

National School Curriculum

INSTRUCTIONAL GUIDE FOR ENGLISH CLASSES XI & XII



School Curriculum Division
Department of School Education
Ministry of Education and Skills Development
Royal Government of Bhutan



“Your parents, relatives, and friends would be very proud of what you have achieved. At your age, to have completed your studies is your personal accomplishment. Your knowledge and capabilities are a great asset for the nation. I congratulate you for your achievements. Finally, your capabilities and predisposition towards hard work will invariably shape the future of Bhutan. You must work with integrity, you must keep learning, keep working hard, and you must have the audacity to dream big.”

- His Majesty Jigme Khesar Namgyel Wangchuck

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Foreword

The erstwhile Royal Education Council (REC) developed an Adapted and Prioritized curricula for schools so that students can continue learning during the disruptions caused by the COVID 19 pandemic since March 2020. With the commencement of the 2021 academic session, the new normal curriculum, later renamed as the National School Curriculum (NSC), was embraced as a paradigm shift of education from the conventional knowledge-based learning to competency based, open source and experiential learning leveraged on digital technologies. In order to facilitate the effective implementation of the curriculum change, Instructional Guides were developed in all subjects, and the teachers were oriented through virtual and short contact modes as per the prevailing pandemic situations. The curricula were aimed at minimizing the learning loss for learners as it was designed for implementation in different situations - during school closure or during regular contact instructional hours.

While these measures served as a solution to problems brought about by the pandemic and the global changing trend in education, a resilient and more dynamic curricula and instructions remain the current priority of the Government. In cognizance of some the shortfalls in the provisional edition of Instructional Guides (IG), the Department of Curriculum and Professional Development reviewed and revised the existing Instructional Guides across all subjects with the aim of enforcing the competency-based learning, and making teaching-learning happen ‘anytime anywhere’ commensurate to an inclusive education, so that all learners are provided the opportunity to learn at their pace and situation.

The revised Instructional Guides have drawn ideas and inspiration from various educational philosophies and principles, particularly the Delors Report, *Learning: The Treasure Within* (1996). The report prioritizes the development of the whole person and not just academic knowledge through the four pillars: “learning to know”, “learning to do”, “learning to be”, and “learning to live together”. Therefore, the New Curriculum and the Instructional Guide is an attempt to transform education from the teaching of “what” to learning of “how” and “why” towards empowering learners with the transversal competencies and the 21st century skills, and preparing them to be lifelong learners.

It must be noted that the New Curriculum and the Instructional Guide are not just a response to the pandemic, but a culmination of the curriculum reform work for the last four years by the Royal Education Council. The school curricula are to be perceived as integrated, and based on themes and problems that inspire learners to learn and to live in peace with our common humanity and our common planet. This has the potential in the development of a strong base of knowledge about one’s self and about the world, find purpose of learning, and be better able to participate in social and political milieu. Thus, this initiative is envisaged to orient our educational process towards nurturing ‘nationally rooted and globally competent’ citizens.

Wish all our learners and teachers a life-enriching teaching and learning. Tashi Delek



Tashi Namgyal
Director

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Introduction

This guide has been developed for teachers teaching English in schools across the country for the implementation of the English curriculum. As all the schools follow the same curriculum aimed at equipping the students with the same set of competencies, it is crucial for all the teachers to have the same understanding about the intent of the curriculum so that they would be able to implement it as desired.

The English curriculum consists of four strands, according to the language competencies to be taught; they are Listening and Speaking, Reading & Literature, Writing and Language and Grammar. The language competencies to be acquired and demonstrated by the learners at each stage of learning are outlined as Standards, Competencies and Objectives. While guiding teachers on what to teach, these standards, competencies and objectives will also inform the stakeholders about the levels of knowledge and skills expected from the learners at various stages of education.

The sample activities given in the guide are suggested in nature. Teachers can negotiate to adapt and design their own teaching learning activities or experiences that best suit their learners and their environment. What is non-negotiable is the teaching of the competencies that the learners must acquire at each class before they move on to the next class.

The curriculum has a wide range of knowledge, concepts and skills that the students need to master. There are those which the learners can explore, acquire and practice to master on their own, and there are also more complex ones which need to be taught explicitly and practised consistently to gain a satisfactory level of mastery. Classroom teaching and instructional time should focus on teaching those concepts and skills that the students cannot learn on their own, while encouraging learners to explore some areas to learn and practice on their own.

A major shift in the curriculum is the teaching and development of skills by the learners. Therefore, the curriculum contents should be used as vehicles to move towards the acquisition of competencies. The competencies for each class are further broken down as objectives that should serve as signposts for teachers to decide what to teach.

Since, competencies are at the heart of curriculum and its implementation, teachers should make conscious choice of the most suitable teaching-learning approaches. And, because the teaching focusses on acquiring skills/competencies, assessment will also be on the acquisition and demonstration of the skills -skills in terms of literacy and language, social, behavioural and affective domains that are demonstrable and measurable. Various assessment approaches, tools and rubrics have already been disseminated to the teachers through the CFA guidebook. Teachers are asked to be consistent to meaningfully assess students and report to stakeholders at various levels. Further, the focus of assessment should be for learning rather than assessment of learning which would happen periodically.

Purpose of the Instructional Guide

Among the many definitions of ‘curriculum’ this Instructional Guide underscores the meaning of curriculum as a standard and competency-based sequence of planned learning experiences where learners practise and achieve the proficiency in applying the learning experiences in real life scenarios. These proficiencies, in the curriculum framework, have been stated as “competencies” and ‘objectives’ for each class. In keeping with the principle, ‘less is more’ as stated the National School Curriculum, the contents of the curriculum have been reduced so that learners can be engaged more in activities that can lead to the acquisition of language skills rather than having them ‘cover the syllabus’.

This Instructional Guide believes that the classroom teachers, as professional individuals, can make the most authentic and reliable judgment about each learner’s learning needs and the learning experiences to be provided to propel the learners in the learning continuum.

With these beliefs and principles as the background, the following are the purposes of this document:

- i. Facilitate learners acquire language skills and competencies using literature as a medium.
- ii. Strengthen blended learning, including flipped classroom with multimedia, digital pedagogies and ICT devices and websites as tools to share the responsibility of learning amongst the learners, teachers, the parents and other stakeholders.
- iii. Facilitate the use of Continuous Formative Assessment for learning using diverse appropriate assessment techniques and tools commensurate with individual differences in learning, and gather evidence to guide planning of educational programmes and activities for learners.
- iv. Promote inclusive learning through the blended learning which facilitates learning anywhere, any time with the learner being responsible for the learning.
- v. Provide suggestive means of teaching language skills by building interrelationship among, and through, the integration of the four strands of the curriculum.
- vi. Help teachers assume the roles of facilitator, guide, motivator and evaluator.
- vii. Guide teachers, parents and other stakeholders in helping learners achieve their potential.
- viii. Empower teachers to design their own ‘course of study’ or ‘class curriculum’ for their students in line with the National School Curriculum Framework.
- ix. Enhance sharing the burden of responsibility and accountability for learning amongst the stakeholders, including the learners themselves.

In this age of advanced communication and information technology, contents are widely available from a number of sources, therefore, the contents of the curriculum have been kept flexible enough for teachers to select, structure and sequence them to best suit the learners need while maintaining coherence and consistency. In other words, while the contents of the curriculum are negotiable (except for short stories, novels or plays, where applicable), the competencies and objectives are not. While, teachers may have access to number of materials, it should be kept in mind that the teaching and learning should be focused on achieving the competencies rather than ‘covering of the syllabus’. The teaching learning materials should be used as means to create a learning environment that is competency-based where the learners need to master the skills presented to them. While designing lesson plans and teaching learning activities, teachers need to ensure that the materials are relevant and appropriate for the given task.

The assessment should be competency-based wherein the teachers should assess the learners’ mastery of the skills stated as competencies and objectives for each class. Teachers should use appropriate assessment tools and techniques depending on the nature of the learning activities. The learners should be clearly informed about the success criteria, the areas of assessment and the tools to be used so that they know exactly what tasks are to be performed or expected of them. In the process of the performance, the teacher should continuously provide feedback and, if necessary, modify instructions. Efforts have to be made to ensure that every learner has mastered the skills.

Class XI

Listening and Speaking

Topic: Conventions of public speaking

Behaving or acting appropriately while listening or speaking is an important skill that learners must be taught. Empathic listening enhances understanding of what is being conveyed, both intellectually and emotionally. It honours the perceptions of others and accept their contributions to a cause. A positive listener is a conscious speaker, and it grooms learners to exhibit the competency of civility and intellectual maturity.

Competency

- Exhibit positive listening and speaking behaviour and attitude to demonstrate civility and intellectual maturity.

Knowledge: Acquire communicative competence (linguistic, socio-linguistic, discourse).

Skills: Understand verbal communication and non-verbal communication, art of listening and speaking. OR shows respect and appreciation for the roles and contributions of others.

Behaviour: Listen and speak with empathy, confidence, ease, and clarity.

Learning Objectives

- As building lessons, use the listening and speaking skills developed in earlier classes.
- Use public speaking skills such as conventions of address, methods of introduction of a topic or theme, timing, pace, tone, intonation, gestures, and closure to speak effectively in different contexts.
- Evaluate speaker's point of view, reasoning and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis and tone used.
- Listen to and gather information from different kinds of oral texts including literature on social and cultural norms about sexuality and sexual behaviour, and how they influence personal beliefs.
- Enjoy listening to and speaking English.

Note: The above objectives can have multiple lesson objectives based on the topic.

Learning Experiences

To develop the competency of the learners to be empathetic and articulate speakers and listeners, engage them in the following learning experiences.

- Elicit prior knowledge on listening and speaking skills by asking them to share about an impressive speech or video clips they have listened /watched. Remind the learners that their talks should include the striking aspect or feature of the speaker.
 - Send/show the links (suggested) given below providing theory lesson on Listening and speaking skills:
 - Listening Skills
<https://www.learnpick.in/prime/documents/ppts/details/1487/listening-skills>

- Why are Speaking and Listening Skills so Important? <https://slideplayer.com/slide/5699417/>
- Based on the power point presentations as understood from the above links, let learners in pairs/group discuss on:
 - ✓ Importance of listening and speaking
 - ✓ Types of listening
 - ✓ Barriers and tips in effective listening
- Have learners explore the conventions and tactics of effective public speaker. Help the learners deliver a public speech (declamation, extempore speech, short speech etc.) keeping in mind the tactics explored in the suggested links.
 - 9 Characteristics of Highly Effective Public Speakers. <https://www.linkedin.com/pulse/9-characteristics-highly-effective-public-speakers-peter-khoury>
 - Public Speaking for Beginners. <https://www.youtube.com/watch?v=i5mYphUoOCs>

Note: This can be linked with writing strand by asking students to write their speeches following conventions of writing
- Let learners watch some famous speeches and make them observe the tone, words, phrase, gestures used by the speaker.
 - A suggested video link is given here; Luther King, Jr.'s I have a dream, Martin Luther King Jr. <https://www.americanrhetoric.com/speech>
- ✓ After watching the video clip, let the learners play the part of literary luminary and extract striking line or phrase used in the speech and then explain its significance.

(Refer explanation on Literature circle to understand the role of literary luminary)
- Have learners listen to an inspirational TED show to reinforce to be empathetic, articulative speaker and listener.
- A suggested link and guidelines are provided below;
 - What I Learnt as a Prisoner in North Korea/Euna Lee. <https://www.youtube.com/watch?v=ZL-6MeYBeUs>
 - After listening to Euna Lee, have the learners debrief using the suggested questions provided below;
 - ✓ What is the essence of Euna's talk?
 - ✓ Did she display any non-verbal channels of communication (body language)? What was she trying to convey with that gesture?
 - ✓ Did you notice audience display any non-verbal channels communication? What were they trying to convey with that gesture?
 - ✓ What emotions were communicated? Discuss with the whole class.
 - ✓ Do you rate Euna as mediocre speaker or an excellent orator?
 - ✓ What makes her mediocre speaker or an excellent orator?
- Conduct a classroom listening and speaking activity in pairs and demonstrate role play strategy. One plays the role of "Good Speaker" and another "Bad Speaker". Learners have the liberty to choose a topic/theme of their choice to speak within a time bound of 5 minutes.
 - At the end of the Role play, let class;
 - ✓ assess the traits of a "Good speaker" and "Bad speaker".

- ✓ List down/take note of or observe any verbal and non- verbal mode of communication, use of words, comment, tone etc. to display an empathetic listener and speaker observed from the above Roleplay.
- Initiate a class/online discussion on Bhutanese peoples’ perception on sexuality, sex and gender.
 - After the discussion, let the learners watch video clip on sexuality across culture and read about gender, sex and sexuality
 - A suggested link is given below;
 - Sexuality Across Culture. [Sexuality Across Cultures - YouTube](#)
 - Chapter 12. Genders, Sex, and Sexuality. <https://opentextbc.ca/introductiontosociology2ndedition/chapter/chapter-12- gender-sex-and-sexuality/>
 - Facilitate a reflection writing activity wherein learners will reflect on their personal beliefs on sexuality and share it with the class.

Assessment

Use the following assessment tools suggested to assess students’ work.

- Develop and use rubrics for self-assessment, peer-assessment and teacher assessment for listening and speaking strands.
- Use suggested descriptors to assess speaking skills: Interaction, Pronunciation, Fluency, vocabulary and grammar, audibility, clarity, tone, pace and gesture.
- Assessment of Listening-Refer sample- assessment for teacher “Listening to learn” (Language Aloud Allowed By Gwen Mowbray www.rec.gov.bt)
 - A suggested rubric is given below. Teacher may frame his/her own rubrics in consultation with the learners.

Rubric

Level	Fluency	Pronunciation and accent	Vocabulary	Grammar	Details
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand.
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little	Adequate description; some additional details should be provided

	searching for words; volume wavers.			variety in structures	
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required

Note: Share with learners and their parents the assessment criteria before the assessment and the outcomes after the assessment.

Resources

- <https://www.learnpick.in/prime/documents/ppts/details/1487/listening-skills>
- <https://slideplayer.com/slide/5699417/>
- <https://www.americanrhetoric.com/speech>
- <https://opentextbc.ca/introductiontosociology2ndedition/chapter/chapter-12-gender-sex-and-sexuality/>
- Reading strategies (refer English curriculum teachers Guide 2019, xxii)
- Language Aloud allowed By Gwen Mowbray

Topic: Listening and speaking strategies

People listen and speak for a variety of reasons and in a variety of contexts, and for each reason and context, a different set of listening and speaking strategies and skills may be used. Learners should be taught various listening and speaking skills so that they become effective communicators. Learners exhibit public speaking skills such as conventions of address, methods of introduction of a topic or theme, timing, tone etc. They are able to organize and participate effectively in a range of collaborative conversation including panel discussion on diverse issues, building on others' ideas, and expressing their own ideas.

Competency

- Apply listening and speaking skills and strategies in a variety of contexts to communicate effectively in real life situations.

Knowledge: Understand diverse audience and variety of thematic aspects to speak and listen to.

Skills: Acquire discourse structures and appropriate conduct and protocols to suite different contexts and occasions.

Behaviour: Exhibit sensitivity and respect to different target audience.

Learning Objectives

- Use the listening and speaking skills developed in earlier classes.
- Talk about major classical and modern writers and their works including Bhutanese writers.
- Organize and participate effectively in a range of collaborative conversation including panel discussion on diverse issues, building on others' ideas, and expressing their own ideas.
- Analyse different kinds of speeches and use them as models for their own.
- Enjoy listening to and speaking English.
- Distinguish American and British English.

Note: The above objectives can have multiple lesson objectives based on the topic.

Learning Experiences

- Teachers can encourage learners to work in groups to discuss different genres of movies they have watched.
 - Have them discuss on point of view, thematic approach, dialogues, the tone used by the characters, language, and the attributes of the casts during the activity.
 - Let them do the presentation based on the context, theme of the conversation, address, audience, language, etc.
 - (Note: Teacher can use an inductive approach to guide learners in understanding other essential skills used during the Listening and speaking process)
- Have learners participate in a collaborative conversation. A suggested strategy is provided below;
 - Invite class to brainstorm some of the listening speaking activities at high school level. Suggested activities include: Debate, Panel discussion, Speech (Morning speech, welcome, farewell, vote of thanks etc) Talks, Discourse, Capacity building programmes, Extempore, interviews etc. Acknowledge their responses.

- Have learners go through the handouts/explore the links on few Listening and Speaking activities to help them to understand the concept (handouts given below).
- Speech (Morning speech, welcome, farewell, vote of thanks etc.): statement that marks the beginning of any event, meeting, gathering or celebration. Start your speech by greeting the audience, before giving an overview of the event & end the speech by introducing the next speaker and thank audience again for attending the program.
- A Speech is a formal talk that a person delivers to his audience. It must have the capacity to hold the attention of the audience with a proper choice of words, expressions and examples. At the same time care should be taken not to deviate from the main subject. You must keep in mind that it is a speech and you need to begin the draft with addressing the audience and conclusion should be with a sentence thanking the audience.
 - Welcome speech” <https://gupshups.org/welcome-speech/>
- Remember:
- WHO you are writing the speech for (i.e., who your audience is)?
- WHAT your speech is going to be about (its topic) and the main points in order of importance

Note:

It is important to note that the written speech should consist of small sentences having not more than 10 to 12 words in a sentence.

Value Points:

- Greet your audience and introduce the topic you are speaking on. Keep in mind, the occasion of the speech and the nature of the audience.
- The introduction part of the speech is the most important part. It is this part which decides the impact of the speech.
- The introduction should not be very lengthy. The main topic should be taken up as quickly as possible.
- Use concrete terms and tangible examples. Avoid abstract phrases which are quite vague. Use simple and familiar language.
- The conclusion plays a very important role in the success of a speech.
- Say ‘Thank you’ at the end of your speech.

Extempore:

Delivering an effective extempore speech

Extempore speech gets created then and there. It is an on-the-spot event, sometimes a minute or two is given to the speakers to arrange their thoughts before speaking. Saying words and phrases in a short span of time is where you will be showcasing the confidence and the capacity to articulate, think, and project yourself.

- [Delivering an effective extempore speech: https://www.careerindia.com/tips/delivering-an-effective-extempore-speech-010848.html](https://www.careerindia.com/tips/delivering-an-effective-extempore-speech-010848.html)

Content knowledge

Know what you are talking about and whom you are talking to. Before you speak about something, you should make sure to know that something. Your facts and figures have to be apt and appropriate with actual accuracy and sequential order kept in mind as well. Gather your points and organise it to give a smooth flow. Remember to deliver steady, contextually relevant information. If possible, have related quotes to beautify your content. Stick to the core points and narrate it in a systematic way without diverting from the actual concept.

Body language

Body language portrays the level of confidence in you. Have your head raised and make sure to keep your mic at a constant position. Look into your audiences' eyes to connect with them and to drive the message

home. Expressions matter. Give your all to express your understanding about the topic, as you speak. As this activity is stage-oriented, remember to render best impression on your audience.

Confidence matters

Extempore performances are carried out without any prior preparation. So, your level of confidence directly depends on the level of knowledge you have on the subject. You will be primarily tested on your presence of mind, consistency and reasoning skills on the topic.

Voice modulation Voice can depict a person's character, mood, feelings, emotions and tone. Change of voice may vary depending on what you are saying. You cannot stay at a high-pitched voice all throughout your speech. Likewise, you can't stay at a lower-pitched voice either. There must be a mix of vocal ranges to balance the intonation and the content you express.

Time check

Impromptu performances are time-based. Along with competence, enthusiasm and delivery, you must keep 'time' in mind as well. Delivering quality and valuable speech in the specified duration is the best rendition that the audience generally expect and appreciate. Pick topics randomly and start practicing well. It would even give you an extra mile of confidence to face the real challenge.

Panel discussion, Interviews: Teacher can explore the suggested link to give notes on panel discussion and Interviews.

Show class a video clip of Interview to show listening speaking skills in different context. You tube: Interviewer

Technique - Getting it right

This short film provides interviewers with an insight into how to conduct a good interview. The panel use appropriate questioning techniques and positive body language to create a professional and effective selection process.

7 Interview Techniques to Conduct an Effective Interview:

- Choose where to hold the interview. ...
- Prepare a list of interview questions in advance. ...
- Carefully review the candidate's resume and cover letter. ...
- Interviews should be conversational, not confrontational. ...
- Explain the interview process and next steps. ...
- Consider holding a group interview. ...
- Follow up after the interview.
- How to be a good interviewer: <https://resources.workable.com/stories-and-insights/how-to-be-good-interviewer>
- [How to be a good interviewer: https://www.youtube.com/watch?v=xhQjhk7vtbU](https://www.youtube.com/watch?v=xhQjhk7vtbU)

Doing a mock interview in the school setting allows the learners to gain experience with interviewing without the consequences of an actual job interview.

- Let the learners engage in a mock interview;

For example:

- Have the learners participate in brief (5-10 minute) mock interviews (in pair/group) to develop skills in the interviewing process.
- Let learners create an audio recording or a video of a mock job interview. Encourage learners to feel free to ask questions and let them encourage their partner to elaborate more if necessary.
- Make them aware of the criteria they need to focus on. Use the Interview Evaluation Form to

provide students with feedback.

- Note: This mock session can be evaluated on the following criteria: delivery (eye contact/posture/volume), quality of response, appearance etc.

✓ A suggested sample evaluation form has been given below. (Teachers can create their own rubric/evaluation form in consultation with the learners)

Sample Mock Interview Rubrics

Name of the student: _____ Date _____

of Interview: _____

Interviewer: _____

Rate the interviewee on a scale of 1 (lowest) to 5 (highest) in the following areas.

Non-Verbal behavior						
1.	Dressed Appropriately	1	2	3	4	5
2.	Firmly shook hands of interviewer	1	2	3	4	5
3.	Maintained eye contact	1	2	3	4	5
4.	Maintained good posture	1	2	3	4	5
5.	Did not fidget	1	2	3	4	5
6.	Used appropriate hand gestures	1	2	3	4	5
Verbal behavior						
1.	Listened closely to questions	1	2	3	4	5
2.	Answered questions concisely and completely	1	2	3	4	5
3.	Greeted interviewer	1	2	3	4	5
4.	Thanked the interviewer	1	2	3	4	5
5.	Emphasized qualifications	1	2	3	4	5
6.	Displayed enthusiasm	1	2	3	4	5
7.	Kept the interviewer positive by not using negative	1	2	3	4	5
8.	Acted politely throughout the interview process	1	2	3	4	5
9.	Stayed calm	1	2	3	4	5
10.	Asked appropriate questions	1	2	3	4	5
11.	Spoke clearly and was audible	1	2	3	4	5
12.	Demonstrate knowledge of the company/organization	1	2	3	4	5

This mock session can be assessed using rubrics from (Language Aloud allowed By Gwen Mowbray www.rec.gov.bt)

The transcript and assessment can be compiled in their Portfolio or journal.

- Let learners watch any dramatic play or movie. During the process, have learners take notes of the followings:
 - the actors' performances
 - the approaches he/she utilises to handle his/her emotions, expression, gesture, word choice and the inclusion of critical sentences.
 - After that, let learners discuss and collaborate their ideas to come up with the presentation on the changes in expressions and the skills used while speaking.
- Let learners work in a group discussion by providing them with the list of writers' names including Bhutanese writers (both classical and modern).
- Get them involve through discussion, collaboration, communication, research/explore on the following areas:
 - writers' experience and interest areas,
 - theme on focus in their writing,
 - writing styles and techniques
 - their purpose of writing.
 - After the findings, let them act representing the specific writer they are going to talk about and use the speaking skills while sharing about the writers.
- Let learners explore and find the differences between American English and British English in terms of its usage, vocabularies, accents, spellings and pronunciations using the suggested links given below:
- American vs. British English (spelling, grammar, vocabulary):
<https://longmanhomeusa.com/blog/students/2021/06/02/american-vs-british-english-spelling-grammar-vocabulary/>
- How Are British English and American English Different?
<https://www.youtube.com/watch?v=NdJQdt3xkFQ>
- Differences between American & British spelling
<https://www.youtube.com/watch?v=BG017jvhB7I>
- British English vs. American English: Pronunciation <https://www.youtube.com/watch?v=DKEM-juLxmM>

Assessment

Use these sub-skills of listening for assessment:

- Listening for specific information
- Listening for general understanding
- Predictive listening
- Inferential listening
- Listening for pleasure
- Intensive listening
- Evaluative listening
- Proficiency assessment, Assessment of achievement
- Summative, Formative, Progressive assessment
- Peer-assessment, teacher assessment, self-assessment
- Teacher- student conference

Resources

- Language Aloud allowed By Gwen Mowbray www.rec.gov.bt
- Handouts.
- Personal video record
- Rubrics for assessment for listening and speaking
- <https://gupshups.org/welcome-speech/>
- How to be a good interviewer: <https://resources.workable.com/stories-and-insights/how-to-be-good-interviewer>
- How to be a good interviewer: <https://www.youtube.com/watch?v=xhQjhk7vtbU>

Topic: Perceptive listening and responding

A listener's ability to correctly assess and evaluate a speaker's tone can reveal a lot about his or her attitude or position on a topic being discussed. Oftentimes, the speaker's point of view and attitude are conveyed through the tone. So, a listener should develop the skills to evaluate the speaker's tone, point of view and attitude to respond appropriately.

Competency

- Evaluate speaker's tone, point of view and attitude on various issues to respond thoughtfully to diverse perspectives.

Knowledge: Speak at different levels of cognition – literal, interpretive, and evaluative.

Skills: Able to evaluate person's speech using criteria for effective speaking.

Behaviour: Demonstrate appropriate conduct and protocols to suit different contexts and occasions.

Learning Objectives

- Speak with correct pronunciation.
- Use public speaking skills such as conventions of address, methods of introduction of a topic or theme, timing, pace, tone, intonation, gestures, and closure to speak effectively in different contexts.
- Evaluate speaker's point of view, reasoning and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis and tone used.
- Analyse different kinds of speeches and use them as models for their own.

Note: The above objectives can have multiple lesson objectives based on the topic.

Learning Experiences

- Create opportunities for learners to engage in activities that will help them improve their pronunciation skills. (*Note: Pronunciation skills are taught from lower classes and in case if learners face difficulties, encourage them to use digital tools to learn pronunciation*). Some suggested activities to help learners practice pronunciations are given below:
- Initiate a recording session wherein teacher asks the students to record a speech. The students can use the recording apps on their phone [teacher may take the students to the computer lab where everyone can sit and do the recording]. After recording, let them sit in pair and listen to their friend's recording with a critical ear. They can pay close attention to following aspects and provide feedback and advice to their friends either in pair or group;
 - How does their pronunciation compare to that of native speaker?
 - What sounds stand out as difficult?
 - Which sounds might cause comprehension problem for the listener?
- Conduct individual chat session with the students where teacher can note down any mispronounced words within five minutes of their conversation. Using these diagnoses,

teacher can plan a steady routine of practice and correction. Correcting every single pronunciation of the students may harm their confidence.

Note: The recordings can be saved so that learners can reflect on their progress over the years.

- Have learners explore more information on how to evaluate different speakers' tone, point of view and attitude on various issues. Some suggested links are provided below;
 - "Listening for tone and Attitude" <https://study.com/academy/lesson/listening-for-tone-attitude.html>
 - "Tone of Voice in Communication" https://youtu.be/5hvVjOqk_4o
 - "Critical Listening & Thinking skills: Evaluating Others' Speeches" <https://study.com/academy/lesson/listening-for-tone-attitude.html>
 - "Using Intonations" <https://www.teachingenglish.org.uk/article/intonation>
 - "Evaluating Speaking" <https://www.teachingenglish.org.uk/article/evaluating-speaking>
- Teacher in consultation with learners select varieties of relevant video clips of speakers delivering speeches on different thematic aspects.

Some suggested links are given below;

- Keynote speech at Youth4Climate PreCOP26| Greta Thunberg | TEDx <https://www.youtube.com/watch?v=n2TJMpiG5XQ>
 - Dananjaya Hettiarachchi - World Champion of Public Speaking: I see something in you, but I don't know what it is. <https://youtu.be/bbz2boNSeL0>
 - His Majesty King of Bhutan Shares his Vision for (GNH) in Bhutan <https://youtu.be/voGHG8p9NLI>
 - King's Speech Founder's 2014 <https://youtu.be/5oJOYVNTGJk>
 - Final Speech from The Great Dictator| Charlie Chaplin <https://www.youtube.com/watch?v=J7GY1Xg6X20>
- After watching these videos, engage the learners in evaluating different speakers' tone, point of view and attitude on various issues. Teacher can mentor this by sharing teacher's perspectives on these deliveries of speech.
 - Provide learners with different types of essays and ask them to read at home. Instruct them to read the essay thoroughly, keeping in mind the tone, point of view, attitude, rhetoric, stances, word choice, point of emphasis etc.

