

CHOITHRAM SCHOOL, MANIK BAGH, INDORE

ANNUAL CURRICULUM PLAN SESSION 2020 – 2021

CLASS: XI

SUBJECT: ENGLISH – TERM 1

Month & Working Days	Theme/ Sub-theme	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
MAY	1)The Portrait of a Lady	<p>1)The Portrait of a Lady: To enable the students to</p> <ul style="list-style-type: none"> i) know the expressions used in the lesson and their usage ii) enhance and enrich the vocabulary iii) admire and appreciate the autobiographical piece iv) strengthen the family bonds by accepting the situation v) gain insight into the various phases of author's life with his grandmother vi) admire the divine beauty of the grandmother. 	<p>1)The Portrait of a Lady: To enable the students to</p> <ul style="list-style-type: none"> i) be independent in thought and action ii) understand the feelings of parents and grandparents iii) know that distancing due to circumstances never affects relations iv) understand that graph of life never follows a straight line v) show care and concern for animals <p>Skills : Analytical, Imaginative, observatory.</p>	<p>1)The Portrait of a Lady: Activity (to introduce the lesson) Warm up activity-What do the grandparents expect from the family? What are the reasons for their loneliness?</p> <p>Activity (to support learning) Mention the changes that came in your relationship with your grandmother/mother as you grew up to a secondary school student.</p> <p>Activity/Assignment (to check learning) Q1. Why was the grandmother distressed by the education imparted in the city school?</p>	<p>1)The Portrait of a Lady: The students will be able</p> <ul style="list-style-type: none"> i) to develop an independent attitude in thought and action ii) to accept and manage the situations with patience and tolerance iii) to know the expressions used in the lesson and their usage iv) to know the sacrifices and support given by the grandparents in the family. 	<p>1)The Portrait of a Lady:</p> <ul style="list-style-type: none"> 1. Assignments 2. Comprehension questions 3. Textual questions/ Extracts/Value based/Character sketches <p>*Assignment 1 *Worksheet 1 – Unseen passage and Grammar (May)</p>
	2)The Summer	2) The Summer of the	2) The Summer of the	2) The Summer of the Beautiful	2) The Summer of	2) The Summer of the

	of the Beautiful White Horse	Beautiful White Horse: To enable the students to i) appreciate humour in the story ii) understand one should stick to society norms, values of our family and love animals iii) deal with the temperament of different family members to create a bond. iv) accept situations and face them with a lot of courage to find solutions to the problems in life and make decision in most adverse conditions.	Beautiful White Horse: To enable the students to i) inculcate the values like honesty, faith, trust ii) share responsibility with the members of the family. iii) show care and concern for animals. iv) respect the values and traditions of the family. Skills: Observatory, imaginative, comprehensive, critical and analytical, language skills	White Horse: Activity (to introduce the lesson) Describe qualities and different breeds of a horse (or show a video) Activity(to support learning) Why did the writer suggest by beginning the story with the following words, ‘One day back there in the good old days.....?’ Narrate your experience/adventure you had when you were of Mourad’s age. Activity/Assignment (to check learning) Did the boys return the horse because they were conscience-stricken or because they were afraid?	the Beautiful White Horse: The students will be able to i) enjoy humorous piece ii) inculcate values like honesty, trust, responsibility iii) deal with the temperament of different family members to create a bond. iv) be generous towards animals.	Beautiful White Horse: i) Assignments ii) Comprehension questions What traits of Garoghlanian family are highlighted in the story? What did John Byro perceive about the horse after it was returned? Why? iii) Textual questions/ Extracts/Value based/Character sketches
JUNE	1)A Photograph	1)A Photograph: To enable the students to i) comprehend the poem. ii) identify the figures of speech. iii) appreciate the theme iv) understand that objects like the sun, the river and the oceans are perennial and everlasting, but human	1)A Photograph: To enable the students to i) care and share, love and affection, togetherness ii) change is the harsh and bitter reality of life. iii) analyse that death is the inevitable end of all. Skills: Comprehension, analytical skill, thinking skill, language skill, photography skills, life skills.	1)A Photograph: Activity (to introduce the lesson) Warm up activity- The students will be asked to share their childhood experience. Discussion:- Photographs taken in the earlier days - Progress in Photography technology Activity (to support learning) Recapitulation of Figures of Speech with examples- handout will be uploaded in Google Classroom	1)A Photograph: The students will be able to- i) understand the importance of human relationship. ii) understand the nostalgic experiences of the past. iii) understand that the moments of life have been permanently etched in	1)A Photograph: Assignments 2. Comprehension questions- The three stanzas depict three different phases. What are they? 3. Textual questions/ Extracts *Assignment 2 *Worksheet 2 – Unseen passage and Grammar (June)

		life is too short in comparison v) understand child psychology.		Activity/Assignment (to check learning) What does 'this circumstance' refer to?	the poet's mind with a feeling of eternal loss. iv) understand that death is imminent and human life is mortal.	
	2) We're Are Not Afraid To Die	2) We're Are 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 comprehend the text and enjoy the adventurous expedition iii)to understand that optimism helps to endure the direst stress iv) realise that hazardous experience teach us to face the adverse circumstances with courage v) understand the parts of ship and different terms/words related to voyage	2)We're Are Not Afraid To Die: To enable the students to- i) imbibe perseverance and patience, trust, self reliance and self confidence, positivity, team work 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. Skills- Leadership skills, Exploring skills, Adventurous skills, Analytical skills, Decision making skills, Thinking skills	2)We're Are Not Afraid To Die: Activity (to introduce the lesson) Warm up activity- Why do you think people undertake adventurous expeditions in spite of the risks involved? Discussion – How India especially Indore dealt with Covid 19? What qualities could you see in our leaders? Activity (to support learning) PPT on parts of a ship (Will be uploaded in Google Classroom) Video clippings on sea and ships(Will be uploaded in Google Classroom) Activity/Assignment (to check learning) 'But our respite was short lived.' Why does the narrator say so?	2)We're Are Not Afraid To Die: The students will be able to- i) learn the parts of ship and different terms/words related to voyage ii) realise that hazardous experience teaches one to face the adverse circumstances with courage iii) understand that presence of mind along with the practical knowledge is important to take instant decisions iv) know that determination and self-confidence can conquer adverse circumstances v) inculcate values of sharing, caring and responsible	2)We're Are Not Afraid To Die: 1. Assignments 2. Comprehension questions- What difference did you notice between the reaction of the children and the adults when faced with danger? 3. Textual questions/ Extracts/Value based/Character sketches

