitulation of Integrated Grammar and Writing Skills</b>					
<b>SEPTEMBER</b>					
<b>THE CANTERVILLE GHOST by Oscar Wilde [novel]</b>	<p><i>To encourage the practice of reading for pleasure.[long text]; for gist; for specific information; for detailed understanding; for implications, etc</i></p>	<p>The session would begin with an interaction on <b>Ghosts- Real or Mystery.</b></p> <p>The students would interpret the title of the Novel and relate to their discussions.</p> <p>It would follow by Developing the format of text in</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</p>	<p>Write a ghost story and link it to the life on other planets.</p> <p>Discuss in your group n write.</p> <p>For all range of learners in a group of 3</p>	<p>PPT</p> <p>movie</p>

	- To develop overall reading comprehension of background and content; writing style, characterization, turning points, message/ didactics, etc .	sequence or discourse /spoken with reference to the global, cultural, public domains of social life.	their reading and logical thinking skills.	comprising- <b>(C2-C1)</b> - 1 student <b>(B2-B1)</b> - 1 student <b>(A2-A1)</b> - 1 student	
<b>REVISION FOR SA I</b>					
<b>TERM II</b>					
<b>OCTOBER</b>					
<b>The Ailing Planet-The Green Movement's Role [H]</b>	-To sensitize learners to the imminent issues of declining health of planet Earth  -To facilitate making connections between similar situations in different storylines/life experiences  -To initiate the role of an ambassador in the educated students and make them stewards of the Earth	The session would begin with a video clipping showing the plight of our planet. The title of the lesson would be related to the video by the students in the class interaction phase. 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.	The Learners would be able to sensitize themselves towards the earth and environment.  They would inculcate the values of Leadership and contribute to make our Earth green.	<b>Slogan Writing on</b>  <b>Go Green</b>  <b>For all range of learners.</b>	PPT  Newspaper search on various articles on environment

<p><b>Mother's Day [Sn]</b></p>	<p><i>To facilitate making connections between similar situations in different storylines/life experiences through the genre of theatre/drama that is more credible and realistic to comprehend the mother's stereotype and understand her significant role in family bonding-to empathize with her problems and seek resolution .</i></p>	<p>The session would begin with an interaction on <b>my mother's daily lessons.</b></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 develop their basic skills of language.</p> <p>They would develop their reading skills and listening skills</p> <p>They would be able to comprehend the role of a mother and inculcate values of respect and obedience.</p>	<p>Write a Script and present a <b>Role Play</b> on Mother's Day.</p> <p>For all range of learners in a group of six comprising-</p> <p><b>(C2-C1)</b>- 2 students</p> <p><b>(B2-B1)</b>- 2 students</p> <p><b>(A2-A1)</b>- 2 students</p>	<p>PPT</p> <p>Video clippings</p> <p>Snippets</p>
<p><b>Poster Making</b></p>	<p><i>-To express ideas aesthetically and relevantly with definition in purpose, expressions, grammar usage, format usage, relevant vocabulary.</i></p>	<p>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</p> <p>Learners will brainstorm the purpose of posters.</p> <p>(Student- Teacher Interaction)</p> <p>Some responses may include:</p> <p>To get people's attention</p> <p>To get people to do something</p> <p>To give people information.</p>	<p>Comprehend an effective Poster making as a tool of Visual Communication.</p> <p>Focus on the message to be delivered.</p> <p>Keep the sequence well ordered.</p> <p>Use graphs and images effectively.</p> <p>Plan and organize a poster presentation.</p> <p>Use spacing, margins, colours, and layout to maximize</p>	<p><b>Poster Making for all range of learners.</b></p>	<p>Visual aid</p>

		The teacher would discuss and demonstrate the presentation stage, consolidation stage and the closing stage.	effectiveness and list information about their invention.		
<b>NOVEMBER</b>					
<b>The Browning Version [H]</b>	<p>-To facilitate making connections between similar situations in different storylines/life experiences through the genre of drama. Understanding the universal theme of teacher-student relationship and the sanctity of it.</p> <p>-To facilitate making connections between similar situations in different storylines/life experiences To read and recognize the purpose of human loss and the hidden pathos and nuances of the lines, correlating them with personal experiences- to build</p>	<p>The session would start with an interaction on the title of the lesson.</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 synopsis would be shown with the help of a PPT.</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>The analytical skills would be enhanced.</p>	<b>Theatrical presentation by a group of three students comprising –</b>	-
<b>Childhood [H]</b>				<b>C2-C1) - 1student</b> <b>(B2-B1) - 1students</b> <b>(A2-A1) - 1 students</b>	