Some of the suggested essay links are provided below;

- strong argumentative essay examples, Analysed. |Christine Sarikas| <https://blog.prepscholar.com/argumentative-essay-examples>
- "The Need to Belong, Is Technology Harming our Children's Health?" |Courtney Miller| <https://ieltsmaterial.com/ielts-reading-practice-test/> [Practice Test 37]
- Descriptive Essay Personal Descriptive Essay Example: "The Thunderstorm" <https://examples.yourdictionary.com/descriptive-essay-examples.html>
- Persuasive Essay "Why Humanity Should Leave Earth" <https://academichelp.net/samples/academics/essays/persuasive/>
- I have a dream, Martin Luther King Jr. <https://www.marshall.edu/onemarshallu/i-have-a-dream/>
- Malala Yousafzai: Nobel Peace Prize Lecture 2014 https://www.nobelprize.org/uploads/2018/06/yousafzai-lecture_en.pdf

- In the next class, initiate a group discussion where learners discuss each essay keeping in mind the tone of the speaker, point of view, attitude, rhetoric, stances, word choice, point of emphasis etc.
- Recommend learners to watch TV programmes, listen to radio programmes, songs, IELTS Listening and speaking activities, watch documentaries, attend virtual conference in webinar, zoom meet, discord etc. These help them to acquire skills to identify tone, point of view and attitude of speakers, analyse and then they can respond thoughtfully on diverse perspectives. Rather than merely watching the program, encourage them to critique on these aspects: 1. Tone

Attitude of speaker 3. point of view 4. speaker's claim 5. Use of rhetoric 6. Word choice

Assessment

- Use these sub-skills of listening for assessment (i. Listening for specific information, for general understanding, Inferential listening etc.)
- Summative and formative assessment.
- Peer-assessment, teacher assessment, self-assessment
- Teacher- learner conference.
- Anecdotal Record: maintain Anecdotal Record to Assessment a record of specific behaviour, skills, and attitudes. This is to be for both contact and non-contact teaching. Anecdotal Record can be maintained and assessed using Google Sheet.

Note: The rubrics/checklists for assessment can be prepared in consultation with the learners

Resources

- <https://study.com/academy/lesson/listening-for-tone-attitude.html>
- <https://youtu.be/voGHG8p9NLI>
- <https://academichelp.net/samples/academics/essays/persuasive/>
- <https://www.marshall.edu/onemarshallu/i-have-a-dream/>
- <https://ieltsmaterial.com/ielts-reading-practice-test/>

Topic: Purpose and audience

We adopt different strategies to speak depending on the purpose. For example, a person passing an information would speak differently from a person trying to sell a product. So, the learners should be taught to adopt different strategies of speaking depending on the purpose.

Competency

- Analyse different kinds of speeches and use them as models to become persuasive speakers.

Knowledge: Awareness of Persuasive style speaking and Conventions of public speaking.

Skills: Literacy skills and use of different strategies of speaking according to purpose, topic, and audience. **Behaviour:** Exhibit appropriate conduct and protocols to suit different contexts and occasions and be emphatic speakers.

Learning Objectives

- Talk about major classical and modern writers and their works including Bhutanese writers.
- Speak accurately and critically at the literal, interpretive and evaluative levels.
- Analyse different kinds of speeches and use them as models for their own.
- Speak effectively by adopting different strategies depending on purpose, topic, and audience.
- Evaluate speaker's point of view, reasoning and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis and tone used.

Note: The above objectives can have multiple lesson objectives based on the topic.

Learning Experiences

- Invite learners to recall different types of essays learned in lower grades.
 - Guide them to link the features of each type of essay with the essays prescribed in their text.
 - On a table format, take inventory of each feature noting on the White board for visual representation.
 - Design questions to Debrief. Let learners compare and contrast each feature.
- Carry out text- text connection by revisiting the previous competency learned: "Apply listening and speaking skills and strategies in a variety of contexts to communicate effectively in real life situations." This helps them to see how speakers talk in different context with reference to target audience.
- Provide/send the following links [Suggested only] to the learners and ask them to watch them at home.
 - You Don't Find Happiness, You Create It | Katarina Blom | TEDxGöteborg <https://youtu.be/9DtcSCFwDdw>
 - Persuasive Speech Exemplar - 'Nap Time' Seth Nishiyama <https://youtu.be/OEDSF15HVBc>
- Quit social media | Dr. Cal Newport | TEDxTysons <https://youtu.be/3E7hkPZ-HTk>
- The next day, hold a class debate in which the learners argue which speakers appear to be the most convincing.

The teacher should ensure that the learners identify the speaker's persuading abilities. The teacher also might act as a mentor by discussing the characteristics of a persuasive speaker.

- Create platform for learners to practice public speaking skills;

For example:

- Ask learners to take a personality of any career: principal, advocate, counsellor, social activist diplomat etc. and carry out 3 minutes declamation in persuasive style. Video tape at home with the guidance and help of parents, sibling or friends and upload in google classroom.
- *Note: Remind them to use public speaking skills such as conventions of address, methods of introduction of a topic or theme, timing, pace, tone, intonation, gestures, and closure to speak effectively in relation to the context.*
- Engage the learners in forum discussion wherein they comment on each other's speech.
- Let learners listen to and gather information from different kinds of oral texts or persuasive speeches on different topics.

- Persuasive writing Examples: From Essays to Speeches
<https://examples.yourdictionary.com/persuasive-writing-examples.html>
- Lead them to see speakers' strong evidence and sound reasoning to convince the reader to accept a particular point of view. As class team activity, carry out "Literature circle activity". Each team will work on different persuasive topics. The members can be delegated roles (Suggested only) of discussion director, Literary luminary, Summariser, Word Enricher, Tone, attitude of Speaker, Speaker's claim etc.
- Initiate a peer discussion on drawing an outline for writing a persuasive essay.
 - A suggested link on persuasive essay outline is provided below;
 - Outlining the Persuasive Speech- persuasive speech outline template Emcworthy.
https://youtu.be/cHrL_3JRXcw
 - As learners gain stronger understanding of outlining the persuasive essay, let them work in pairs to draw an outline of a persuasive essay.
 - Different persuasive topics for pairs can vary from Education, Health, Sports, Nano-Technology, Religion, Nature etc. The learners can come up with their own essay topics.
 - let the pair present critical outlook of Persuasive style of speech as a follow up activity.

Note: The main task of writing the persuasive essay will be done under writing competency.

Assessment

- 63_Guidelines_for_Assessment Speaking and Listening
https://cbseacademic.nic.in/web_material/Circulars/2012/63_Guidelines_for_Assessment_of_Speaking_and_Listening_Skills.pdf
- Peer-assessment, teacher assessment, self-assessment
- Assessment of Listening-Refer sample- assessment for teacher "Listening to learn" (Language Aloud allowed By Gwen Mowbray www.rec.gov.bt)

Note: Share with learners and their parents the assessment criteria before the assessment and the outcomes after the assessment.

Resources

- <https://youtu.be/9DtSCFwDdw>
- <https://youtu.be/OEDSF15HVbc>
- <https://templatelab.com/persuasive-essay/>
- <https://examples.yourdictionary.com/persuasive-writing-examples.html>
- https://youtu.be/cHrL_3JRXcw

Reading and Literature

Topic: Critical reading strategies

Texts can be used to carry meanings at different levels of interpretations. Therefore, learners should be taught the skills to read ‘the lines, in between the lines and beyond the lines’, of various texts. Learners are expected to engage themselves with the texts to construct personal meaning through prompts used in the text itself or by others and also by those they pose for themselves. Self-questioning skills will be applied to monitor their understanding of various texts. They should be aware of when the meaning is lost and what action needs to be taken to restore understanding. Such meta-thought is essential for growing as independent readers and learners. Learners also use question prompts for information or explanations to seek answers so that they engage meaningfully with texts.

Competency

- Read a wide range of texts with accuracy and fluency to make meaning at various levels of cognition.

Skill: Use critical reading strategies to comprehend texts at various levels.

Knowledge: Understanding that genre-specific features can be used to deepen the understanding of literary texts.

Behavior: Acknowledge various and differing interpretations of texts.

Learning Objectives

- Use appropriate reading strategies and skills developed in earlier classes to achieve various reading goals.
- Build vocabulary and use the pronunciation skills to pronounce new words correctly.
- Read fiction and non-fiction texts with fluency and confidence using the features and purposes of different kinds of texts as a strategy for making meaning.
- Apply close and critical reading and viewing to a variety of texts to enhance their understanding of how lexical and grammatical items are used in context.

Note: The above objectives can have multiple objectives that are specific to the lesson topic.

Learning Experiences

Teacher model the art of critical reading [think aloud on critical reading]. Let the learners watch a video clip on strategies of critical reading [Suggested links provided]

- Critical Reading Strategies. <https://www.youtube.com/watch?v=jJPea70gy6w>
- Teaching Critical Reading Skills. <https://www.youtube.com/watch?v=epS3HRj0d4w>
- Provide selected texts such as stories, essays, articles to the learners. Using the strategies as modelled by the teacher and as seen in the video clip, let the learner read the given text. Teacher can mentor the learners by ensuring that they follow critical reading strategies.
- As a follow up activity, engage learners in reciprocal teaching [suggested only]
- **Note:** In reciprocal teaching, learners can rotate their reading jobs. One learner can serve as a

questioner, who asks about parts of the lesson or discussion that are confusing. Another learner can serve as a **summarizer**, explaining each important detail or theme in the text. A third learner, called a **clarifier**, speaks to the questioner's issues to ensure that what the questioner finds confusing is understood. And a **predictor** will forecast what happens next based on the reading and discussion.

Initiate a class discussion revising purpose and features of different texts they have learnt in earlier grades. Have learners focus on aspects of text organization such as characteristics of a non-fiction text. Orient the learners to more forms of text such as persuasive essay, sonnets, dramatic monologue and short stories

- [suggested poems include “My Last Duchess”, “To a Skylark”, “The River Merchant’s Wife” and “Oh, oh, You Will be Worry for That Word!”; and short stories include “Jamaican Fragment”, “Too Dear”, “Too Bad” and “Leaving” .]
- Teacher should read the ‘Reading Strategies’ on preliminary pages of the Curriculum Guide for Teachers and select an appropriate text to demonstrate the process of engaging with the text to make meaning. (NB: It’s important to ‘think aloud’ while demonstrating.) Additionally visit the link below for more information on ‘Levels of Reading.’
- “Three Levels of Reading; A Strategy for Complex Text”
<https://www.bespokeclassroom.com/blog/2016/11/5/the-three-levels-of-thinking-a-reading-strategy-for-complex-texts>
- Engage the learners in a guided reading activity; Explore the link below to know more about guided reading;
- Guided Reading
<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/teachingpracguided.aspx>
- A suggested approach is outlined below:
 - Ask the learners to read the play, ‘The Merchant of Venice, Act 1. Follow the steps given below to help learners meaningfully engage with the text:
 - *Previewing*: Let the learners share anything they know about the play or about the author. Tapping into what they already know will assist them to provide a framework for the new information.
 - *Predicting*: Based on what they know or sort of know about the play, ask the learners to make predictions about the text. They can note down their prediction in their notebook and they can revisit as they gain more information.
 - *Reading*: Using different strategies [independent/guided/directed], let the learners read Act 1.
 - *Identifying the main idea*: Using their knowledge on summary writing, let the learner determine what is important and write a summary. This will help the learner understand the author’s purpose in writing the text.
 - *Visualizing*: Visualizing the story while reading helps the learner make better meaning from the text. The learners can take advantage of the illustrations embedded in the text or help the learners create mental images when reading.
 - As an alternative activity, teacher can ask questions related to text. Questions should be focused on helping learners make meaning from the text.

For Example:

- What literary device did Shakespeare use in Act 1 to convey Shylock’s morality? Look for some figurative language in Act 1? How did Shakespeare describe Portia’s frustration with her father’s will?
 - Encourage learners to share their thoughts on the theme of the poem “To a Skylark”.
 - Let learners analyze the poem by identifying and interpreting the figurative language used. Encourage learners to use evidence from the poem to support their analysis.
 - Also engage the learners in making inferences about the text. The learners can draw on their prior knowledge and look for clues in the text.
 - Let learners share their understanding of “Too Dear” before reading the story and deliberate on what the story might be about, and discuss the use of pun on the title “Too Dear” after having read the story.
- Let learners watch a video clip on how to read a poem correctly at <https://www.youtube.com/watch?v=nSbPNN-hnIA&t=139s> . Have students read the poem aloud.
- Engage the learners in a guided activity in order to write an analysis of the poem.
 - Read the poem aloud several times
 - Review the title (The title often gives clues about what the poem is about.)
 - Identify the speaker (Understanding the persona of the speaker enables the reader to get a better understanding of the poem)
 - Consider the mood and tone
 - Highlight the use of poetic devices
 - Paraphrase the poem
 - Identify the theme of the poem
- Let learners research the historical and cultural context of the poem “Oh, oh, you will be sorry for that word!” to understand the theme of the poem. Read articles on the role and treatment of women in the 19th and early 20th century to get an understanding of the context of the poem and the underlined theme.

Assessment

Develop a checklist to guide learners in making comprehensive notes with all the required features. Assessment shall be based on the written works submitted by learners and their participation in the class.

Provide feedback or score for their tasks with a clear rubric set. Emphasis will be on the application of reading strategies. Two sample rubrics to assess learners’ critical reading abilities are given below:

Sample Rubric 1

	Exceeding Expectations	Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
Essential Trait	Clear and consistent mastery Exceeds standards; may have a few superficial errors.	Adequate mastery Capably meets standards; will have lapses in quality.	Approaching mastery Approaching standards; with clear weaknesses.	Little mastery Attempts to meet standards; has significant weaknesses.
Comprehension Does the reader create meaning from a wide variety of text?	<ul style="list-style-type: none"> ● Accurately identifies the main idea, even of complex text. ● Accurately and succinctly summarizes essential information. ● Consistently applies a range of reading strategies to actively engage with text. ● Instinctively decodes and uses context clues/word origins/prior knowledge to grasp unfamiliar vocabulary. 	<p>Accurately identifies the main idea.</p> <ul style="list-style-type: none"> ● Accurately summarizes essential information. ● Often applies appropriate reading strategies to engage with text. ● Often uses context clues/word origins/prior knowledge to decode and understand unfamiliar vocabulary. 	<p>Usually identifies main idea.</p> <ul style="list-style-type: none"> ● When summarizing, often includes less relevant and/or inaccurate information. ● Inconsistently uses strategies to engage with text. ● Uses some obvious context clues/word origins to understand new vocabulary. 	<p>Sometimes identifies main idea.</p> <ul style="list-style-type: none"> ● Has difficulty accurately identifying essential information, and often retells rather than summarizes. ● Experiences considerable difficulty when required to read a grade level text independently. <p>Struggles to decode unfamiliar vocabulary.</p>
Analysis Does the reader think deeply about text and insightfully draw conclusions?	<p>Consistently articulates thoughtful and accurate analysis of text's literal and implied meanings, using evidence from text to support original ideas.</p> <ul style="list-style-type: none"> ● Makes insightful connections to prior knowledge, other readings, situations or contexts. ● Identifies and analyzes ways that author crafts and structures text to achieve purpose. 	<p>Often articulates sufficient analysis of text, using adequate evidence from text to support original ideas.</p> <ul style="list-style-type: none"> ● Often makes connections to prior knowledge, other readings, situations or contexts. <p>Identifies ways the author crafts and structures text to achieve purpose.</p>	<p>Sometimes articulates analysis of text, but is often unable to support generalizations with evidence.</p> <ul style="list-style-type: none"> ● Makes some connections to prior experience, other readings or situations. <p>Identifies some ways the author uses craft and structure to achieve purpose.</p>	<p>Focused primarily on literal meaning of text; rarely articulates analysis.</p> <ul style="list-style-type: none"> ● Rarely connects text to prior experience, other readings or situations. <p>Reads literally and rarely considers the author's purpose craft or structure without direct support.</p>

<p>Evaluation</p> <p>Does the reader make and support meaningful judgments and reflections about texts?</p>	<ul style="list-style-type: none"> Effectively and consistently detects tone and bias. Consistently evaluates and distinguishes between credible and unreliable sources. Evaluates and reflects on reading, deepening understanding of complex content and issues. 	<p>Can detect tone and bias.</p> <ul style="list-style-type: none"> Understands and can distinguish between credible and unreliable sources. Reflects on reading, building understanding of content and issues. 	<ul style="list-style-type: none"> Does not usually consider tone and bias without direct support. Does not usually distinguish between credible and unreliable sources. Sometimes reflects on reading, building some understanding of content. 	<ul style="list-style-type: none"> Focused primarily on literal meaning of text; rarely considers tone and bias. Takes text at face value; rarely distinguishes between credible and unreliable sources. Rarely reflects on ideas in text or makes connections that build understanding of content.
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Sample Rubric 2

	Does not meet expectations	Partially meets expectations	Meets expectations	Exceeds expectations
<p>Reads with comprehension</p>	<p>Does not correctly identify main idea</p> <p>Does not correctly identify key points</p>	<p>Partially identifies main idea</p> <p>Partially identifies key points</p>	<p>Correctly identifies main idea</p> <p>Correctly identifies key points</p> <p>Recognizes relationships between main idea/supporting points</p>	<p>Correctly identifies main idea</p> <p>Distinguishes key points from minor details</p> <p>Recognizes relationships between main idea/supporting points</p> <p>Illustrates main idea with example or quote from reading</p>

Thinks critically about the text/reading	Does not identify audience/purpose for reading	Partially identifies audience/ purpose for reading	Identifies audience/purpose for reading	Identifies audience/purpose for reading
	Does not determine validity of source	Partially determines validity of source	Determines validity of source	Determines validity of source
Applies knowledge gained from reading	Does not identify presence/absence of evidence	Partially identifies presence/absence of evidence	Identifies presence/absence of evidence	Identifies presence/absence of evidence
			Formulates appropriate questions about the reading	Formulates appropriate questions about the reading
			Identifies different perspectives	Identifies different perspectives and strengths/weaknesses of perspectives
	Does not connect reading to prior knowledge/ experience	Partially connects reading to prior knowledge/ experience	Connects reading to prior knowledge/ experience	Connects reading to prior knowledge/experience
	Does not apply knowledge from reading to assignments or real-life situations	Partially/incorrectly applies knowledge from reading to assignments or real- life situations	Applies knowledge from reading to assignments or real- life situations	Applies knowledge from reading to assignments or real-life situations
				Formulates new insights based on application of knowledge

Resources:

- <https://www.youtube.com/watch?v=jJPea70gy6w>
- <https://www.youtube.com/watch?v=epS3HRj0d4w>
- <https://www.bespokeclassroom.com/blog/2016/11/5/the-three-levels-of-thinking-a-reading-strategy-for-complex-texts>
- <https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/teachingpracguided.aspx>
- <https://www.youtube.com/watch?v=nSbPNN-hnIA&t=139s>

Topic: Genres of literature and their features

Writers use different devices to convey meanings emphatically and to produce the desired effect on the readers. Among the common devices are the deliberate choice and use of diction, figurative language or other rhetorical devices, differing structure and presentational devices. Learners should be taught the skills to analyze and evaluate the use of these devices and the effects they produce on the texts, on the whole and to them as readers. Further, the awareness about these devices will help the learners enhance skills to read and comprehend new text.

Learners will have to reason beyond the literal or inferred meaning of the text. They can reflect on the content and form of the text and critically assess the quality and validity of the information therein. Learners are expected to evaluate the quality and credibility of the information in a piece of text. Proficient evaluation sometimes requires the reader to identify and assess the source of information. Learners must also be able to reflect on the quality and style of the writing. This reflection involves being able to evaluate the form of the writing and how the content and form together relate to and express the author's purposes and point of view. Evaluation and reflection are an integral part of close reading.

Competency

- Evaluate how authors achieve their effects using linguistic, structural, and presentational devices, and apply them to read new texts.

Knowledge: Appropriate use of features such as linguistic, structural and presentation devices can achieve desired effects.

Skill: Vary the use of linguistic styles, structures and presentation to match the purpose.

Behaviour: Internalize and practice ethics and values encountered in reading.

Learning Objectives

- Analyze how authors achieve their effects using linguistic, structural, and presentational devices – points of view, figurative language, flashback, parallel argument, symbols, and image patterns - and use this information to help make meaning with the text.
- Analyze the author's purpose and evaluate the style of writing to persuade an intended audience.
- Evaluate the effect of the use of relevant literary devices in a text.

Note: The above objectives can have multiple objectives that are specific to the lesson topic.

Learning Experiences

Elicit learners' prior knowledge on the significance of author's use of linguistic, structural and presentational devices.

For example

Have learners work in groups. Hand out the envelopes with literary terms and quotes. Let the learners match the literary terms with the quote [literary terms include points of view, figurative language, flashback, parallel argument, symbols, and image patterns]

Have learners work in pairs and evaluate a longer work of nonfiction. Give learners a list of eight to 10 literary devices that they must find in the text they are using. Have learners search the text, looking for examples of each literary device. As each device is found, the pairs should determine the

meaning and name of the device, the reason the author chose to use the device and the effect of the device. Make sure learners cite the page on which the device was found. As learners gain stronger understanding of the terms, have them apply critical reading strategies to explore the figurative language used by writers, and to make inferences.

For example;

- Teaching Figurative Language: [Poetry]
 - ✓ Choose a poem (Prescribed poems or *Teachers can also explore other relevant poems*)
 - ✓ Model read the poem aloud.
 - ✓ Have learners identify the following elements and make notes: rhyme scheme, figurative language, images, and symbols, sound devices (alliteration, consonance, assonance, rhythm, onomatopoeia, and off rhyme).
 - ✓ Have learners explore more about figurative language from the suggested links provided below:
 - Notes on the figurative language link <https://www.bbc.co.uk/bitesize/guides/zphwnbk/revision/2>
 - Activity description link
 - <https://education.seattlepi.com/games-listening-skills-3321.html>
 - Video link on figurative language <https://www.youtube.com/watch?v=lzKj-bLvrYQ>
 - ✓ Let learners circle any part of the poem that stands out, confuses them, or is important.
 - ✓ Learners can write questions in the margin; highlight unusual words; mark phrases that indicate the poem's meaning.
 - ✓ Determine the poem's theme and draw arrows to the lines that support the theme.

Have learners write an analysis of the poem. Ensure they follow the process of writing.

- A sample guideline to help learners write poem analysis is provided below:
 - Topic sentence stating the title of the poem, the author, and the poem's theme.
 - **Evidence 1:** Identify an important line, poetic devices, rhyme scheme.
 - Write two explanations on how the evidence supports the designated theme.
 - **Evidence 2:** Identify an important line, poetic devices, rhyme scheme.
 - Write at least two interpretations of how the evidence supports the designated theme.
 - Concluding Sentence

The following activities can be carried out while teaching Short Stories and Play [*suggested activities only*]

- Elevator Dialogue: This game will teach both dialogue and how theatrical settings and events shape the mood
- Remote control: To teach conflict.
- Newspaper perspective: To teach how variant points of view can be.
- Narrating story from the antagonist's point of view.
- Note: Teacher can explore the given link to explore more on how to use Elevator dialogue, remote control, Newspaper perspectives approaches; <https://education.seattlepi.com/games-teach-literary-devices-3716.html>

Have learners refer to different texts [including news articles, advertisements, poems, essays, short stories]. Let them evaluate the text and reflect on it. Teacher can model the process first. A suggested guideline to evaluate text is given below;

For example:

- ✓ Ask learners to read through the text from start to finish two times, with no discussion or note-

taking.

- ✓ Next, provide learners with a few guiding questions to help them connect with and evaluate the text. For fiction text, some questions could include "which character do you most relate to?" or "which lines describe the setting most effectively?" For non-fiction text, questions may include "what audience is the author focusing on?" or "what do you think is the author's main message?" Allow time for learners to discuss their responses to these questions.
- ✓ Have each learner write down three lines that they think are most important, that they relate to the most, or that they think signify an essential part of the author's message.
- ✓ Learners should then stand and circulate, with sentences in hand, partnering with a new classmate. Each learner should select one sentence to share and discuss with their new partner.
- ✓ For added support, provide discussion stems such as, "I chose this line because..." or "This is an important point because...". Learners can continue circulating and partnering with new classmates until they have shared all three sentences.

Familiarize the learners with different visual note-taking techniques while drawing out the elements of a story.

Have the learners brainstorm on the use of mixed sentences in the prescribed stories and what effect they have on the action of the story. Let them identify different sentences used in the story. Integrate this with writing activity.

Engage learners by letting them show their understanding and control of the elements of report writing by having the students write a report on how the matter was settled between the council and the prisoner after the close and critical reading of the story "Too Dear" by Leo Tolstoy. Integrate this with the writing process, elements and techniques.

or

After reading the story and having the difficult words and phrases sorted out, ask a few questions as given below to help learners come out with a general impression of what the story is about and involve learners to work out a precis of the story.

- Who is telling the story?
- Where does it take place?
- What type of a place is Monaco?
- What unusual incident happens there?
- What was the hitch in the execution of the criminal?
- On what condition does the criminal agree to leave the prison?
- Show the features of an Ode and ask the learners to locate examples of the features of an ode in the poem "To a Skylark".

Teacher can ask questions related to the text "Oh, oh, You Will be Sorry for That Word".

- Who is the speaker in the poem? What is the speaker's tone towards the person addressed in the poem?
- What is the main theme of the poem?
- In what way does the poem's title contribute to the overall meaning of the poem?
- How does the poem use figurative language and imagery to convey its message?

Introduce learners to the structure and rhyme scheme of a Shakespearean sonnet. Read the poem again to understand the structure and rhyme scheme. Learners can form groups and write a sonnet

in a group. The ideas to initiate writing of sonnet in groups can be accessed at <https://www.folger.edu/writing-group-sonnet>

Have the learners identify the poetic devices such as imagery and figures of speech used in this poem. Let learners compare this poem to “To a Skylark” and note the differences in terms of point of view.

- ✓ Learners could consider reading Sonnet 18 by William Shakespeare from the supplementary poems to understand the structure and rhyme scheme. <https://twosonnets.weebly.com/sonnet-2.html>

Assessment

- Learner’s written works to be assessed with success criteria developed in the class. (Learners can also do peer assessment) See if they have taken notes.
- Put learners in pairs or small groups. Then, assign them one type of figurative language, and ask them to write a script that uses that device at least ten times. Have them record their skits and play them for the class or perform their skits live.
- Assess the learner's ability to identify the figurative language in a given text.

Resources

- <https://www.youtube.com/watch?v=lzKj-bLvrYQ>
- <https://education.seattlepi.com/games-teach-literary-devices-3716.html>
- <https://www.folger.edu/writing-group-sonnet>
- <https://twosonnets.weebly.com/sonnet-2.html>

Topic: Analysing texts for different purposes

Learners need to make multiple inferences, comparisons, and contrasts that are both detailed and precise. They require demonstration of a full and detailed understanding of one or more texts and may involve integrating information from more than one text. Reading with understanding is much more than merely decoding words. It's a complex activity that requires active thinking and assimilation of the author's message with interpretation, analysis, evaluation, and synthesis of its content. Being able to analyze information from a variety of texts to support their points of view, learners can also assess their own values in the light of what they encounter in the literature they study to enrich their personal, cultural, and national beliefs.

Competency

- Select and analyse information from a variety of texts to influence and persuade the audience.

Knowledge: Valid information and linguistic techniques can strengthen arguments.

Skill: Use appropriate techniques to influence and persuade the audience.

Behaviour: Show emotional maturity and refrain from personalizing contested issues.

Learning Objectives

- Select and analyse information from a variety of texts to support their points of view.
- Analyse the author's purpose and evaluate the style of writing to persuade an intended audience.
- Assess their own values in the light of what they encounter in the literature they study to enrich their personal, cultural, and national beliefs.

Note: The above objectives can have multiple objectives that are specific to the lesson topic.

Learning Experiences

Have the learners discuss the skills and techniques of persuasion from their own experience.

For example:

Let the learners discuss the tactics they will use to ask for pocket money from their parents?

- Let them discuss it in their group and share it with the class. Learners can write down some common persuasion skills used by their friends.
- To help students know more about the usage of appropriate techniques to influence and persuade the audience, let them explore the suggested links given below;
 - How to persuade and influence people: https://www.youtube.com/watch?v=FShj2DXac_w
 - Persuasive speaking strategies: <https://www.youtube.com/watch?v=96i840d1zyl>
- Have learners compare their personal persuasion skills and the skills explored in the video clips.
- Have the learners read some sample examples of persuasive writing ("*I Want a Wife*" or can be through online)

Let the learners look for the phrases and techniques from different forms of writing that help the writer persuade the listener.

Initiate a group discussion where learners justify why they have chosen the particular phrases and techniques. They can generate at least three good reasons to support their stand.

Let the learners suggest tips for the writers to make their writing more persuasive.