					attitude towards others	
	3) The Ailing Planet:	3)The Ailing Planet: To enable the students to- i) comprehend the chapter and communicate their ideas. ii) appreciate the theme and the message conveyed. iii) notice the vocabulary and expressions. iv) know the resources required for the future generations. v) understand the concept of Sustainable Development	3)The Ailing Planet: To enable the students to- i) understand the ecological situation of the Earth and the Earth's Principal Biological Systems ii) understand the issues regarding the declining health of the Earth iii) to save the resources by using them judiciously. iv) check the harmful activities done by humans on the planet. v) make the best use of the resources and able to retain them for the future generation. vi) know the holistic approach towards the planet. Skills: Comprehension skills, analytical skills, language skills, critical thinking, observation.	3)The Ailing Planet: Activity (to introduce the lesson) Warm up activity- What changes you could see in the Earth's environment after Covid 19? Were there any positive changes observed in Nature due to Covid 19? Can you tell about its impact on the advancement of people and technology? Activity (to support learning) Discussion on 'Laws are never respected nor enforced in India.' Video clippings or video on Earth/ saving Earth(Will be uploaded in Google Classroom) Activity/Assignment (to check learning) How does the Earth's biological systems behave on reaching an unsustainable level? Digital Content to be used: Video clippings or video on Earth/ saving Earth(Will be uploaded in Google Classroom)	3)The Ailing Planet: The students will be able to understand i) issues of the decline state of Mother Earth and sustainable development. ii) share and care and not to dominate iii) the concept of sustainable development iv) the four principal biological systems of earth v) the holistic approach for the planet to realize the responsibility. vi) the current population statistics of the country.	3)The Ailing Planet: 1.Assignments 2. Comprehension questions- What shift in human perception has been seen as a result of the Green Movement? 3. Textual questions/ Extracts/Value based
JULY	1)The	1)The Laburnum Top:	1)The Laburnum Top:	1)The Laburnum Top:	1)The Laburnum	1)The Laburnum Top:

	Laburnum Top	To enable the students to 1. enjoy and appreciate different genre of English writings 2. know the rhyme scheme and poetic devices 3. know about the poet and his contribution 4. understand various sound words mentioned in the poem 5. understand the comparison between a bird and a lizard	To enable the students to 1. admire nature 2. seek pleasure from nature and its bounty. 3. face hardships in life 4. understand the power of love Skills Analytical,Observational, Comprehension skills	Activity (to introduce the lesson) Discussion on birds and their habitats Activity(to support learning) What are the hardships in life and how one can overcome them? Activity/Assignment (to check learning) What do you notice about the beginning and the ending of the poem?	Top: The students will be able to i) know about the poet and his contribution ii) understand various sound words mentioned in the poem iii) identify the rhyme scheme iv) enjoy beauty of nature v) face the hardships in life	i) Assignments ii) Comprehension questions: -Why has the poem been called ‘The Laburnum Top’? -‘It is the engine of her family, she stokes it full’. Explain iii) Textual questions/ Extracts/Value based *Assignment 3 *Worksheet 3 –Unseen Passage and Grammar (July)
	2)Albert Einstein	2)Albert Einstein: To enable the students i) to comprehend the text ii) to understand the circumstances which lead to his expulsion from school iii) to gain insight into the attitude of teachers towards Einstein iv) to know about Einstein’s nature based on his conversation with various teachers v) to discard rote learning, develop concepts and pursue subjects of one’s choice	2)Albert Einstein: To enable the students to i) have respect for teachers ii) be truthful and have patience iii) accept and respect differences iv) understand the difference between information gathering and insight formation v) understand the struggles and conflicts faced by Einstein vi) know that ideas matter rather than the facts vii) adjust in any situations	2)Albert Einstein: Activity (to introduce the lesson) 1. Warm up activity- i) Express your views on prevailing system of education. ii) What do you know about Einstein ? List few scientists and their contribution. Activity (to support learning) i) Incidents from the life of the great scientist Activity/Assignment(to check learning) The school system often curbs individual talents. Discuss Explain difference between information gathering and insight formation	2)Albert Einstein: The students will be able to 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	2) Albert Einstein: 1. Assignments 2. Character sketches/ Textual questions

					<p>Einstein</p> <ol style="list-style-type: none"> 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>3)Silk Road:</p>	<p>3) Silk Road: The students will be able to- i)comprehend the chapter and enhance their vocabulary. ii)know the physical and mental stress occurred while travelling. iii)understand the difficulties faced while travelling in different situations and places. iv)understand that silk was the main commodity that was traded in those areas. v)know the purpose of the author's journey to Mount Kailash.</p>	<p>3) Silk Road: The students will be able to- i)understand as to how to face and deal challenging situations and come up with an appropriate solution for the same. ii)understand that the narrator's bitter experience of Hor came as a stark contrast to accounts he had read of earlier travellers. iii)analyse the trip to be adventurous iv)praise and appreciate the dull but small town. v)realise that people could work as a team to be successful. vi)understand that the author thought that his positive</p>	<p>3) Silk Road: Activity: (to introduce the lesson) Discussion on 'Importance of Travelling' Activity: (to support learning) Video on 'Mount Kailash'(will be uploaded in Google Classroom) Activity/ Assignment: Why was the author disappointed with Darchen? Did the author stick to his original plan to make the trek? Give reason for your answer? Digital content to be used:Video on 'Mount Kailash'(will be uploaded in Google Classroom)</p>	<p>3) Silk Road: The students will be able to i)realise that people could work as a team to be successful. ii)understand that positive thinking changes the expected results. iii)understand the difficulties faced while travelling in different situations and places. iv)analyse that the author's experience at Hor was in stark contrast to earlier accounts of the place.</p>	<p>3) Silk Road: Assignments. Extra questions/ textual questions/value based questions/character sketches</p>

