

CHOITHRAM SCHOOL, MANIK BAGH, INDORE

ANNUAL CURRICULUM PLAN SESSION 2017 – 2018

CLASS: CLASS XI

SUBJECT: ENGLISH

Month & Working Days	Theme/ Sub-theme	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
JUNE	<p>Hornbill: Prose: (1) Portrait of a Lady In this story, the author draws a pen portrait of his grandmother. He beautifully unfolds his relationship with her while describing her appearance and daily activities. The grandmother herself was not formally educated but was serious about the author's education</p> <p>(2) The Photograph (Revision – Figures of Speech)</p>	<p>1. The Portrait of a Lady: - To enable the students i) to know the expressions used in the lesson and their usage ii) to understand the use of past perfect tense iii) to notice the usage of the word 'tell' in the text iv) to enhance and enrich the vocabulary v) to understand the relationships in the family vi) to admire and appreciate the autobiographical</p>	<p>1. The Portrait of a Lady: – To enable the students to i) develop cooperation, care and concern, Tolerance, Respect, Acceptance, Responsibility ii) be independent in thought and action ii) understand the feelings of parents and grandparents iii) face adverse situation calmly iv) know that distancing due to circumstances never affects relations v) understand that graph of life never follows a straight line</p>	<p>1. The Portrait of a Lady: 1. Warm up activity- i) What do the grandparents expect from the family? What are the reasons for their loneliness? ii) Present a pen picture of your grandparents describing their qualities you admire and appreciate the most? 2. Brief up about the author and his work</p> <p>2) A Photograph: i) Pre-activities: * Read out a poem on a similar theme/ discuss an incident/ describe an old mounted photograph. * Recapitulation of Figures of Speech with examples. * Power Point Presentation based on the poem. ii) Summary of each stanza will be</p>	<p>1. The Portrait of a Lady: Students will be able i) to develop an independent attitude in thought and action ii) to improve working relations and respect for identities in relation to other people iii) to show care and concern for animals iv) to accept and manage the situations with patience and tolerance v) to respect the relations in the family vi) to know the expressions used in the lesson and their usage vii) to understand the use of past perfect tense viii) to develop responsibility and</p>	<p>1. The Portrait of a Lady: Comprehension questions i) Imagine yourself as Khushwant Singh. Record the changes that came in your relationship with your grandmother as you grew up to a college student. ii) Write a short description of an elderly person with whom you have been intimately connected with and who is not there with you now. iii) The author's grandmother could never have been pretty; but she was always beautiful. Discuss.</p>

	<p>The poem is to capture moments from life which remains as pictures in our minds. It is about the moments in life which leave an indelible imprint on our minds and past memories keep flashing back into our mind when we look at the photograph years later. It highlights that when death strikes we humans are expected to accept the loneliness, the vacuum it creates.</p> <p>(3) Ailing Planet The chapter is about the issues regarding the degrading environment of the planet and the immediate need to promote sustainable development. It is also included that despite efforts of environmentalists and the rapid awareness towards the 'Green Movement'. The</p>	<p>piece</p> <p>vii) to strengthen the family bonds by accepting the situation</p> <p>viii) to gain insight into the various phases of author's life with his grandmother</p> <p>ix) to admire the divine beauty of the grandmother</p> <p>2. A Photograph: To enable the students to-</p> <p>i) read with proper voice intonation and pauses.</p> <p>ii) comprehend the poem.</p> <p>iii) identify the figures of speech.</p> <p>iv) enhance their vocabulary.</p> <p>v) appreciate the theme and the style of writing of the poet.</p> <p>vi) develop the skill to express and write effectively.</p>	<p>vi) have sense of sacrifice and sensibility</p> <p>ii) show care and concern for animals</p> <p>iii) show responsibility and respect towards family</p> <p>iv) be calm in adverse situations</p> <p>v) develop Analytical Skills, Observation skills, Thinking, Imaginative</p> <p>2) A Photograph: To enable the students to-</p> <p>i) to inculcate values like learn from experience, care and share, love, affection and togetherness.</p> <p>ii) understand that time and tide wait for none.</p> <p>iii) change is the harsh and bitter reality of life.</p> <p>iv) analyse that death is the inevitable end of all.</p> <p>v) understand that we</p>	<p>written in the notes copy.</p> <p>iii) Exercises from the book will be discussed and written in the notes copy.</p> <p>(3) Ailing Planet Activities:</p> <p>i) Pre-activities: * Books and pictures shown based on the main theme followed by discussions. *A debate on 'Law and Order in India' *A video clipping based on the theme.</p> <p>ii) Use of pictures from magazines and papers related to Earth.</p> <p>iii) Theme and message conveyed.</p> <p>iv) Loud reading of each paragraph followed by explanation and word meanings.</p> <p>v) Exercises given in the book will be discussed and written in the note book.</p> <p>Writing Skill:</p> <p>(4) Notice Writing Activities:</p> <p>i) Pre-activities: *Revision of the format of notice.</p>	<p>sensitivity towards the sufferings of others</p> <p>ix) to know the sacrifices and support given by the grandparents in the family.</p> <p>2) A Photograph: The students will be able to-</p> <p>i) express effectively, sharing ideas and develop appropriate style of writing.</p> <p>ii) understand the importance of human relationship.</p> <p>iii) understand child psychology.</p> <p>iv) understand the attachment with family members.</p> <p>v) understand the nostalgic experiences of the past.</p> <p>vi) understand that both the moments of life have been permanently etched in the poet's mind with a feeling of eternal loss.</p> <p>vii) understand that death has overpowered the innocence of those moments and the pleasure they treasured.</p>	<p>iv) Textual questions/ Extracts/Value based/Character sketches</p> <p>2)A Photograph: *Extra exercises – reference to context, short answers, long answers and value based answers. *Complete the following based on the poem.</p> <p>(3) Ailing Planet</p> <p>i) Extra exercises – short answers, long answers and value based answers will be discussed and written in the notes copy.</p> <p>ii)The class will be divided into groups and each group will be asked to pick up a chit and explain the important aspects of the chapter to check their understanding.</p> <p>iii) Poster making based on 'Environment'-to write and deliver a speech based on the poster.</p> <p>iv) Assignment</p>
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	<p>chapter highlights the principal biological systems of the Earth, the depletion of the planet and the immediate need felt to promote the concept of ‘Sustainable Development’. It emphasizes on population control – the only solution. And it is about the transcending concern towards saving the planet.</p> <p>Writing Skill: (4) Notice Writing The students will be able to focus on the major skills of English. They will be able to express their ideas in the form of short and long writing skills.</p>	<p>vii) understand that objects like the sun, the river and the oceans are perennial and everlasting, but human life is too short in comparison. viii) understand that the poet reminisces that the sea holiday was the past of her mother and for her the laughter of her mother is past now. ix) understand that both the moments of life have been permanently etched in the poet’s mind with a feeling of eternal loss.</p> <p>(3) Ailing Planet To enable the students to-</p> <p>i) read effectively with proper voice modulation. ii) comprehend the chapter. iii) enhance their vocabulary. iv) analyse the situations and characters.</p>	<p>try to capture moments from life which remain as pictures in our mind. vi) understand that death comes as the greatest leveler. vii) develop comprehension skill, analytical skill, thinking skill, language skills, enhance vocabulary, express effectively, fluency, accuracy, relevance and coherence, develop a style of writing and life skill (love and affection).</p> <p>(3) Ailing Planet To enable the students to</p> <p>i) focus on varied life situations and people in general ii) respecting differences iii) freedom and development iv) value the natural resources v) make the best use</p>	<p>*Purpose and significance of short writing skills. *Discussion on using the electronic media rather than writing letters. *Old and new methods of communication. ii) Sample will be read out in the class and shown on the screen. iii) Use of projectors to show different model exercises based on the skills</p>	<p>(3) Ailing Planet The students will be able to understand the-</p> <p>i) issues of the decline state of Mother Earth and sustainable development. ii) best use of resources. iii) awareness to save and protect the environment. iv) not to dominate but to share and care. v) importance of individuality and process of growing. vi) hypocrisy and self assessment vii) importance of enhancing writing skill viii) importance of reasoning ix) learning to assess and analyse situations. x) exchange of ideas</p> <p>Writing Skill: (4) Notice Writing i) Guide the students to write effectively. ii) Spread awareness iii) To write in formal tone, to be precise and to the point.</p>	<p>Writing Skill: (4) Notice Writing *Practice exercises based on the short and long writing skills. *Assignment</p>