In rhetoric, a rhetorical device, persuasive device, or stylistic device is a technique that an author or speaker uses to convey to the listener or reader a meaning to persuade them towards considering a topic from a perspective, using language designed to encourage or provoke an emotional display of a given perspective or action. Explore the given links to know more about the rhetorical device for persuasion.

- Rhetorical Devices for Persuasion. <https://www.youtube.com/watch?v=6KUWyEa-ih4>
- Identifying and Analyzing Common Rhetorical Strategies Part 1: <https://www.youtube.com/watch?v=kRT0bGwZStk>
- Episode 1.6a: Evaluating Language, Part 1; <https://www.youtube.com/watch?v=keFezZC-l-E>
- As learners gain stronger understanding on rhetorical devices for persuasion from the given links, engage learners in analysing some texts. Have learners sit in pairs and identify the major ideas expressed in texts such as Jamaican Fragment, I Want a Wife, and What I Have Lived For.

For example;

- ✓ Identify the points in the text where they feel their beliefs are being challenged.
- ✓ Choose one or two of the most troubling challenges and analyse their feelings about them and let them share with the class.
- ✓ Have learners in groups of 4 -5 discuss and identify rhetorical devices used by writers to illustrate their points and get the type of reaction they want from the readers and present to the class.
- ✓ Encourage learners to talk about their reactions to a certain text and what, in the text evoked that reaction.
- ✓ To look for patterns of opposing idea, learners can be asked to do the following:
 - Make two columns on a piece of paper. In the right-hand column write down the supporting points. In the left-hand column list words and phrases that seem to indicate opposing points.
 - Make a note next to each pair to indicate the one the author prefers.
 - Conclude what the writer wants you to believe based on this preferred choice. (Initiate debate on the issue raised by the writers.)

The reporter of a local newspaper will write very differently from the writer of a fashion magazine. It is because the intended audiences are different. Writers' style their texts carefully to suit their audience. They consider them in how they write sentences, what vocabulary they use, and the style of their writing. Let the learners read a variety of texts and respond to the guided question.

- To find out who the audience is for a certain text, have learners answer the following questions:
 - ✓ Who is the text aimed at? Are they people who are interested in a specific topic?
 - ✓ The topic – is it about something of particular interest to a group?
 - ✓ The tone – is it chatty or formal?
 - ✓ The words – does it use jargons, or easy words, or polysyllabic vocabulary?
 - ✓ Does it use Standard English or dialect?
 - ✓ Does it use more grown-up colours and a layout that you would expect from a text for adults?
 - ✓ Learners can share their work through a formal presentation to the class or a small group or by structuring a gallery walk.

Integrate this with the Writing strand by asking learners to write a persuasive essay. The essay should go into the writing portfolio. Learners should follow the writing process, so adequate time should be provided. Learners can also be asked to prepare advertisements.

Initiate discussion on the importance of point of view and let learners compare and contrast the different types of narrative used in "Too Dear", "Jamaican Fragment", "Leaving" and "Too Bad".

- Discuss the implied meanings of the following phrases and lines from the poem “Oh, oh, You Will be Sorry for That Word”

What does this question “What a big book for such a little head” imply?

What do phrases like showing off her “newest hat” “purse my mouth and prink” mean?

Why does the speaker say that she will be a model wife?

What does the last line of the poem imply?

Assessment

- Develop rubrics for self-assessment of the oral and written explanation of the features of the text they read.
- Learners self-assess their material for presentation before they are shared to classmates. Allow time to improve and re-create the final product.
- Provide feedback on the material presented to the whole class.

Resources

- https://www.youtube.com/watch?v=FShj2DXac_w
- <https://www.youtube.com/watch?v=96i840d1zyl>
- <https://www.youtube.com/watch?v=6KUWyEa-ih4>
- https://www.youtube.com/watch?v=keFezZC_I-E

Topic: Literature as reflections of life

In reading and discussing a range of literature of varied genres, learners should analyse how each writer addresses different aspects of human life – portraying life-like characters, values and themes, among other realistic elements.

Competency

- Demonstrate an increased familiarity with major writers and their works to enhance literary skills by reading literature as a reflection of life to gain insights into various human conditions.

Knowledge: Differentiate the quality of literary texts.

Skill: Use the literary skills encountered in literature as examples to grow as readers and writers.

Behaviour: Emulate desirable character traits and values encountered in reading.

Learning Objectives

- Compare and contrast different cultural values, traditions, and beliefs, using situations encountered in the literature they are reading.
- Talk about Bhutanese writers as well as major classical and modern writers and their works.
- Read at least 40 pieces of fiction and non-fiction texts.
- Distinguish the best pieces of literature and make choices for their personal collection.
- Come to a new understanding of the human condition through their readings – the notions of spirituality, love, understanding, impermanence, tolerance, and patriotism.
- Demonstrate a sense of beauty and harmony through reading literature.

Note: The above objectives can have multiple objectives that are specific to the lesson topic.

Learning Experiences

Most of the activities are adaptable across grade levels and are flexible enough for whole-group, small group, or individual assignments. Following ideas will not only make learners enthusiastic but also give them opportunities to practice comprehension strategies and build language skills.

Have learners do research on varieties of texts by different authors of different eras (Bhutanese writers as well as major classical and modern writers. Recommend various works by major writers from different times and various cultures to use them as models to grow as writers. Suggested list is provided below:

- Poets and Poems from the curriculum.
- *Additional poets and their works:* Nothing Gold can Stay-Robert Frost, Ode To Autumn-John Keats
- Stories and authors from the curriculum.
- *Additional authors:* Mill on the Floss by Mary Ann Evans (George Eliot) God Sees the Truth, But Waits – Leo Tolstoy, Lawley Road – R. K. Narayan.
- The Merchant of Venice – William Shakespeare.
- *Additional playwrights:* The Jew of Malta – Christopher Marlowe, Pygmalion – George Bernard Shaw.

Familiarize learners with major writers of different genres.

Poetry: William Wordsworth, Alfred, Lord Tennyson, Seamus Heaney

- Short Stories/Novels: Chinua Achebe, Rabindranath Tagore, J.K Rowling
- Drama: William Shakespeare, Oscar Wilde, George Bernard Shaw...
- Familiarize learners with some Bhutanese writers and their works.
- Explore any Bhutanese writer and their works.

- Reassure the learners to focus on different cultural values, traditions, and beliefs explored in the literature. Using the situations encountered in the literature, let the learners compare and contrast the different cultural values, traditions, and beliefs explored in the literature.

Have learners explore *The Merchant of Venice*. Group them and provide each group with topics based on notions such as:

- Spirituality
- Love
- Understanding
- Impermanence
- Tolerance
- Patriotism
- Mercy
- Justice
- Revenge
- Hatred
- Add any topics related to human condition
- Based on the group discussion, have the learners write/share a reflection on what they have gathered from the text.

Encourage learners to continue maintaining reading portfolios.

- **For example:**
- ✓ Have the learners brainstorm and list the books and the authors. Teacher can also add on to the learners' list. Encourage them to give a book talk and book review on their choice of book. Based on the book talk and review, learners can choose their favourite literature and add on to their personal collection. Have learners explore more on process of book talk by exploring the suggested link given below:
 - Sample book talk. <https://www.youtube.com/watch?v=GjXPr2Q0Pb4>
- ✓ Let learners write a letter or email to a close friend recommending the book they have just read. They have to explain why they want the friend to read the book.
- ✓ Have them prepare a television commercial about their book. Act out the commercial for classmates. Explain why the book will or will not be read 100 years from now.
- ✓ Write ten chat room-style questions that could be used to start an online discussion about the book. Or, write ten questions that test learners' understanding of the story. Make sure to provide a list of answers. Learners can explore about creating chat room from the suggested link;
 - Creating chat room in the class. <https://www.youtube.com/watch?v=Lx76FrB4568>
- ✓ Let learners write an acrostic poem about the book using the letters in the title of the book or the name of a character or author.

Note: Teacher should ensure the learners have added at least 40 pieces of fiction and non-fiction texts in their reading portfolios.

Write 'Monaco' on the board and allow learners to locate it on the globe or map and explore the country by surfing the net. Let them compare Monaco with the country they live in with regard to the people, economy, rules and penalties.

Prompt learners to explore themes such as governance and morality in the story "Too Dear".

After having read the story "Too Dear", provide learners the time to think and share an incident that made them change their mind often while dealing with an issue.

Assign a few questions that test learners' understanding of the poem "To a Skylark".

- The poem contains several imageries. Identify at least two that you found are more powerful than others and explain why.
- How does the speaker's apostrophic address to the skylark contribute to the overall tone and meaning of the poem?
- How is the flight of the bird captured through the rhythm of the poem?
- What is the main theme of the poem and how does the poet convey this theme throughout the poem?
- How does the poet's use of language contribute to the overall tone and mood of the poem?
- Do you think it is possible for us to be moved by such emotions and derive inspiration from a bird's song? Think of possible circumstances.
- Summary and analysis of the poem <https://www.sparknotes.com/poetry/shelley/plot-analysis/>
- Facilitate a class discussion on the essay "I Want a Wife" using questions such as: -

o What is the main argument that the author makes in the essay?

o Identify some satire and irony used in the essay and explain how effective they are in conveying the message.

o How does the essay relate to contemporary issues and debates around gender roles and equality in our society?

o Are there any or some points to which you would not agree with the author? Explain why.

o To what extent has the author been able to persuade you to support his/her views? Elaborate.

Research and analysis:

- Have students research the historical context of the essay, including feminist movement of the 1970s.
- Have the learners put themselves in the shoes of the speaker of the poem "Oh, oh, you will be sorry for that word" and write a letter addressed to someone close to the speaker reflecting on the events described in the poem.
- Have the learners enact a scene from the poem or create similar scenes based on everyday situations which invoke a sense of regret and remorse. They could create a visual representation of the poem using art or other visual media.
- Engage learners in a discussion (compare and contrast) on the position and treatment of women in the 19th and 20th century and today. The discussion could be based on different regions of the world

and countries.

- Have learners write a sonnet inspired by “Oh, oh you will be sorry for that word” and perform the poem in front of the class. (Poetry slam) Here is link on how to carry out poetry slam:
<https://bookriot.com/best-slam-poetry/>

Assessment

- Learners are required to maintain a reading portfolio where they keep a record of the books read in the form of short reviews. Encourage them to write comparisons and contrasts of the books in terms of the approaches to the features of the genre, themes and values, among others.
- The rubrics to assess the reading portfolio should be discussed in the class.

Resources

- Charts
- Portfolio
- Reading materials from textbook ‘Reading and Literature’
- Other recommended books by teacher
- Library books
- Online materials (texts and books)
- <https://www.youtube.com/watch?v=GjXPr2Q0Pb4>
- <https://www.youtube.com/watch?v=Lx76FrB4568>
- <https://bookriot.com/best-slam-poetry/>
- <https://www.sparknotes.com/poetry/shelley/plot-analysis/>

Topic: Facts and opinions in literature

Learners should be able to locate and organise statements/ beliefs in a text, inferring which information in the text is relevant. Reflective tasks require critical evaluation or hypothesis, drawing on specialised knowledge. Both interpretative and reflective tasks require a full and detailed understanding of a text whose content or form is unfamiliar. By setting a purpose for the reading, asking questions, taking notes, and reviewing both notes and text concerning one another, readers will delve more deeply into a text compared to merely reading or even reading and responding. Learners are expected to identify facts and beliefs and evaluate their validity.

Competency

- Identify statements from facts and beliefs by evaluating the accuracy of information in the text.

Skill: Identify and differentiate facts from beliefs and opinions.

Knowledge: statements of facts are different from beliefs or opinions.

Behaviour: Value and practice one's own cultural beliefs and practices while acknowledging and appreciating diversity.

Learning Objectives

- Compare and contrast different cultural values, traditions, and beliefs, using situations encountered in the literature they are reading.
- Recognize emotional manipulation by writers.
- Evaluate the logic of an argument.

Note: The above objectives can have multiple objectives that are specific to the lesson topic.

Learning Experiences

Have learners explore the differences between opinions, beliefs and facts. Have them take note of the differences. Further, let the learners understand how to detect bias in writing.

- To know more about opinions, beliefs and facts, and checking bias in writing, have learners explore the suggested links given below:

- Distinguishing facts, opinions, belief, and prejudice: <https://writing.colostate.edu/guides/teaching/co300man/pop12d.cfm>
- Distinguishing facts from opinions: https://www.youtube.com/watch?v=Gz9ZGW_1oMM
- Identifying Bias. <https://libguides.uwgb.edu/bias>

Have the learners work in pairs/groups to read a text [they can choose their own text]. Let learners evaluate a text for bias by first identifying how much of the text is fact-based and how much is based on opinion. Once this is done, learners must then analyse whether the opinions expressed in the text are biased by considering whether the writer has:

- Provided incomplete information.
- Intentionally ignored or left out information to persuade the reader.
- Allowed their own personal experiences to cloud any sense of objectivity.
- Newspaper editorials can be a good resource for learners to practice recognizing facts and opinions. They are filled with the editor's opinions on the issues of the day, intermingled with facts that are selected to support that opinion. Have learners evaluate the newspaper editorial;

For Example:

Provide/share learners with the copies of a newspaper editorial. Then, working in pairs, have learners go through the editorial identifying the facts by underlining them and the opinions by highlighting. Remind them to look for the signal words covered earlier to help identify facts and opinions.

When they have finished, learners can then compare their answers and discuss the reasons for the decisions they made.

- Have learners explore the concept of evaluating the logic of an argument. (Refer information in the given box to guide the learners)
- ✓ Choose an argumentative or persuasive essay “I Want a Wife” or “What I Have Lived For” or a speech from The Merchant of Venice and let learners do independent reading.

Assign them a paragraph/abstract in small groups or pairs and let them evaluate:

Note: The logic of an argument: The two parts of an argument are claim and support. The claim is what the writer wants the reader to accept. That is, the claim is the idea, opinion, or point of view of the writer. The support is the reason and evidence that becomes the basis for that claim. Arguments must pass the ABC test. That is, the argument must be:

- a. Appropriate
- b. Believable
- c. Consistent

Instruct them to look at the appropriateness of the argument by analysing logical misconceptions if any and ensure there are no contradictory statements.

Learners can be asked to share their findings with the class.

To see if writers have improperly manipulated using false or exaggerated appeals to vilify the opposition ask learners to observe the following points:

- a. Loaded or slanted language: language meant to get a specific reaction from the reader.
- b. Bandwagon effect: everyone else thinks this is true and so should you.
- c. False flattery: praising the reader to get them to accept the writer’s view.
- d. Veiled threat: alarming or frightening readers into believing the author.

Have learners note the following to see how writers establish their credibility:

- 1. By showing their knowledge of subject (using facts and statistics)
- 2. By building common ground with readers (base reasoning on shared beliefs)
- 3. By responding fairly to objections and opposing arguments (does the writer respond to objections or ignore them and assume everyone agrees with him or her)

Ask learners to evaluate an argument’s evidence by analyzing:

- 1. the point the author is trying to prove (the claim),
- 2. the specific facts the author gives to support the claim, and
- 3. Explain how the evidence is supposed to relate to the claim.

Let learners answer the following questions in small groups and share their findings.

- 1. Is it *sufficient*?
- 2. Is it *relevant*?
- 3. Is it *representative*?

(In each case, have them *give their reasons*.)

As a part of review activity, provide more practical exercises for the learners.

For example:

Organize learners into reasonable-sized groups of four or five learners. Provide each group with a jar containing a set of cards, each with a fact-based or an opinion-based statement printed on it.

Learners take turns picking a card from the jar and reading it to the group. The group discusses each statement before deciding if it is a fact or an opinion. Learners can then record the statements

accordingly on the *Fact and Opinion*

Chart described above or simply sort them into two piles.

Note: This activity serves as an effective method to support struggling learners as they get to learn from those learners who have already developed a firmer grasp of the two concepts.

Materials: Recordings, films, and the filmstrip to reinforce and supplement class reading.

Have learners brainstorm on the saying “You can’t earn stone palaces by honest labour” and share their opinion. Assign them to draw the character trait of the Prince in the story “Too Dear” with respect to the saying and explain the commentary the author makes about human nature in this line.

Let learners read the essays “*What I Have Lived For*” by Bertrand Russel and “*I Want a Wife*” by Judy Brady, and demonstrate how the authors use facts and opinions to support their arguments.

Assessment

- Make questioning and answering an integral part of teaching learning activities.
- Provide opportunities for peer assessment.
- Provide individual students with opportunities for self-assessment.
- In group/pair work, observe students and keep notes
- Ensure ample time for giving feedback to students.
- Rubrics can be used for assessing learners' writing, class participation, listening, speaking, and reading skills.

Resources

- <https://writing.colostate.edu/guides/teaching/co300man/pop12d.cfm>
- https://www.youtube.com/watch?v=G9ZGW_1oMM
- <https://libguides.uwgb.edu/bias>

Writing

Topic: The Writing Process, elements and techniques

Learners should possess the skills to adapt and adopt various forms of writing style accordingly. On acquiring this skill, learners should be able to write for different purposes and audiences.

Competencies

- Use the Writing Process including internationally accepted referencing rules to produce a refined piece of academic text.
- Write fiction and nonfiction to show understanding and control of their elements and techniques.

Skills: Use varieties of writing strategies to adapt to different forms and contexts, use referencing and show control of conventions of academic writing

Knowledge: writing structure to suit the purpose, using widely accepted referencing

Behaviour: creating fiction and non-fiction texts

Learning Objectives

- Use the writing strategies developed in earlier classes.
- Continue using the Writing Process to refine the writing and become an independent writer.
- Know the purposes and structures of the texts they are studying in Reading & Literature and use them in their writing.
- Use rhetorical devices including allusion and imagery, for effect and in the organization of their writing
- Write a short story in which they show control of the elements of the short story form.
- Write persuasive essay in which they show understanding and control of its elements on various topics including gender bias, gender equality, impact of social, culture and religious norms on sexual behaviour
- Show an understanding and control of the conventions of academic writing.
- Use widely accepted documentation and referencing rules wherever applicable.
- Use variety of print and electronic sources to gather information for writing research papers and other compositions including topics like the merits and demerits of marriage and parenthood.
- Use non-continuous and continuous texts to gather information for their writing.

Learning Experiences

- Have learners recall the writing process they have learnt in earlier classes. Ensure learners have acquired the writing process. To explore more on writing process, have learners explore the suggested links given below;
- 'Strategies for teaching Writing'.
https://files.ascd.org/pdfs/publications/books/caswellAT2004_sample_pages.pdf

- 'The Writing Process,' <https://writing.ku.edu/writing-process>
- 'The Writing Process,' <https://library.defiance.edu/writingprocess/writingprocess>
 - Encourage learners to continue writing following the writing process.
- Have learners explore the use of rhetorical devices including allusion and imagery with definition, types, features, process and examples. Some suggested links are provided below:
 - 'Teach Between the lines; Rhetorical Analysis'. | Elizabeth Taylor| <https://www.teachbetweenthelines.org/read-from-the-blog-1/2020/1/29/rhetorical-analysis-a-fun-acronym-and-5-mini-lessons-to-get-you-started>
 - '31 useful rhetorical devices'. <https://www.merriam-webster.com/words-at-play/rhetorical-devices-list-examples>
 - 'What is Imagery? Definition and Examples in Literature and Poetry' | Kyle Deguzman| <https://www.studiobinder.com/blog/what-is-imagery-definition-examples/>
 - 'Literary Devices; Allusion.' <https://literarydevices.net/allusion/>
- Once learners are able to grasp the concept, have them analyse advertisements, speeches, short stories, poems, and plays and have them discuss how rhetorical devices are used in each genre and how it enhances the effectiveness of the writing. Learners can use materials from their Reading and Literature and Merchant of Venice text.
- Have learners create text (fiction/non-fiction). Ensure that they use rhetorical devices in their writing and have learners add their write-up to their writing portfolio. Let the learners share their write-up with the class.
- Using the ideas from their previous level, have learners explore the conventions of academic writing. Explore the link below to revise the conventions of academic writing.
 - Conventions of Academic Writing. <https://www.qub.ac.uk/directorates/sgc/learning/NewBrandDocs-FileStore/Fileupload,781689,en.pdf>
- Demonstrate the usage of the 7th Edition APA style as per the links provided below with the sample write-up:
 - APA Style Guide 7th Edition
 - Common Reference Examples Guide: <https://apastyle.apa.org/instructional-aids/reference-examples.pdf>
- As a part of academic writing practice, let learners write a persuasive essay incorporating the mechanics and conventions of academic writing. Ensure they use widely accepted citation and proper referencing like APA. The writing of persuasive essays will follow the reading and discussion of persuasive essays in the Reading & Literature strand. Review the elements of the persuasive essay as Learning in "Activities" in Reading & Literature. (See also Appendix C: Kinds of Essays). Explore the suggested steps in writing a persuasive essay using given links;
 - How to write a persuasive essay; step-by-step guide <https://www.youtube.com/watch?v=WbbFqA394Po>
 - Persuasive Essay Writing. <https://www.youtube.com/watch?v=lb4fcEVMYj4>

- Encourage/suggest essay topics including gender bias, gender equality, impact of social, culture and religious norms on sexual behaviour, merits and demerits of marriage and parenthood. Do not limit the issues to only the ones listed here. Provide/help learners choose as many diverse issues as possible to help them explore different issues.

For example:

- Have learners choose their own topics by brainstorming in groups. Each group presents five topics for consideration. All topic lists are displayed. Students may choose one of the topics displayed or choose one of their own.
 - The teacher demonstrates brainstorming as a prewriting activity on a topic that is selected. (Encourage learners to do some research) and try brainstorming as a strategy to find what they know about their topics.
 - Most of the essay will be written in class using the writers' workshop approach.
 - Once learners have chosen their topics, a writers' workshop approach will be used and most of the essay will be written in class.
 - *Note: the best selected pieces of their writing will be included in their writing portfolio. They can also post their work on their blog.*
- Have learners recall the elements of short story they have learnt in earlier classes. Make them explore more about the basic and complex components of short story writing from the suggested links given below:
 - The Craft of Narrative Writing; <https://literacyideas.com/narrative-writing/>
 - Teaching the 5 Story Elements; A Complete Guide for Teachers & Students <https://literacyideas.com/teaching-story-elements/>
 - Provide sample short stories/use the existing ones from their textbook and make them identify the elements of short story. Have learners critique the story. Teacher ensure that learners' critique is centred on how well elements are imbued in the story.
 - Once the learners have developed a strong understanding of story elements, have them write a story. Ensure the learners invest time in planning the essentials elements and then write the story. Learners should be encouraged to write fiction as well as non-fiction stories. Most of the short stories will be written in class using the writers' workshop approach.
 - Encourage learners to write stories including thematic issues such as gender bias, gender equality, impact of social, culture and religious norms on sexual behaviour. However, do not limit the issues to only the ones listed here. Provide/help learners choose as many diverse themes as possible to help them explore different themes.
- Using the forms and skills learnt in their earlier classes, have the learners explore strategies involved in using non-continuous/continuous text to gather information for their writing from the links below;
 - Transfer of Information. <https://www.omtclasses.com/2014/02/information-transfer-one.html>
 - How to Analyse Charts, Maps and Process Diagrams. <https://www.youtube.com/watch?v=D2q6wxf7hkQ>
 - Provide ample of opportunities for the learners to practice transforming information [both verbal to non-verbal and non-verbal to verbal, and continuous to non-continuous and non-

continuous to continuous], following writing process, peer assessment and teacher conference.

Assessment

- Design and use rubrics for assessing fiction and non-fictions or use the writing rubric/checklist from the teacher guide. (Criteria can be altered to suit the form of expected write-ups)
<http://www.readwritethink.org/files/resources/printouts/Persuasion%20Rubric.pdf>
- Assessing Student Writing. <https://www.unl.edu/writing/assessing-student-writing>
- Explain the success criteria to the learners
- Share the assessment with the learners, parents, etc.

Resources

- Projector
- Chart
- Board
- Sample essays and stories
- https://files.ascd.org/pdfs/publications/books/caswellAT2004_sample_pages.pdf
- <https://literacyideas.com/narrative-writing/>
- <https://www.qub.ac.uk/directorates/sgc/learning/NewBrandDocs-FileStore/Filetoupload,781689,en.pdf>
- <https://www.omtexclasses.com/2014/02/information-transfer-one.html>
- <https://www.youtube.com/watch?v=D2q6wxf7hkQ>

Topic: The Writing Portfolio

A Portfolio is a collection of many types of materials selected with input from both learner and teacher. Portfolios should not only be compilations of a learner's best work but also include evidence and work products that demonstrate how learners improved over time. For example, multiple versions of an essay can show how learners revised and improved their work based on feedback from the teachers or their peers. Maintaining writing portfolios can be an effective way to encourage learners to take more ownership and responsibility for their learning process and develop all domains of learning.

Competency

- Maintain writing portfolios containing their best pieces of writing to continue to grow as writers.

Skills: Write, assess, select best pieces of their write-ups for a portfolio.

Knowledge: Importance of maintaining a portfolio

Behaviour: Write a variety of texts to grow as writers.

Learning Objectives

- Distinguish the best pieces of their writing and add them to their portfolio.
- Participate regularly in a community of writers.
- Write a variety of business and work-related documents, including letters, memos, and emails, meeting minutes, speaker introductions, reports, and résumés, in which they show understanding and control of the elements of the respective forms of writing.

Note: The above objectives can have multiple objectives that are specific to the lesson topic.

Learning Experiences

- Before allowing learners to maintain their writing portfolio, have learners recall lessons on writing process (The information given below will guide the learners – For details on the Writing Process, refer Curriculum Guide for Teachers)

Prewriting: this is the first stage, and it happens before any actual writing. This typically involves brainstorming ideas, but it can also include observing text from other authors, talking as a class about the genre, or conducting research.

Writing: after learners have decided upon a topic and have built background knowledge, they begin to write the first draft. In this, the longest step, learners create the bulk of their work, getting as much information down as possible about their topic.

Editing and revision: this happens after completing a first draft. Though similar, these two steps have different functions. **Editing** is the process of reviewing the piece for grammar, spelling and content errors. When authors **revise**, however, they go back and change things about their piece related to story structure, like making sure it has a strong introduction or an ending that makes sense.

Rewriting: when learners have edited and revised their pieces, they use the new information to rewrite a second draft of the piece.

Publishing: After the writing have been finalized, learners publish their stories, often using nice paper, illustrations, and other materials that help make their work special. Sometimes teachers hold publishing parties and invite others to celebrate the completion of a project.

Teacher conferences: these occur throughout the process, either individually or in small groups.

Peer conferences: Learners help each other out by meeting and reading each other's work, offering advice and guidance.

- Teacher and learners sit together and plan for a writers' workshop in the class.
- Explore the suggested link given below to guide the learners to plan for a writer's workshop
- Seven steps to writing a great workshop: <https://k12.thoughtfullearning.com/blogpost/7-steps-great-writing-workshop>
- The writing concern: How to do writing workshop with your classes: <https://teach.com/blog/how-to-do-writing-workshop-with-your-classes/>
- After having planned for the writers' workshop, let learners choose their own writing topics/explore topics that genuinely interest them and engage them through the writing process to create text.
During the process;
 - allow them to write for different purposes and audiences and in various forms
 - give learners opportunities to write routinely (almost daily)
 - have learners use reflection and revision as natural tools of writing
 - encourage them to use the mechanics of writing.
 - provide them with sound guidance when they need help with a writing problem.
 - expect learners to evaluate their own writing and the writing of their peers as it develops
- Have learners brainstorm the lessons on letters, memos, emails, meeting minutes, speaker introductions, reports, summary writing and résumés from earlier classes. Further, let the learners explore the suggested links provided below to comprehend more about the conventions of writing letters, memos, emails, meeting minutes, speaker introductions, reports, summary writing and résumés;
Suggested links;
 - Writing Memos (COM1110 English Communication Skills). <https://www.youtube.com/watch?v=ZQaNPzzT3yE>
 - Minutes of the meeting <https://www.youtube.com/watch?v=8tbHd2xF65I>
 - How to Write a Professional Resume in 2022 [A step-by-step Guide with Successful Resume Examples. <https://www.youtube.com/watch?v=BdQniERyw8I>
 - Summary Writing. https://www.youtube.com/watch?v=vioz_Y8HRu0
 - let them choose the best pieces of their writing and add them to their portfolio. (The materials in the Portfolio may include samples of: – Reading records – Journals – Pieces of writing)
 - The link given below of sample rubrics and a sample can be used to evaluate learners' writing portfolio/Teachers can frame rubrics in collaboration with the learners
- Sample rubrics for writing portfolio: https://www.researchgate.net/figure/Assessment-Rubrics-for-Physics-Portfolio-Objective-to-use-the-indicators-and-criteria_tbl1_305695296
- Let learners write an ode and compile it in their writing portfolio.