		vi) know about Tsetan's support to the author during the journey	thinking strategy will work. Skills : language skill, thinking skill and analyse the situations and characters			
AUGUST	1)The Voice of the Rain	1)The Voice of the Rain: To enable the students to i) understand the critical appreciation of the poem based on rhyme, content and theme ii) identify the figures of speech used in the poem iii) understand the cyclic movement of rain iv) understand the parallelism drawn between the rain and a song v) know the role of plants in getting rain vi) identify the two voices in the poem	1)The Voice of the Rain: To enable the students to i) understand rain as the life giving force on the earth. ii) understand the need of sustainable development. iii) discuss methods for safeguarding the environment. iv) develop aesthetic sense and appreciate bounty of nature Skills: thinking skills, analytical skills, imaginative skills, language skills	1)The Voice of the Rain: Activities (to introduce the lesson) Warm up Questions: Discussion on 'Water cycle' How is the cycle getting disturbed? Activity: (to support learning) What is the similarity between rain and music? Activity/ Assignment: i) Why are the last two lines put within brackets? ii) What does the phrase "strange to tell" mean?	1)The Voice of the Rain: The students will be able to i) inculcate values like care and concern to save the environment. ii) develop imaginative and analytical skills. iii) realise the importance of saving natural resources. iv) understand the process of sustainable development.	1)The Voice of the Rain: 1. Assignments 2. Comprehension Question: i) Behind apparent simplicity, the poem hides a deeper meaning. What exactly does the poem convey to the reader? ii) Textual questions/RTC/Extra questions iii) Explain personification and metaphor used in the poem
	2) The Ghat Of The Only World:	2) The Ghat Of The Only World: The students will be able to – i) comprehend the chapter and enhance their vocabulary ii) understand the friendship between the	2) The Ghat Of The Only World: The students will be able to- i) the true meaning of friendship and loyalty. ii) understand the love for native land. iii) understand and accept the importance of education.	2) The Ghat Of The Only World: Activity: (to introduce the lesson) Discussion of 'How can one live in peace and harmony with others?' Activity: (to support learning) Discussion on the 'Causes for the problems in Kashmir and solutions for the same.' Activity/ Assignment:	2) The Ghat Of The Only World: The students will be able to- i) understand that Shahib hated violence and the counter-violence in Kashmir. ii) analyse that he was	2) The Ghat Of The Only World: i) Textual exercises/ extra questions/ value based questions/ character sketch ii) Assignment

		<p>writer and the poet Shahid Ali.</p> <p>iii)analyse that after the death of Shahid Ali an unbridgeable emptiness filled the author's mind.</p> <p>iv)justify that the author kept his promise and wrote the article on Shahid Ali.</p> <p>v)understand Shahid as a poet, his love for Kashmir, love for food and his suffering from cancer.</p> <p>vi)understand that Shahid had no taste for political punditry.</p> <p>vii) understand pain of an expatriate and his longing for his native place</p>	<p>iv)maintain good and cordial relationships with others.</p> <p>v)analyse that politics must not involve religious practices.</p> <p>vi) remain lively and energetic irrespective of personal problems.</p> <p>Skills : language skill, skill to analyse situations and characters, thinking skill</p>	<p>A dying man, an expatriate from Kashmir asked the author to write something about him after his is gone. Describe how the narrator kept his promise.</p>	<p>secular and believed in the separation of politics and religion.</p> <p>iii)understand that he was a brilliant teacher, famous for his skill in the kitchen, was social and love for his native land, Kashmir.</p>	
	3) Notice Writing:	<p>3) Notice Writing: Knowledge of the purpose and importance of writing a Notice.</p> <p>i) Guide and motivate students to express and write effectively.</p> <p>ii) Develop knowledge and purpose of writing a Notice.</p> <p>iii) Awareness of the form, content and process of writing.</p>	<p>3) Notice Writing: Guide and motivate the students to express and write effectively.</p> <p>The students will be able to- Guide and motivate the students to express and write effectively.</p> <p>i) to share ideas, freedom to express and acceptance of ideas.</p> <p>ii) make use of appropriate formats, expressions and</p>	<p>3) Notice Writing: Notice: -Projector will be used to explain the skill –Notice. -Revision and previous knowledge will be tested.</p> <p>i) Pre-activities: *Revision of the format of notice *Purpose and significance of writing the skill *Discussion on using the electronic media rather than writing letters. *Old and new methods of</p>	<p>3) Notice Writing: The students to express and write effectively.</p> <p>- Awareness of the form, content and process of writing. -Knowledge of the purpose and importance of writing a Notice.</p> <p>i) Guide the students to write effectively.</p>	<p>3) Notice Writing: i)Practice exercises based on the short skill. ii)Assignment</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</p> <p>ix) write a notice with appropriate expressions and vocabulary.</p> <p>x) link ideas and write the skill.</p> <p>xi) use appropriate expressions while writing the skills.</p> <p>xii) encourage the students to develop their reading habit (newspapers, articles, journals etc)</p> <p>xiii) Retain information of events, incidents or accidents and describe the same and adhere to the word limit.</p>	<p>vocabulary.</p> <p>iii) appreciate the skill of expressing and writing effectively.</p> <p>iv)issues relating to the environment and the society.</p> <p>v) develop writing, reading skill and thinking skill.</p> <p>Skills: reading skill, thinking skill and writing skill.</p>	<p>communication.</p> <p>Activity: (to support learning)</p> <p>i) Sample notices will be read out in the class and shown on the screen.</p> <p>ii) Use of projectors to show different model exercises based on the skills.</p> <p>Activity/ Assignment:</p> <p>Practice exercises based on the skill.</p> <p>Digital Content to be used:</p> <p>Presentations based on skills (PPT/Word file)</p>	<p>iv) To write in formal tone, to be precise and to the point.</p> <p>vi) To write with appropriate vocabulary and expressions.</p> <p>vii) The students will be able to express their ideas by writingthe skill.</p>	
	4) Note Making:	4) Note Making: Guide and motivate students to express and write effectively. -Develop knowledge and purpose of writing	4) Note Making: The students will be able to recollect, organize and analyse data to be used to write notes	4) Note Making: Pre-activity: Projector will be used to show as to how to write notes, a sample note along with discussion and explanation. Post-activity: Worksheet based on	4) Note Making: Express effectively, sharing ideas and develop appropriate style of writing.	4) Note Making: Practice exercises based on Note making (worksheet)