	up didactics, empathy and sympathy with the loss of the speaker and the final resigned acceptance and optimism.				
<b>DECEMBER</b>					
<b>Father to Son [H]</b>	<p>To read and recognize the purpose of economy of words and the hidden pathos and nuances of a precious father-child relationships that is crumbling , correlating with personal experiences- to build up didactics, empathy and sympathy with the loss of the father</p> <p>-To allow a problem solving: identifying the problem; considering the options; weighing the pros and cons of each option; reaching an empathetic decision with the</p>	<p>The session would start with an interaction on interpreting the title of the prose and the poem.</p> <p>The title of the topic would be open for class interpretation. The background of the author would be given.</p> <p>The lesson would be read aloud and discussed. Difficult words would be listed out and discussed.</p> <p>The synopsis would be shown with the help of a PPT.</p>	<p>To facilitate making connections between similar situations in different storylines/life experiences.</p> <p>To help learners distinguish different perspectives; analyzing them; drawing conclusion/s.</p> <p>The learners would unfold their logical thinking skills.</p>	<p>An analysis of the poem Father to Son through a Power Point presentation.</p> <p>For all range of learners in one group comprising six students-</p> <p><b>(C2-C1)</b> - 2 students</p> <p><b>(B2-B1)</b> – 2 students</p> <p><b>(A2-A1)</b> - 2 students</p>	<p>Audi-visual demonstration of the poem.</p> <p>PPT</p>
<b>Birth [Sn]</b>					



	<p>protagonist</p> <p>-To facilitate making connections between similar situations in different storylines/life experiences</p> <p>-To help learners distinguish different perspectives; analyzing them; drawing conclusion/s</p> <p>-To encourage the uncovering of motives; absorbing didactics.</p>				
<p><b>GRAMMAR</b></p> <p>Active/Passive Voice</p>	<p>-to enable the students to use Passive Voice appropriately and understand the changes that occur when transforming sentences from active to passive voice.</p> <p>-enable the students to comprehend the use of Passive while writing a newspaper report, news headlines and Notices.</p>	<p>Warm-up:</p> <p>The teacher writes two sentences on the board:</p> <ol style="list-style-type: none"> <li>1. People speak Japanese in Japan.</li> <li>2. Shakespeare wrote Romeo and Juliet.</li> </ol> <p>The students are asked to present another way to say the two sentences.</p> <p>The rules are derived (Inductive</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>Role Play delivering dialogues in the passive. (group activity)</p> <p><b>C2-C1</b> – 2 students</p> <p><b>B2-B1</b> – 2 students</p> <p><b>A2-A1</b> – 2 students</p> <p>Worksheets for all range of learners.</p>	<p>PPT</p> <p>Rule Chart</p>

		<p>Method)</p> <p>The session would continue with a 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>	<p>They would be able to express themselves and deliver information in a grammatically and mechanically correct form.</p>		
<b>JANUARY</b>					
<p><b>The Tale of Melon City [Sn]</b></p>	<p><i>To read and recognize the purpose of economy and the hidden satire, irony and pun in the nuances - to build up didactics on the role of democracy in a state.</i></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 inside the poem.</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>They would raise their concern and sensitize themselves for</p>	<p><b>Research on the literary laureate Vikram Seth and relate the poem to one of his other poems.</b></p> <p>Group activity comprising all range of learners in a group of six students-</p> <p><b>C2-C1</b> – 2 students</p> <p><b>B2-B1</b> – 2 students</p>	<p>Audio- visual presentation.</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>	<p>establishing inner as well as outer peace.</p>	<p><b>A2-A1</b> – 2 students</p>	
<p><b>THE CANTERVILLE GHOST</b> by Oscar Wilde [novel]</p>	<p><i>-To encourage the practice of reading for pleasure.[long text]; for gist; for specific information; for detailed understanding; for implications, etc</i></p> <p><i>- To develop overall reading comprehension of background and content; writing style, characterization, turning points, message/ didactic.</i></p>	<p>The session would begin with an interaction on Ghosts- <b>A creation of human mind.</b></p> <p>The students would interpret the title of the Novel and relate to their discussions.</p> <p>It would follow by</p> <p>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 will be able to receive and process written texts [literary, discursive and descriptive] for general orientation and understanding.</p> <p>They would develop their reading and logical thinking skills.</p>	<p><b>A critical study of the novel and present through PPT.</b></p> <p>For all range of learners in a group of six comprising-</p> <p><b>C2-C1</b> – 2 students</p> <p><b>B2-B1</b> – 2 students</p> <p><b>A2-A1</b> – 2 students</p>	<p>Movie</p>

**FEBRUARY**

**REVISION FOR SUMMATIVE ASSESSMENT II**