Writing Portfolio Rubric

	Good 10 points	Fair 7 points	Poor 4 points
Components Includes name, title of unit, table of contents, reference	All components are included and clearly marked	Some of the preliminary components are missing.	Many of the components needed are missing.
Organization and overall presentation It follows the instructions for the portfolio	Organization follows all the instructions for the portfolio.	Organization slightly follows the instructions for the portfolio.	Organization does not follow the instructions given for the portfolio.
Neatness and creativity	Presentation demonstrates the neatness and creativity in all areas and pages of the portfolio	Presentation has slight demonstration of neatness and creativity to some extent	Presentation doesn't show neatness nor creativity.
Completeness of contents	Contents are completely filed and submitted	Some of the contents are missing and disarranged.	Most of the contents are missing and/ or disarranged
Word processed It is grammatically and mechanically corrected	Words are processed, edited, and obviously proofread.	Words have few grammatical and mechanical errors.	Word processed but it has many grammatical and mechanical errors.
Promptness Working days	Learner portfolio is submitted on time	Learner portfolio submitted one day after the given deadline.	Learner portfolio submitted two days, a week, or more after the given deadline.

- Have learners maintain an ePortfolio or a blog where they can upload their write-ups audios and videos for friends. Teachers can use the suggested link given below to know more about ePortfolio;
 - What is an ePortfolio: <https://www.youtube.com/watch?v=-Pn3AAts1-4>
 - Understanding Why and How to use ePortfolios with Students <https://www.youtube.com/watch?v=aB3uLOx04fs>

Assessment

- Design and use your own rubric for assessing portfolio. (Use previous teachers guide for reference)
- Explain the success criteria to the learners.
- Share the assessment with the learners and parents.
- Use anecdotal records of learner progress to gauge learner interest and learning styles to plan future learning experiences based on these learner attributes.
- Based on the feedback provided by the teacher and peers, learners will refine their work.

Resources

- <https://teach.com/blog/how-to-do-writing-workshop-with-your-classes/>
- <https://www.youtube.com/watch?v=8tbHd2xF65I>
- <https://www.youtube.com/watch?v=BdQniERyw8I>
- https://www.youtube.com/watch?v=vioz_Y8HRu0
- https://www.researchgate.net/figure/Assessment-Rubrics-for-Physics-Portfolio-Objective-to-use-the-indicators-and-criteria_tbl1_305695296

Topic: Multi-modal media for presenting and publishing

Using IT to create presentations can help learners to be innovative when learners come up with creative and interesting slides to illustrate their talk. The use of presentation aids makes for a much more interesting talk, and the creation of such aids can help develop students' confidence.

Sharing or publishing learners' work online has the following benefits:

- Motivates learners to do their very best.
- Helps to build strong writing, editing, and revision skills.
- Helps to build learners' confidence and self-esteem.
- Offers learners invaluable feedback and encourages group collaboration offers peer support.
- Gives learners recognition for exceptional work.
- Learners' work can be seen by a wider audience including friends, family, and colleagues.
- Encourages a free exchange of ideas.

Competency

- Use handwriting and IT effectively, making appropriate choices of presentation to share and publish to a wider audience.

Knowledge: IT Knowledge.

Skill: Using IT to share and publish their work/ Making PowerPoint Presentations.

Behaviour: The ethics of using IT effectively acknowledging sources.

Learning Objectives

- Maintain purpose and sense of audience in a piece of writing.
- Continue using the Writing Process to refine the writing to become an independent writer.
- Maintain purpose and sense of audience in a piece of writing.
- Distinguish the best pieces of their writing and add them to their portfolio.
- Enjoy writing by participating in a community of writers.

Note: The above objectives can have multiple lesson-specific objectives.

Learning Experiences

- Teacher should demonstrate how to create an effective PowerPoint presentation and other forms of presentation using the suggested links given below;
- The beginner's Guide to Microsoft PowerPoint; <https://www.youtube.com/watch?v=XF34-Wu6qWU>
- Tips for making Effective PowerPoint Presentation
- <https://www.ncsl.org/legislators-staff/legislative-staff/legislative-staff-coordinating-committee/tips-for-making-effective-powerpoint-presentations.aspx>

Note: This lesson can be cross-pollinated with IT lesson.

- Have learners prepare PowerPoint/slide show/video clips/YouTube presentations following the norms of a good presentation. Encourage learners to upload their presentations in social media platforms for wider audience or they can present it in their class.
- Have learners maintain an ePortfolio or a blog where they can upload their write-ups audios and videos for friends and families.

Teacher can also explore other medium to help learners share their creative writing materials;

For example:

- **Author's chair:** Teachers can read the information in the box to know about the numerous benefits of the author's chair.

Benefits of Using Author's Chair strategy

Provides context and purpose to make writing meaningful.
Promotes active listening and oral exchanges about writing.
Helps learners thoughtfully generate and sort new ideas together.
Provides learners with positive and specific feedback to improve their writing.
Helps learners build confidence in presentation skills.
Supports learner reflection and critical thinking.
Contributes to learners' belief that they have the ability to be writers.

- Teachers can explore the suggested link given below to know about Author's chair strategy;
- Author's chair: <https://www.teachervision.com/teaching-strategies/authors-chair>
- Author's Chair Expectations: 6 Steps for Sharing Success:
<https://elementaryassessments.com/authors-chair-expectations/>
- **Author Gallery Walk:** Instead of using a chair or designated location for author's chair, learners can also share their written or digital work using the skills of writing process and critical analysis throughout the classroom for learners to view, discuss in small groups, and leave digital or written comments for the author on, for example, sticky notes or in digital comment boxes.

Assessment

- Rubrics for peer and self-assessment
- Rubric for teacher assessment

Resources

- <https://www.ncsl.org/legislators-staff/legislative-staff/legislative-staff-coordinating-committee/tips-for-making-effective-powerpoint-presentations.aspx>
- <https://www.teachervision.com/teaching-strategies/authors-chair>
- <https://elementaryassessments.com/authors-chair-expectations/>

Topic: Organizational and syntactic features

Learners will explore, communicate and analyze information, ideas and issues to create their own formal and informal texts as part of classroom learning experiences. Learners understand how different types of sentence structures present, link and elaborate ideas, and how different types of words and word groups convey information and represent ideas in the learning areas. They gain an understanding of the grammatical features through which opinion, evaluation, point of view and bias are constructed in texts. Consequently, enhancing the learners' ability to use syntactically correct sentences and spell the relevant words accurately in constructions of meanings.

Competencies

- Apply knowledge of appropriate organizing structures and language features to create a variety of increasingly sophisticated texts for different purposes.
- Apply spelling skills and learner strategies for writing accurately and consistently in internationally accepted English to become lifelong writers and learners.

Knowledge: Understanding the role of grammatical features in constructions of meanings.

Skill: Use grammatically correct sentences.

Behaviour: Creating texts (Formal/informal) for different purposes.

Learning Objectives

- Exhibit a comprehensive understanding of the significant ideas in literary works or passages.
- Show an understanding of the author's use of stylistic devices and an appreciation of the effects created in their writing.
- Interpret themes from the texts and use them in developing ideas for their writing.
- Explore personal, cultural, and national beliefs in their writing.
- Show an understanding of the author's use of stylistic devices and an appreciation of the effects created in their writing.

Note: The above objectives can have multiple objectives that are specific to the lesson topic.

Learning Experiences

- Discuss with learners and inform them that writers use text structures to organize information. Review the concept with them, and reinforce it every time learners read and write. To know more about text organization and structure, refer the link below;
 - Text Organization. <https://www.thoughtco.com/what-is-text-organization-1212401>
 - Teaching Text Structure and what to do when learner's struggle?
 - <https://jenniferfindley.com/teaching-text-structure/>
 - Implementing text structure strategy in your Classroom.
<https://www.readingrockets.org/article/implementing-text-structure-strategy-your-classroom>
 - Engage learners in analysing different narrative texts including essays and stories from the Reading and Literature text. Have learners pay attention to text organization and language features. Emphasize on helping learners use their text structure skills to comprehend the text.
- ✓ A sample direction for the lesson is given below; *However, do not limit the lesson on the prescribed directions;*

✓ Lesson Direction;

- Revise and discuss what text structures are and what clues learners can use to identify text structures.
- Discuss about the significance of understanding text structure and language feature to comprehend the text better. Inform them that a reader who is aware of the patterns that are being used can anticipate the kind of information that will be presented. i.e - If we know a selection follows a “compare and contrast” organization, we can expect to read about likeness and differences between people or things. This will help us connect ideas and remember them.
- Have learners read some text.
- Ask learners to identify what type of text structure this selection is [problem and Solution]. Ask the learners, ‘how does the reader know?’
- Once the learners are thorough with the concepts and skills of identifying text structure and language feature, encourage them to create a formal or an informal text. Teacher can mentor them.
- Have learners write:
 - ✓ Paragraphs showing cause and effect relationships.
 - ✓ Several paragraphs of persuasion in which a learner supports his stand on an issue.
 - ✓ Paragraphs of extended definition.
 - ✓ Several paragraphs explaining a process in logical or step-by-step order.
 - ✓ Few paragraphs giving facts to support a generalization.
 - ✓ Paragraphs analysing a brief piece of literature from standpoint of mood, style, or point of view.
 - ✓ Precise summary writing based on literary works. (Use samples of good writing and professional writing as models for students to follow.)
- Involve the learners in undertaking a school-wide survey. The survey questionnaire might be based on prevalent topics at school, such as the use of cell phones, students' leisure activities, the amount of time spent studying per day, and so on. Engage learners in developing survey questionnaires using Google Forms and distribute the questionnaires in their school. Using the collected data, have the learners analyse the data. Using the data from the survey, engage the learners in creating an academic text. They can share the final write-up with the class or share it in their school magazine for wider audience.

Note: This lesson can be cross-pollinated with IT lesson. Take the help of IT teachers in creating survey link using google forms.

Note: Emphasize the use of grammatical and lexical cohesion in their writings.

Note: The above activities can be an extension of reading, listening and speaking tasks.

Assessment

- Individual conferences are essential; use time during the free reading period (could be scheduled one day each week depending on the group).
- Correct papers and provide feedback.
- Use essay tests to reinforce the techniques of logical and critical thinking and writing with correct language structures.
- Assign a minimum of one writing assignment every two weeks.
- Allow students to share one another's writing by duplicating samples, both good and bad.
- Keep a file of learners' writing. (Portfolio)

Resources

- <https://www.thoughtco.com/what-is-text-organization-1212401>
- <https://jenniferfindley.com/teaching-text-structure/>
- <https://www.readingrockets.org/article/implementing-text-structure-strategy-your-classroom>

Topic: Persuasive writing

Writers adopt different strategies mainly depending on the purpose of writing. Among the various purposes of writing, learners, at this stage, should be taught how to respond, evaluate and persuade through their writing.

Competency

- Create texts and representations that respond, evaluate, and persuade by following internationally accepted models to grow as emphatic writers and communicators.

Knowledge: Criteria of good and effective writing using PEEL method.

Skills: expressing opinion and point of view.

Behaviour: writing a critical analysis of poems, essays, and stories, writing book or movie reviews.

Learning Objectives

- Use discourse markers including those that show comparison, contrast, and the progress of time.
- Use rhetorical devices including allusion and imagery, for effect and in the organization of their writing.

Note: The above objectives can have multiple objectives that are specific to the lesson topic.

Learning Experiences

- To help learners create materials (poems, essays, short stories, book/movie reviews) using PEEL method and appropriate discourse markers to show comparison, contrast, and the progress of time, the learner engages in the following suggested activities.
- Have learners explore the techniques and signal/ transition words used in writing to express opinion and point of view/ provide information through the suggested links provided below:
 - IELTS Writing Task 2 Tips: Expressing your Opinion
 - <https://www.youtube.com/watch?v=SpAIW4p8wkw>
 - POV: Point of View <https://www.youtube.com/watch?v=SKi56cPUSFk>
- Have learners do some research/provide information on reflective writing. To know more on reflective writing, explore the links and the information given below:
 - Reflective Writing: <https://www.youtube.com/watch?v=SntBj0FIApw>
- Allow learners 1-2 minutes to independently reflect on how they are thinking about/what they've learned/ what's in their mind. Let learners do a six minute write up on self-reflection. Ask them to write continuously without stopping to think or to be critical. Teacher provides feedback on their writing.
- To make the learning more personal, have learners write a reflective essay. A reflective essay should require the student to connect their personal experience to course content. It is written in essay format (following the writing process, PEEL method, and discourse marker) and can be graded for reflection that incorporates critical thinking techniques and use of supporting details from course content.
- Have learners present a monologue. A suggested guideline is provided below:
- ✓ Teacher refers and provides suggested stories or novels/ allow learners to select the best one from their list.

- ✓ learners prepare and present a monologue written from the point of view of one of the characters
- ✓ Teacher may present a sample creative monologue based on either a chapter or a well-known novel/short story.
- ✓ Learners choose a character from any of the chapters studied and prepare a monologue based on the character's perspective.
- ✓ Encourage learners to use discourse markers including those that show comparison, contrast, and the progress of time and rhetorical devices including allusion and imagery.
- ✓ The learners present their monologues while their peers give feedback on the performance and how well the character's emotional perspective was understood / interpreted. The teacher shares feedback to sum up the session.
- Let learners discuss the importance of using rhetoric devices in their writing including imagery and allusion. (How they enrich and deepen the meanings, add beauty to language etc.)
- ✓ Elicit prior knowledge on the rhetoric devices used in different forms of writing. Let learners explore, in pairs or groups, various figurative language from magazines/ poems/essays and library books they read/ of their interest and let them list down. Learners can be asked to write:
 - Several paragraphs of persuasion in which a learner supports his/her stand on an issue by inductive or deductive reasoning. (Assign any texts that address debatable issues)

Note: Help learners write varied text using PEEL method, use of rhetorical devices and discourse markers including those that show comparison, contrast, and the progress of time.

- To build learners' opinion skills, this suggested activity can be done.
- ✓ Form learners into groups and allow them to visit the local areas and do research on the tradition, culture, beliefs, values, norms the local people follow. It can be done in the form of interview.
- ✓ Initiate learners to participate imaginatively, creatively, interpretively and critically on the information and ideas they have collected.
- ✓ Once the information is gathered, have learners do a writing on the collected information.
- ✓ During the writing process enforce them to use the appropriate discourse marker and have them share their opinions on the findings.
- ✓ Make learners do the analysis of any pieces of literature from standpoint of mood, style, or point of view.
- ✓ Have learners analyse and evaluate similarities and differences in texts on similar topics, themes or plots.
- ✓ Design and have learners engage in crossword puzzles and word games.
- ✓ Have learners recollect a popular movie they have watched, book or poem they have read and do a critical analysis writing using appropriate discourse marker.

Note: The above tasks will be carried out as representational activities of critical reading as well as listening and speaking activities.

Assessment

- Design rubrics for analytical or evaluative paragraph writing.
- Some of the suggested rubric links are given below. (Teachers can frame and use their own rubrics)
- Reflective writing rubric:
<http://www.midcentraldhb.govt.nz/WorkingMDHB/CareerInformation/Nursing/Documents/Reflective%20Writing%20Rubric.pdf>
- Reflection writing rubric: <https://www.cmu.edu/teaching/assessment/examples/courselevel-bycollege/cfa/tools/reflectionpaper-cfa.pdf>

Note: Design the assessment criteria or rubrics along with the learners, or at least they should know how and on what they are being assessed.

Resources

- <https://www.youtube.com/watch?v=SpAIW4p8wkw>
- <https://www.youtube.com/watch?v=SKi56cPUSFk>
<https://www.youtube.com/watch?v=SntBj0FiApw>

Language and Grammar

Topic: Language to suit purpose and context

Words and sentences can be combined and used in a variety of ways to convey similar meanings; conversely, the same constructions can convey different meanings in differing contexts. Learners should be taught the various ways of constructing sentences and structures so that they can choose and use the most effective ones to suit the purpose and context.

Competency

- Vary the forms of construction to show that different meanings are conveyed in different contexts.

Learning Objectives

- Use the knowledge of grammar learned in earlier classes.
- Use literal and figurative language appropriately.
- Use additional inversions and parallel structures correctly for effect.
- Use contractions of verb forms and modal auxiliaries for conveying a level of informality.
- Use modal *auxiliaries* (*be, do, have, aux verb: be, do, have, will, shall, should, can, could*) for conveying a polite tone.
- Know and use transitive and intransitive verbs appropriately.

Knowledge: Polysemous words or phrases for different connotation.

Skills: Language and literacy skills.

Behaviour: Use appropriate language to demonstrate due respect and courtesy.

Learning Experiences

- Elicit prior knowledge of learners on the different topics learned in Grammar class: Transitive and Intransitive verbs, Parts of speech, Modal verbs and modal *auxiliaries*. Brainstorm on these topics' aspects, rules, functions and effects.
- Refer the suggested links given below to explore on the topics;
 - Verbs | Transitive and Intransitive Verbs | Similarity | Difference
<https://www.youtube.com/watch?v=xUFo94TXwqc>
 - Figure of Speech | Figurative vs Literal Language | Figurative Meaning vs Literal Meaning
https://www.youtube.com/watch?v=PV5au7E_9Tc
 - All about Modal Verbs | Defective Verbs | Auxiliary Verbs | Examples | Exercise
<https://www.youtube.com/watch?v=q2rKXa3FOZ4>
- Have learners practice/apply the grammar and language convention skills in their speaking/writing class. Ensure that the learners demonstrate/use the skills appropriately in their reading, speaking, and writing.

For example:

- ✓ provide opportunities for learners to engage in an imaginative role of their idol and converse in pairs/in groups and their conversation should highlight/emphasise the aspects of grammar skills outlined in the objectives. Teacher can observe and provide feedback.
- Engage learners in watching inspirational talks and have them observe and identify how the model auxiliary, transitive and intransitive verbs are used.
Suggested video on inspirational talk is provided below:
 - God’s Plan For Your Life - Nick Vujcic Inspirational & Motivational Video:
https://www.youtube.com/watch?v=beeaXdv_mGg
- Have learners compose poems/write essays/letters/summary/memos/reports, incorporating the grammar and language convention skills. Engage students in peer assessing short story, persuasive essay, letters, summary, memos, reports etc. focusing on how Transitive and Intransitive verbs, Parts of speech, Modal verbs and modal *auxiliaries* are used.
Note: Encourage written feedbacks during the peer assessment. Teacher should validate the peer assessment through teacher-student conference.
- Elicit learners’ knowledge on Figurative and literal language. Teacher can inform learners that each gives different meaning according to the context; **Literal language uses** words exactly according to their conventionally accepted meanings or denotation. Explore the suggested link to explore on literal and figurative language;
- Figure of Speech | Figurative vs Literal Language | Figurative Meaning vs Literal Meaning.
https://www.youtube.com/watch?v=PV5au7E_9Tc&t=127s
- Engage the learner in the activities given below to help them actualize how each forms (Figurative & Literal) gives different meaning [Suggested only]
- ✓ Organize learners into reasonable-sized groups of four or five and assign them to find out how same words/phrase or sentences can be used literally and figurately.
- ✓ Assign Individual activity for the learners to write a paragraph on any topics on using literal and figurative language appropriately. (150 words)
- ✓ Supplement some examples of figurative words: Pun, Oxymoron, Homophones, Homonyms, Polydomous words etc which can be used in their paragraph writing above.
- ✓ Instruct them to frame table chart to list down literal and figurative words/ phrases/ sentences and explain with reference to the context.
- Revise the concept of faulty parallelism/ parallel structure/ parallelism and then ask them to apply it in their writing to achieve language and literacy skills. Teacher can either make the learners explore the internet for more information on faulty parallelism/ parallel structure/ parallelism. A suggested link is given here;
 - Explore the link below to know about faulty parallelism
 - <https://gato-docs.its.txstate.edu/slac/Subject/Writing/Grammer/Faulty-Parallelism/Faulty>
 - [Parallelism/Faulty](https://gato-docs.its.txstate.edu/slac/Subject/Writing/Grammer/Faulty-Parallelism/Faulty)
 - Teacher can also share the tips with the learners.

Some tips for how to check your own writing for faulty parallelism:
Look for long sentences. Those are often the ones that have a lot of ideas which may not be written correctly. Mark those to re-read and check.

Look for lists in your sentences. Circle the first words in each list. Are they the same type of verb, noun or adjective?

Read your paper out loud (or ask someone else to read it). If you stumble when reading a sentence, chances are that sentence isn't written as clearly as it could be and may have faulty parallelism.

Words, phrases, and clauses joined by a coordinating conjunction (*and, but, or, nor, for, so, yet*), correlative conjunction (*not only... but also, both... and, either... or, neither... nor*), and comparative expression (*as much as, more than, less than*) must have parallel grammatical construction.

Words, phrases, and clauses in a series must have parallel grammatical construction.

- As a follow up activity, let learners in group/pairs do research and find famous proverbs that use parallelism. Have the groups present them to the class discussing why it is parallelism.
- Ask the learners to carry out peer correction on one of the pieces of their writing compiled in their Writing portfolio to understand and experience the application of parallelism.
- While writing is certainly involved in this interactive exercise, teacher can utilize daily writing goals to reinforce parallel structure which can be done through a writing activity (can be essay/summary/story/report/letter etc). Having done the writing, let them list down the parallel structure they have used in their writing and present it to the class reasoning why the list of words/ phrases/ clause are considered parallelism.
- Finally promote class discussion through sharing of their understanding of parallelism. *Note: The activities are only suggested. Teachers can choose to design activities that best suit the level and context of their class.*

Assessment

- Use of exercise and activities for peer-assessment, teacher assessment, self-assessment.
- Use of Goggle Classroom.

Resources

- Task cards
- Text: The Merchant of Venice.
- Work sheet
- <https://www.youtube.com/watch?v=xUFo94TXwqc>
- https://www.youtube.com/watch?v=PV5au7E_9Tc&t=127s
- <https://gato-docs.its.txstate.edu/slac/Subject/Writing/Grammer/Faulty-Parallelism/Faulty>

- Have Learners to refer the given links to learn more about the three levels of language analysis.
 - Phonological and Phonemic Awareness. <https://www.youtube.com/watch?v=YydfnR4ghIE>
 - What is Semantic? <https://www.youtube.com/watch?v=SyFoFsuUNZk>
 - Syntax in English. <https://www.youtube.com/watch?v=rw62E9v9DnU>
 - Suggested activities to help learners understand three levels of language analysis;
- ✓ Invite learners to spend time to examine sound analysis of each words showing phonological level. Learners observe how words are put together to form sentences and phrases in their correct unit which explains the Syntactic level. Teacher explains the need to consider the meaning of the different parts of the word, and how they combine to compose the meaning of the whole leading to semantic level of analysis.
- ✓ Ask few volunteers to select a word of their choice and tell them to explain using three levels of language analysis.
- ✓ Teacher demonstrates to explain the three levels of language analysis using the example sentence: E.g.: The flags fluttered towards the direction of the swift wind.
- Orient learners on the nine features of language. A suggested activity to help learners learn about nine features is provided below:
- ✓ Divide the class into 9 groups of roughly 3-4 students each [expert group] and assign each group a language feature using the Jigsaw cooperative learning technique. Involve the group in conducting research on their chosen topic. To further understand the features, have the learners in the expert group look for information on the description of the feature, its explanation, and some instances. Teachers can evaluate and approve content before it is shared with students in the home/teaching groups to avoid pupils presenting false or misleading information.
- ✓ After “expert” groups have an in-depth understanding of the material they will be presenting, assign students to “teaching” groups. “Teaching” groups are typically composed of one or two members from each expert group. Experts take turns presenting information. Often teachers ask students to take notes while the experts present. For greater accountability, it is best if students are required to synthesize the material presented as part of an assignment, presentation, or discussion.
- Teacher and learner can explore the suggested link provided below or refer IG to learn about the features of language.
 - Design Features of Language. <https://www.slideserve.com/ike/design-features-of-language>
- When the learners are able to grasp a clear understanding of different features of language, engage them in suggested activities such as;
 - Debrief using questions which are knowledge based, comprehensive, analytic and creative (blooms taxonomy) to confirm the learners’ understanding of the topic.
 - Provide prompts and have the learner identify the features applicable to the prompt.
 - Eg: Dorji is born in Bhutan but raised in India. He speaks Hindi, not Dzongkha. This implies that language is....
- *Note: These are suggested activities only*
- Orient the learners to the theories of language acquisition. Engage the learners in viewing the links provided below to grasp a deeper understanding of the two theories of language acquisition;
- Behaviourist Theory of Language Learning and Teaching-Behaviourism by B.F Skinner. <https://www.youtube.com/watch?v=CGEcdMqm-iE>
- Language Acquisition-The Behaviourist Theory. <https://www.slideshare.net/ssuser563faa/language-acquisition-the-behaviorist-theory>
- What is Rationalism? - Definition & Philosophy <https://study.com/academy/lesson/what-is-rationalism-definition-philosophy.html>

- The Conflict Between Behaviourism and Rationalism in Linguistic Term Paper.
<https://ivypanda.com/essays/the-conflict-between-behaviourism-and-rationalism-in-linguistics/>
- Let the learners engage in the suggested activities given below to depict their understanding of the two theories;
- ✓ Initiate a class discussion in a team of four members based on the video lessons to determine their grasp of the issue. Allow the students to share their own perspectives on the differences between the two theories with the rest of the class. The discussion can be listened to and added to by the members of the group. Later, the teacher can lead a whole-class discussion in which students share their perspectives on the theories.
- ✓ Conduct a class or group debate in which students discuss which hypothesis they believe in or appears to be practical.
- Elicit learners' knowledge on how words are formed. Allow students to share words that they believe are borrowed, clipped, compounded, blended, and so on. Orient them on seven ways words are formed [Borrowing, shortening/clipping, back formation, blends, imitation of sounds, transfer of personal or place name, and compounding]. Involve children in referring the links below to explore more on the origin of words and how words are formed;
- Etymology and Surprising Origins of English Words.
<https://www.youtube.com/watch?v=cSAW4FSA8Dg>
- Where do New Words Come From? <https://www.youtube.com/watch?v=Ytr28t5VzAs>

Note: Refer IG page No. [] to get an overview on the seven ways words are formed.

- Using the information acquired on how words are formed from the links, carry out the following suggested activities;
- Engage learners in looking for words that are borrowed, clipped, blended, and so on in any work of their choice [including stories, poetry, and essays from Reading and Literature, Merchant of Venice]. Allow them to discuss their word choices and categorisation with a peer.
- Initiate a speaking marathon in which students in each team compete to come up with words that are borrowed, transferred names of places or people, borrowed, and so on. Teacher can act as judge to authenticate their words.
- Quiz and worksheet where activities are designed in the form of videos, quiz (self-evaluated), course and worksheet can also be used to enhance learners' understanding of how words are formed.

Assessment

- CATs (Classroom Assessments)
- Quiz (self-evaluated) and worksheet.
- Team works and presentation
- Submit completed task in Google classroom for assessment
- Webinar, break out room for presentation.

Resources

- Notes on Nature of language (Refer Appendix)
- <https://ecampusontario.pressbooks.pub/commbusprofcdn/chapter/1-2/>
- <https://study.com/academy/lesson/what-is-rationalism-definition-philosophy.html>
- <https://www.youtube.com/watch?v=SyFoFsuUNZk>

Topic: The purpose of language

Language serves as a medium to fulfil the basic human urge to communicate. However, humans use language for other purposes as well. Learners should be taught why and how humans use language so that they can get deeper insights into nature of language.

Competency

- Discuss the purposes that language serves in human interaction to gain further insights into the nature of human language.

Learning Objectives

- Discuss the common theories of language acquisition and development, for example, language is innate versus language is acquired.
- Discuss how language facilitates human interaction.

Knowledge: Understand the etymology of words, theories of language acquisition, features and functions of language.

Skills: Use appropriate language to suit the context.

Behaviour: Use appropriate language to demonstrate due respect and courtesy.

Learning Experiences

- Humans use language for different purposes. To help learners know about the functions of language, engage learners in the suggested activities given below;
 - Use Mentimeter/Padlet to create a silent discussion activity on the question, 'Why do we need language?' [As an alternative to Mentimeter and Padlet, online group chat can be used as well; with no internet and IT facilities, have learners write responses on a piece of paper. Collect the responses to be read later on]. Learners can synchronously or asynchronously post original ideas in response to discussion questions. Engage learner in not only posting their response to the discussion question, they can also build on their peer's posts to create an ongoing conversation.
 - ✓ Based on the silent discussion, inform class that the basic urge of human being is to communicate either orally or through gesture or sign language. Have learners explore more about the purpose of language from the link; Why is language important? Your guide to the spoken word; Language Matters; <https://www.uopeople.edu/blog/why-is-language-important/>

Note: Teacher can crosspollinate with IT teachers to know more about Mentimeter and Padlet.