		<p>notes.</p> <ul style="list-style-type: none"> -Awareness of the form, content and process of writing. -Able to retain a data and information. -Organize ideas on a particular subject. -Practice to enhance the skills and note making 		Note-making		
	5) Poster:	<p>5) Poster: Specific Objectives:</p> <ul style="list-style-type: none"> i) Guide and motivate students to express and write effectively. ii) Develop knowledge and purpose to design a Poster. 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) design the poster with appropriate expressions and vocabulary. ix) link ideas x) use proverbs/ phrasal 	<p>5) Poster: The students will be able to-</p> <ul style="list-style-type: none"> i) inculcate values like share ideas, freedom to express and acceptance of ideas. ii) make use of appropriate formats, expressions and vocabulary. iii) appreciate the skill of expressing and writing effectively. iv) writing, reading skill and thinking skill. <p>Skills: reading skill, thinking skill and writing skill.</p>	<p>5) Poster: Pre-activities: *Purpose and significance of the skill</p> <p>Activity: (to support learning)</p> <ul style="list-style-type: none"> i) Sample Posters will be formal shown on the screen. ii) Use of projectors to show different model exercises based on the skills. <p>Activity/ Assignment: Practice exercises based on the skill.</p> <p>Digital Content to be used: Presentations based on skills (PPT/Word file)</p>	<p>5) Poster:</p> <ul style="list-style-type: none"> i) Guide the students to write effectively. ii) to be precise and to the point. vi) To write with appropriate vocabulary and expressions. vii) The students will be able to express their ideas by designing a poster. 	<p>5) Poster:</p> <ul style="list-style-type: none"> i)Practice exercises based on the skill. ii)Assignment

		<p>words and idiomatic expressions while writing the skill.</p> <p>xi) encourage the students to develop their reading habit (newspapers, articles, journals etc)</p> <p>xii) Retain information of events, incidents or accidents and describe the same and adhere to the word limit.</p>				
SEPTEMBER	1)Letter Writing	<p>1)Letter Writing:</p> <ul style="list-style-type: none"> - Focus on the form, content and process of writing. -Practice and extra exercise to enhance the skill. i) Guide and motivate students to express and write effectively. ii) Develop knowledge and purpose of writing a letter. 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 skill. 	<p>1)Letter Writing:</p> <p>Guide students to write and express on their own</p> <p>The students will be able to-</p> <ul style="list-style-type: none"> 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 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>Skills: reading skill, thinking skill and writing skill.</p>	<p>1)Letter Writing:</p> <ul style="list-style-type: none"> -Revision of the formats of formal and informal letters. -Purpose and significance of writing letters. -Discussion on using the electronic media rather than writing letters. - Old and new methods of communication -Job Application <p>i) Pre-activities:</p> <ul style="list-style-type: none"> *Revision of the formats of formal and informal letters *Purpose and significance of writing letters *Discussion on using the electronic media rather than writing letters. *Old and new methods of communication. <p>Activity: (to support learning)</p> <ul style="list-style-type: none"> i) Sample formal letters will be read out in the class and shown on the 	<p>1)Letter Writing:</p> <p>Guide the students to write effectively.</p> <ul style="list-style-type: none"> -Develop and strengthen business relations, enquiries, registering complaints, placing orders, sending replies, apply for a job. -Letter to school authorities regarding admission, school issues, requirements and suitability. -To write in formal tone, to be precise and to the point. -Focus on the qualifications and experiences. 	<p>1)Letter Writing:</p> <ul style="list-style-type: none"> i)Practice exercises based on the long writing skill. ii)Assignment

		<p>vii) Create social awareness.</p> <p>viii) understand and recollect the format of formal letters</p> <p>ix) write formal letters will appropriate expressions and vocabulary.</p> <p>x) encourage the students to develop their reading habit (newspapers, articles, journals etc)</p> <p>xi) Retain information of events, incidents or accidents and describe the same and adhere to the word limit.</p>		<p>screen.</p> <p>ii) Use of projectors to show different model exercises based on the skills.</p> <p>Activity/ Assignment: Practice exercises based on the skill.</p> <p>Digital Content to be used: Presentations based on skills (PPT/Word file)</p>	<p>- students will be able 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>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 different letters.</p>	
	2)Article Writing	<p>2)Article Writing: Guide and motivate students to express and write effectively. -Develop knowledge and purpose of writing</p>	<p>2)Article Writing: 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</p>	<p>2)Article Writing: Pre-activities: *Revision of the format of articles *Purpose and significance of writing articles Activity: (to support learning)</p>	<p>2)Article Writing: Pre-activities: *Revision of the format of articles *Purpose and significance of</p>	<p>2)Article Writing: i)Practice exercises based on the short and long writing skills. ii)Assignment</p>

		<p>an article and speech. -Awareness of the form, content and process of writing.</p> <p>I. Specific Objectives:</p> <p>i) Guide and motivate students to express and write effectively. ii) Develop knowledge and purpose of writing an article. 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 format ix) write with appropriate expressions and vocabulary. x) link ideas and write articles. xi) use proverbs, phrasal words and idiomatic expressions while writing the skill. xii) encourage the students to develop their</p>	<p>formats, expressions and vocabulary. iii) appreciate the skill of expressing and writing effectively. iv) issues relating to the environment and the society. v) writing, reading skill and thinking skill.</p> <p>Skills: reading skill, thinking skill and writing skill.</p>	<p>i) Sample articles will be read out in the class and shown on the screen. ii) Use of projectors to show different model exercises based on the skills.</p> <p>Activity/ Assignment: Practice exercises based on the skill.</p> <p>Digital Content to be used: Presentations based on skills (PPT/Word file)</p>	<p>writing articles</p> <p>Activity: (to support learning)</p> <p>i) Sample articles will be read out in the class and shown on the screen. ii) Use of projectors to show different model exercises based on the skills.</p> <p>Activity/ Assignment: Practice exercises based on the skill.</p> <p>Digital Content to be used: Presentations based on skills (PPT/Word file)</p>	
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		reading habit (newspapers, articles, journals etc) xiii) Retain information of events, incidents or accidents and describe the same and adhere to the word limit.				
	3)Factual Description	3)Factual Description: Describe a person, place, object or event with appropriate language, use of accurate vocabulary, expressions and sentence structure. i) Guide and motivate students to express and write effectively. ii) Develop knowledge and purpose of writing the skill. 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 format	3)Factual Description: i) inculcate values like sharing ideas, freedom to express and acceptance of ideas. ii) make use of appropriate formats, expressions and vocabulary. iii) appreciate the skill of expressing and writing effectively. iv) writing, reading skill and thinking skill. Skills: reading skill, thinking skill and writing skill	3)Factual Description: Pictures, objects, puppets(favourite teacher, friend or family member) will be shown to describe. -Projector will be used to explain the skill. i) Pre-activities: *Revision of the format *Purpose and significance of writing the skills. Activity: (to support learning) i) Sample exercises will be read out in the class and shown on the screen. ii) Use of projectors to show different model exercises based on the skills. Activity/ Assignment: Practice exercises based on the skill. Digital Content to be used: Presentations based on skills (PPT/Word file)	3)Factual Description: Describe a person, place, object or event with appropriate language, use of accurate vocabulary, expressions and sentence structure. i) Guide the students to write effectively. ii) The students will be able to express their ideas by writing the skill.	6)Factual Description: i)Practice exercises based on the skill. ii)Assignment