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		<p>v) express themselves effectively in the written form.</p> <p>vi) communicate their ideas with a lot of conviction.</p> <p>vii) appreciate the theme and the message conveyed.</p> <p>viii) develop their skills.</p> <p>ix) able to analyse the situations and characters of the chapter.</p> <p>x) use appropriate vocabulary and expressions.</p> <p>xi) understand the ecological situation of the Earth.</p> <p>xii) understand the issues regarding the declining health of the Earth continue to have relevance even today.</p> <p>xiii) understand and gain knowledge -</p> <p>*the Green Movement –Earth a Living Organism</p> <p>*the concept of</p>	<p>of the resources and able to retain them for the future generation.</p> <p>vi) analyse the grave situation of the planet Earth.</p> <p>vii) understand the importance of Green Movement</p> <p>viii) know the importance of the Earth’s Biological Systems.</p> <p>ix) analyse the use and over exploitation of resources.</p> <p>x) take responsibility to preserve and conserve the resources for the future generation.</p> <p>xi) develop comprehension skill, analytical skill, expression, fluency and accuracy, relevance and coherence, language skill and thinking skill.</p> <p>Writing Skill: (4) Notice Writing</p>		<p>v) Focus on the qualifications and experiences.</p> <p>vi) To write with appropriate vocabulary and expressions.</p> <p>vii) The students will be able to express their ideas by writing short writing skills.</p>	
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		<p>Sustainable Development</p> <p>*Earth's Principal Biological Systems</p> <p>*Forest precede mankind – deserts follow</p> <p>*The menace of over population</p> <p>*era of responsibility</p> <p>Writing Skill: (4) Notice Writing i) Guide and motivate students to express and write effectively. ii) Develop knowledge and purpose of writing an article and speech. iii) Awareness of the form, content and process of writing. iv) Able to retain a data and</p>	<p>To enable the students to</p> <p>The students will be able to-</p> <p>i) inculcate values like share ideas, freedom to express and acceptance of ideas.</p> <p>ii) make use of appropriate formats, expressions and vocabulary.</p> <p>iii) write short writing skills with relevance and accuracy.</p> <p>iv) appreciate the skill of expressing and writing effectively.</p> <p>v) relate with business, issues relating to the environment and the society.</p> <p>vi) writing, reading skill and thinking skill</p>			
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		<p>information.</p> <p>v) Organize ideas on a particular subject.</p> <p>vi) Practice to enhance the skills.</p> <p>vii) Create social awareness.</p> <p>viii) understand and recollect the formats of the notice, advertisements, formal and informal invitations, formal letters, articles, speech, debate and report.</p> <p>ix) express and write effectively.</p> <p>x) write formal letters will appropriate expressions and vocabulary.</p> <p>xi) link ideas and write articles, speech, debate and report.</p> <p>xii) use proverbs, phrasal words and idiomatic expressions while writing the skills.</p> <p>xiii) encourage the students to develop</p>				
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		<p>their reading habit (newspapers, articles, journals etc)</p> <p>xiv) Retain information of events, incidents or accidents and describe the same.</p> <p>-adhere to word limit</p>				
JULY	<p>Snapshots:</p> <p>(1) Summer of the white beautiful horse:</p> <p>The story is about the two boys and their desire to ride a horse. They were extremely poor and could not afford to buy one so they stole a horse but as they belonged to the family who were known for their honesty, their conscience got pricked and they returned the horse back to its owner.</p> <p>Hornbill:</p> <p>(2) We are not afraid to die.</p>	<p>Snapshots:</p> <p>1) Summer of the beautiful white horse:</p> <p>To enable the students to</p> <p>i) read and understand in between the lines</p> <p>ii) to appreciate humour in the story</p> <p>iii) express views clearly</p> <p>iv) understand one should stick to society norms and values of our family</p> <p>v) love animals</p> <p>vi) learn new phrases and punch lines</p> <p>vii) say no to wrong practices</p> <p>viii) deal with the</p>	<p>Snapshots:</p> <p>1) Summer of the beautiful white horse:</p> <p>To enable the students to</p> <p>I) inculcate the values of respecting one's belief, honesty, confession, truth, faith, and sharing responsibility</p> <p>Ii) show honesty and undo wrong doings</p> <p>Iii) understand stealing is a crime</p> <p>Iv) find solutions to the unforeseen circumstances</p> <p>Hornbill:</p> <p>2) We're not afraid to die:</p>	<p>Snapshots:</p> <p>1) Summer of the beautiful white horse:</p> <p>Pre-activity:</p> <p>(a) Rearrange the sentences to complete the story based on a similar theme.</p> <p>(b) Describe qualities of a horse.</p> <p>Post-activity:</p> <p>(a) Character Sketch of the different characters in the chapter.</p> <p>(b) Analyse the important incidents.</p> <p>(c) Textual questions will be discussed</p> <p>Hornbill:</p> <p>2) We're not afraid to die:</p> <p>Activities</p> <p>1. Warm up activity-</p> <p>i) Why do you think people undertake adventurous expeditions in spite of the risks involved?</p> <p>ii) Share any adventure/</p>	<p>Snapshots:</p> <p>1) Summer of the beautiful white horse:</p> <p>The students will be able to</p> <p>i) enhance vocabulary</p> <p>ii) enjoy humour</p> <p>iii) inculcate values like honesty, trust, responsibility etc</p> <p>iv) understand why it is important to restore cultural values</p> <p>v) make decisions</p> <p>vi) develop a family bond</p> <p>Hornbill:</p> <p>2) We're not afraid to die:</p> <p>The students will be able to</p> <p>i) learn the parts of ship and different terms/words related to voyage</p> <p>ii) understand the</p>	<p>Snapshots:</p> <p>1) Summer of the beautiful white horse:</p> <p>i) Assignments</p> <p>ii) Discussion</p> <p>iii) comprehension questions:</p> <p>.What traits of Garoghlanian family are highlighted in the story?</p> <p>.Give an account of Mourad's joy ride?</p> <p>.How can you say that Mourad has a way with everything?</p> <p>.Comment on the role of Aram the narrator.</p> <p>Hornbill:</p> <p>2) We're not afraid to die:</p> <p>1. Assignments</p> <p>2. Comprehension</p>