- As learners gain deeper understanding of the purpose of language, have them compose poems on imaginative topic like, 'World Without Language,' and other topics like 'Language is a binding factor for humanity,' 'Language is power; Language is harmony,' and so on. Following the writing process as in writing strand, have learners peer assess their write-up and make the final copy. They can add it to their collection of writing in writing portfolio.

Assessment

- CATs (Classroom Assessments Techniques)
- Muddiest point
- Quiz (self-evaluated) and worksheet.
- Team or pair work and sharing
- Submit completed task in Google classroom for assessment
- Mentimeter
- Padlet
- Links

Resources

- <https://www.uopeople.edu/blog/why-is-language-important/>

Topic: Features of language

Human language is so fluid and dynamic that it can be used in innumerable ways for an intended purpose. Learners should be able to use the features of language so that they can use it in a variety of ways to suit the purpose appropriately

Competency

- Apply knowledge of language features in different types to reproduce in other forms including hybrid text.

Learning Objectives

- Use the knowledge of grammar learned in earlier classes.
- Use literal and figurative language appropriately.
- Place phrases and clauses within a sentence, recognizing and correcting fragments, run-ons, misplaced and dangling modifiers.

Knowledge: Identify and infer the meanings of figurative language and different forms of text

Skills: Language and literacy skills

Behaviour: Use correct tone of language in different context respecting the presence of an individual or an audience.

Learning Experiences

- To gain more information about hybrid text and apply language features in different types of text, engage the learners in the suggested activities given below;
- Have an interactive classroom discussion like what are they fond of reading or their choice of reading material.
- ✓ Use cues to prompt their response: are they interested to read comics, novels, stories, newspaper, articles, magazines etc.
- ✓ As a child what forms of text did, they read. Have their taste or choice of text changed over the period of time as they grew?
- ✓ With this warm up activity, share as background information the different genres in literature broadly categorised as fiction and non- fiction. (Suggested link is provided below)
- Initiate a group activity providing samples of different texts (comic, web comic, magazine, novel, story books, articles, etc.) Have learners discuss on how each text is similar and differs in features like pictures, italics, bold, illustrations, data representation, narratives, thought bubbles, speech bubbles, sentence fragment, templates and even hybrid texts. Let class observe how information is depicted in different subject related texts. For learners reading these texts, the challenge is to navigate among differences, acquire different language features and to know them individually as well as to explore the ways they are connected and interrelated. Learners can use the suggested link below to learn about hybrid text as one form of text and observe different features in the text;
- Hybrid Text: <https://www.youtube.com/watch?v=IO5p1sUIIYY&t=110s>
- Guide class to an understanding that different forms of text like comics, novels, magazines, hybrid text are engaging, offers new potentials for learning across the

curriculum. Instead of seeing narrative and informational text as mutually exclusive, hybrid text treats them as mutually supportive. From this perspective, readers can view literary and informational texts as symbiotic, not separate. This symbiosis builds on natural curiosity and functions as an opportunity for inquiry.

- Help each learner to select any text of their choice from library/online source. Instruct them to observe the genre of the text, diction used, illustrations, type of written format (bold, italics, etc), word choice, clause, phrase, modifiers, and have them locate common sentence errors such as use of fragments, run-ons, misplaced and dangling modifiers in the prescribed text.
 - Modifier | Misplaced Modifier | Grammatical Mistake
 - <https://www.youtube.com/watch?v=Becz-l6PJoE&t=274s>
 - [Dangling modifiers | Syntax | Khan Academy](#)
 - <https://www.youtube.com/watch?v=SjunMcrXgE0>
- Categorise learners with similar choice of text and invite them to exchange their findings and analysis of features of text: may include pictures, headings in bold, blend of narrative and prose, statistical representation, comic strip, thought and speech bubble etc.
- Assign learners to select any genre of their choice. This can include digital text as well. They will carry out close reading and analyse from text representations, Diction, sentence construction, feature of the text etc.
- After close reading and observation, within 150 words, ask them to write a brief review of the text focusing on the correct use of phrase and clause, modifier, fragments, run- ons, misplaced, and dangling modifiers.
- Learners will share to one of the peers who have different choice of text from theirs and take it as sharing of exchanges of ideas. The suggested rubric link given below can be used to assess learners' work.

NOTE: Encourage learners to explore on digital comics, novels, audio reading books etc and invite them to create their own hybrid text.

Assessment

- Peer Assessment
- Teacher assessment: Provide feedback or score for their tasks with clear rubrics set. Emphasis will be on the application of reading strategies. (Contact and Non-contact).
- Team or pair work and sharing.
- Submit completed task in Google classroom for assessment.

Resources

- <https://www.youtube.com/watch?v=Becz-l6PJoE&t=274s>
- [Dangling modifiers | Syntax | Khan Academy](#)
- <https://www.youtube.com/watch?v=SjunMcrXgE0>
- <https://www.cde.ca.gov/ci/cr/rl/litrlgenres.asp>

Topic: Purposeful use of language

Effective communication is primarily about selecting and using language such that it achieves the desired effect on an intended audience. Therefore, learners acquire the skills of selecting what or which language to use depending on the audience, purpose and context.

Competency

- Use language purposefully to achieve the desired effect on the audience.

Learning Objectives

- Use modals for persuasive effect and hedging.
- Use modal *auxiliaries* (*be, do, have, aux verb: be, do, have, will, shall, should, can, could*) for conveying a polite tone.

Knowledge: Understanding the different purpose and implication of language used. **Skills:** Appropriate use of language to persuade and communicate different audience. **Behaviour:** Use appropriate language to demonstrate due respect and courtesy.

Learning Experiences

- Elicit prior information from the learners on purpose of language. Provide 30 seconds Think time and open class for discussion and sharing of responses. To further help the learners to acquire the skills of selecting what or which language to use depending on the audience, purpose and context, engage them in the suggested activities provided below:

Suggested activities:

- Carry out class activity by dividing class in groups.
- Each team thinks of 1 Theme to speak on for 3 minutes.
- Learners decide different purpose of their 3 minutes speech: Expository, persuasive, argumentative, narrative etc.
- Each team will have a speaker to present their speech.
- Every team will comment on others speech based on the tone, emphasis used by the speaker, language, words choice use, gesture etc.
- Most importantly they evaluate on the language /strategy used. (A sample rubric for assessing the speech is provided/ teachers may frame their own rubrics
- Teacher supplements further on any pertaining aspects and gives feedback.
- Learners along with the teacher can also explore the link to learn about techniques used by speakers or authors to achieve the desired effect on the audience;
- Persuasive language Techniques: <https://www.slideshare.net/mmcDonald2/persuasive-language-techniques>
- Design an activity. Divide the class into different groups. Allot one assignment each for each group: prepare an interview presentation, prepare a monologue from the prescribed play, prepare a speech, prepare a classroom presentation on a topic/subject of their choice, prepare a short debate. This is to enable learners understand that appropriate use of language to persuade and communicate different audience.
- A suggested activity is provided here;
- this activity can be done during speaking class. Teacher can present with varieties of products in the class for example: cream, toothpaste, shampoo, bag, mobile, edible products etc. and let learners

choose each product.

- Provide learners with 2 minutes think time and talk about the products they have chosen.
- They have to assume themselves as a promoter and try to persuade/convince the audience on why they should purchase that particular product.
- Ensure that learners use model auxiliaries and hedging appropriately to make their persuasion polite and convincing. Go through the links given below to understand more about importance of hedging in writing.

- Orient the learners on the significance of using hedging language and its impact on writing. Help them explore more by using the suggested link given below;
 - Why we use hedging language and its impacts on our writing: <https://typely.com/blogs/entry/2-why-we-use-hedging-language-and-its-impact-on-our-writing/>
 - Explain learners that when we are learning to understand spoken English, we won't just have to understand what the speaker says. To really get the point, often we will also have to pick up on clues about the speaker's tone, attitude or degree of certainty. In other words, it's not just about what someone says; it's about how she feels about it.
To clarify this concept, using the link below, let them Watch video lesson on “Listening for tone and attitude.
 - Tone: <https://www.youtube.com/watch?v=TnpwyZLyUJE>
- Teacher can develop and use rubric for persuasive speaking assessment and share to the class as well. Provide constructive feedback.

A sample rubric is provided below.

Traits	4	3	2	1
Organization	The introduction is inviting, states the goal or thesis, and provides an overview of the issue. Information is presented in a logical order and maintains the interest of the audience. The conclusion strongly states a personal opinion.	The introduction includes the goal or thesis and provides an overview of the issue. Information is presented in a logical order but does not always maintain the interest of the audience. A conclusion states a personal opinion.	The introduction includes the main goal or thesis. Most information is presented in a logical order. A conclusion is included, but it does not clearly state a personal opinion	There is no clear introduction, structure, or conclusion.
Goal of thesis	There is one goal or thesis that strongly and clearly states a personal opinion and identifies the issue.	There is one goal or thesis that states a personal opinion and identifies the issue.	A personal opinion is not clearly stated. There is little reference to the issue.	The personal opinion is not easily understood. There is little or no reference to the issue.
Reason and support	Three or more excellent reasons are stated with good support. It is evident that a lot of thought and research was put into this assignment.	Three or more reasons are stated, but the arguments are somewhat weak in places.	Two reasons are made but with weak arguments.	Arguments are weak or missing. Less than two reasons are made.

Attention to audience	Argument demonstrates a clear understanding of the potential audience and anticipates counterarguments.	Argument demonstrates a clear understanding of the potential audience.	Argument demonstrates some understanding of the potential audience.	Argument does not seem to target any particular audience.
Word choice	Word choice is creative and enhances the argument.	Word choice enhances the argument.	There is evidence of attention to word choice.	Word choice is limited
Visuals/delivery	Visuals are appealing, highly relevant, and add support to the argument. Delivery is fluent, with an engaging flow of speech. Delivery is fluent.	Visuals are appealing and add support to the argument.	Visuals are related to the topic. Delivery lacks some fluency.	Visuals are not directly related to the topic. Delivery is not fluent.
Grammar, mechanics and spellings	There are no errors in grammar, mechanics, and/or spelling.	There are few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	There are several errors in grammar, mechanics, and/or spelling	There are numerous errors in grammar, mechanics, and/or spelling.

- Provide learners with topics and create opportunity for learners to take a stance and support their stance with reasoning following the writing process.
- ✓ They could be given prompts to pay attention to: modals for persuasive effect and hedging, range of connectors or linkers, choice of words, appropriate use of language etc.
- ✓ Allow them to exchange their work with a friend for peer assessment based on the set rubrics.
- Writing prompt: Have students write a response to the essay “I Want a Wife” in the form of personal reflection.

Note: (This writing can be included in learners’ portfolio)

Assessment

- Portfolio
- Modelled/Shared Writing.
- Design Rubrics or may use Read aloud Allowed.
- Upload in Google class forum for teacher and peer assessment.

Resources

- <https://www.slideshare.net/mmcdonald2/persuasive-language-techniques>
- <https://typely.com/blogs/entry/2-why-we-use-hedging-language-and-its-impact-on-our-writing/>
- <https://www.youtube.com/watch?v=TnpwyZLyUJE>

Continuous Assessment (CA) and Examinations Weighting for Classes XI

English Paper I (Writing and Grammar) - CA and Written Examination Weighting

Term One			Term Two			Grand Total (Total A + Total B)		
CA		Examination	Total A	CA			Examination	Total B
Listening and Speaking	10%	40%	50%	Listening and Speaking	10%	40%	50%	100%

Note:

1. In English Paper I, the Writing and Language & Grammar strands form the written examination part, and the Listening and Speaking strand forms the CA part.
2. The Term One examination should be conducted out of 100 marks and converted to 40%. The 10% CA marks from the Listening and Speaking should be added to the examination marks to make it 50%.
3. Similarly, the Term Two examination should be also conducted out of 100 marks and converted to 40%. The 10% CA marks from the Listening and Speaking should be added to the examination marks to make it 50%.
4. Finally, the total marks of term one and term two should be added to make it 100%.
5. Listening and Speaking activities such as debates, extempore speeches, presentations, book talks, reports, and discussions should be conducted consistently throughout the year, ideally by integrating in other strands so that the learners get maximum time to practice the skills. Teachers need to develop their own additional listening and speaking exercises wherever necessary. Use Continuous Formative Assessment (CFA) to help students achieve the desired goals.
6. At the end of each Term, a formal test should be conducted to assess each learner's listening and speaking skills.

English Paper I (Writing and Language and Grammar) - Written Examination Marks Break-up

SI No	Genre	Weighting	Remarks
1	Essay writing	25 marks	Persuasive essay
2	Report / Summary writing	10 marks	Either can be asked
3	Information transfer	10 marks	Non-continuous to continuous or vice versa.
4	Official letter/ Memos	10 marks	Either can be asked
6	Grammar	35 marks	Items to be derived from the competencies and objectives. Questions can be asked from the lower classes as well.
7	Nature of Language	10 marks	As stated in the framework
Total		100	

Note: The questions types and patterns for written examinations shall remain dynamic.

English Paper I - Listening and Speaking CA (20%)

SI No	Listening and Speaking activities	Remarks
1	Listening and Speaking skills	Teachers can design additional activities to meet the Competencies and Learning Objectives of Listening and Speaking strand. Conduct oral test/listening and speaking activities throughout the year.
2	Oral report	
3	Debates	
4	Extempore speeches	
5	Presentations	
6	Book talk	

Note: The questions types and patterns for written examinations shall remain dynamic.

English Paper II (Reading & Literature) - CA and Witten Examination Weighting

Term One				Term Two				Grand Total (Total A + Total B)
CA		Exam	Total A	CA		Exam	Total B	
Reading Portfolio	5%	40%	50%	Reading Portfolio	5%	40%	50%	100%
Writing Portfolio	5%			Writing Portfolio	5%			

Note:

1. In the English Paper II, the Reading and Literature strand forms the written examination part, and the Reading Portfolio and the Writing Portfolio form the CA part.
2. The Term One examination should be conducted out of 100 marks and converted to 40%. The CA marks from the Reading Portfolio and the Writing Portfolio (5% each) should be added to the examination marks to make it 50%.
3. Similarly, the Term Two examination should be conducted out of 100 marks and converted to 40%. The CA marks from the Reading Portfolio and the Writing Portfolio (5% each) should be added to the examination marks to make it 50%.
4. Finally, the total marks of Term One and Term Two should be added up to make it 100%.
5. The Reading Portfolio should consist of record of reading, book reviews and critical response to books read. The Writing Portfolio should consist of learner's best pieces of writing (essays, articles, short stories, poems etc.), journal writing for books read, process of work, variety in number and genre.
6. Teacher should ensure that all the learners maintain their portfolios for academic purposes only.
7. The Reading and Writing Portfolios of each learner should be monitored consistently to check their progress. Teachers should provide timely feedback, support and take necessary remedial measures so that the learners achieve the objectives and competencies. The portfolios should be assessed at regular intervals and awarded marks accordingly.

English Paper II (Reading and Literature) - Written Examination Marks Break-up

SI No	Genre	Weighting	Remarks
1	Short Story	25 marks	The prescribed short stories. Questions on more than one story can be asked.
2	Essay	25 marks	From outside the prescribed textbook
3	Poetry	25 marks	From the prescribed textbook or outside
4	Play	25 marks	The prescribed play – The Merchant of Venice (till Act II for class XI and the entire play for class XII)
Total		100	

Note: The questions types and patterns for written examinations shall remain dynamic.

English Paper II CA (20%)

Reading Portfolio (10%)	Writing Portfolio (10%)	Remarks
<ul style="list-style-type: none"> Record of reading Critical response to books read Records of text talk or book talk and reviews Book excerpts or quotations chosen by the student 	<ul style="list-style-type: none"> Best pieces of writing selected by students Original short story (employing elements of a short story) Best pieces selected by teacher Journal writing for book review Meeting minutes Resumes Personal, transactional and poetic writing 	<ul style="list-style-type: none"> Use notebooks for maintaining portfolios. Consider process while assessing the quality of work. The writing portfolio should show the records of the Writing Process Prohibit plagiarism Indicate citation and reference wherever applicable. Both Reading Portfolios should be assessed at regular intervals.

List of suggested materials for Class XI Reading and Literature strand

The following is the recommended texts the learners of class XI should study for the Reading and Literature strand.

Genre	Texts	Authors
Short Story	Jamaican Fragment	A.L. Hendricks
	Too Bad	Isaac Asimov
	Leaving	M.G. Vassanji
	Too Dear	Leo Tolstoy
Poetry	To a Skylark	Percy Bysshe Shelley
	The River Merchant's Wife: A Letter	Ezra Pound
	Oh, oh you will be sorry for that word!	Edna St. Vincent Millay
	My Last Duchess	Robert Browning
Essay	The Skier	Nancy Dorey
	I Want a Wife	Judy Brady
	What I Have Lived For	Bertrand Russell
Drama	The Merchant of Venice (Act 1 and 2)	William Shakespeare

Time Allocation for class XI

The maximum number of instructional days available for curriculum delivery excluding examination is 150 days in a year. The school year divided into two terms of fifteen weeks each, and that each week will have 6 periods of 40 minutes for teaching English. The total time allocated for English in a week is 240 minutes. Therefore, class IX will have 120 hours in a year which is 180 periods.

The following is the suggestive period and time allocation per week for all strands.

Strand	Period	Time (minutes)
Reading and Literature	2	80
Writing	2	80
Listening and Speaking	1	40
Language and Grammar	1	40
Total	6	240

Class XII

Listening and Speaking

Topic: Language to suit purpose and audience

When listening and speaking, learners as communicators, should be made to understand the importance of listening ethically by showing respect to the speakers before assessing and responding to any message. This helps them to avoid assuming and jumping to conclusions. Learners should be cognisant of the listening postures such as being alert, maintaining eye contact with the speaker and his or her visual aid if any, giving verbal as well as non-verbal encouragement, and removing distractions. The learners should be able to provide quality feedback, both positive in nature and constructive criticisms, to display social and cultural maturity.

Competency

- Demonstrate values and ethics when listening and speaking to display social and cultural maturity.

Knowledge: Awareness of appropriate behaviour while listening and speaking to suit the context.

Skills: Use appropriate etiquette while listening and speaking.

Behaviour: Behave properly to show respect and social etiquette.

Learning Objectives

- Use the listening and speaking skills developed in earlier classes.
- Speak with the correct pronunciation.
- Adopt different strategies to convey ideas effectively according to purpose, topic, and audience.
- Take an active part in group discussion, showing the ability to agree, argue, summarize, and elicit the views of others and present one's own ideas.
- Use language accurately and effectively for social, academic, and professional purposes.
- Enjoy listening to and speaking English.

Note: The above objectives can have multiple lesson objectives based on the topic.

Learning Experiences

To demonstrate values and ethics when listening and speaking to display social and cultural maturity, engage learners in the following learning experiences. However, the activities should be carried out consistently, with variations over a period of time.

- Introduce and orient learners with the examples of values and ethics of listening and speaking by asking learners whether they behave similarly when listening to jokes told by friends and when they listen to the advice given by elders. Let learners discuss and respond to why they act or behave similarly or differently on the two occasions.
- Explain the concept of social and cultural maturity, and demonstrate how it can be displayed when listening and speaking.

- Let learners, in groups, prepare a role-play. As the role-plays are presented, the others in the audience should observe and assess the behaviour, attitude, words used, gestures, and other non-verbal signs of the characters. The observations should be shared and discussed at the end of each presentation. The discussion should include ways in which the presenters could have demonstrated values and ethics in a better way.
- Teachers should provide examples of speeches and dialogues that use good values and ethics of listening and speaking.
- Conduct declamation, extempore speech, debates, discussions, and presentations where learners can exhibit an ability to agree, argue, summarize, and elicit the views of others and present one's own ideas through the demonstration of the values and ethics of listening and speaking.
- Let learners deliver speeches demonstrating social and cultural maturity, and ensure they use good values and ethics of speaking.
- Explain the consequences of plagiarism and why it should be avoided while speaking (how to acknowledge the source while quoting others' works/ words).
- Refer to suggested online sources to understand the concept of values and ethics of listening and speaking.
- Ethical Listening <https://courses.lumenlearning.com/publicspeakingprinciples/chapter/chapter-3-ethical-listening/>
- Significance of Ethics in Public Speaking <https://courses.lumenlearning.com/boundless-communications/chapter/significance-of-ethics-in-public-speaking/>
- The following suggested videos could help learners better understand the values and ethics of listening and speaking for social, academic, and professional purposes.
- Ethics in Public Speaking https://www.youtube.com/watch?v=u-Rxp8_YFb8
- <https://www.youtube.com/watch?v=Cm3lZjFx5J0>
- How to speak ethically <https://www.youtube.com/watch?v=FFePi0xAcEw>
- Be a More Confident Public Speaker https://www.youtube.com/watch?v=tShavGuo0_E
- Bad Public Speaking Example <https://www.youtube.com/watch?v=YivQYeI0vys>

Assessment

- Include “*Value and Ethics*” in the assessment tools (Rating Chart under ‘Learning Activities for Listening and Speaking’) suggested in the Curriculum Guide for Teachers to assess students’ work.
- Engage learners in setting new rubrics for different activities wherein learners’ Evaluation skills based on evidence and reasoning can be assessed.
- Suggested assessment:
 - Peer assessment,
 - Self-assessment and reflection telling,
 - Oral Listening and Speaking assessment,
 - Assessment by the teacher, and
 - Checklist.

- Prepare separate rubrics for declamation, extempore speech, debates, discussions, and presentations. Ensure the rubrics assess the speakers' ability to use values and ethics when listening and speaking to display social and cultural maturity.
- Assess learners using the set criteria on one of the prepared speeches.
- Refer to *"Language Aloud...Allowed"* by Gwen Mobray for assessment criteria on pages 41-68.
- Refer ELS rubrics: <https://www.rcampus.com/rubricshowc.cfm?code=H35B32&sp=true>

Note: Share with learners and their parents the assessment criteria before the assessment and the outcomes after the assessment.

Resources

- *"Language Aloud...Allowed"* by Gwen Mobray
- ELS rubrics
- Teacher's Guide
- <https://courses.lumenlearning.com/publicspeakingprinciples/chapter/chapter-3-ethical-listening/>
- https://www.youtube.com/watch?v=u-Rxp8_YFb8
- <https://www.youtube.com/watch?v=Cm3lZjFx5J0>

Topic: Rhetorical devices for emphatic argument

The use of apt figurative language and rhetorical devices adds muscle and beauty to communication. Learners should be guided to craft their speeches well by teaching them how to use figurative language and rhetorical devices correctly while delivering their ideas. This will enable the learners to express their message effectively and present their argument convincingly to influence the opinion of the audience

Competency

- Use figurative language and rhetorical devices correctly in speeches to argue succinctly and emphatically.

Knowledge: Awareness about how, when and where to use figurative language and rhetorical devices to enhance communication.

Skills: Use apt figurative language and rhetorical devices in speeches.

Behaviour: Use language to suit the context, purpose, and audience.

Learning Objectives

- Use the listening and speaking skills developed in earlier classes.
- Speak using the correct question tag.
- Speak with the correct pronunciation.
- Use figurative language and rhetorical devices correctly in speeches.
- Deliver speeches incorporating literary quotations, allusions and imagery.
- Adopt different strategies to convey ideas effectively according to purpose, topic and audience.
- Take an active part in group discussion, showing the ability to agree, argue, summarize, and elicit the views of others and present one's own ideas.
- Use language accurately and effectively for social, academic and professional purposes.
- Enjoy listening to and speaking English.

Note: The above objectives can have multiple lesson-specific objectives based on the topic.

Learning Experiences

To ensure effective usage of figurative language and rhetorical devices correctly in speeches to argue succinctly and emphatically, the learners should be engaged in following the learning experiences consistently.

- Let Learners explore figurative language and rhetorical devices with definition, features, some examples, and processes from the suggested links below:
 - Literary devices and Figurative Language: <https://www.youtube.com/watch?v=3oT-xQX6vDE>
 - Analogy: Rhetorical Device: <https://www.youtube.com/watch?v=0Bgpe0yA9oE>
 - Rhetorical Devices for Persuasion (For Public Speaking): <https://www.youtube.com/watch?v=qFRciL2P4s4>
- Let learners recall lessons on Reading & Literature to name some figures of speech and identify examples from the texts they have read.
- Let learners listen to great speeches by famous speakers and let them identify figurative language and rhetorical devices used and discuss the effect of those. For instance, *I Have a Dream* by Martin Luther King Jr. (The teacher should ensure that they listen to it first to identify

the figures of speech used and analyse the effect. This will enable the teacher to plant hints for the learners.)

- I have a Dream – Martin Luther King Jr <https://www.youtube.com/watch?v=vP4iY1TtS3s>
- Let learners deliver speeches in the class, incorporating figurative language, rhetorical devices, question tags, and correct pronunciations to argue succinctly and emphatically. Some topics are suggested below:
 - How to say NO
 - Sexual Harassment (Good Touch and Bad Touch)
 - Joys & Dilemmas of Growing Up
 - Stress and Its Impact
 - Time management
 - Emotional Growth and Maturity
 - Substance Abuse
 - Myths and Misconception
 - Early marriage and Its Consequences
 - Dealing with Peer Pressure
 - Climate change
 - Bullies
 - Junk food and healthy food habits
- Use the following suggested links to explore on figurative language:
 - Figurative Language Lesson (Metaphor, Simile, Personification, hyperbole)
<https://www.youtube.com/watch?v=NegoYluXoEA>
 - Figurative Language Lesson (Onomatopoeia, Imagery, and Irony)
https://www.youtube.com/watch?v=x9_F6Ayw8FU
- Ask learners to explore figurative languages used in their favourite stories, poetry, movies, and songs.
- Provide the following suggested videos as examples of how figurative languages are used:
 - Figurative Language in movies <https://www.youtube.com/watch?v=17eY2MoS-bc>
 - Figurative Language in songs <https://www.youtube.com/watch?v=LZX6lWHR2tY>
 - Figurative Language in Popular music https://www.youtube.com/watch?v=j5krMN0K7_E
- Recommend video lessons on Rhetorical devices.
 - Rhetorical Devices in Disney Songs <https://www.youtube.com/watch?v=nkRC4DZF-U>
 - Literary Devices in Pop Culture https://www.youtube.com/watch?v=U_pxifB6Cox
- Let learners prepare and deliver speeches using figurative language and rhetorical devices. (The speeches should be assessed)

Assessment

Prepare separate rubrics to test speaking skills. Ensure the rubrics assess the speakers' ability to use figurative language and rhetorical devices to argue succinctly and emphatically.

- Engage learners in setting new rubrics for different activities, wherein learners' Evaluation skills based on evidence and reasoning can be assessed.
- Suggested assessment:
 - Peer assessment,
 - Self-assessment and reflection telling,
 - Oral Listening and Speaking assessment,
 - Assessment by the teacher, and
 - Checklist.
- Refer to *"Language Aloud...Allowed"* by Gwen Mobray for assessment criteria on pages 41-68.
- Refer ELS Rubrics: <https://www.rcampus.com/rubricshowc.cfm?code=H35B32&sp=yes&>

Note: Share with learners and their parents the assessment criteria before assessment and the outcomes after the assessment.

Resources

- <https://www.youtube.com/watch?v=3oT-xQX6vDE>
- <https://www.youtube.com/watch?v=qFRciL2P4s4>
- https://www.youtube.com/watch?v=x9_F6Ayw8FU
- https://www.youtube.com/watch?v=U_pxfifB6Cox

Topic: Negotiations and conflict resolutions

Negotiation skills are crucial for effective teamwork and resolving conflicts peacefully, among others. Through negotiation skills, learners acquire other important skills like analysing problems, how to build respect and relationships, and other social skills. Learners should be taught this skill to actively participate in resolving real-life conflicts and that learning negotiation skills can help resolve conflicts in a respectful, positive way to further build trust and strengthen their relationship. Learners should know that the negotiation process will be effective when the participants take turns to share thoughts and feelings, listen actively and give feedbacks

Competency

- Use negotiation skills to resolve conflicts diplomatically.

Knowledge: How to resolve conflicts amicably and strengthen relationships.

Skills: Use negotiation skills to resolve real or realistic conflicts.

Behaviour: Acknowledge and respect opposing opinions.

Learning Objectives

- Use the listening and speaking skills developed in earlier classes.
- Use negotiation skills to resolve conflicts diplomatically that arise among members of groups.
- Listen to complex information and respond critically, constructively, and cogently to clarify points and challenge ideas.
- Adopt different strategies to convey ideas effectively according to purpose, topic, and audience.
- Take an active part in group discussion, showing ability to agree, argue, summarize, and elicit the views of others and present one's own ideas.
- Use language accurately and effectively for social, academic, and professional purposes.
- Enjoy listening to and speaking English.

Note: The above objectives can have multiple lesson-specific objectives based on the topic.

Learning Experiences

To negotiate and resolve conflicts diplomatically, engage the learners in the following learning experiences. However, the activities should be carried out consistently with variations over the given time period.