		ix) write the skill with appropriate expressions and vocabulary. x) link ideas xi) encourage the students to develop their reading habit (newspapers, articles, journals etc) xii) Retain information of events, incidents or accidents and describe the same and adhere to the word limit.				
	4)Grammar 5)Revision	4)Grammar: -Knowledge of the rules of grammar and to apply them.	4)Grammar: Apply grammar rules	4)Grammar: Worksheets based on general grammar	4)Grammar: The students will be able to recollect apply their knowledge and clear their doubts.	8)Grammar: Oral and written exercises.

TERM 2

Month & Working Days	Theme/ Sub-theme	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
NOVEMBER	1) Discovering Tut	1)Discovering Tut: To enable the students to i)understand the meaning and usage of phrases like resurrection, circumvented, computed Tomography, scudded across etc	1)Discovering Tut: To enable the students to i)inculcate the values of concern, responsibility, curiosity and respect ii)respect other's beliefs, customs,	1)Discovering Tut: Activity (to introduce the lesson) Power point presentation on Egypt and pyramids(will be uploaded in Google classroom) Activity(to support learning) Power point presentation on King Tut's Mummy, his valuable treasure(will be uploaded in Google Classroom)	1)Discovering Tut: The students will be able to- i)think, analyse and observe ii)know the meanings of new phrases iii)satisfy their curiosity about King Tut's	1)Discovering Tut: i) Assignments ii) Comprehension questions: List the advances in technology that have improved forensic analysis. What are referred to as

		<p>ii) understand advancement in technology</p> <p>iii) know about Egyptian belief of mummification</p> <p>iv) have the historical knowledge about King Tut's family line</p> <p>v) know about pyramids and their history</p> <p>vi) know how archaeology has changed in the intervening decades</p>	<p>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>Skills: Enhance reading, comprehending, thinking skills, analytical skills, Literary skills and Observation skills</p>	<p>Activity/Assignment (to check learning)</p> <p>What efforts did Carter make to separate Tut's mummy from its solid gold bottom?</p> <p>Digital Content to be used: Power point presentation</p>	<p>mummy</p> <p>iv) know about the archaeology and advancement in technologies</p> <p>v) understand the wastefulness of war</p>	<p>funerary treasures? What does their presence in Tut's tomb tell us about the beliefs of ancient Egyptians</p> <p>iii) Textual questions/ Extracts/Value based/Character sketches</p>
	<p>2)Address:</p>	<p>2)Address:</p> <p>To enable the students to</p> <p>i) comprehend the chapter.</p> <p>ii) appreciate the theme and the message conveyed.</p> <p>iii) understand the effects of war and need of peace</p> <p>iv) understand the belongingness towards one's things</p> <p>v) realize the worth of loved ones in comparison to materialistic things.</p>	<p>2)Address:</p> <p>To enable the students to</p> <p>i) respect the feelings of others.</p> <p>ii) understand that the objects linked in memory lose their importance, when cut off from them,</p> <p>iii) accept the situation and be optimistic in life.</p> <p>iv) understand that war destroys life and peace restores everything</p> <p>v) understand the family bonding and relations</p>	<p>2)Address:</p> <p>Activity (to introduce the lesson)</p> <p>1. Warm up activity-</p> <p>i) When did World War II happen? What did Nazis do with the Jews?</p> <p>2. Brief up about the author who suffered in World War II.</p> <p>Activity (to support learning)</p> <p>i) Wars have resulted in significant loss of life along with destruction of infrastructure and resources. Explain</p> <p>Activity/Assignment (to check learning)</p> <p>(i) Comment on the contrasting elements in the characters of Mrs. S and Mrs. Dorling.</p> <p>(ii) 'To reconcile with the past is the only way to move ahead in life.'</p> <p>Comment</p>	<p>2)Address:</p> <p>i) realise and analyse the situations and take appropriate decisions.</p> <p>ii) be optimistic in difficult situations.</p> <p>iii) appreciate the theme and the message conveyed.</p> <p>iv) understand that war destroys life and peace restores everything</p> <p>v) understand the family bonding and relations</p> <p>vi) show sympathetic attitude to war victims or the sufferers</p> <p>vii) to forget the past and move ahead in life.</p>	<p>2)Address:</p> <p>1. Assignments</p> <p>2. Comprehension questions</p> <p>i) The story is divided into pre war and post war times. What hardships do you think the girl underwent during these times?</p> <p>(ii) Why did Mrs. Dorling not allow Mrs. S's daughter to enter her house?</p> <p>(iii) What is the significance of House No. 46, Marconi Street?</p> <p>3. Textual questions/ Extracts/Value based/Character</p>