	<p>- A first person account of an adventurous ordeal that a family experiences. This is a story of extreme courage and skill exhibited by a family of four comprising of the narrator, his wife Mary and two children Suzanne and Jonathan. Along with the adults, the two children too are worth mentioning as they showed exemplary courage and understanding even in the face of death.</p> <p>Writing Skill : (a) Factual Description (b) Formal Letters -Business Letters -Letter to the authorities © Posters The students will be able to focus on the major skills of English. They will be able to express their ideas in the form of</p>	<p>temperament of different family members to create a bond. ix) accept of situations and face them with a lot of courage and find solutions to problems in life. x) Make decision in most adverse conditions. Hornbill: 2) We're not afraid to die: To enable the students i) to know the expressions and phrasal verbs used in the lesson and their usage ii) to enhance and enrich the vocabulary iii) to know homonyms for 'storm' and 'vessel' iv) to comprehend the text and enjoy the adventurous expedition v) to understand that optimism helps to</p>	<p>To enable the students to i) imbibe perseverance and patience, trust, self reliance and self confidence, positivity, team work ii) realise that courage and determination can overcome all the challenges ii) understand that presence of mind along with the practical knowledge is important to take instant decisions iii) know that adventures impart a great lesson of life and explore the beauty hidden in nature. iv) understand that misfortunes are bound to be converted into happiness if one has firm belief in God and himself. v) have sharing and caring attitude vi) display</p>	<p>experience (you had) which reflected your presence of mind or practical knowledge 2. Optimism helps to endure the direst stress. Discuss. 3. Brief up about Captain Cook and his work.</p> <p>3) Writing Skills: (a) Factual Description (b) Formal Letters -Business Letters -Letter to the authorities © Posters Activities: i) Pre-activities: *Revision of the formats of formal and informal letters, articles, speech, debate, report writing, notice, advertisements, formal and informal invitations and replies. *Purpose and significance of writing letters, articles, speech, debate, report and other short writing skills. *Discussion on using the electronic media rather than writing letters. *Old and new methods of communication. ii) Sample formal letters, articles, speech, debate and report will be read out in the class and shown on the screen. iii) Use of projectors to show</p>	<p>expressions and phrasal verbs used in the lesson and their usage iii) realise that hazardous experience teaches one to face the adverse circumstances with courage iv) understand that presence of mind along with the practical knowledge is important to take instant decisions v) know that determination and self confidence can conquer adverse circumstances vi) inculcate values of sharing, caring and responsible attitude towards others vii) know homonyms for 'storm' and 'vessel' and about Captain Cook. viii) enhance their skills related to the lesson.</p> <p>3) Writing Skills: i) Guide the students to write effectively. ii) Develop and strengthen business relations, enquiries, registering complaints, placing orders,</p>	<p>questions i) What difference did you notice between the reaction of the adults and the children when faced with danger? ii) What lesson do we learn from such hazardous experiences? iii) Comprehension questions will be asked for understanding. iv) Textual questions/ Extracts/Value based/Character sketches</p> <p>3) Writing Skills: (a) Factual Description (b) Formal Letters -Business Letters -Letter to the authorities © Posters *Practice exercises based on the short and long writing skills. *Assignment</p>
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	<p>short and long writing skills.</p>	<p>endure the direst stress vi) realise that hazardous experience teach us to face the adverse circumstances with courage vii) understand the parts of ship and different terms/words related to voyage viii) understand the reaction of adults and children when faced with danger.</p> <p>3) Writing Skills: (a) Factual Description (b) Formal Letters -Business Letters -Letter to the authorities © Posters i) Guide and motivate students to express and write effectively. ii) Develop knowledge and purpose of writing an article and speech.</p>	<p>responsibility towards others iv) develop Leadership skills, Exploring skills, Adventurous skills, Analytical skills, Decision making skills, Thinking skills.</p> <p>3) Writing Skills: (a) Factual Description (b) Formal Letters -Business Letters -Letter to the authorities © Posters The students will be able to- i) inculcate values like share ideas, freedom to express and acceptance of ideas. ii) make use of appropriate formats, expressions and vocabulary. iii) write formal letters, articles, speech, debate , reports and other short writing skills.</p>	<p>different model exercises based on the skills.</p>	<p>sending replies, apply for a job. iii) Letter to school authorities regarding admission, school issues, requirements and suitability. iv) To write in formal tone, to be precise and to the point. v) Focus on the qualifications and experiences. vi) To write with appropriate vocabulary and expressions. vii) The students will be able to express their ideas by writing short and long writing skills.</p>	
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		<p>iii) Awareness of the form, content and process of writing.</p> <p>iv) Able to retain a data and information.</p> <p>v) Organize ideas on a particular subject.</p> <p>vi) Practice to enhance the skills.</p> <p>vii) Create social awareness.</p> <p>viii) understand and recollect the formats of the notice, advertisements, formal and informal invitations, formal letters, articles, speech, debate and report.</p> <p>ix) express and write effectively.</p> <p>x) write formal letters will appropriate expressions and vocabulary.</p> <p>xi) link ideas and write articles, speech, debate and report.</p> <p>xii) use proverbs,</p>	<p>iv) appreciate the skill of expressing and writing effectively.</p> <p>v) relate with business, issues relating to the environment and the society.</p> <p>vi) writing, reading skill and thinking skill.</p>			
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		<p>phrasal words and idiomatic expressions while writing the skills.</p> <p>xiii) encourage the students to develop their reading habit (newspapers, articles, journals etc)</p> <p>xiv) Retain information of events, incidents or accidents and describe the same.</p> <p>-adhere to word limit.</p>				
AUGUST	<p>1) Writing skill :</p> <p>(a) Article</p> <p>(b) Speech</p> <p>(c) Note making (Sec A)</p> <p>The students will be able to focus on the major skills of English. They will be able to express their ideas in the form of short and long writing skills.</p> <p>Snapshots :</p> <p>2) The Address</p> <p>The chapter is a</p>	<p>1) Writing Skills:</p> <p>i) Guide and motivate students to express and write effectively.</p> <p>ii) Develop knowledge and purpose of writing an article and speech.</p> <p>iii) Awareness of the form, content and process of writing.</p> <p>iv) Able to retain a data and information.</p>	<p>1) Writing Skills:</p> <p>The students will be able to-</p> <p>i) inculcate values like share ideas, freedom to express and acceptance of ideas.-</p> <p>ii) make use of appropriate formats, expressions and vocabulary.</p> <p>iii) write formal letters, articles, speech, debate, reports and other short writing skills.</p>	<p>1) Writing Skills:</p> <p>Activities:</p> <p>i) Pre-activities:</p> <p>*Revision of the formats of formal and informal letters, articles, speech, debate, report writing, notice, advertisements, formal and informal invitations and replies.</p> <p>*Purpose and significance of writing letters, articles, speech, debate, report and other short writing skills.</p> <p>*Discussion on using the electronic media rather than writing letters.</p> <p>*Old and new methods of communication.</p> <p>ii) Sample formal letters, articles,</p>	<p>1) Writing Skills:</p> <p>i) Guide the students to write effectively.</p> <p>ii) Develop and strengthen business relations, enquiries, registering complaints, placing orders, sending replies, apply for a job.</p> <p>iii) Letter to school authorities regarding admission, school issues, requirements and suitability.</p> <p>iv) To write in formal tone, to be precise and to the point.</p>	<p>1) Writing Skills:</p> <p>*Practice exercises based on the short and long writing skills.</p> <p>*Assignment.</p> <p>Snapshots:</p> <p>2) The Address:</p> <p>i) Extra exercises – small answers, long answers and value based answers will be discussed and written in the notes copy.</p> <p>ii) Group wise analysis of different situations in the chapter.</p> <p>iii) Assignment</p>