- Introduce, explain, and demonstrate the basic negotiation skills exploring the following suggested links:
 - The Top 3 Negotiation Skills of Persuasive people <https://www.youtube.com/watch?v=H9qRMaNtnNo>
 - Negotiation and Conflict Resolution <https://www.youtube.com/watch?v=RfTaIFeEKe>
 - Negotiation Expert https://www.youtube.com/watch?v=KTTtn0i_ZyA
 - Getting to Yes in the Real World <https://www.youtube.com/watch?v=lydk1NK9-r0>
 - 14 Common Negotiation Mistakes <https://www.youtube.com/watch?v=NESOCaL38w0>
 - How to Resolve Difficult Conflicts <https://www.youtube.com/watch?v=PBkDdWzXTO0>
- Let learners read the classroom situation given below and discuss in groups of three. Let learners come up with the solutions to resolve conflicts diplomatically that Mr. Phuntsho could use in response to this example of bullying using the negotiation skills after watching the video

clips provided. In each group, Learner A will act as Mr. Phuntsho and is given the role to solve the bullying issues between Tashi Dawa (The main bully) and Pema Dorji (The victim of bully).

Classroom scenario

Mr. Phuntsho is giving a history lesson on a Thursday afternoon. After about fifteen minutes in his sixth period, he sees Tashi Dawa hit his mate Pema Dorji. Pema Dorji cries loudly while other learners are carrying out the group activity. Mr. Phuntsho intervenes to negotiate.

- The following suggested links will guide learners to acquire negotiating skills.
- 3 Mediation at School, Conflict Resolution: <https://www.youtube.com/watch?v=BuZXFy2Ufcw>
- Mediation Process: <https://www.youtube.com/watch?v=Yr4R5YosdhE>
- Bad Mediators Mediate: https://www.youtube.com/watch?v=5Kt3Lk9mM_c

Assessment

- Use the assessment tools suggested in the Teacher’s Guide 2020 (mention the part or section of the Guide) to assess students’ work.
- Engage learners in setting new rubrics for the classroom scenario activity, wherein learners’ negotiation skills to resolve conflicts diplomatically can be assessed.
- Engage learners in setting new rubrics for different activities, wherein learners’ Evaluation skills based on evidence and reasoning can be assessed.
- Suggested assessment:
 - Peer assessment,
 - Self-assessment and reflection telling,
 - Oral Listening and Speaking assessment,
 - Assessment by the teacher, and
 - Checklist.
- Refer “*Language Aloud...Allowed*” by Gwen Mobray for assessment criteria on pages 41-68.
- Refer ELS Rubrics: <https://www.rcampus.com/rubricshowc.cfm?code=H35B32&sp=yes&>

Note: Share with learners and their parents the assessment criteria before the assessment and the outcomes after the assessment.

Resources

- *Language Aloud...Allowed* by Gwen Mobray
- ELS rubrics
- Curriculum Guide for Teachers
- <https://www.youtube.com/watch?v=H9qRMaNtnNo>
- <https://www.youtube.com/watch?v=lydk1NK9-r0>
- <https://www.youtube.com/watch?v=PBkDdWzXTO0>

Topic: Purposeful use of language

All communication has a purpose, topic and an intended audience. The speaker or the writer has to adopt and use suitable language and delivery techniques appropriate to the purpose, topic and audience; or else, communication fails. Therefore, learners have to be taught those skills needed for effective communication.

Competency

- Use appropriate communication skills to convey ideas effectively according to purpose, topic and audience.

Knowledge: Different communication approaches to suit different purposes, topics and audiences.

Skills: Use appropriate communication skills to suit purpose, audience and topic.

Behaviour: Behave properly to show respect and improve social and emotional health.

Learning Objectives

- Use the listening and speaking skills developed in earlier classes.
- Listen to complex information and respond critically, constructively, and cogently in order to clarify points and challenge ideas.
- Adopt different strategies to convey ideas effectively according to purpose, topic, and audience.
- Take active part in group discussion, showing ability to agree, argue, summarize, and elicit the views of others and present one's own ideas.
- Use language accurately and effectively for social, academic, and professional purposes.
- Enjoy listening to and speaking English.

Note: The above objectives can have multiple lesson-specific objectives based on the topic.

Learning Experiences

Engage learners in the following learning experiences. However, the activities should be carried out consistently with variations over a period of time.

- Provide tips on how to engage audience with effective communication exploring the suggested links below:
 - How to engage audience in a presentation <https://www.youtube.com/watch?v=4IG-8P7refs>
 - How to engage an audience <https://www.youtube.com/watch?v=5h0dHhJYx5s>
 - How to present to keep your audience's attention
<https://www.youtube.com/watch?v=BmEiZadVNWY>
<https://www.youtube.com/watch?v=L1yoL2Z9CsQ>
- Let learners listen to the audios from the suggested topics and links provided below. Have them deliver a critical talk on any two important messages from the video clips presented to them.
 - **Teenage Pregnancy**
Why are teenage pregnancies high risk? <https://www.youtube.com/watch?v=CVi173i0JwI> Teen Pregnancy social problem: <https://www.youtube.com/watch?v=EE8R03cChnk>
 - **Social Media**
How social media is Destroying Our Brains: <https://www.youtube.com/watch?v=fouSmgZBXsU>

- How to Stay Safe on social media: https://www.youtube.com/watch?v=TOiWFQQQ_04
- **Violence and Discrimination:**
 - Inspiration: What is Gender Based Violence? <https://www.youtube.com/watch?v=3AF9Rjki0DE>
 - Gender Inequality & Domestic Violence: <https://www.youtube.com/watch?v=UpgZ5PCuf8A>
 - Types of Discrimination <https://www.youtube.com/watch?v=TbvugRMUO4> What effects can discrimination have on one's mental health? <https://www.youtube.com/watch?v=8sk1goL5pDQ>
- **Good touch Bad touch** <https://www.youtube.com/watch?v=gWsDEKRDUYI>
- **Stress and Your Health** <https://www.youtube.com/watch?v=7gA9TjmnF1A>
<https://www.youtube.com/watch?v=WuyPuH9ojCE>
- **How to deal with peer pressure?** <https://www.youtube.com/watch?v=ty7eweNEPRU>
<https://www.youtube.com/watch?v=3sRT-8ZkyFo>
- Let learners work in groups to discuss, agree, argue, summarize, and elicit the views of the author from the essay, "Role of Human activities in Global Warming" by Prasanna (2021) from the link provided below and present their own ideas to the class.
Link: <https://www.aplustopper.com/essay-on-role-of-human-activities-in-global-warming/>
(Note: Teachers can explore a similar essay and use it for the activity.)
- Engage learners through speaking games/ activities to acquaint them with the communication skills as suggested through the links below:
 - Icebreakers & Communication Games: <https://www.youtube.com/watch?v=ugvqaOXqwHo>
 - 10 Speaking Activities: <https://www.youtube.com/watch?v=XoeDmDFqAzg>
- Learners can familiarize themselves with the communicational skills by watching the following suggested videos:
 - 5 ways to improve communication skills <https://www.youtube.com/watch?v=xr1q-uBtIH4>
 - The Art of Effective Communication <https://www.youtube.com/watch?v=2Yw6dFQBkIA>
- Let learners practise listening and speaking in natural settings and videotape their conversation to understand and evaluate their own communication skills.

Assessment

- Use the assessment tools suggested in the Teacher's Guide 2020 to assess students' work.
- Incorporate communication skills in the rubrics/ criteria for the assessment.
- Engage learners in setting new rubrics for different activities, wherein learner's Evaluation skills based on evidence and reasoning can be assessed.
- Suggested assessment:
 - Peer assessment,
 - Self-assessment and reflection telling,
 - Oral Listening and Speaking assessment,
 - Assessment by the teacher, and
 - Checklist.

- Refer “*Language Aloud...Allowed*” by Gwen Mobray for assessment criteria on page 41-68.
- Refer ELS Rubrics: <https://www.rcampus.com/rubricshowc.cfm?code=H35B32&sp=yes&>

Note: Share with learners and their parents the assessment criteria before the assessment and the outcomes after the assessment.

Resources

- *Role of Human activities in Global Warming*” by Prasanna (2021) from <https://www.aplustopper.com/essay-on-role-of-human-activities-in-global-warming/>
- “*Language Aloud...Allowed*” by Gwen Mobray
- ELS rubrics
- Curriculum Guide for Teachers
- <https://www.youtube.com/watch?v=4IG-8P7refs>
- <https://www.youtube.com/watch?v=xr1q-uBtIH4>

Topic: Purposeful and reflective listening

At this level of learning, the learners should possess skills not only to speak effectively but also to listen reflectively to verify one's understanding of what was expressed and assess the quality of speech delivered by others.

Competency

- Listen reflectively to evaluate the effectiveness of speeches.

Knowledge: Knowing how to evaluate reflectively the effectiveness of speeches.

Skills: Use evaluation skills reflectively to distinguish between good and bad speeches.

Behaviour: Remove bias and prejudice.

Learning Objectives

- Use the listening and speaking skills developed in earlier classes.
- Listen to complex information and respond critically, constructively, and cogently in order to clarify points and challenge ideas.
- Adopt different strategies to convey ideas effectively according to purpose, topic, and audience.
- Take an active part in group discussion showing ability to agree, argue, summarize, and elicit the views of others and present one's own ideas.
- Use language accurately and effectively for social, academic, and professional purposes.
- Enjoy listening to and speaking English.

Note: The above objectives can have multiple lesson-specific objectives based on the topic.

Learning Experiences

- Explain different types of listening with examples using the suggested video links:
 - Types of Listening <https://www.youtube.com/watch?v=22gzvSindTU>
 - Example of Active Listening (The Big Bang Theory) https://www.youtube.com/watch?v=3_dAkDsBQyk
- Clarify learners the concept of 'Active Listening' by letting them watch a short video on Active Listening as suggested below:
 - Active Listening is a skill: https://www.youtube.com/watch?v=0nmJW_zExk0
 - Active Listening <https://www.youtube.com/watch?v=rzsVh8YwZEQ>
 - Teaching Active Listening Skills <https://secondaryenglishcoffeeshop.blogspot.com/2019/09/teaching-active-listening-skills.html>
 - Further, teachers may use the link given below to let the learners explore the ways and steps to understand effective listening.
 - 10 Steps to Effective Listening <https://www.forbes.com/sites/womensmedia/2012/11/09/10-steps-to-effective-listening/?sh=2909c0b43891>
- Let learners demonstrate 'Reflective Listening' after watching the suggested video lesson given below:
 - Reflective Listening https://www.youtube.com/watch?v=eUtZk960Q_A

- After ensuring the learners have understood the concept of ‘Reflective Listening’, learners should be engaged in PEER-SHARED activity (students can take turns to speak where others will listen and reflect on what the speaker has shared).
- Learners should be guided on how to evaluate speeches by using the steps of reflective listening. Let them follow the suggested link provided to know more about the evaluation of speech and presentation.
- How to evaluate your speeches and presentations. https://www.youtube.com/watch?v=q_gUyxss3Bw
- Teacher should come up with learning activities involving learners. Learners can take turns to give speeches and presentations where others will take the role of an evaluator.
- Help learners understand what the barriers to effective listening are by letting them explore the suggested link below or other relevant resources.
- Barriers to Effective Listening <https://www.youtube.com/watch?v=o6JGi2voyDM>
- Conduct listening and speaking activities/ games to enhance effectiveness’ (Teacher may refer to the suggested links or explore for other activities).
- The Best Listening and Speaking Activity <https://www.youtube.com/watch?v=7K8Pe4WH6xs>
- English Listening Games <https://www.youtube.com/watch?v=H1M0uTWI3n0>
- Recommend the following suggested videos to let the learners explore how to improve listening skills.
- How to improve listening Skills effectively <https://www.youtube.com/watch?v=KVVFEYMBHrw>
- How to improve listening skills <https://www.youtube.com/watch?v=iWPkHHlchIE>
- The following are additional videos and online sources to understand more about effective listening.
- Strengthening Students’ Speaking and Listening Skills <https://www.responsiveclassroom.org/strengthening-students-speaking-and-listening-skills/>
- Example of empathetic listening <https://www.youtube.com/watch?v=t685WM5R6aM>

Assessment

- Use the assessment tools suggested in the Curriculum Guide for Teachers to assess students’ work.
- Ensure the set rubrics effectively assess effectiveness of reflective speeches of the learners.
- Engage learners in setting new rubrics for different activities wherein learner’s Evaluation skills based on evidence and reasoning can be assessed.
- Suggested assessment:
 - Peer assessment,
 - Self-assessment and reflection telling,
 - Oral Listening and Speaking assessment,
 - Assessment by the teacher, and
 - Checklist.
- Refer “*Language Aloud...Allowed*” by Gwen Mobray for assessment criteria on page 41-68.
- Refer ELS Rubrics: <https://www.rcampus.com/rubricshowc.cfm?code=H35B32&sp=yes&>

Note: Share with learners and their parents the assessment criteria before the assessment and the outcomes after the assessment.

Resources

- Library books and Internet.
- *“Language Aloud...Allowed”* by Gwen Mobray
- ELS rubrics
- Curriculum Guide for Teachers
- https://www.youtube.com/watch?v=0nmJW_zExk0
- <https://www.youtube.com/watch?v=o6JGi2voyDM>
- <https://www.responsiveclassroom.org/strengthening-students-speaking-and-listening-skills/>

Topic: Purposeful and perceptive listening

Learners should possess enough analytical skills to be able to evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric so that they grow as well-informed and critical members of society. They should also be able to examine different perspectives and the validity of what they hear to strengthen and build critical thinking.

Competency

- Evaluate a speaker's point of view based on evidence and reasoning to compare with one's own and build repertoire as speakers.

Knowledge: How to evaluate others' points of view vis-à-vis factual evidence and the strength of reasoning.

Skills: Evaluate different points of view and compare them with one's own view.

Behaviour: Respect and appreciate divergent points of view and adopt relevant ones for personal growth.

Learning Objectives

- Use the listening and speaking skills developed in earlier classes.
- Listen to complex information and respond critically, constructively, and cogently in order to clarify points and challenge ideas.
- Adopt different strategies to convey ideas effectively according to purpose, topic, and audience.
- Use language accurately and effectively for social, academic, and professional purposes.
- Enjoy listening to and speaking English.

Note: The above objectives can have multiple lesson-specific objectives based on the topic.

Learning Experiences

- Engage learners in discussion on how to evaluate another person's speech, and learn to improve one's own speech by exploring the suggested links below:
- Improving Communication Effectiveness <https://courses.lumenlearning.com/boundless-management/chapter/improving-communication-effectiveness/>
- Tips on how to give a great speech evaluation <https://www.youtube.com/watch?v=uQcet741EGo>
- Art of Effective Evaluation <https://www.youtube.com/watch?v=ckJlKfOnMI>
- After watching the video from the suggested link given below, engage learners to explore and learn by using an appropriate speech/text to demonstrate how to evaluate the speaker's point of view with evidence and reasons (**Note:** *It would be preferable to have two speakers with the contradicting points of view on the same topic*).
- How to evaluate a speaker's point of view: <https://www.youtube.com/watch?v=1vXBwn2ZNic>

- Biography and Literary Style of Jane Austen:
<https://www.youtube.com/watch?v=HKn9SGjxo4c>
- Biography and Literary Style of Edgar Allan Poe:
<https://www.youtube.com/watch?v=h2iKrMHDiOc>
- Biography and Literary Style of Walt Whitman: https://www.youtube.com/watch?v=f76Y_9JarvU
- Biography and Literary Style of Robert Frost:
<https://www.youtube.com/watch?v=NKVkeWuuSzg>
- Biography and Literary Style of Emily Dickinson:
<https://www.youtube.com/watch?v=zRpWco5EovA>

(Let students reflect on their learning and the experience gained from the above activity.)

Note: Ask learners to integrate the acquired skills to use in writing a speech on the topic that is close to their heart in the writing strand.

Assessment

- Use the assessment tools suggested in the Curriculum Guide for Teachers to assess students' work.
- Incorporate Evaluation skills based on evidence and reasoning in the rubrics/ criteria for the assessment.
- Engage learners in setting new rubrics for different activities wherein learners' Evaluation skills based on evidence and reasoning can be assessed.
- Suggested assessment:
 - Peer assessment,
 - Self-assessment and reflection telling,
 - Oral Listening and Speaking assessment,
 - Assessment by the teacher, and
 - Checklist.
- Refer to "*Language Aloud...Allowed*" by Gwen Mobray for assessment criteria on pages 41-68.
- Refer ELS Rubrics: <https://www.rcampus.com/rubricshowc.cfm?code=H35B32&sp=yes&>

Note: Share with learners and their parents the assessment criteria before the assessment and the outcomes after the assessment.

Resources

- *Language Aloud...Allowed* by Gwen Mobray
- ELS rubrics
- Curriculum Guide for Teachers
- <https://courses.lumenlearning.com/boundless-management/chapter/improving-communication-effectiveness/>
- <https://www.youtube.com/watch?v=uQcet741EGo>
- <https://www.youtube.com/watch?v=1vXBwn2ZNic>

Reading and Literature

Topic: Close and critical reading strategies

Learners should be taught critical reading strategies explicitly so that they can challenge opinions or confirm their own beliefs by analysing and using evidence from various texts to support their stand.

Competency

- Select and analyse evidence from diverse texts to support their line of argument.

Knowledge: Arguments gain validity when supported by evidence.

Skills: Analyse and use valid evidence to support the argument.

Behaviour: Show civility while arguing.

Learning Objectives

- Understand the aspects of the human condition encountered in their readings – the notion of the impact of modern technology, real love, impermanence and aging, self-knowledge, and language and culture.
- Analyse and evaluate the great literary works from a variety of cultures to determine their contribution to the understanding of self, others, and the world.
- Connect own background knowledge to recognize and analyse personal biases brought to a text with an emphasis on gender and national origin.
- Identify and analyse a range of issues encountered in a variety of texts.
- Evaluate alternative opinions of the texts they read, using information from other texts and sources where appropriate.
- Analyse and evaluate the validity of an author’s argument.
- Talk about some of the major classical and modern writers, including Bhutanese authors, and their works.
- Acquire and enhance understanding of new vocabulary by making connections to related ideas and other words.

Note: The above objectives can have multiple lesson-specific objectives based on the topic.

Learning Experiences

- Let learners explore analysing evidence to support a line of argument from the internet resources as suggested below.
 - Evidence <https://writingcenter.unc.edu/tips-and-tools/evidence/>
 - Using Evidence <https://wts.indiana.edu/writing-guides/using-evidence.html>
 - Introduction to Argument <https://www.youtube.com/watch?v=zQHx45CQWFE>

- Use argumentative essays like “*Health and Healing at your Fingertips*” from Reading and Literature under supplementary essays for class XII/ <https://studydriver.com/health-and-healing-at-your-fingertips/> and “*English Zindabad versus Angrezi Hatao*” by Khushwant Singh from English Reading and Literature Text for class XII to select and analyse evidence from diverse texts (*Teacher can also explore and use similar essay and text from other sources*).
- Let learners read the essays and identify the main argument in the text and evidence used to familiarize themselves with different lines of argument.
- Let learners evaluate the argument by comparing and contrasting how the evidence is utilized for contextualization in taking the stand to assess whether the reasoning is valid and the evidence is relevant and genuine or not. (*Note: Follow the link <https://courses.lumenlearning.com/olemiss-writ250/chapter/evaluating-evidence/> to get more ideas on evaluating evidence to teach learners.*)
- Let learners choose (or provide) a debatable issue and their line of reasoning to gather evidence from various texts or sources to support their line of reasoning.
- Help learners present logical evidence to fulfil the purpose and cater to the audience. Learners can also explore more on how to fulfil the purpose and cater to audience by following the given link on purpose, audience, tone, and content <https://courses.lumenlearning.com/englishforbusiness/chapter/5-1-purpose-audience-tone-and-content/>
- Assign a task for learners to read various texts from a variety of cultures to come up with evidence for an argument.
- Let learners select any one text (*The Merchant of Venice/Lamb to the Slaughter/The Elephant/The Model Millionaire/An Astrologer’s Day*) and identify a few human conditions encountered in it. Then follow the following steps:
 - Let them research and explore ideas from the critical commentary by other writers about the text.
 - Let them align the identified human conditions with the themes depicted in the text.
 - Next, get them to analyse and provide evidence to support their line of argument, and
 - Finally, share their findings.

(*Note: Human Condition is referred to as any key characteristics, key events, and key situations in line with human existence, such as birth, growth, mortality, aspiration, conflict, emotions, etc.*)
- Let learners explore masculine dominance in the play “*The Merchant of Venice*” and the story “*Lamb to the Slaughter*” connecting their own background knowledge to critically analyse personal bias depicted in the text with special emphasis on gender and national origin. Subsequently, evaluate the validity of an author’s argument in the text.
- Explain to the learners the ways to evaluate and validate the author’s argument by recommending online sources.
 - Analysing an argument <https://www.brainfuse.com/jsp/alc/resource.jsp?s=gre&c=37192&cc=108840>
 - Identifying and analysing argument <https://www.youtube.com/v=YOJlwQZJh8/watch?>
 - Understanding Argument <https://www.youtube.com/watch?v=MPgJCMd9a6k>
 - Brain storming activities on “*An Astrologer’s Day*”
 - https://www.youtube.com/watch?v=o-F_QzGQB_k

Have the learners explore the stylistic devices used in the stories. For instance, initiate discussion on how the story “*The Model Millionaire*” by Oscar Wilde showcases various literary aspects.

After the close and critical reading of the story “*The Model Millionaire*” by Oscar Wilde, divide the learners into two groups and let them debate on the topic: Wealth and material possessions are more important than Inner qualities such as kindness, compassion and generosity.

Encourage learners to give a critical talk on any of the texts. This could be carried out as a part of the Listening and Speaking activity.

Take learners through the reading of the speech (His Majesty's address) with correct pronunciation, diction and fluency. Highlight the impact on the audience when a speech is read with correct pronunciation, diction and fluency. Let learners share their thoughts and feelings after having read the speech.

Initiate whole class discussion on the title of the essay "Informing Ourselves to Death." Let learners make predictions on the content of the essay.

Learners read the text to identify the arguments and best examples from the text that are able to persuade the readers to accept it as a persuasive essay. Compare "Informing Ourselves to Death" with "I Need a Wife" in terms of presentation of arguments and evidences.

"La Belle Dame sans Merci" is a fairy-tale gone awry. What are the fairy-tale elements in the poem (words, characters, emotions, themes) and how do they relate to the other ballads you have read? You may compare this poem's content to "Annabel Lee" by Edgar Allan Poe or its structure to "Ozymandias" by Percy Bysshe Shelley.

Let the learners map the events of "La Belle Dame sans Merci" on two timelines- one that shows the events in "real" time, and the other as Keats relay them in the "poem" time.

Assessment

- Use the assessment tools suggested in the Curriculum Guide for Teachers to assess students' work.
- Incorporate Evaluation skills based on evidence and reasoning in the rubrics/ criteria for the assessment.
- Engage learners in setting new rubrics for different activities wherein learners' Evaluation skills based on evidence and reasoning can be assessed.
- Suggested assessment:
 - Reading Portfolio
 - Peer assessment,
 - Self-assessment and Reflection,
 - Oral reading assessment,
 - Assessment by the teacher, and
 - Checklist.
 - Refer to "Language Aloud...Allowed" by Gwen Mobray for assessment criteria on pages 41-68.
 - Refer ELS Rubrics: <https://www.rcampus.com/rubricshowc.cfm?code=H35B32&sp=yes&>
- Suggested assessment for book talk/text talk:
<http://msgoutier.weebly.com/uploads/1/3/8/0/13809449/booktalkrubric.pdf>
- Suggested assessment rubrics for debate:
https://web.stanford.edu/class/cs326/classroom_debate_rubric.pdf

Resources

- Sample Argumentative essay.
- The Merchant of Venice Text.
- Essays from Textbook 'Reading and Literature' (Class XI & XII).
- <https://writingcenter.unc.edu/tips-and-tools/evidence/>
- <https://wts.indiana.edu/writing-guides/using-evidence.html>
- <https://www.youtube.com/watch?v=zQHx45CQWFE>
- <https://www.brainfuse.com/jsp/alc/resource.jsp?s=gre&c=37192&cc=108840>
- https://www.youtube.com/watch?v=o-F_QzGQB_k
- Reading and Literature Text

Topic: Exploring layers of meanings

In reading and discussing a range of texts, learners should be able to recognize different layers of meanings. In addition, they should be taught to make logical multiple interpretations of a text by justifying their understanding to validate them.

Competency

- Evaluate alternative interpretations and opinions of texts and make cross-references where appropriate.

Knowledge: Understanding that a text can be interpreted at various levels.

Skills: Read critically to assess different layers of meanings in a text and compare information from a variety of texts to communicate their discoveries in ways that suit their purpose and audience.

Behaviour: Acknowledge and respect opposing interpretations of a text.

Learning Objectives

- Use reading strategies and skills developed in earlier classes to achieve various reading goals.
- Understand the aspects of the human condition encountered in their readings – the notion of the impact of modern technology, real love, impermanence and aging, self-knowledge, and language and culture.
- Analyse and evaluate the great literary works from a variety of cultures to determine their contribution to the understanding of self, others, and the world.
- Connect own background knowledge to recognize, and analyse personal bias brought to a text with an emphasis on gender and national origin.
- Identify and analyse a range of issues encountered in a variety of texts.
- Assess their own values in the light of what they encounter in the literature they study.
- Evaluate alternative opinions of the texts they read, using information from other texts and sources where appropriate.
- Read and evaluate across the curriculum a variety of texts for practical purposes such as advertisements, manuals, job and career descriptions, applications, catalogues, memos, etc.
- Analyse and evaluate the validity of an author’s argument.
- Acquire and enhance understanding of new vocabulary by making connections to related ideas and other words.

Note: The above objectives can have multiple lesson-specific objectives based on the topic.

Learning Experiences

- Use the story ‘*The Elephant*’ by Slawomir Mrozek’ to demonstrate how texts can be understood on two different levels; literal meaning and the allegorical meaning (Teacher can also use any other text across the genres to demonstrate how texts can be understood on two different levels).
- Explain with examples how allusions can be used in literature to make cross-references using the following suggested links:
 - Allusion <https://literarydevices.net/allusion/>
 - Literary Devices: Allusion https://www.youtube.com/watch?v=UWFR_pZ2jBg&t=130s
- Evaluate how authors vary language structure and conventions to help accomplish their effects.
- Assign texts such as “*Lamb to the Slaughter*” by Roald Dahl and “*The Elephant*” by Slawomir Mrozek

to identify and understand different layers of meanings intended.

- Help learners to select and analyse information and ideas, and comment on how they are conveyed in the given texts.
- Allow learners to make apt and careful alternative interpretations and cross-references, including consideration of audience, purpose, and form.
- Prompt learners to apply knowledge of language structure and conventions to make alternative interpretations and cross-references.
- Let learners communicate personal and critical responses to a range of literature of varied genres to show a cognizance of their thematic, structural, and linguistic features.
- Converse on the effect of how texts from different times and cultures determine the literature and society.
- Let learners identify and understand different layers of meanings intended in the stories. For instance, have learners read “The Model Millionaire” and focus on the ideas of the perception of class, individuality, empathy, and generosity during the close and critical reading of the story to understand the story and its message in a more profound way.
- The story “An Astrologer’s Day” is rich in symbolism, imagery and characterization that add depth and meaning to the text. Through a close and critical reading of the text, have learners discuss how the author uses these literary elements to reveal different layers of meaning and to convey the astrologer’s character. Summary and analysis notes on the story given at <https://smartenglishnotes.com/2020/12/20/an-astrologers-day-by-r-k-narayan-summary-analysis-theme-and-question-answers/>
- Have learners share their understanding of the emerging problems mentioned in the speech (His Majesty’s address) such as rural urban migration, unemployment and corruption.
- Discuss the following questions:
 1. How does Bhutan’s size an advantage? Cite examples.
 2. How can each one of us contribute towards the creation of a just and harmonious society?
 3. What are the other emerging problems that we are facing today?
 4. As a Bhutanese, how will you exhibit your sense of loyalty and patriotism towards your country on a day to day basis?
- After having read the text “Informing Ourselves to Death”, let learners identify the features of a persuasive essay. Help learners select parts of the text and analyze information and ideas and comment on how they are conveyed (...all professions are conspiracies against the common folk, technology always has unforeseen consequences, the average person today is about as naïve as was the average person in the Middle Ages, God, it seemed was less of a moral philosopher than a master mathematician) and make cross references in case of language structure and conventions. Have them compare this text with another persuasive essay “I Need a Wife” in terms of style of writing, appeal and tone.

Supplementary reading

- Assign texts such as ‘The Jew of Malta’, a play by Christopher Marlowe, to identify and understand different layers of meanings intended, language structure, conventions, and similar themes delivered to that of the play “The Merchant of Venice” by William Shakespeare.