			vi) show sympathetic attitude to war victims or the sufferers vii) to forget the past and move ahead in life. Skills- Analytical, Imaginative, observatory , critical thinking, language			sketches
	3)Childhood	3)Childhood: To enable the students to i)understand, enjoy and appreciate different genre of English writings ii)have better understanding of rhyme scheme and other poetic devices iii)understand that childhood is a bliss iv)understand individuality, rationalism and hypocrisy v)to think rationally	3)Childhood: To enable the students to i) accept differences, understand people ii)value childhood and freedom iii)develop individuality iv)treasure innocence of childhood Skills Comprehension, thinking skills, analytical skills	3)Childhood: Activity (to introduce the lesson) Warm up activity i) Share your childhood experience ii) How can you define ‘maturity’? Activity/Assignment (to check learning) Discuss: Is attainment of maturity a sign of loss of innocence?	3)Childhood: The students will be able to i)think, analyse and observe ii)identify rhyme scheme iii)know individuality iv)differentiate between innocence and maturity v)accept different people	3)Childhood: i) Assignments ii) Comprehension questions: Write a brief note on ‘Childhood is an essential state in the process of growing up, but it can’t go on forever.’ iii) Textual questions/ Extracts/Value based
	4)Advertisement 5)Grammar 6) ASL	4)Advertisement: I. Specific Objectives: i) Guide and motivate students to express and write effectively. ii) Develop knowledge	4)Advertisement: The students will be able to- i) inculcate values like share ideas, freedom to express	4)Advertisement: Pre-activity: Cutouts of different ads shown to the students and discussed the differences. Post-activity: Write an advertisement to promote the new school ‘CBSE-I’.	4)Advertisement: The students will be able to write advertisements with appropriate vocabulary and expressions.	4)Advertisement: i)Practice exercises based on the skill. ii)Assignment 6)Assessment of

		<p>and purpose of writing Advertisements.</p> <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 skill.</p> <p>vii) Create social awareness.</p> <p>viii) understand and recollect the format of advertisements.</p> <p>ix) write with appropriate expressions and vocabulary.</p> <p>x) link ideas</p> <p>xi) use appropriate expressions while writing the skills.</p> <p>xii) encourage the students to develop their reading habit (newspapers, articles, journals etc)</p> <p>xiii) Retain information of events, incidents or accidents and describe the same and adhere to the word limit.</p> <p>5)Grammar:</p>	<p>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>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> <p>Skills: reading skill, thinking skill and writing skill.</p> <p>5)Grammar: -apply the knowledge of the rules of grammar</p> <p>6) Assessment of Speaking and Listening:</p>	<p>Activity: (to support learning)</p> <p>i) Use of projectors to show different model exercises based on the skill.</p> <p>Activity/ Assignment: Practice exercises based on the skill.</p> <p>Digital Content to be used: Presentations based on skills (PPT/Word file)</p> <p>6)Assessment of Speaking and Listening: The listening skill will be conducted based on Cbse. The speaking skills will be conducted based on the rules of Cbse.</p>	<p>6)Assessment of Speaking and Listening: The students will be able to enhance their speaking and listening skills.</p>	<p>Speaking and Listening: The listening skill will be conducted based on the track sent by the CBSE for assessment. The speaking skill will be assessed based on the rules of the CBSE</p>
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DECEMBER	1)Mother's Day:	<p>1) Mother's Day: To enable the students i) to perceive the overall meaning and organisation of the text ii) to identify and understand the central/main point and supporting details along with the phrases used in the lesson iii) to promote advanced language skills with an aim to develop the skills of reasoning and drawing inferences iv) to recognize one of the most important educators in a child's life v) to understand that our mothers have equal rights to enjoy their lives and</p>	<p>1) Mother's Day: To enable the students to i) imbibe values like care and concern, empathy, compassion, respect for elders, belongingness and tolerance ii) understand the struggles and sacrifices of parents and to draw inspiration from them iii) accept the members of the family without complaining iv) realise the worth of sacrifice and struggles of parents</p>	<p>1) Mother's Day: Activities Warm up Questions 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. Activity(to support learning) Our history is replete with the contribution of mothers to inculcate values in their children to face the challenges in life. Name a few of them. Activity/Assignment (to check learning) Provide an ending to the story</p>	<p>1) Mother's Day: Students will be able i) to know that mothers have equal rights to enjoy their lives and deserve acknowledgement and appreciation ii) to strengthen the family bonding with sharing and solving problems iii) to identify and understand the central/main point and supporting details along with the phrases used in the lesson iv) to imbibe values like care and concern, empathy, compassion, respect for elders,</p>	<p>1) 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) Husbands, sons, daughters should be taking notice of wives and mothers, not giving them orders and treating them like dirt. What do you think about it?</p>

		deserve acknowledgement and appreciation	for the children Skills- Analytical skills, Thinking skills, Decision making, Management skills		belongingness and tolerance	
	2)Father to Son	2) Father to Son: To enable the students to i) comprehend the poem ii) critically analyse the poem on the basis of the text read iii)understand consequences of lack of communication and cold indifferences in a family. iv) understanding the bonding with family members.	2)Father to Son: To enable the students to i) accept differences and understand people ii) respect elders and value relations iii) resolve conflicts with patience iv) handle criticism and to take initiative for making up the loss v) communicate with family members and share joys and sorrows vi) to look into their own behaviour and mend their ways to develop a healthy relationships.	2) Father to Son: Activity (to introduce the lesson) 1. Warm up activity- Is Generation Gap a universal problem? On what issues or matters do you have different views from your parents? Activity (to support learning) Video will be shown Skills- Analytical, observatory, language,thinking skills Activity/Assignment (to check learning) 1)Lockdown brought the family members together and in disguise gave everybody an opportunity to spend time together and resolve the conflicts or cold indifferences. Write a diary entry expressing your confession of being responsible of cold indifferences between you and your parents and finding solutions to the problem.	2)Father to Son: Students will be able to i) comprehend the poem ii) critically analyse the poem on the basis of the text read iii) understand the consequences of lack of communication and cold indifferences in a family iv) develop analytical and thinking skills v) handle criticism and to take initiative for making up the loss vi) communicate with family members and share joys and sorrows	2)Father to Son: 1. Assignments 2. Comprehension questions i) How far has the poet succeeded in transforming a purely personal matter to a universal experience prevalent in present society? ii) Why is the reference of the ‘ Prodigal Son’ given by the poet? Which poetic device has been used here? 3)Textual questions/ Extracts
	3) The Browning Version:	3)The Browning Version: To enable the students to i) take role play and learn	3)The Browning Version: To inculcate the values of	3)The Browning Version: 1.Warm up activity What do you usually talk about teachers among friends?	3)The Browning Version: <u>The students will be able to</u>	3)The Browning Version: <u>Assessment:</u> i) Assignments