	<p>poignant account of a daughter who goes in search of her family's belongings after the Second World War. It is about when she finds them, the objects evoke memories of her earlier life. The chapter highlights on how she decides to leave all the belongings behind and resolves to move on.</p> <p>Hornbill : 3)Discovering Tut :The Saga Continues The story tells us about the intricate details of the boyish Pharaoh- Tutankhamen, his mysterious death, his power, his forensic reconstruction and his CT Scanning for investigation purpose.</p>	<p>v) Organize ideas on a particular subject. vi) Practice to enhance the skills. vii) Create social awareness. viii) understand and recollect the formats of the notice, advertisements, formal and informal invitations, formal letters, articles, speech, debate and report. ix) express and write effectively. x) write formal letters will appropriate expressions and vocabulary. xi) link ideas and write articles, speech, debate and report. xii) use proverbs, phrasal words and idiomatic expressions while writing the skills. xiii) encourage the students to develop their reading habit</p>	<p>iv) appreciate the skill of expressing and writing effectively. v) relate with business, issues relating to the environment and the society. vi) writing, reading skill and thinking skill.</p> <p>Snapshots: 2)The Address: To enable the students to-</p> <p>i) read effectively with proper voice modulation. ii) comprehend the chapter. iii) enhance their vocabulary. iv) analyse the situations and characters. v) express themselves effectively in the written form. vi) communicate their ideas with a lot of conviction. vii) appreciate the</p>	<p>speech, debate and report will be read out in the class and shown on the screen. iii) Use of projectors to show different model exercises based on the skills.</p> <p>Snapshots: 2) The Address: To enable the students -</p> <p>i) to inculcate values like courage, empathy, sensitivity, critical thinking and maintaining relations. ii) to learn from past experiences. iii) to understand to forget the past and move ahead in life. iv) to appreciate family members and family bonding. v) to value the with all that they are blessed with. vi) realize the value of time and not to be upset with old memories. vii) develop the comprehension skill, analytical skill, language skill and thinking skill.</p> <p>Hornbill : 3)Discovering Tut :The Saga Continues Activities 1)Power point presentation on King Tut and Egypt will be shown and the chapter will be explained through slides, giving explanation</p>	<p>v) Focus on the qualifications and experiences. vi) To write with appropriate vocabulary and expressions. vii) The students will be able to express their ideas by writing short and long writing skills.</p> <p>Snapshots: 2) The Address: Activities: i) Pre-activity: *Sharing experience about the significance of articles/memories/people. ii) Introduction of characters iii) Theme and message iv)Exercises given in the book will be discussed and written in the note book.</p> <p>Hornbill : 3)Discovering Tut :The Saga Continues <u>The Students will be able to</u> i)Think, analyse and observe ii)Know the meanings of new phrases</p>	<p>Hornbill : 3)Discovering Tut :The Saga Continues i) Assignments ii) Discussion iii) Writing task</p>
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		<p>(newspapers, articles, journals etc)</p> <p>xiv) Retain information of events, incidents or accidents and describe the same. -adhere to word limit.</p> <p>Hornbill: 3)Discovering Tut :The Saga Continues To enable the students to</p> <p>i) understand, enjoy and appreciate a factual text ii)understand the meaning and usage of phrases like resurrection, circumvented, computed Tomography, scudded across etc iii)understand advancement in technology Iv)know about Egyptian belief of mummification V)have the</p>	<p>theme and the message conveyed.</p> <p>viii) develop their skills.</p> <p>ix) able to analyse the situations and characters of the chapter.</p> <p>x) use appropriate vocabulary and expressions.</p> <p>xi) understand that the story underlines the human dilemma that follows war and death of a loved one.</p> <p>xii) analyse that finally the daughter decides to leave the belongings because of the memories that are linked to those objects.</p> <p>xiii) understand that the girl's decision to move on in life gives the story an optimistic twist.</p> <p>xiv) understand that the objects linked in memory lose their importance, when cut off from them, they are seen in strange surroundings.</p>	<p>and asking questions.</p> <p>Post- activity : A quiz will be conducted in the class based on the explanation.(questions will have variety like one liners, MCQ, explain, etc) .Draw a flow chart to draw King Tut's Family line and their description .Textual questions will be discussed</p>	<p>iii)Satisfy their curiosity about King Tut's mummy iv)Know about the archaeology and advancement in technologies v)Understand the wastefulness of war</p>	
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		<p>historical knowledge about King Tut's family line</p> <p>Vi) know about pyramids and their history</p> <p>Vii) know how archaeology has changed in the intervening decades</p>	<p>xv) understand that the narrator felt that she had no place for them either in her room or in her heart.</p> <p>xvi) analyse that the narrator decided to forget the past and move in life.</p> <p>Hornbill:</p> <p>3) Discovering Tut: The Saga Continues:</p> <p>To enable the students to</p> <p>i) inculcate the values of concern, responsibility, curiosity and respect</p> <p>ii) Respect other's beliefs, customs, rituals</p> <p>iii) Feel pride in using technology to unfold the mysteries</p> <p>iv) Develop inquisitiveness towards historical events and people</p> <p>v) Enhance reading, comprehending thinking skills, analytical skills, Literary skills and</p>			
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			Observation skills			
SEPTEMBER	<p>Hornbill: (1)Voice of the Rain The poem is an imaginary dialogue between the poet and the rain. Surprisingly, the rain answers the questions asked by the poet and tells about its birth and end. The poet has drawn a parallelism between the rain and a song.</p> <p>Snapshots: (a)Ranga’a marriage The chapter is a humorous narration and the plot is set in the village of Hosahalli. It is about Ranga, the accountant’s son who returns to the village after he completes his studies in the city. It is about how impressed by his values, the narrator tries to play match maker and gets him married to Ratna. The</p>	<p>Hornbill: 1)Voice of the Rain: To enable the students to</p> <p>i)to understand the critical appreciation of the poem based on rhyme, content and theme</p> <p>ii) to identify the figures of speech used in the poem</p> <p>iii) to appreciate aesthetic writing</p> <p>iv) to understand the cyclic movement of rain</p> <p>v) to understand the parallelism drawn between the rain and a song</p> <p>vi) toknow the role of plants in getting rain</p> <p>vii) to identify the two voices in the poem</p> <p>Snapshots:</p>	<p>Hornbill: 1) Voice of the Rain: To enable the students to</p> <p>i) understand rain as the life giving force on the earth</p> <p>ii) nurture the plants by taking care of the environment</p> <p>iii) understand the importance of saving resources</p> <p>iv) understand the need of sustainable development</p> <p>v) discuss methods for safeguarding environment</p> <p>vi) inculcate thinking skills, analytical skills, imaginative skills</p> <p>Snapshots: (a)Ranga’a marriage To enable the</p>	<p>Hornbill: 1)Voice of the Rain: Activities</p> <p>1. Warm up Questions</p> <p>i) What is water cycle ? How is the cycle getting disturbed?</p> <p>ii) What is the similarity between rain and music?</p> <p>2. Reading followed by explanation and discussion</p> <p>3. PPT will be shown</p> <p>Snapshots: (a)Ranga’a marriage</p> <p>Activities:</p> <p>i) Pre-activities: *Discussion about the importance of English language or English as a global language. *Discussion on Importance of traditions followed in India.</p> <p>ii) Introduction of characters</p> <p>iii) Theme and message conveyed.</p> <p>iv) Characters and incidents.</p> <p>v)Loud reading of each paragraph followed by explanation and word meanings.</p> <p>vi) Exercises given in the book will be discussed and written in the note book.</p>	<p>Hornbill: 1) Voice of the Rain The students will be able to</p> <p>i) inculcate values like care and concern to save environment</p> <p>ii) develop imaginative and analytical skills</p> <p>iii) realise the importance of saving natural resources</p> <p>iv) understand the critical appreciation of the poem based on rhyme, content and theme</p> <p>v) identify the figures of speech used in the poem</p> <p>vi) understand the process of sustainable development</p> <p>Snapshots: (a)Ranga’a marriage The students will be able to-</p> <p>i) analyse that the ideas of Ranga about marriage seem apparently quite different but with the passage of time one realizes that he is inherently just like another</p>	<p>Hornbill: 1) Voice of the Rain:</p> <p>1. Assignments</p> <p>2. Comprehension Questions</p> <p>i) Behind apparent simplicity, the poem hides a deeper meaning.What exactly does the poem convey to the reader?</p> <p>ii) Why are the last two lines put within brackets?</p> <p>iii) Textual questions/RTC</p> <p>Snapshots: (a)Ranga’a marriage</p> <p>i) Extra exercises – small answers, long answers and value based answers will be discussed and written in the notes copy.</p> <p>ii) Extra questions based on the last five years papers will be discussed and written in the notes copy.</p> <p>iii) Assignment</p>