Assessment

- Develop appropriate tools or use the assessment tools suggested in the Teacher's Guide to assess learners' work.
- Incorporate Evaluation skills based on evidence and reasoning in the rubrics/ criteria for the assessment.
- Engage learners in setting new rubrics for different activities wherein learners' Evaluation skills based on evidence and reasoning can be assessed.
- Suggested assessment:
 - Quiz
 - Peer assessment,
 - Self-assessment and Reflection,
 - Oral reading assessment,
 - Assessment by the teacher, and
 - Checklist.
 - Refer "*Language Aloud...Allowed*" by Gwen Mobray for assessment criteria on page 41-68.
 - Refer ELS Rubrics: <https://www.rcampus.com/rubricshowc.cfm?code=H35B32&sp=yes&>

Resources

- Reading and Literature Text
- The Merchant of Venice Text
- <https://literarydevices.net/allusion/>
- https://www.youtube.com/watch?v=UWFR_pZ2jBg&t=130s
- <https://smartenglishnotes.com/2020/12/20/an-astrologers-day-by-r-k-narayan-summary-analysis-theme-and-question-answers/>

Topic: Themes and styles

In reading and discussing a range of literature of varied genres, learners should analyse how each writer addresses each writing situation and discuss different styles and techniques used by major writers in their works. Learners should be encouraged to read at least 40 books and either write reviews on a few of these books or use them as models to produce their work. Further, initiate literature circles to encourage thoughtful discussions and positive effect on learners' learning.

Competency

- Demonstrate a superior level of familiarity with major writers and their works and use them as models to grow as writers.

Knowledge: Be familiar with the styles and techniques used by major writers to produce an effect.

Skills: Use the styles and techniques used by major writers to suit the situation.

Behaviour: Communicate properly to show familiarity with major writers and their works.

Learning Objectives

- Use reading strategies and skills developed in earlier classes to achieve various reading goals.
- Understand the aspects of the human condition encountered in their readings – the notion of the impact of modern technology, real love, impermanence and aging, self-knowledge, and language and culture.
- Analyse and evaluate the great literary works from a variety of cultures to determine their contribution to the understanding of self, others, and the world.
- Connect own background knowledge to recognize and analyse personal biases brought to a text with an emphasis on gender and national origin.
- Assess their own values in the light of what they encounter in the literature they study.
- Demonstrate a greater level of familiarity with Bhutanese writers as well as major classical and modern writers.
- Distinguish the best pieces of literature and make choices for their personal collection.
- Talk about some of the major classical and modern writers, including Bhutanese authors, and their works.
- Acquire and enhance understanding of new vocabulary by making connections to related ideas and other words.
- Engage in sustained reading and viewing for pleasure, personal development, and learning.
- Read at least 40 pieces of fiction and non-fiction texts.

Note: The above objectives can have multiple lesson-specific objectives based on the topic.

Learning Experiences

- Familiarize learners with reading for critical reasoning as suggested in the links below:
 - Critical reading: <https://www.youtube.com/watch?v=L6jFea6OT94>
- Facilitate learners to lead their discussion into literary analysis such as thematic or symbolic analysis.
- Engage learners through mini-research and exploration on major writers to give hands-on experience on their works.

Stage 1

- Have learners do a mini-research in groups on a variety of major or famous classical and modern writers, including some Bhutanese writers.
- Remind learners to focus on the following:
 - ✓ specific era the writer belongs to and its characteristics,
 - ✓ history and situations during that era,
 - ✓ different cultural values and traditions,
 - ✓ beliefs explored in literature,
 - ✓ poetic devices and
 - ✓ Writer's experience and the themes focussed in the works.
- Using the said information in the literature, let learners compare and contrast the different cultural values, traditions, and beliefs explored in the literature through group collaboration, classroom presentation and reflection sharing.

After learners get the experience from stage 1, have them do the individual mini-research on another set of writers (at least about 8 – 10 writers) using the said information in the literature through comparing and contrasting the different

Stage 2

After learners get the experience from stage 1, have them do the individual mini-research on another set of writers (at least about 8 – 10 writers) using the said information in the literature through comparing and contrasting the different cultural values, traditions, and beliefs explored in the literature. Let them focus on the said areas given on Stage 1. Have them write reflection along with the written assignment for evaluation and share with friends for feedback (Peer evaluation and feedback).

- Let learners use their background knowledge to recognize and analyse personal biases brought to a text with an emphasis on gender and national origin using diverse texts.
- Let learners read their chosen text and prepare a book talk. The book talk should include the following, among others:
 - Reflect on what the book describes/says or the writer is trying to say,
 - Discuss how the argument (s) is/are presented by identifying the writer's thesis,
 - Analyse the language, structures, style, and content used to understand writer's views,
 - Identify evidence, and evaluate them with valid argument,
 - Compare and contrast the text with other text they have read, and
 - Contextualize the theme (s) derived from the book to make the connection (s) in Bhutanese context.
 - Run literature circles to encourage thoughtful discussions and to practise and develop the skills and strategies of good readers and writers.
 - Recommend various works by major writers from different times and various cultures to use them as models to grow as writers using the suggested writer's work below:
 - *Additional poets:* William Wordsworth, Maya Angelou, Derek Walcott, James Joyce, Lord Byron, T. S. Eliot,
 - *Additional authors:* George Orwell, H. G. Wells, Virginia Woolf, Anton Chekov, Katherine Mansfield, Alice Munro,
 - *Additional Playwrights:* Christopher Marlowe, Ben Jonson, George Bernard Shaw, Rabindranath Tagore.
- Ensure that the learners read at least 40 pieces of fiction and non-fiction texts demonstrating a

superior level of familiarity with major writers and their works, and record it in their reading log.

Have learners converse on how the author uses literary techniques such as symbolism, imagery and characterization in the story “An Astrologer’s Day” to develop the themes of the nature of truth, deception and consequences of one’s actions, destiny, role of astrology in people’s lives, guilt, fear and identity as well as the style of the author and how these themes and the author’s style contribute to the overall impact of the story.

Allow learners to read the stories of Bhutanese short story writers and connect them with the prescribed stories in order to study the difference in their techniques of story writing. Also let them compare and contrast with stories of international short story writers.

After having read His Majesty's address at the 11th convocation, read another speech by His Majesty from the site <http://202.144.157.211:8080/jspui/handle/1/326>. Compare the two speeches and find the underlying issues and concerns highlighted in both the speeches.

- Having read the essay, “Informing Ourselves to Death”, let the learners name those popular social networking sites and make them choose any one popular social networking site to analyze and relate to the main argument presented in the speech.
- Students write 1-2 paragraphs on whether the essay “Informing Ourselves to Death” relates to the current digital age we live in.
- Write a reflection on information overload that’s happening to each one of us and come up with ways to overcome such predicament after watching any one of the following TED Talks:

“How to stay sane in a World of constant connectivity,” By Tanya Goodin

“How to tame the digital flood of information,” Eric Schmidt

“How to be less busy,” by Arthur C. Brooks

After having read “La Belle Dame sans Merci”, let the learners recollect an event that has happened recently and narrate the event in ballad form.

Readers of a ballad might expect the knight-at- arms to be a heroic figure. Let learners discuss in what way does Keats surprise the readers with the presentation of his knight-at-arms?

- Discuss the features of a sonnet and let the learners locate examples of the features of Petrarchan Sonnet in the poem “How Do I Love Thee?”

Lesson plans on the poem can be assessed at

<https://englishlanguageliterature.wordpress.com/2011/02/20/lesson-plan-sonnet-43-lesson-two/>

Assessment

- Use the assessment tools suggested in the Teacher's Guide to assess students' work.
- Incorporate Evaluation skills based on evidence and reasoning in the rubrics/ criteria for the assessment.
- Engage learners in setting new rubrics for different activities wherein learners' Evaluation skills based on evidence and reasoning can be assessed.
- Suggested assessment:
 - Quiz
 - Reading Portfolio
 - Peer assessment,
 - Self-assessment and Reflection,
 - Oral reading assessment,
 - Assessment by the teacher, and
 - Checklist.
- Refer to "*Language Aloud...Allowed*" by Gwen Mobray for assessment criteria on pages 41-68.
- Refer ELS Rubrics: <https://www.rcampus.com/rubricshowc.cfm?code=H35B32&sp=yes&>

Resources

- <https://www.youtube.com/watch?v=L6jFea6OT94>
- <https://englishlanguageliterature.wordpress.com/2011/02/20/lesson-plan-sonnet-43-lesson-two/>
- <http://202.144.157.211:8080/jspui/handle/1/326>

Topic: Genre specific structure, presentation and language

Learners should be encouraged to read books of various genres. Developing literary skills is one of the chief feats of teaching literature. Reading helps learners develop skills in areas of phonics, phonemic awareness, vocabulary, reading comprehension and fluency to further strengthen their literary skills. Learners shall acquire information through reading as well as using media and technology and internalize the grammar of literature.

Competency

- Develop ideas from the texts referring in detail to aspects of language, structure and presentation and use them to strengthen literary skills.

Knowledge: Awareness of the aspects of language, structure and presentation, and their purpose.

Skill: Use the aspects of language, structures and presentation styles to strengthen their literary skills. **Behaviour:** Internalize and apply aspects of language, structures and presentation styles encountered in reading.

Learning Objectives

- Use reading strategies and skills developed in earlier classes to achieve various reading goals.
- Understand the aspects of the human condition encountered in their readings – the notion of the impact of modern technology, real love, impermanence and aging, self-knowledge and language and culture.
- Apply close and critical reading, and viewing to a variety of texts to enhance their understanding of how lexical and grammatical items are used in context.
- Analyse and evaluate the great literary works from a variety of cultures to determine their contribution to the understanding of self, others, and the world.
- Evaluate alternative opinions of the texts they read, using information from other texts and sources where appropriate.
- Acquire and enhance understanding of new vocabulary by making connections to related ideas and other words.
- Engage in sustained reading and viewing for pleasure, personal development, and learning.

Note: The above objectives can have multiple lesson-specific objectives based on the topic.

Learning Experiences

- Demonstrate how aspects of language, structure and presentation of the text can strengthen literary skills. For instance, teacher can do so by explaining how *Seamus Heaney* is able to draw a parallel between what his forefathers did to earn a living with their hand and what he does as a writer by presenting imageries and using metaphors in his poem *Digging*.
- Explain how structure and presentation of the poem can help writers add extra meanings to the text. Let learners explore how a poem is structured in different stanzas with rhyme and rhythm to express feelings and ideas.
- Initiate discussion on how emphasis is made by using figure of speech like alliteration ‘*gravelly ground*’ giving vivid picture of land that is hard, unploughed and filled with gravels.

- To understand and analyse the poem, the learners should include the following, among others.
 - Read the poem correctly using the proper reading process with the help of punctuation rules,
 - Let the learners pre-prepare by doing mini-research to study the poet’s background based on the following:
 - *Specific era the poet belongs to and its characteristics,*
 - *History and situations during that era,*
 - *Different cultural values, traditions, and issues*
 - *Writer’s experience and the themes he focuses on, and*
 - *Detailed references on the allusion used in the poem.*
 - After the mini-research, let learners share their findings with their friends and validate them.
 - Next, let them read the poem once again and identify “ideas” based on the following:
 - Reflect on what the poet is trying to express by identifying his/her thesis (including identifying the speaker, the occasion and the context).
 - Understand the poet’s views through the evaluation of the evidence.
 - Identify how figurative languages and poetic devices are used with special focus on symbols, imagery, and allusion.
 - Analyse the language, structures, style, and content used to understand the writer’s views.
 - Contextualize the theme (s) derived from the poem literally and symbolically, and
 - Compare and contrast the poem with other poems written during the same literary period. For instance, compare and contrast the poem “How Do I Love Thee?” with Shakespeare’s “Sonnet 18”.
- Finally, promote class discussion through sharing of ideas and interpretation.

(Note: For general analysis of the poem, please refer ANNEXURE 1)

- Let learners paraphrase the poems or write the commentary on story or play to apply aspects of language, structures and presentation styles encountered in reading.
- In case of drama, learners can be made to perform Reader’s Theatre.

Let learners compare and contrast the stories, **Lamb to the Slaughter** by Roald Dahl, **The Elephant** by Slawomir Mrozek, **An Astrologer’s Day** by R.K. Narayan and **The Model Millionaire** by Oscar Wilde with close reference to their respective narrative structure, character development, theme and the ending of the story.

Let learners project the story “An Astrologer’s Day” two months into the future and write a scene from Guru Nayak’s point of view in which he shares about his encounter with the astrologer and how he feels about it.

After the close and critical reading of “The Model Millionaire” by Oscar Wilde, have learners create a scenario where Laura Merton uses negotiation skills to negotiate with her father regarding her engagement to Hughie Erskine. This could be done as a part of Listening & Speaking as well as writing activity.

Acquaint the learners with effective techniques and strategies used in the writing of a speech and identify those techniques in **His Majesty’s address**. Write a speech as a candidate fighting for the

seat of captaincy (Class) by employing some of the strategies given below.

- Rhetorical questions: Rhetoric questions forces audience to think, emphasize a specific point, evoke emotions
- Personal anecdotes: Narrating a short experience from your life to sound convincing and convey the intended message.
- Tricolon: Use tricolons such as three words, phrases and clauses to create a memorable and lasting impression on the audience.
- Inclusive language: Use of pronouns like first person and second person to directly engage with the audience and to give them a sense of responsibility and inclusivity. (Us, we, you) The use of second person “you” excludes the speaker from the audience.
- Emotive language: Use of adjectives and adverbs to convey the intended message. Use of metaphors and similes help the audience imagine what is being described.

- Teacher can draw the learners’ attention to the use of rhetorical questions in the essay “Informing Ourselves to Death”. Explain how the writer uses rhetorical devices to build an argument for the need to limit the information we consume. Initiate discussion on the impact of the use of rhetoric in one’s speech or writing.
- Conduct an analysis of how the language and tone is used in the essay which contributes to the writer’s argument. Also consider the use of figurative language, persuasive language and rhetorical devices to build an argument.

- Let learners answer a set of questions to check their understanding of the poem “How Do I Love Thee?”

What is the tone of the poem? How can you say that?

What does the speaker mean by “by sun and by candle-light”?

What is the theme of the poem?

Identify the literary devices used in the poem.

To what genre of poetry does this poem belong? Explain its features with reference to the poem.

How does the poem convey the idea of love being eternal and unchanging?

Why do you think the speaker felt the necessity to express his/her love?

Assessment

- Use the assessment tools suggested in the Teacher's Guide to assess students’ work.
- Incorporate Evaluation skills based on evidence and reasoning in the rubrics/ criteria for the assessment.
- Engage learners in setting new rubrics for different activities wherein learner’s Evaluation skills based on evidence and reasoning can be assessed.
- Suggested assessment:
 - Quiz
 - Peer assessment,
 - Self-assessment and Reflection,
 - Oral reading assessment,

- Assessment by the teacher, and
- Checklist.
- Refer *“Language Aloud...Allowed”* by Gwen Mobray for assessment criteria on page 41-68.
- Refer ELS Rubrics: <https://www.rcampus.com/rubricshowc.cfm?code=H35B32&sp=yes&>

Resources

- Reading & Literature Text
- How to Analyze a Poem (Annexure)

Topic: Ethics and aesthetics in literature

Aesthetic quality is the soul of literature. Appreciation of beauty is often related to truth, perfection, good, strength, delight, love, morality, form, and the material it uses. Learners should learn to use words in their speech and writing which can make readers visualize what they are reading or listening to. The beauty of literature rests on the reader's comprehension and insight and how they will augment their lives.

Competency

- Exhibit a heightened sense of beauty and harmony developed through reading to enrich their lives.

Knowledge: Literature unknots and summons man's emotive control to conjure ideas outside the level of everyday life and knowledge.

Skills: Show the understanding of literary devices developed through reading.

Behaviour: Appreciate the beauty of language achieved using various literary devices to make text-to-life connections for personal growth.

Learning Objectives

- Use reading strategies and skills developed in earlier classes to achieve various reading goals.
- Understand the aspects of the human condition encountered in their readings – the notion of the impact of modern technology, real love, impermanence and aging, self-knowledge, and language and culture.
- Analyse and evaluate the great literary works from a variety of cultures to determine their contribution to the understanding of self, others, and the world.
- Connect own background knowledge to recognize and analyse personal biases brought to a text with an emphasis on gender and national origin.
- Identify and analyse a range of issues encountered in a variety of texts.
- Assess their own values in the light of what they encounter in the literature they study.
- Evaluate alternative opinions of the texts they read, using information from other texts and sources where appropriate.
- Demonstrate a heightened sense of beauty and harmony through reading literature.
- Acquire and enhance understanding of new vocabulary by making connections to related ideas and other words.
- Engage in sustained reading and viewing for pleasure, personal development, and learning.

Note: The above objectives can have multiple lesson-specific objectives based on the topic.

Learning Experiences

- Orient learners with how literary devices are used in various genres in the literature that enhance sense of beauty and harmony to enrich their lives using the suggested links below:
 - How to Identify Literary Devices in English Texts: <https://www.youtube.com/watch?v=IILWYS0I5IY>
 - <https://penandthepad.com/identify-literary-devices-4237.html>
- Engage learners in activities that will provide opportunities to practise comprehension strategies and gain language skills.
- Let learners make text-life connections for personal growth.

- Engage learners in critical reading and choral reading.
 - Let Learners discuss the literary devices used in the texts from selected genres (essay, short story, poem and drama).
 - They should explore the literary devices such as *Allusion, Cliffhanger, Dramatic Irony, Flashbacks, Foreshadowing, Humor, Diction, Allegory, Colloquialism, Apostrophe, Alliteration, Assonance, Consonance, Blank Verse, Enjambment, Meter, Simile, Metaphor, Extended Metaphor, Euphemism, Imagery, Symbolism, and Motif*.
 - Learners, in groups, should discuss and identify rhyme schemes, figurative language, imagery, symbols, and sound devices (alliteration, consonance, assonance, rhythm, onomatopoeia, etc.) from the selected poems used in Reading and Literature for XII. Learners can also be given opportunities to explore more poems.
 - Engage learners through ‘reading aloud’ activity to practice the skills such as previewing, predicting, identifying the main idea, summarization, interpretation, questioning, visualizing, story mapping, and retelling.
 - After having read the various texts under literature, learners should be engaged in the following activities:
 - Brainstorm to make connections between ideas.
 - Make connections (text to self, text to text, and text to the world) between all prescribed texts referring to the aspects of the elements of a short story and the literary devices used in the stories.
- Note:** Engage learners in critical reading <https://www.youtube.com/watch?v=L6jFea6OT94>

Allow learners to act out different scenarios and let them reflect on their own values. For instance, allow learners to work in pairs. Instruct them to either take the role of the astrologer or Guru Nayak from the story “An Astrologer’s Day” by R.K. Narayan. Let them prepare and act out the scenario between these two characters making their demands known.

Provide real-life examples of ethical dilemmas and guide learners to explore these and the ethical conflicts in the drama “The Merchant of Venice”.

- Considering that the power of belief can be stronger than the reality of a situation, and that the people are often willing to accept fate and destiny as an explanation for their problems rather than taking responsibility for their own actions, have learners elucidate how events and lives of people in the story “An Astrologer’s Day” are similar to or different from those in the towns and villages they live in and the real world.
- Have learners discuss in groups of 4-5 members how R.K. Narayan uses literary techniques such as flashback, foreshadowing, irony, suspense, symbolism, imagery and characterization to convey the astrologer’s manipulation and create a series of twists and surprises in the story “An Astrologer’s Day” by comparing this story to “The Elephant” by Slawomir Mrozek.
- After the close and critical reading of the story “An Astrologer’s Day”, have learners deliberate on the validity of astrologer’s predictions in general and debate on “Is it ethical for the astrologers to use deception to convince the people and at the same time to make a living?”

Lead a whole class discussion on how the interpretation of power dynamics in “The Elephant” by Slawomir Mrozek raises ethical questions about how the people in power take their responsibility.

Having known that images enhance the poem in many different ways, let students identify five images that stand out from the poem “La Belle Dame sans Merci”, create a visual representation of

three images and share their images with the class. Explain the image and how it contributes to the overall meaning of the poem.

Materials:

- Online materials (videos and links), Library books and Internet.
- Reading and Literature Text.
- Supplementary reading.
- Library books and Internet.

Assessment

- Use the assessment tools suggested in the Teacher’s Guide to assess students’ work.
- Incorporate Evaluation skills based on evidence and reasoning in the rubrics/ criteria for the assessment.
- Engage learners in setting new rubrics for different activities wherein learners’ Evaluation skills based on evidence and reasoning can be assessed.
- Suggested assessment:
 - Quiz
 - Reading Portfolio
 - Peer assessment,
 - Self-assessment and Reflection,
 - Oral reading assessment,
 - Assessment by the teacher, and
 - Checklist.
 - Refer to “*Language Aloud...Allowed*” by Gwen Mobray for assessment criteria on pages 41-68.
 - Refer ELS Rubrics: <https://www.rcampus.com/rubricshowc.cfm?code=H35B32&sp=yes&>
 - Suggested assessment rubrics for debate: https://web.stanford.edu/class/cs326/classroom_debate_rubric.pdf

Resources

- <https://www.youtube.com/watch?v=L6jFea6OT94>
- <https://www.rcampus.com/rubricshowc.cfm?code=H35B32&sp=yes&>
- <https://www.youtube.com/watch?v=ILLWYS0I5IY>
- <https://penandthepad.com/identify-literary-devices-4237.html>
- Reading and Literature Text

Topic: Facts and opinions in literature

Most of what we hear and speak are assertions of fact, opinion, or prejudice. Learners should critically evaluate the information by assessing the source of information by examining them for accuracy and reliability, authority and credibility, point-of-view, purpose and intended audience, currency, and timeliness

Competency

- Discuss statements from facts and beliefs by evaluating the accuracy of the information in the text.

Knowledge: Distinction between facts and opinions to come to the right conclusion.

Skills: In a position to differentiate between facts and opinions.

Behaviour: Distinction between facts and opinion to understand and appreciate varied views and ideas.

Learning Objectives

- Use reading strategies and skills developed in earlier classes to achieve various reading goals.
- Understand the aspects of the human condition encountered in their readings – the notion of the impact of modern technology, real love, impermanence and aging, self-knowledge, and language and culture.
- Apply close and critical reading, and viewing to a variety of texts to enhance their understanding of how lexical and grammatical items are used in context.
- Analyse and evaluate the great literary works from a variety of cultures to determine their contribution to the understanding of self, others, and the world.
- Connect own background knowledge to recognize and analyse personal biases brought to a text with an emphasis on gender and national origin.
- Assess their own values in the light of what they encounter in the literature they study.
- Evaluate alternative opinions of the texts they read, using information from other texts and sources where appropriate.
- Engage in sustained reading and viewing for pleasure, personal development, and learning.

Note: The above objectives can have multiple lesson-specific objectives based on the topic.

Learning Experiences

- Let learners distinguish between fact and opinion as suggested below.
 - Fact and Opinion- Reading Strategies: <https://www.youtube.com/watch?v=nKBzdtADTiY>
 - Distinguishing fact from the opinion: https://www.youtube.com/watch?v=Gz9ZGW_1oMM
 - Distinguishing facts, opinions, belief, and prejudice <https://writing.colostate.edu/guides/teaching/co300man/pop12d.cfm>
- Let learners read essays such as “English Zindabad versus Angrezi Hatao” and “ Health and Healing at Your Fingertips” from Reading & Literature Text and demonstrate how facts and opinions are used to support the arguments put forward by the authors.
- Assign learners to select a text from any newspaper editorial column to read and get them to identify how facts and opinion are used to promote discussion in the classroom.

- Write a statement on the board and let learners decide whether it is a fact or an opinion with their reasoning. Then, let learners come up with their own example statements with facts and opinions.
- Assign learners to find out facts and opinions from a given text or the book they are reading.
- Let learners explore more relevant resources on how to differentiate facts from opinions by reading.
- Relate to the lesson given on argument and evidence.

The story “The Model Millionaire” by Oscar Wilde is a fictional work and thus there are no universally accepted facts in the story. However, the story contains character’s opinion or statements that are presented as facts within the story. Assign few sentences from the story as given below and let learners evaluate the accuracy of the information:

- Unless one is wealthy there is no use in being a charming fellow.
- Romance is the privilege of the rich, not the profession of the unemployed.
- The poor should be practical and prosaic.
- It is better to have a permanent income than to be fascinating.
- An artist's heart is his head.

This could be integrated as a part of writing activity by prompting/engaging learners to write a paragraph each on the above lines using the PEEL (Point, Evidence, Explanation, Link) framework.

Carry out an activity to identify facts and opinions in the text “Informing Ourselves to Death” by developing “Fact or Opinion” worksheets with a list of statements from each section of the speech. Divide the class into groups and assign each group a section of the speech. The worksheet will contain statements from each section of the text. The group will read and discuss to determine which statements are facts and which statements are opinions. They should be able to provide evidence from the text to support their answer. After the group has completed their worksheet, have them come together as a class to discuss their findings.

Discuss the necessity of having to include opinions and facts in a speech.

Assessment

- Use the assessment tools suggested in the Curriculum Guide for Teachers to assess students’ work.
- Incorporate Evaluation skills based on evidence and reasoning in the rubrics/ criteria for the assessment.
- Engage learners in setting new rubrics for different activities wherein learners’ Evaluation skills based on evidence and reasoning can be assessed.
- Suggested assessment:
 - Quiz
 - Reading Portfolio
 - Peer assessment,
 - Self-assessment and Reflection,
 - Oral reading assessment,
 - Assessment by the teacher, and
 - Checklist.
- Refer to “*Language Aloud...Allowed*” by Gwen Mobray for assessment criteria on pages 41-68.

- Refer ELS Rubrics: <https://www.rcampus.com/rubricshowc.cfm?code=H35B32&sp=yes&>

Resources

- Reading & Literature Text
- <https://www.youtube.com/watch?v=nKBzdtADTiY>
- https://www.youtube.com/watch?v=G9ZGW_1oMM
- <https://writing.colostate.edu/guides/teaching/co300man/pop12d.cfm>

Writing

Topic: Elements and techniques of writing

Learners should be able to write fiction and non-fiction independently displaying a superior control of the elements and techniques in major genres of writing.

Learners should have the skills to adopt varied forms of writing to write for different audiences and different purposes. Moreover, writing may be an idiosyncratic process but all writers take their writing through the same stages in the process of writing: prewriting, drafting, and redrafting (including editing), and publishing. Learners should be exposed to stages of writing and to different strategies, making them aware that these stages are recursive and writers move back and forth among the stages.

Competencies

- Write fiction and nonfiction to show understanding and superior control of their elements and techniques.
- Use the Writing Process including internationally accepted referencing rules to produce a refined piece of academic text.

Knowledge: Writing techniques vary to suit different forms and contexts. Academic writing is different from other forms of writing.

Skills: Exhibit superior control over writing strategies to produce refined writing.

Behaviour: Enjoy writing as a way of thinking and learning.

Learning Objectives

- Use the writing strategies developed in earlier classes.
- Continue using the Writing Process to refine the writing and become an independent writer.
- Show an understanding and control of the conventions of academic writing.
- Use appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations in their writing.
- Use discourse markers including those that show addition, summarization, and results.
- Use rhetorical devices including allusion and imagery, to enhance the effect of writing.
- Use widely accepted documentation and referencing rules wherever applicable.
- Explore personal, cultural, and national values in their writing.
- Apply the purposes and structures of the texts they are studying in Reading & Literature in their writing.
- Elaborate on the information contained in the non-continuous texts.
- Write a short story in which they show control of the elements of the short story form.
- Write a variety of formal letters, memos, summaries, information transfers (both verbal to non-verbal and non-verbal to verbal), reports, etc. to show understanding and control of the elements of the respective forms of writing.
- Write an argumentative essay in which they show understanding and control of its elements.

- Participate regularly in a community of writers.
- **Note:** The above objectives can have multiple lesson-specific objectives based on the topic.