		<p>to deliver their part with appropriate voice modulation, stress and intonation</p> <p>ii) understand, enjoy and appreciate plays</p> <p>iii) enhance vocabulary</p> <p>iv) know how to display attitude towards students and colleagues</p> <p>v) learn and follow professional obligations</p>	<p>i)respecting teachers</p> <p>ii)respecting mankind</p> <p>iii)sense of duty</p> <p>iv)punctuality</p> <p>v)appreciation</p> <p>To enable the students to</p> <p>i)acquire proper mannerism and attitude</p> <p>ii)owe respect towards their teachers</p> <p>iii)not indulge in destructive criticism</p>	<p>What manner do you adopt when you talk to your teacher?</p> <p>What qualities do you look for in a teacher/ which qualities of teacher are appreciated by students?</p> <p>Activity:</p> <p>Discuss:</p> <p>1.‘Changing attitude of students towards their teachers’</p> <p>2.Old Education System v/s New Education System</p> <p>Skill: language skill, thinking skill and analyse the situations and characters.</p> <p>Activities:</p> <p>i)How according to Taplow Mr. Crocker Harris is unlike other masters?</p> <p>ii)Why do you think Frank envies Mr. Crocker Harris?</p> <p>iii)How does Taplow refute the charge that he is exaggerating?</p> <p>iv)What impression do you form of Mr. Crocker Harris on the basis of the explanation of the play?</p>	<p>i)enhance vocabulary</p> <p>ii)know how to take role play</p> <p>iii)learn how to display mannerism and attitude towards others</p> <p>iv)to be punctual</p> <p>v)develop a sense of duty</p> <p>vi)not to indulge in criticism</p>	<p>ii) Textual questions/ extra questions/ value based questions</p>
	<p>4)Speech and Debate Writing</p> <p>5)Report Writing:</p> <p>6) Grammar</p> <p>7)ASL (Continued)</p>	<p>4)Speech and Debate Writing:</p> <p>Guide and motivate students to express and write effectively.</p> <p>-Develop knowledge and purpose of writing the skills</p> <p>-Awareness of the form, content and process of writing.</p> <p>i) Guide and motivate</p>	<p>4)Speech and Debate Writing:</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</p>	<p>4)Speech and Debate Writing:</p> <p>i) Pre-activities:</p> <p>*Revision of the formats</p> <p>*Purpose and significance of writing speech and debate</p> <p>Activity: (to support learning)</p> <p>i) Sample speech and debate will be read out in the class and shown on the screen.</p> <p>ii) Use of projectors to show different model exercises based on the skills.</p> <p>Skills: reading skill, thinking and</p>	<p>4)Speech and Debate Writing:</p> <p>i) Guide the students to write effectively.</p> <p>ii) To write with appropriate vocabulary and expressions.</p> <p>iii)The students will be able to express their ideas by writing the skills.</p>	<p>4)Speech Writing:</p> <p>i)Practice exercises based on the long writing skill.</p> <p>ii)Assignment</p> <p>Debate Writing:</p> <p>i)Practice exercises based on the long writing skill.</p> <p>ii)Assignment</p> <p>5)Report Writing:</p>

		<p>students to express and write effectively.</p> <p>ii) Develop knowledge and purpose of writing an article and speech.</p> <p>iii) Able to retain a data and information.</p> <p>iv) Organize ideas on a particular subject.</p> <p>v) Practice to enhance the skills.</p> <p>vi) Create social awareness.</p> <p>vii) understand and recollect the formats</p> <p>viii) write with appropriate expressions and vocabulary.</p> <p>ix) link ideas and write speech and debate.</p> <p>x) use proverbs, phrasal words and idiomatic expressions while writing the skills.</p> <p>xi) encourage the students to develop their reading habit (newspapers, articles, journals etc)</p> <p>xii) Retain information of events, incidents or accidents and describe the same and adhere to the word limit.</p> <p>5) Report Writing:</p>	<p>vocabulary.</p> <p>iii) appreciate the skill of expressing and writing effectively.</p> <p>iv) writing, reading skill and thinking skill.</p> <p>5)Report Writing: The students will be able to-</p> <p>i) inculcate values like sharing ideas, freedom to express and acceptance of ideas.</p> <p>ii) make use of appropriate formats, expressions and vocabulary.</p> <p>iii) write reports and iv) appreciate the skill of expressing and writing effectively.</p> <p>v) writing, reading skill and thinking skill.</p> <p>Skills: reading skill, thinking skill and writing skill.</p> <p>6)Grammar:</p>	<p>writing skill.</p> <p>Activity/Assignment: Practice exercises based on the skill.</p> <p>Digital Content to be used: Presentations based on skills (PPT/Word file)</p> <p>5)Report Writing:</p> <p>i) Pre-activities: *Revision of the formats report writing, *Purpose and significance of writing reports</p> <p>Activity: (to support learning)</p> <p>i) Sample formal letters, articles, speech, debate and report will be read out in the class and shown on the screen.</p> <p>ii) Use of projectors to show different model exercises based on the skills.</p> <p>Activity/ Assignment: Practice exercises based on the skill. Write a report based on the cutouts from the newspapers and magazines to enhance their Writing skill.</p> <p>Digital Content to be used: Presentations based on skills (PPT/Word file)</p> <p>7)Assessment of Speaking and Listening: The listening skill will be conducted based on Cbse. The speaking skills will be conducted based on the rules of</p>	<p>5)Report Writing:</p> <p>i) Guide the students to write effectively.</p> <p>ii) To write with appropriate vocabulary and expressions.</p> <p>iii) The students will be able to express their ideas by writing the skill.</p> <p>7)Assessment of Speaking and Listening: The students will be able to enhance their speaking and listening skills.</p>	<p>i)Practice exercises based on the skill.</p> <p>ii)Assignment</p> <p>7)Assessment of Speaking and Listening: The listening skill will be conducted based on the track sent by the CBSE for assessment. The speaking skill will be assessed based on the rules of the CBSE</p>
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		<p>i) Guide and motivate students to express and write effectively.</p> <p>ii) Develop knowledge and purpose of writing a Report.</p> <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 format of report.</p> <p>ix) write reports with appropriate expressions and vocabulary.</p> <p>x) link ideas and write reports.</p> <p>xi) encourage the students to develop their reading habit (newspapers, articles, journals etc)</p> <p>xii) Retain information of events, incidents or accidents and describe the same and adhere to the word limit.</p>	<p>-apply the knowledge of the rules of grammar</p> <p>7) Assessment of Speaking and Listening: The students will be able to use their listening and speaking skills effectively.</p>	Cbse.		
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		<p>6)Grammar: The students will- -able to recollect the rules of Grammar.</p> <p>7)Assessment of Speaking and Listening: Express by speaking effectively and develop listening skills. -Analyse situations and problems and give appropriate solutions.</p>				
JANUARY	1)Birth:	<p>1)Birth: To enable the students to -comprehend the chapter. -communicate their ideas with a lot of conviction -appreciate the theme and the message conveyed -use appropriate vocabulary and medical expressions - understand the selfless service to mankind -understand the practical approach</p>	<p>1)Birth: To enable the students to - understand the responsibilities of a doctor -value commitment ,care and concern -be positive and confident in adverse situations -never lose hope - stress more on practical knowledge instead of theoretical -be faithful to one's profession Skills: -comprehension skill, analytical skill, decision making, observatory,</p>	<p>1)Birth: Activity (to introduce the lesson) Bookish knowledge is theoretical. It is practice and observation which makes a man with theoretical knowledge, a man perfect in his field. Discuss Activity (to support learning) Describe the role of our doctors, scientists, administrators to combat covid-19 Activity (to check learning) Name the five central characters in the story who played a key role</p>	<p>1)Birth: The students will be able to- -understand the duty and responsibility of a doctor -understand the theme-never say die attitude -be positive and confident in adverse situations -never lose hope - stress more on practical knowledge instead of theoretical -be faithful to one's profession</p>	<p>1)Birth: i) Assignments ii) Comprehension questions: -Comment on behaviour and role of the midwife who was attending Susan. iii) Textual questions/ Extracts/Value based</p>