	<p>chapter highlights about city education, gradually changing mind set and adoption of English customs. It is about the people who were simple in the village, child marriage, superstitious, blind faith in astrology and horoscopes.</p> <p>Novel: The Canterville Ghost (Cpt – 1,2 and 3) The novel is both a parody of the traditional ghost story and a satire on the American way of living. It is hilarious but the ending is quiet sentimental.-includes atmosphere and description to create a gothic atmosphere.</p> <p>Revision: -Grammar -Writing skills -Half Yearly Syllabus</p>	<p>(a)Ranga’a marriage To enable the students to-</p> <ol style="list-style-type: none"> i) read effectively with proper voice modulation. ii) comprehend the chapter. iii) enhance their vocabulary. iv) analyse the situations and characters. v) express themselves effectively in the written form. vi) communicate their ideas with a lot of conviction. vii) appreciate the theme and the message conveyed. viii) develop their skills. ix) able to analyse the situations and characters of the chapter. x) use appropriate vocabulary and expressions. xi) understand that the chapter depicts 	<p>students –</p> <ol style="list-style-type: none"> i) to inculcate values like courage, togetherness, empathy, appreciation, sensitivity and critical thinking. ii) to create a balance between tradition and Western culture. iii) to understand that tradition is deep rooted in our culture. iv) to develop comprehension skill, analytical skill, language skills and thinking skill. <p>Novel: The Canterville Ghost: To enable the students to –</p> <ol style="list-style-type: none"> i) inculcate values like concentration, courtesy, co-operation, confidence, faith, respect and integrity, love and compassion, ability to fight against all odds, 	<p>Novel: The Canterville Ghost: Activities: i) Pre-activities: * Clipping of the movie ‘Ghost’ and discussion about the same. *Movie based on the novel will be shown to the students. *Classroom discussion – Do you believe in supernatural powers? ii) A brief introduction of the writer and his contribution in the field of Literature. iii) Introduction of characters. iv) Loud reading of each chapter, word meanings and extra questions will be discussed and written in the notes copy. v) Extra exercises based on character sketches and plots in the novel will be discussed and written in the notes copy.</p> <p>Revision: Worksheet based on unseen passage and notemaking and general grammar exercises for revision.</p>	<p>person in the village. ii) realise the influence of the English language and Western culture in villages. iii) understand that the story brings out the conflict between tradition and modernity and shows how tradition is deep-rooted in our culture.</p> <p>Novel: The Canterville Ghost: The students will be able to-</p> <ol style="list-style-type: none"> i) analyse and interpret the element of humour, suspense, horror and tragedy. ii) interpret the incidents and analyse the characters. iii) express and write effectively the different incidents and about the different characters of the novel. iv) understand and interpret the message that love and forgiveness is above life and death. <p>Revision: The students will be able to recollect their knowledge</p>	<p>Novel: The Canterville Ghost i) Exercises based on character sketches, plots and incidents. ii) Discussion of previous years questions to check their knowledge.</p> <p>Revision: Classroom discussions, revision and exercises. Worksheet based on section A and C.</p>
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		<p>the rural life of a typical Kannad village where it undergoes a rapid change due to increasing influence of English, Western Culture and Urbanization.</p> <p>xii) understand that the story brings out the conflict between tradition and modernity and shows how tradition is deep-rooted in our culture.</p> <p>xiii) analyse that - Ranga, for all his city education and modern views on marriage falls for Ratna.</p> <p>Novel: The Canterville Ghost</p> <p>To enable the students to</p> <p>i) enhance their reading skill and vocabulary.</p> <p>ii) gain knowledge about the various characters and</p>	<p>kindness, empathy, sharing, caring and tolerance.</p> <p>ii) relate to situations based on supernatural powers.</p> <p>iii) relate characters and incidents based on the novel.</p> <p>iv) handle situations based on personal experiences.</p> <p>v) kindness and compassion to develop better relations.</p> <p>vi) develop comprehension skill, analytical skill, language skills, thinking skill and imagination skill.</p> <p>Revision:</p> <p>The writing skills, grammar, novel and literature will be revised.</p>		<p>clear doubts and complete the worksheet.</p>	
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		<p>incidents. iii) understand and analyse the plot, incidents and characters. iv) recollect and recall the chapters. v) express by speaking effectively and develop listening skills. vi) express effectively in the written form. vii) understand that the novel is about life and death as well as forgiveness. viii) the story is not from the perceptive of the occupants of the castle, as in traditional tales but from the perspective of the ghost, Sir.Simon.</p> <p>Revision: Recap and revision of the Half Yearly course including Grammar, Writing Skills, Novel and Literature.</p>				
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OCTOBER	Revision – Half Yearly Examination	Half Yearly Exam	Half Yearly Examination	Half Yearly Examination	Half Yearly Examination	Half Yearly Examination
NOVEMBER	<p>Writing Skill: (1)Report Writing (2)Invitations and Replies The students will be able to focus on the major skills of English. They will be able to express their ideas in the form of short and long writing skills.</p> <p>Snapshots: (3)Mother’s Day The following play is a humorous portrayal of the status of the mother in a family. The humour springs from the unusual situation where the personalities of two ladies(Ms. Fitzgerald and Ms. Pearson) get exchanged. Their subsequent behaviour is in total contrast to the previous one is the powerful source of laughter.</p>	<p>Writing Skill: (1)Report Writing (2)Invitations and Replies: i) Guide and motivate students to express and write effectively. ii) Develop knowledge and purpose of writing an article and speech. iii) Awareness of the form, content and process of writing. iv) Able to retain a data and information. v) Organize ideas on a particular subject. vi) Practice to enhance the skills. vii) Create social awareness. viii) understand and recollect the formats of the notice, advertisements, formal and informal invitations, formal</p>	<p>Writing Skill: (1)Report Writing (2)Invitations and Replies: The students will be able to- i) inculcate values like share ideas, freedom to express and acceptance of ideas. ii) make use of appropriate formats, expressions and vocabulary. iii) write formal letters, articles, speech, debate , reports and other short writing skills. iv) appreciate the skill of expressing and writing effectively. v) relate with business, issues relating to the environment and the society. vi) writing, reading skill and thinking skill.</p>	<p>Writing Skill: (1)Report Writing (2)Invitations and Replies: Activities: i) Pre-activities: *Revision of the formats of formal and informal letters, articles, speech, debate, report writing, notice, advertisements, formal and informal invitations and replies. *Purpose and significance of writing letters, articles, speech, debate, report and other short writing skills. *Discussion on using the electronic media rather than writing letters. *Old and new methods of communication. ii) Sample formal letters, articles, speech, debate and report will be read out in the class and shown on the screen. iii) Use of projectors to show different model exercises based on the skills.</p> <p>Snapshots: (3)Mother’s Day: Activities</p>	<p>Writing Skill: (1)Report Writing (2)Invitations and Replies: i) Guide the students to write effectively. ii) Develop and strengthen business relations, enquiries, registering complaints, placing orders, sending replies, apply for a job. iii) Letter to school authorities regarding admission, school issues, requirements and suitability. iv) To write in formal tone, to be precise and to the point. v) Focus on the qualifications and experiences. vi) To write with appropriate vocabulary and expressions. vii) The students will be able to express their ideas by writing short and long writing skills.</p>	<p>Writing Skill: (1)Report Writing (2)Invitations and Replies: *Practice exercises based on the short and long writing skills. *Assignment</p> <p>Snapshots: (3)Mother’s Day 1. Assignments 2. Comprehension questions i) Textual exercises/ Character sketches ii) How does the play resolve the issue? Do you agree with the resolution? iii) Justify the title of the play iv) Contrast the characters of Ms. Fitzgerald and Ms. Pearson after reading the play v) Husbands, sons, daughters should be taking notice of wives and mothers, not giving them orders and treating them like</p>

		<p>letters, articles, speech, debate and report.</p> <p>ix) express and write effectively.</p> <p>x) write formal letters will appropriate expressions and vocabulary.</p> <p>xi) link ideas and write articles, speech, debate and report.</p> <p>xii) use proverbs, phrasal words and idiomatic expressions while writing the skills.</p> <p>xiii) encourage the students to develop their reading habit (newspapers, articles, journals etc)</p> <p>xiv) Retain information of events, incidents or accidents and describe the same. -adhere to word limit.</p> <p>Snapshots:</p>	<p>Snapshots: (3)Mother's Day To enable the students to</p> <p>i) imbibe values like care and concern, empathy, compassion, respect for elders, belongingness and tolerance</p> <p>ii) understand the struggles and sacrifices of parents and to draw inspiration from them</p> <p>ii) strengthen the family bonding with sharing and solving problems</p> <p>iii) accept the members of the family without complaining</p> <p>iv) develop analytical skills, thinking skills, decision making, management skills, logical skills</p> <p>v) realise the worth of sacrifice and struggles of parents</p>	<p>Warm up Questions</p> <p>i) Is drama a good medium for conveying a social message? Discuss</p> <p>ii) Mother works from morning till night catering to the needs of everyone. Do we ever realise that she too is a human being and needs rest? Share your views about the role of mother in your life.</p> <p>iii) Loud reading by the students taking on different roles from the chapter followed by explanation and discussion by the teacher.</p>	<p>Snapshots: (3)Mother's Day Students will be able</p> <p>i) to know that mothers have equal rights to enjoy their lives and deserve acknowledgement and appreciation</p> <p>ii) to strengthen the family bonding with sharing and solving problems</p> <p>iii) to develop analytical skills, thinking skills, decision making, management skills, logical skills</p> <p>iv) to identify and understand the central/main point and supporting details along with the phrases used in the lesson</p> <p>v) to imbibe values like care and concern, empathy, compassion, respect for elders, belongingness and tolerance</p>	<p>dirt. What do you think about it?</p>
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	<p>(1) Browning Version The story is an excerpt from the play 'The Browning Version' which tells us about the mannerism and attitude the students should have for teachers and the same is applicable in teacher-teacher relationship. Taplow, the protagonist was asked to do extra work on the last day of his school for his absenteeism and he was kept waiting by the most strict disciplinarian Mr. Crocker Harris. Meanwhile the other teacher came and began to ask him the questions about Mr. Harris, tried to make fun of him, create his negative image and seemed jealous of his popularity in spite of his strictness.</p> <p>(2) Childhood: The story highlights</p>	<p>(1) Browning Version To enable the students to i) take role play and learn to deliver their part with appropriate voice modulation, stress and intonation ii) understand, enjoy and appreciate plays iii) enhance vocabulary iv) know about poet and his contributions v) know how to display attitude towards students and colleagues</p> <p>(2) Childhood: To enable the students to i) understand, enjoy and appreciate different genre of English writings ii) Enhance vocabulary iii) Have better understanding of</p>	<p>(1) Browning Version To enable the students to i) inculcate the values of respecting teachers, mankind, sense of duty, punctuality and appreciation ii) acquire proper mannerism and attitude iii) owe respect towards their teachers iv) not indulge in destructive criticism</p> <p>(2) Childhood To enable the students to inculcate the values of accepting differences, understanding people, becoming sensible, valuing childhood and freedom ii) develop individuality iii) search for and</p>	<p>(1) Browning Version Activities i) Warm up activity .What do you usually talk about teachers among friends? .What manner do you adopt when you talk to your teacher? ii) Role Play: will be done iii) Textual questions will be discussed</p> <p>(2) Childhood Activities i) share your childhood experience(How you were innocent) ii) how can you define 'maturity'? Can we exactly say at what age you became mature? iii) discuss: Is attainment of maturity a sigh of loss of innocence? iv) Silent reading followed by loud reading, reading between the lines, questioning, interaction will be done v) textual questions will be discussed</p> <p>Snapshots: (3) Albert Einstein Activities 1. Warm up activity- i) Express your views on</p>	<p>(1) Browning Version The Students will be able to i) enhance vocabulary ii) know how to take role play iii) learn how to display mannerism and attitude towards others iv) to be punctual v) develop a sense of duty vi) not to indulge in criticism</p> <p>(2) Childhood The students will be able to i) Think, analyse and observe ii) Know how to identify rhyme scheme iii) Gain individuality iv) Differentiate between innocence and maturity v) Respect different people vi) Appreciate poem vii) Learn where and when has his childhood gone</p> <p>Snapshots: (3) Albert Einstein The students will be able to</p>	<p>(1) Browning Version i) Assignments ii) Discussion Group discussion on: 1.'Changing attitude of students towards their teachers' 2.Old Education System v/s New Education System Comprehension questions: i) How according to Taplow Mr. Crocker Harris is unlike other masters? ii) Why do you think Frank envies Mr. Crocker Harris? iii) How does Taplow refute the charge that he is exaggerating? iv) What impression do you form of Mr. Crocker Harris on the basis of the explanation of the play?</p> <p>(2) Childhood i) Assignments ii) Discussion iii) Writing task iv)Comprehension questions: What did the speaker</p>
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	<p>about the process of growing up, individuality, rationalism and realisation of falsehood and hypocrisy of adult world. The poet further teaches us the values of self belief, determination, self learning and insight formation</p> <p>Snapshots: (3) Albert Einstein This biography describes Einstein's clashes with his teachers, his stay as a paying guest, his noisy landlady, his securing a fake medical certificate to study in an Italian college and his expulsion from the school. It also describes the bitter experience of the great scientist at his own school in Germany and exposes the hollowness of school education in</p>	<p>rhyme scheme and other poetic devices iv) Know about the poet and his contributions v) Childhood is a bliss vi) Think when and where has the childhood gone vii) understand how childhood is innocence while maturity leads to individuality, rationalism and gaining understanding of hypocrisy viii) to think rational</p> <p>Snapshots: (3) Albert Einstein To enable the students i) to comprehend the text ii) to learn/enrich vocabulary and its usage iii) to hone speaking and writing skills</p>	<p>gain innocence like a child iv) respect elders v) Enhance reading, comprehending, thinking skills, analytical skills, Literary skills and Observation skills</p> <p>Snapshots: (3) Albert Einstein To enable the students to i) have respect for teachers ii) be truthful iii) accept and respect differences iv) have patience v) understand the difference between information gathering and insight formation vi) understand the struggles and conflicts faced by Einstein vii) know that ideas matter rather than the facts viii) realise that an</p>	<p>prevailing system of education ii) Do you think that the teacher's role should be primarily to make students think? iii) Incidents from the life of the great scientist</p> <p>2. Loud reading followed by explanation and discussion.