			organizational			
	2)Tale of Melon City	2)Tale of Melon City: To enable the students to i) comprehend the poem and enhance their vocabulary. ii) identify the figures of speech and the rhyming scheme. iii) understand that law is not only blind but can also spell disaster if it is thoughtlessly implemented. iv) understand the process of fair and important judgement.	2)Tale of Melon City: To enable the students to i) inculcate values like co-operation, confidence, faith, respect and integrity ii) analyse situations and take appropriate decisions. iii) understand the fun and humour used in the poem to point out the loopholes in the system iv) understand the role of aware and responsible citizens Skills: comprehension skill, analytical skill, language skills, thinking skill	2)Tale of Melon City: Activity: (to introduce the lesson) -Brief up about the poet -Is absolute peace possible in a state or a country? -The key to the successful governance lies in aware and responsible citizens. Do you agree? - Activity: (to support learning) How can peace and liberty be maintained in a state? Activity (to check learning) Comment on the caliber of the king,his ministers,the people and the customs of the state.	2)Tale of Melon City: The students will be able to i) aware of different situations and dealing them well. ii) realise that peace and liberty are the two strong factors for a state to flourish. iii) able to understand that the rulers of the state should be judicious and sensitive to the needs of the people. iv) to understand that the ruler of the state must understand the problems and needs of the people. v) able to understand that the simplest way to maintain peace and liberty in a state is by following the principles of laissez-faire.	2)Tale of Melon City: 1) Assignments ii) Comprehension questions: iii) Textual questions/ Extracts
	3)Ranga's Marriage:	3)Ranga's Marriage: To enable the students to i) comprehend the chapter and the message conveyed. ii) understand the astrological perceptions in context with the scientific temperament	3)Ranga's Marriage: To enable the students to i) understand the life of a typical Kannad village which undergoes a rapid	3)Ranga's Marriage: Activity (to introduce the lesson) -Warm up activity- i) Child marriage is an evil still prevalent in the society. Laws are not enough to root out this evil. Something more should be done. Discuss. ii) Brief up about the poet - How many of you believe in astrology?	3)Ranga's Marriage: The students will be able to- i) understand the influence of the English language and Western culture in villages. ii) understand the	3)Ranga's Marriage: 1. Assignments 2. Comprehension questions Textual questions/ Extracts/Value based/Character sketches

		<p>iii) know the shift in marriages in Indian society. iv) appreciate the humour used by the author. v) know the phrases used in the lesson .</p>	<p>change due to increasing influence of English, Western Culture and Urbanization. ii) understand that tradition is deep-rooted in our culture. iii) understand that education makes one civilized and responsible. iv) respect the elders in the family. v) understand the role of family in decision making Skills- Analytical, imaginative, observatory, decision making, language skills</p>	<p>Indian Society has moved a long way from the past system of marriages. Do you agree? Activity (to support learning) Under the influence of western culture, we have ignored the good of our own culture. Discuss Activity/Assignment (to check learning) i) The best way of getting to know a place is to visit it. Explain</p>	<p>conflict between tradition and modernity and shows how tradition is deep-rooted in our culture. iii) understand that education makes one civilized and responsible. iv) understand the astrological perceptions in context with the scientific temperament v) know the shift in marriages in Indian society. vi) appreciate the humour used by the author. vii) know the phrases used in the lesson</p>	
	<p>4)Invitations and Replies 5)Grammar 6)Revision:</p>	<p>4)Invitations and Replies: i) Guide and motivate students to express and write effectively. ii) Develop knowledge and purpose of writing invitations and replies. iii) Awareness of the form, content and process of writing. iv) Able to retain data and information. v) Organize ideas on a</p>	<p>4)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 and</p>	<p>4)Invitations and Replies: Activity: (to introduce the lesson) i) Pre-activities: *Revision of the formats of formal and informal invitations and replies. *Purpose and significance of writing formal and informal invitations and replies. Activity: (to support learning) i) Sample formal and informal invitations and replies will be read out in the class and shown on the screen. ii) Use of projectors to show different model exercises based on the skills.</p>	<p>4)Invitations and Replies: i) Guide the students to write effectively. iv) To write in formal tone, to be precise and to the point. 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>4)Invitations and Replies: i)Practice exercises based on the short writing skills. ii)Assignment</p>

		<p>particular subject.</p> <p>vi) Practice to enhance the skills.</p> <p>vii) Create social awareness.</p> <p>viii) understand and recollect the formats.</p> <p>ix) write formal and informal invitations and replies with appropriate expressions and vocabulary.</p> <p>x) encourage the students to develop their reading habit (newspapers, articles, journals etc)</p> <p>xi) adhere to the word limit.</p>	<p>informal invitations and replies.</p> <p>iv) appreciate the skill of expressing and writing effectively.</p> <p>v) writing, reading skill and thinking skill.</p>	<p>Digital Content to be used: Presentations based on skills (PPT/Word file)</p>		
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