</p> <p>(4) Birth Activities: i) Pre-activities: *Class room discussion based on- - Advancements in Medical Science. -Sharing of experiences and knowledge based on situations, news, articles, movies etc. -Noble profession of doctors and service to mankind. ii) Introduction of characters iii) Theme and message conveyed. iv) Characters and incidents v) Loud reading of each paragraph followed by explanation and word meanings. vi) Exercises given in the book will be discussed and written in the note book.</p> <p>Writing Skill: (5) Advertisement</p>	<p>1. gain insight into the attitude of various teachers towards Einstein 2. know about Einstein's nature based on his conversation with various teachers 3. understand the difference between information gathering and insight formation 4. understand the struggles and conflicts faced by Einstein 5. know Einstein's theory of education 6. know that ideas matter rather than the facts 7. have an honest approach towards solving the problem 8. know various incidents from the life of the scientist</p> <p>(4) Birth The students will be able to- i) understand the sense of duty. ii) appreciate and accept the selfless service to mankind. iii) realise and create a balance between the knowledge gained and</p>	<p>learn about existence of Hell and Heaven? Write a brief note on 'Childhood is an essential state in the process of growing up, but it can't go on forever.' Reference to Context : 'Where did my childhood go? It went to some forgotten place, That's hidden in an infant's face, That's all I know' Q1. What does the first line of stanza indicate? Q2. How does the speaker feel about the loss of his childhood? Q3. What is the mental state of the poet here?</p> <p>Snapshots: (3) Albert Einstein 1. Assignments 2. Character sketches/ Textual questions 3. The school system often curbs individual talents. Discuss. 4. Albert felt the medical certificate almost burning a hole in his pocket. What</p>
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	<p>Germany.</p> <p>(4) Birth The chapter is about an impressive story of a doctor's successful efforts to resuscitate the precious life of a new born baby hopelessly given up as a still born child by an experienced mid-wife. It is about a young doctor's relentless efforts – determination, will power, satisfaction, sense of achievement and fulfillment</p> <p>Writing Skill: (5) Advertisement The students will be able to focus on the major skills of English. They will be able to express their ideas in the form of short writing skills.</p>	<p>iv) to know Einstein's theory of education v) to understand the circumstances which lead to his expulsion from school vi) to gain insight into the attitude of teachers towards Einstein vii) to know about Einstein's nature based on his conversation with various teachers</p> <p>(4) Birth To enable the students to-</p> <p>i) read effectively with proper voice modulation. ii) comprehend the chapter. iii) enhance their vocabulary. iv) analyse the situations and characters. v) express themselves effectively in the</p>	<p>individual has an immense thinking capacity ix) have an honest approach towards solving the problem x) get inspiration from the scientist's life xi) develop thinking skills, analytical skills, reasoning / logical skills</p> <p>(4) Birth To enable the students to-</p> <p>i) inculcate values like respect, being responsible, work for excellence, time management, commitment and determination, care and concern, humility, optimism, helping and tolerance. ii) never to lose hope iii) use of practical knowledge iv) duty of a doctor v) responsible and optimistic vi) develop</p>	<p>Activities: i) Pre-activities: *Revision of the formats of advertisements *Purpose and significance of short writing skills. *Discussion on using the electronic media rather than writing letters. *Old and new methods of communication. ii) Sample will be read out in the class and shown on the screen. iii) Use of projectors to show different model exercises based on the skills.</p>	<p>practical approach. iv) interpret that the story hinges on the theme- never say die attitude and the precious gift of life which only God can grant and a doctor can retrieve and restore.</p> <p>Writing Skill: (5) Advertisement i) Guide the students to write effectively. ii) Develop and strengthen business relations iii) To write in formal tone, to be precise and to the point. iv) Focus on the qualifications and experiences. vi) To write with appropriate vocabulary and expressions. vii) The students will be able to express their ideas by writing short writing skills.</p>	<p>does the author mean?</p> <p>(4) Birth i) Extra exercises – small answers, long answers and value based answers will be discussed and written in the notes copy. ii) Quiz based on the chapter. iii) Extra exercises and question from last five years papers. iv) Assignment</p> <p>Writing Skill: (5) Advertisement *Practice exercises based on the short and long writing skills. *Assignment</p>
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		<p>written form. vi) communicate their ideas with a lot of conviction. vii) appreciate the theme and the message conveyed. viii) develop their skills. ix) able to analyse the situations and characters of the chapter. x) use appropriate vocabulary and expressions. xi) the duty of a Doctor-Noble profession. xii) the efforts to restore hope, life and determination. xiv) the selfless service to mankind. xv) the value of time and incidents of life. xvi) realise the process of growth and development. xvii) gain knowledge and practical approach. xviii) the importance of</p>	<p>comprehension skill, analytical skill, sensitivity, awareness, presence of mind, time management, language skills and thinking skill.</p> <p>Writing Skill: (5) Advertisement To enable the students to The students will be able to-</p> <p>i) inculcate values like share ideas, freedom to express and acceptance of ideas. ii) make use of appropriate formats, expressions and vocabulary. iii) write short writing skills. iv) appreciate the skill of expressing and writing effectively. v) relate with business, issues relating to the environment and the society.</p>			
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		<p>creativity to express ideas and thoughts effectively. xix) the use of knowledge. xx) cherish and value important moments of life. xxi) recollect and apply knowledge.</p> <p>Writing Skill: (5) Advertisement i) Guide and motivate students to express and write effectively. ii) Develop knowledge and purpose of writing advertisements. iii) Awareness of the form, content and process of writing. iv) Able to retain a data and information. v) Organize ideas on a particular subject. vi) Practice to enhance the skills. vii) Create social</p>	<p>vi) writing, reading skill and thinking skill.</p>			
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		<p>awareness.</p> <p>viii) understand and recollect the formats of advertisements.</p> <p>ix) express and write effectively.</p> <p>x) write with appropriate expressions and vocabulary.</p> <p>xi) link ideas and expressions.</p> <p>xii) encourage the students to develop their reading habit (newspapers, articles, journals etc)</p> <p>xiv) Retain information -adhere to word limit.</p>				
JANUARY	<p>Hornbill: (1)Father to Son The poem highlights a universal problem-generation gap and the lack of communication between father and son. The father laments for not understanding his son and later the</p>	<p>Hornbill: (1)Father to Son To enable the students to i) cultivate interest and appreciate poetry and develop the ability of reading with proper stress and intonation ii) prepare the students for poetic</p>	<p>Hornbill: (1)Father to Son To enable the students to i) to inculcate the values of accepting differences, understanding people, respecting elders ,peace and happiness, resolving conflicts, sincerity</p>	<p>Hornbill: (1)Father to Son Activities i) A video will be shown on generation gap and students will be asked to enter into a debate about generation gap. The teacher will keep on throwing statements related to reasons, consequences and ways to find solutions to the problem. ii) Silent reading followed by loud reading and explanation will be</p>	<p>Hornbill: (1)Father to Son The students will be able to i) Comprehend and appreciate poetry ii) Learn new words iii) Enhance understanding of literary devices iv) Read with proper intonation and stress v) Express effectively(both verbal and written form)</p>	<p>Hornbill: (1)Father to Son i) Assignment ii) Discussion iii) Writing task: As a child, write a diary entry expressing your confession of being responsible of cold indifferences between you and your parents and finding solutions to the</p>

<p>realisation dawns upon him that they must live together. The grief of separation causes anger but they make no efforts to make up the loss.</p> <p>Snapshots: (2)Tale of Melon City The poem is a humorous one about a just and peaceful but foolish king and his foolish subjects. It is about the atrocities of those in power and their blind followers. The poem is about the foolishness that creates problems for the king and his people as well.</p> <p>Novel: Canterville Ghost (Remaining chapters) The novel is both a</p>	<p>forms and adept them with the figures of speech, rhyme and rhythm</p> <p>iii) develop the ability of appreciation of ideas</p> <p>iv) develop thought, critical analysis on the basis of the text read</p> <p>v) express their views logically with clarity</p> <p>vi) feel pain of chasm(gap) between generation(thinking)</p> <p>vii) understand the consequences of lack of communication and cold indifferences in a family</p> <p>viii) take steps for reconciliation</p> <p>Snapshots: (2)Tale of Melon City To enabled the students to</p> <p>i) read with proper</p>	<p>and perseverance, valuing relations and self realization</p> <p>ii) develop social skills]</p> <p>iii) manage relations</p> <p>iv) handle criticism</p> <p>v) take initiative for making up the loss</p> <p>vi) enhance reading, comprehending, thinking skills, analytical skills and Literary skills</p> <p>Snapshots: (2)Tale of Melon City To enable the students to</p> <p>i) inculcate values like social connect, trust, co-operation, confidence, faith, respect and integrity, ability to fight against all odds.</p> <p>ii) analyse situations and take appropriate decisions.</p> <p>iii) not to make foolish decisions.</p> <p>iv) proper use of power and skills.</p>	<p>carried out.</p> <p>iii) Meaning and usage of new vocabulary will be carried out</p> <p>iv) Textual questions and exercises will be discussed</p> <p>Snapshots: (2)Tale of Melon City Activities: i) Pre-activities: *Classroom discussions based on -</p> <p>Examples of a kings and rulers.</p> <p>ii) Loud reading of the poem with voice intonation and modulation.</p> <p>iii) Theme and message will be explained and written in the notes copy.</p> <p>iv) Loud reading of each stanza and each line will be explained with word meanings, figures of speech and rhyming scheme.</p> <p>v) Summary of each stanza will be written in the notes copy.</p> <p>vi) Exercises from the book will be discussed and written in the notes copy.</p> <p>Novel: Canterville Ghost (Remaining chapters) Activities:</p>	<p>vi) Value relationship</p> <p>vii) Confess and resolve conflicts</p> <p>viii) Learn social norms</p> <p>ix) Respect elders and their views</p> <p>Snapshots: (2)Tale of Melon City The students will be-</p> <p>i) aware of different situations and dealing them well.</p> <p>ii) realise that peace and liberty are the two strong factors for a state to flourish.</p> <p>iii) able to understand that the rulers of the state should be judicious and sensitive to the needs of the people.</p> <p>iv) to understand that the ruler of the state must understand the problems and needs of the people.</p> <p>v) able to understand that the simplest way to maintain peace and liberty in a state is by following the principles of laissez-faire.</p>	<p>problem.</p> <p>iv) Comprehension questions Why does the father say ‘Why can’t I share what he loves?’ What sort of silence surrounds them? Why, do you think, does the father appear so helpless? How far has the poet succeeded in transforming a purely personal matter to a universal experience prevalent in present society?</p> <p>Snapshots: (2)Tale of Melon City i) Extra exercises – reference to context, short answers, long answers and value based answers will be discussed and written in the notes copy. ii) Word power and expressions checked in the form of a Quiz. iii) Extra exercises based on reference to context, short answers, long answers, value based answers and questions</p>
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	<p>parody of the traditional ghost story and a satire on the American way of living. It is hilarious but the ending is quiet sentimental.-includes atmosphere and description to create a gothic atmosphere.</p> <p>Revision : -Grammar -Writing Skills -Annual Exam Course</p>	<p>voice intonation and pauses. ii) comprehend the poem. iii) identify the figures of speech and the rhyming scheme. iv) enhance their vocabulary. v) appreciate the theme and the style of writing of the poet. vi) develop the skill to express and write effectively. vii) understand that no one is ready to own up his fault. viii) understand the attitude of the common people in choosing their rulers although the kind of the ruler they have directly affects the quality of their lives. ix) understand that law is not only blind it can also spell disaster if it is thoughtlessly implemented.</p>	<p>v) develop comprehension skill, analytical skill, language skills, thinking skill, imagination and creativity, analyse, interpret and social responsibility.</p> <p>Novel: Canterville Ghost (Remaining chapters) To enable the students to – i) inculcate values like concentration, courtesy, co-operation, confidence, faith, respect and integrity, love and compassion, ability to fight against all odds, kindness, empathy, sharing, caring and tolerance. ii) relate to situations based on supernatural powers. iii) relate characters and incidents based</p>	<p>i) Pre-activities: * Clipping of the movie ‘Ghost’ and discussion about the same. *Movie based on the novel will be shown to the students. *Classroom discussion – Do you believe in supernatural powers? ii) A brief introduction of the writer and his contribution in the field of Literature. iii) Introduction of characters. iv) Loud reading of each chapter, word meanings and extra questions will be discussed and written in the notes copy. v) Extra exercises based on character sketches and plots in the novel will be discussed and written in the notes copy.</p> <p>Revision : -Grammar -Writing Skills -Annual Exam Course Worksheet based on unseen passage and note making and general grammar exercises for revision.</p>	<p>Novel: Canterville Ghost (Remaining chapters) The students will be able to- i) analyse and interpret the element of humour, suspense, horror and tragedy. ii) interpret the incidents and analyse the characters. iii) express and write effectively the different incidents and about the different characters of the novel. iv) understand and interpret the message that love and forgiveness is above life and death.</p> <p>Revision : -Grammar -Writing Skills -Annual Exam Course The students will be able to recollect their knowledge clear doubts and complete the worksheet.</p>	<p>from last five years papers. iv)Assignment</p> <p>Novel: Canterville Ghost (Remaining chapters) i) Exercises based on character sketches, plots and incidents. ii) Discussion of previous years questions to check their knowledge.</p> <p>Revision : -Grammar -Writing Skills -Annual Exam Course Classroom discussions, revision and exercises. Worksheet based on section A and C.</p>
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		<p>x) understand irony and humour, process of fair and important judgement.</p> <p>Novel: Canterville Ghost (Remaining chapters) To enable the students to</p> <p>i) enhance their reading skill and vocabulary. ii) gain knowledge about the various characters and incidents. iii) understand and analyse the plot, incidents and characters. iv) recollect and recall the chapters. v) express by speaking effectively and develop listening skills. vi) express effectively in the written form. vii) understand that the novel is about</p>	<p>on the novel. iv) handle situations based on personal experiences. v) kindness and compassion to develop better relations. vi) develop comprehension skill, analytical skill, language skills, thinking skill and imagination skill.</p> <p>Revision : -Grammar -Writing Skills -Annual Exam Course The writing skills, grammar, novel and literature will be revised.</p>			
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		<p>life and death as well as forgiveness. viii) the story is not from the perceptives of the occupants of the castle, as in traditional tales but from the perspective of the ghost, Sir.Simon.</p> <p>Revision : -Grammar -Writing Skills -Annual Exam Course Recap and revision of the Annual course including Grammar, Writing Skills, Novel and Literature.</p>				
FEBRUARY	Annual Examination	Annual Examination	Annual Examination	Annual Examination	Annual Examination	Annual Examination