Learning Experiences

- Familiarize learners with the mechanics and conventions of academic writing using the links suggested below:
 - Academic Writing Style Workshop: <https://www.youtube.com/watch?v=yi5tld98ePE>
 - Academic Writing Conventions: <https://www.youtube.com/watch?v=KSuKsL2FGwQ>
 - Mechanics and Conventions of Academic Writing: <https://www.youtube.com/watch?v=DPhUKsXgD58>
- Engage learners in exploring the usage of discourse markers/connectives and transitional phrases using the links suggested below:
 - Using Connectives and Discourse Markers- IELTS Podcast: <https://www.iesltpodcast.com/ielts-speaking/fluency-and-cohesion/>
 - Discourse Marker: <https://www.thoughtco.com/discourse-marker-or-dm-1690463>
- Let learners write an essay in the beginning of the academic session to practise the conventions of writing (Writing Process) following the steps given in Curriculum Guide for Teachers. (*Note: The writing process should be followed with any other writing activity throughout the year involving peer assessment and teacher conference.*)
- Demonstrate the usage of the APA referencing style as per the links provided below with the sample write-up:

APA Style Guide 7th Edition

 - APA Style Reference: <https://apastyle.apa.org/instructional-aids/reference-guide.pdf>
 - Common Reference Examples Guide: <https://apastyle.apa.org/instructional-aids/reference-examples.pdf>
 - In-Text Citations: <https://apastyle.apa.org/style-grammar-guidelines/citations>
 - Title Page Setup: <https://apastyle.apa.org/style-grammar-guidelines/paper-format/title-page>
 - Paper Format: <https://apastyle.apa.org/style-grammar-guidelines/paper-format>
 - Bias-Free Language: <https://apastyle.apa.org/style-grammar-guidelines/bias-free-language>
 - Sample Papers: <https://apastyle.apa.org/style-grammar-guidelines/paper-format/sample-papers>
- As a part of academic writing practice, engage learners in writing argumentative essays incorporating the mechanics and conventions of academic writing. It is important, first, to demonstrate the features of an argumentative essay. They should use APA citation, referencing and fulfil other requirements.
- Orient learners on the elements of the **short story** by using the suggested link given below:
 - 10 Key Parts of A Story You Must Include: <https://authority.pub/parts-story/> (*Note: To practise short story writing, refer to the competency where learners will have to maintain a writing portfolio*)
- Using the skills learnt from their previous level, let learners explore diverse styles, formats, and processes of writing formal letters, memos, summaries, information transfers (*both continuous to non-continuous and non-continuous or mixed to continuous*), reports, etc. from the internet resources and carry out the activities as follows:
 - Discuss in the group to validate style, format, and process in each case, and

- Practise writing formal letters, memos, summaries, information transfer (both verbal to non-verbal and non-verbal to verbal), reports, etc. following the writing process, peer assessment, and teacher conference.)

Assessment

- Use the assessment tools suggested in the Curriculum Guide for Teachers to assess students' work.
- Incorporate Evaluation skills based on evidence and reasoning in the rubrics/ criteria for the assessment.
- Engage learners in setting new rubrics for different activities wherein learners' Evaluation skills based on evidence and reasoning can be assessed.
- Suggested assessment:
 - Quiz
 - Writing Portfolio,
 - Peer assessment,
 - Self-assessment and Reflection,
 - Oral reading assessment,
 - Assessment by the teacher, and
 - Checklist.
- Refer to "*Language Aloud...Allowed*" by Gwen Mobray for assessment criteria on pages 41-68.
- Refer ELS Rubrics: <https://www.rcampus.com/rubricshowc.cfm?code=H35B32&sp=yes&>

Resources

- Reading & Literature Text
- <https://www.youtube.com/watch?v=yi5tld98ePE>
- <https://www.youtube.com/watch?v=DPhUKsXgD58>
- <https://www.ieltspodcast.com/ielts-speaking/fluency-and-cohesion/>
- <https://apastyle.apa.org/instructional-aids/reference-guide.pdf>
- <https://apastyle.apa.org/style-grammar-guidelines/bias-free-language>

Topic: The Writing Portfolio

A Portfolio is a collection of many types of materials selected with the input from both learner and teacher, designed to demonstrate progress and growth in learners' work, understanding, problem-solving processes, and attitudes. It is therefore a continuous collection of evidence of learner progress, selected and commented on by the learner and/or teacher for assessment purposes. Through the maintenance of Portfolios, learners are expected to develop all the domains of learning: cognitive abilities, behavioural skills, attitudes, and values

Competency

- Maintain writing portfolios containing their best pieces of writing to continue to grow as writers.

Knowledge: Understanding the benefits of maintaining a Portfolio.

Skills: Write, assess and select the best pieces of their writing for Portfolio.

Behaviour: Write a variety of texts to grow as a writer.

Learning Objectives

- Use the writing strategies developed in earlier classes.
- Continue using the Writing Process to refine the writing and become an independent writer.
- Show an understanding and control of the conventions of academic writing.
- Use appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations in their writing.
- Use discourse markers including those that show addition, summarization, and results.
- Use rhetorical devices including allusion and imagery, to enhance the effect of writing.
- Use widely accepted documentation and referencing rules wherever applicable.
- Explore personal, cultural, and national values in their writing.
- Apply the purposes and structures of the texts they are studying in Reading & Literature in their writing.
- Complete and present their portfolio containing their best examples of personal, transactional, and poetic writing.
- Participate regularly in a community of writers.

Note: The above objectives can have multiple lesson-specific objectives based on the topic.

Learning Experiences

- Elicit prior knowledge on writing portfolio.
- Let learners explore more on maintaining a portfolio by using the following links.
 - Writing Portfolio: <https://www.carleton.edu/writing/portfolio/>
 - Portfolio as a means to assess writing skills: <https://www.peterlang.com/view/9783653960488/Chapter05.xhtml>
- Inform learners to maintain a book for writing portfolio.
- Decide the overall limit of the number of materials to be included.
- Let learners start with fewer materials to work with, and continue to modify and improve the

Portfolio over the year through peer feedback and suggestion systems.

- Have learners compile various types of writing experiences they have had while dealing with the other strands of language.
 - Review Portfolios from time to time through the teacher-student conferences for feedback and suggestions.
 - Let the learner analyse and reflect on the topic he or she has learnt/liked/disliked using some of the questions given in the book review form.
 - Let the learners know that the materials in the Portfolio may include samples of reading records, Journals, and collections of writing.
 - Allow learners to select works that he or she feels are the best which would motivate them to create very good projects.
 - Examine the contents of the Portfolios to check if any item should be replaced or added.
 - Retain in the class the original or a copy of typical/exemplary Portfolio items with the learner's permission to be used as examples for a future class.
- Let learners write a sonnet and compile it in their portfolio.

Note: Portfolio should not be a compilation of others' works.

Assessment

- Use the assessment tools suggested in the Curriculum Guide for Teachers to assess students' work.
- Incorporate Evaluation skills based on evidence and reasoning in the rubrics/ criteria for the assessment.
- Engage learners in setting new rubrics for different activities wherein learners' Evaluation skills based on evidence and reasoning can be assessed.
- Suggested assessment:
 - Quiz
 - Writing Portfolio (Use the Curriculum Guide for Teachers for reference),
 - Peer assessment,
 - Self-assessment and Reflection,
 - Oral reading assessment,
 - Assessment by the teacher, and
 - Checklist.
 - Refer to "*Language Aloud...Allowed*" by Gwen Mobray for assessment criteria on pages 41-68.
 - Refer ELS Rubrics: <https://www.rcampus.com/rubricshowc.cfm?code=H35B32&sp=yes&>

Resources

- Reading & Literature Text.
- <https://www.carleton.edu/writing/portfolio/>
- <https://www.peterlang.com/view/9783653960488/Chapter05.xhtml>

Topic: Multi-media in writing

Handwriting helps to develop thinking/cognition and helps to fix ideas in the learner's mind (memory) while using IT to create presentations helps learners to be innovative. Learners can use creative, relevant, and succinct slides to explain their talk. Using presentation technology makes it easy to present data such as graphs or tables, add variety, and hold the audience's attention. Learners can use presentation tools such as PowerPoint, Google Slides, and Keynote to create presentations by including striking images, creating movement, and limiting each slide or section to only a couple key points to enhance audience memory and retention of the message. As learners' work can be seen by a wider audience, it will motivate learners to build strong writing, editing, and revision skills to do their best, eventually building their confidence.

Competency

- Use handwriting and IT effectively, making appropriate choices of presentation to share and publish to a wider audience with pride and confidence.

Knowledge: IT Knowledge to create presentations.

Skill: Use IT to share and publish their presentation to a wider audience.

Behaviour: Share and publish their presentation to a wider audience with pride and confidence.

Learning Objectives

- Use the writing strategies developed in earlier classes.
- Show an understanding and control of the conventions of academic writing.
- Use appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations in their writing.
- Use widely accepted documentation and referencing rules wherever applicable.
- Elaborate on the information contained in the non-continuous texts.
- Participate regularly in a community of writers.

Note: The above objectives can have multiple lesson-specific objectives based on the topic.

Learning Experiences

To share and publish presentations to a wider audience with pride and confidence, engage learners in the following learning experiences. However, the activities should be carried out consistently with variations over the given time period.

- Teacher should demonstrate how to create an effective PowerPoint and other forms of presentation using the suggested links below:
 - How to Create a PowerPoint Presentation <https://www.instructables.com/How-to-Create-a-PowerPoint-Presentation/>
 - How to create SlideShare account and Upload presentations: <https://www.youtube.com/watch?v=uQ5CsvRVoSE>
 - Tips for making effective PowerPoint presentations: https://www.youtube.com/watch?v=Vn_bR1AIV-s

Have learners create PowerPoint presentations on exploring the skills gained.

(Note: Teacher can invite IT teacher or demonstrate other skills such as preparing SlideShare, Prezi presentation, PowerPoint video, document presentation skills, etc.).

- Encourage learners to use IT as a medium of learning by letting them create a common forum in the social media platform where they can share/upload their works with their friends for effective discussion (e.g., class blogs) keeping in mind the APA style.
- Teach learners to create their Personal Blogs or Facebook Group to share and publish their written work to a wider audience.
- Encourage learners to use ICT intensively while making the class presentation or writing their project work.
- Help learners create learning materials or their own creative writing materials with the usage of ICT and share with their friends in the school or to the wider audience.

Note: This activity can be integrated with the Reading & Literature strand.

Assessment

- Use the assessment tools suggested in the Curriculum Guide for Teachers to assess students' work.
- Incorporate Evaluation skills based on evidence and reasoning in the rubrics/ criteria for the assessment.
- Engage learners in setting new rubrics for different activities wherein learners' Evaluation skills based on evidence and reasoning can be assessed.
- Suggested assessment:
 - Quiz
 - Peer assessment,
 - Self-assessment and Reflection,
 - Oral reading assessment,
 - Assessment by the teacher, and
 - Checklist.
- Refer to "Language Aloud...Allowed" by Gwen Mobray for assessment criteria on pages 41-68.
- Refer ELS Rubrics: <https://www.rcampus.com/rubricshowc.cfm?code=H35B32&sp=yes&>
- Use this link <https://www.slideshare.net/juandavid7921/criteria-to-evaluate-ict-tools> to prepare criteria for the evaluation of ICT tools for presentations.

Resources

- <https://www.instructables.com/How-to-Create-a-PowerPoint-Presentation/>
- <https://www.youtube.com/watch?v=uQ5CsvRVoSE>
- https://www.youtube.com/watch?v=Vn_bR1AIV-s

Topic: Textual features and organizing structures

Features of texts like introductions, body paragraphs, and conclusions are structural rudiments of an essay. Learners may use paragraphs to organize ideas in a logical order by examining the thesis and anticipating the convenient sequence to unfold the arguments or opinions. Learners should use several different writing techniques, appropriate language variations, and genres to suit the purpose and audience.

Competencies

- Apply knowledge of appropriate organizing structures and language features to create a variety of increasingly sophisticated texts for different purposes.
- Use writing as a tool to develop critical thinking skills-review, analysis, hypothesis, recollection, summary.

Knowledge: Awareness of the appropriate use of organizing structures and language features. **Skills:** Write using the mechanics, forms, and conventions of writing for a wide range of purposes, including academic writing.

Behaviour: Create refined texts for different purposes and audiences.

Learning Objectives

- Use the writing strategies developed in earlier classes.
- Continue using the Writing Process to refine the writing and become an independent writer.
- Show an understanding and control of the conventions of academic writing.
- Use discourse markers including those that show addition, summarization, and results.
- Apply the purposes and structures of the texts they are studying in Reading & Literature in their writing.
- Write a variety of business and work-related documents, including letters, memos, emails, meeting minutes, speaker introductions, reports, and résumés, in which they show understanding and control of the elements of the respective forms of writing.
- Participate regularly in a community of writers.

Note: The above objectives can have multiple lesson objectives based on the topic.

Learning Experiences

- Engage learners through critical discussion by making them hypothesize the ideas or assumptions derived from the text and come up with elaborated write-up.
- Introduce learners the ways to write different types of **report** formatting styles.
- Discuss the kind of language used in report and commentary writing. Explore using the following links:
 - <https://www.successcds.net/learn-english/writing-skills/report-writing-format-topics- samples.html>
 - <https://visme.co/blog/report-writing-format/>
- Introduce learners to the writing of **commentary** with proper formatting styles:
 - Writing Commentary: <https://www.youtube.com/watch?v=fHeyt5lpeBI>

- The Human Library: Allow learners to interview anyone on any topic to gather information for their writing.
- **Teach résumé** writing tips and share samples. (Assist learners in exploring resume writing.) Explore using the following links:
 - Resume Writing: <https://www.youtube.com/watch?v=w0GsnFDftUo>
 - High School Resume: How to Write Your First Resume: <https://www.youtube.com/watch?v=wT40Au0RFa8>
 - Assign learners to prepare their résumé and include it in their Writing Portfolio.
- Create an opportunity for learners to **transfer information** from a non-continuous text to continuous text and vice-versa with clarity. Explore using the following link:
 - IELTS Writing Task 1 - How to Analyse Charts, Maps, and Process Diagrams: <https://www.youtube.com/watch?v=D2q6wxf7hkQ>
- Teach learners **summarizing skills** and the **paraphrasing strategies**, and engage them in such writings. (Provide basic strategies, let the learners explore for more information). Explore using the following links:
 - Summarising: <https://www.youtube.com/watch?v=LbO3lRXT0ww>
 - Paraphrasing Techniques: <https://www.youtube.com/watch?v=i0rgahJDhgg>
 - British Council IELTS tips #6: Top five paraphrasing techniques: <https://www.youtube.com/watch?v=lmlengfYp9Y>
- Teach learners **paragraphing skills** and present the purpose of paragraphing and methods of paragraph development (Facts and statistics, examples and illustration, process, comparison and contrast, cause and effect, classification and analysis, definition, and analogy). Explore using the following links:
 - How to Write a Paragraph: <https://www.youtube.com/watch?v=IMRTtUrSF0c>
 - Writing Skills: The Paragraph: <https://www.youtube.com/watch?v=0lFDuhdB2Hk>
- Discuss the recent movie watched and let them write a review (**movie review**) on it. Use the link to discuss on movie review:
 - <https://www.wikihow.com/Write-a-Movie-Review>
- Present **minutes of meeting** with an example and involve learners in practising it with the required processes. Explore using the following link:
 - How To Write Meeting Minutes In English: <https://www.youtube.com/watch?v=JJiHeEd4ww>
- Emphasize the use of correct grammatical conventions in their writing.
- Let learners paraphrase the poem “How Do I Love Thee?” in their own words.

Assessment

- Use the assessment tools suggested in the Curriculum Guide for Teachers to assess students’ work.
- Incorporate Evaluation skills based on evidence and reasoning in the rubrics/ criteria for the assessment.
- Engage learners in setting new rubrics for different activities wherein learners’ Evaluation skills based on evidence and reasoning can be assessed.
- Suggested assessment:
 - Quiz
 - Writing Portfolio (Use Teacher’s Guide for reference),
 - Peer assessment,
 - Self-assessment and Reflection,
 - Oral reading assessment,
 - Assessment by the teacher, and

- Checklist.
- Refer to “*Language Aloud...Allowed*” by Gwen Mobray for assessment criteria on pages 41-68.
- Refer ELS Rubrics: <https://www.rcampus.com/rubricshowc.cfm?code=H35B32&sp=yes&>

Resources

- Reading & Literature Text
- <https://www.successcds.net/learn-english/writing-skills/report-writing-format-topics- samples.html>
- <https://visme.co/blog/report-writing-format/>
- <https://www.youtube.com/watch?v=LbO3lRXT0ww>
- <https://www.youtube.com/watch?v=iOrgahJDhgg>
- <https://www.youtube.com/watch?v=IMRTtUrSFOc>
- <https://www.youtube.com/watch?v=0lFDuhdB2Hk>

Topic: Writing as a way of thinking, exploring and learning

Writing is a way of breathing life to one's thoughts and beliefs. It is a way of exploring the ideas and broadening the horizons of learning. Writers need to think critically, and critical thinking requires individuals to question, make inferences, interpret information, argue points of view, analyse and evaluate evidence, solve problems and communicate effectively. Writing gives a chance to use these skills and to be mindful of the audience's needs. Learners need to understand that all representations carry personal and cultural meanings and that each representation offers a different construction of the world. The meanings are either produced through their mindful choice of language and structure or unmindful reproductions of attitudes, beliefs, and values in the world.

Competencies

- Use writing as a way of learning, taking time to explore, clarify and reflect on their thoughts, feelings, and experiences to become independent lifelong learners.
- Create texts and representations that respond, evaluate, and argue by following internationally accepted models to grow as emphatic writers and communicators.

Knowledge: Ways of organizing good writing.

Skills: Critically evaluate the texts they read and create texts to explore creativity.

Behaviour: Explore varied values through diverse texts.

Learning Objectives

- Use the writing strategies developed in earlier classes.
- Continue using the Writing Process to refine the writing and become an independent writer.
- Show an understanding and control of the conventions of academic writing.
- Use appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations in their writing.
- Use discourse markers including those that show addition, summarization, and results.
- Use rhetorical devices including allusion and imagery, to enhance the effect of writing.
- Use widely accepted documentation and referencing rules wherever applicable.
- Explore personal, cultural, and national values in their writing.
- Apply the purposes and structures of the texts they are studying in Reading & Literature in their writing.
- Write lyric poetry in the modern idiom, which uses contemporary ideas of language, cadence, and image.
- Write a short story in which they show control of the elements of the short story form.
- Write an argumentative essay in which they show understanding and control of its elements.
- Participate regularly in a community of writers.

Note: The above objectives can have multiple lesson objectives based on the topic.

Learning Experiences

- Engage learners in comparing and contrasting any logical connections that they have derived from the text they read, in particular the assumptions and facts discussed, and then let them evaluate the implication and claims made by the author to come up with critical write-up (analysis).
- Encourage learners to maintain a journal as a daily routine and offer journaling prompts if required.
- Have learners recollect a short story or a play they have read and then engage them in reproducing a similar piece on their own using the features of the respective genres.
- Engage learners in creating original short stories or poems using rhetorical devices including symbols, allusions, and imageries to enhance the effect of writing and explore creativity.
- Having read monologues from the prescribed play, have learners write a monologue of their own and perform it.
- Let learners explore the unique culture and tradition in/about their community based on the observation/conducting interview with the people in their locality and create a poem/a write-up reflecting on their thoughts, feelings, and experiences to become independent lifelong learners.
- Bring in the class different texts that contain discussion on different aesthetic values and their importance, and promote discussion following the steps given below:
 - Let learners read and interpret the text in groups or peers critically,
 - Share individual's understanding, perceptions, feelings, and experiences based on the discussion, and
 - Collaborate the ideas and come up with individual write-up.**(Note: Encourage learners to quote phrases or ideas and elaborate them for deeper understanding)**
- Initiate Writing Challenge to create collaborative works of fiction.
- Start a writers' club where members can meet regularly to read, discuss and critique one another's work. Teach them to use the sandwich critique using the suggested link below:
 - How to give criticism - The "Sandwich Method":
<https://www.youtube.com/watch?v=GdFBUmC3BAM>
- Design a writing assignment that prompts students to position themselves within a scholarly or real-life debate.
- Let learners discuss and write on how writers employ the technique to create unexpected twists in stories by comparing *Lamb to the Slaughter* by Roald Dahl and *The Elephant* by Slawomir Mrozek.
- Prompt learners to use the PEEL (Point, Evidence, Explanation, Link) framework for writing any type of paragraphs.
- Find videos on writing and internationally accepted models. (Let learners explore relevant resources.)

Note: The above tasks may be carried out as follow-up activities of the other three strands.

Assessment

- Use the assessment tools suggested in the Curriculum Guide for Teachers to assess students' work.
- Incorporate Evaluation skills based on evidence and reasoning in the rubrics/ criteria for the assessment.
- Engage learners in setting new rubrics for different activities wherein learners' Evaluation skills based on evidence and reasoning can be assessed.
- Suggested assessment:
 - Quiz
 - Writing Portfolio (Use Teacher's Guide for reference),
 - Peer assessment,
 - Self-assessment and Reflection,
 - Oral reading assessment,
 - Assessment by the teacher, and
 - Checklist.
 - Refer to "*Language Aloud...Allowed*" by Gwen Mobray for assessment criteria on pages 41-68.
 - Refer ELS Rubrics: <https://www.rcampus.com/rubricshowc.cfm?code=H35B32&sp=yes&>

Resources

- Library books and Internet.
- Sample journal.
- Sample short story with the elements of the short story.
- Reading and Literature Text
- Supplementary reading.
- <https://www.youtube.com/watch?v=GdFBUmC3BAM>

Language and Grammar

Topic: Manipulating linguistic styles to communicate effectively

Language is used as a communication tool to convey information and arguments to others. It is also a powerful engine of cultural transmission. Learners should employ the rules which govern language such as phonetic rules, spelling, syntax, and grammar correctly and consider style, tone, and clarity while using language in different contexts. There are diverse ways of saying the same thing. Syntax offers language users a good deal of possibilities to express themselves and to interpret concepts, thoughts, feelings, facts, and opinions. Learners should make adequate use of language in diverse social and cultural contexts to perform both verbal and written discussions using correct grammar.

Competencies

- Apply the knowledge of language to understand how language functions in a different context to make effective choices for meaning and style, and to communicate effectively.
- Exhibit a high degree of linguistic competence and develop skills in manipulating the linguistic system to express the intended message spontaneously and flexibly.

Knowledge: Language is an open-ended system and there are different ways of saying the same thing.

Skills: Produce sentences that are grammatically correct.

Behaviour: Use appropriate language to demonstrate due respect and courtesy/ high degree of language competence.

Learning Objectives

- Demonstrate a sound knowledge of the grammar that has been taught from earlier classes.
- Place phrases and clauses within a sentence, recognizing and correcting fragments, run-ons, misplaced and dangling modifiers.
- Use a range of connectors including that show reason and explaining, cause and effect, condition and choice, addition, and summarization.

Note: The above objectives can have multiple lesson-specific objectives based on the topic.

Learning Experiences

To exhibit a high degree of linguistic competence and develop skills in manipulating the linguistic system to express the intended message spontaneously and flexibly, engage learners in the following learning experiences. However, the activities should be carried out consistently with variations over the given time period.

- Prompt previous knowledge on the grammar and usage learned in lower grades.
- Involve learners in recognizing how **phrases and clauses** are placed within a sentence by avoiding **fragments, faulty parallelism, run-ons, misplaced and dangling modifiers** in building well-structured sentences. Refer the suggested link below (*Teacher may also refer for other relevant sources*):
- Sentence Structure: <https://academics.nsuok.edu/Portals/24/Sentence%20Structure.pdf>

- Engage learners in peer assessing short story or argumentative essay focusing on how phrases and clauses are placed within a sentence by avoiding fragments, faulty parallelism, run-ons, misplaced and dangling modifiers (*Note: Encourage written feedback during the peer assessment*).
- Teacher should validate the peer assessment through a teacher-student conference.
- Help learners understand various functions of connectors that show reason and explaining, cause and effect, condition and choice, addition, and summarization following the suggested links below. (*Teacher and learners may also explore for more relevant resources.*)
- Using Connectives and Discourse Markers: <https://www.iespodcast.com/ielts-speaking/fluency-and-cohesion/>
- Conjunctions and Connectors: https://ctl.yale.edu/sites/default/files/files/GWC_LinkingWords-1.pdf
- Sentence Connectors for Use in Writing Compositions: <https://www.liu.edu/~media/Files/Brooklyn/Academics/Schools/CLAS/WP/BK-WP-Sentence-Connectors-in-Writing-Comp.ashx>
- Engage learners in writing a speech on any topic using connectives and discourse markers that cater to various functions such as reason and explaining, cause and effect, condition and choice, addition, and summarization.
- After writing, have learners sit in groups and take turns to deliver their speech while others assess the speech simultaneously. (*Note: Teacher may also engage learners in writing activity to have them practise the usage of connectives.*)
- Conduct a lesson to revisit and revise the topics such as Transitive and Intransitive verbs, Direct and Indirect Speech, Phrasal verbs and Transformation of sentences through discussion using the previous knowledge.
Following are the suggested activities that the teacher can conduct to let learners revise and practise the usage, rules and functions of aforementioned grammar aspects:
- Provide varieties of grammar worksheets for the learners to practise how, when and why they can be used.
- Assign any writing task incorporating different aspects of grammar.
- Engage learners in narrating a story in their own words using the aspects of grammar to test their understanding of aforementioned grammar aspects.
- Recommend learners to read any text from across the genres to understand how language is used in different contexts.
(*Note: Teachers are encouraged to contextualize grammar teaching in the classroom to make them understand how language functions in a different context to make effective choices for meaning and style, and to communicate effectively.*)

Assessment

- Use the assessment tools suggested in the Curriculum Guide for Teachers to assess students' work.
- Incorporate Evaluation skills based on evidence and reasoning in the rubrics/ criteria for the assessment.
- Engage learners in setting new rubrics for different activities wherein learner's Evaluation skills based on evidence and reasoning can be assessed.
- Suggested assessment:
 - Quiz
 - Peer assessment,
 - Self-assessment and Reflection,
 - Assessment by the teacher, and
 - Checklist.
 - Refer "*Language Aloud...Allowed*" by Gwen Mobray for assessment criteria on page 41-68.
 - Refer ELS Rubrics: <https://www.rcampus.com/rubricshowc.cfm?code=H35B32&sp=yes&>

Resources

- Worksheets
- Sample short story and argumentative essay.
- Reading and Literature Text
- Supplementary reading.
- <https://academics.nsuok.edu/Portals/24/Sentence%20Structure.pdf>
- <https://www.ieltspodcast.com/ielts-speaking/fluency-and-cohesion/>
- https://ctl.yale.edu/sites/default/files/files/GWC_LinkingWords-1.pdf
- <https://www.liu.edu/~media/Files/Brooklyn/Academics/Schools/CLAS/WP/BK-WP-Sentence-Connectors-in-Writing-Comp.ashx>

Topic: Diction and sentence structures

Diction refers to the linguistic choice of words in a particular situation to convey an idea, while syntax determines how the chosen words are structured into a sentence to communicate meaningfully. Learners should use diverse diction and syntax structures appropriately for various purposes such as to establish a distinct voice and style, and to enhance the meaning of a text.

Competency

- Use a variety of diction and syntax structures correctly for a wide range of purposes.

Knowledge: Choice and use of appropriate diction and syntax makes one's writing distinct and stimulating.

Skills: Produce sentences using meaningful grammatical choices in speaking and writing.

Behaviour: Use appropriate diction and syntax with proper tone and manner.

Learning Objectives

- Demonstrate a sound knowledge of the grammar that has been taught from earlier classes.
- Use a variety of dictions and syntax structures correctly.
- Distinguish archaic words, derogative, slang and obsolete language and know when to use them appropriately.

Note: The above objectives can have multiple lesson objectives based on the topic.

Learning Experiences

To use a variety of diction and syntax structures correctly for a wide range of purposes, engage learners in the following learning experiences. However, the activities should be carried out consistently with variations over the given time period.

- Familiarize learners with the correct usage of **dictions and syntax** structures using the suggested link or other relevant sources.
- Analysing Diction and Syntax:
<https://il49000007.schoolwires.net/cms/lib/IL49000007/Centricity/Domain/303/319-Summer-Reading-Rhetorical-Analysis-Packet.pdf>
- Teacher should bring relevant reading material (s) in the classroom or use appropriate text from the Reading & Literature Text to let learners apply the knowledge gained through the group activity. Let learners read the text, analyse and identify how diction and syntax are used in the text explicating the writer's purpose – persuasion, entertainment or information determines diction. Finally, let them present their ideas to the class.
- Next, involve learners in producing their own text using diction and syntax for any form of writing.
- Guide learners to explore the differences between archaic words, derogative, slang and obsolete language with examples using the internet or library resources. The following suggested activities can be carried out for the learners to understand its usage:

- Involve learners in identifying archaic words, derogative, slang and obsolete language from various texts, video and audio. (*Note: Teacher should provide text, video and audio materials for learners to practise.*)
- Help learners identify the use of nominalization, the idiomatic expression and figures of speech such as simile, metaphor, extended metaphor in the prescribed texts or allow learners to use these expressions while discussing the content of the text.
- Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., personification, allusions, verbal irony, puns, euphemisms, oxymoron, hyperbole, paradox) in context and analyse their role in the text.
- Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym, analogy) to better understand each of the words.
- Distinguish among the **connotations (associations) of words** with similar **denotations (definitions)** (e.g., stingy, scrimping, economical, unwasteful, thrifty, frugal, prudent, conservative).

Assessment

- Use the assessment tools suggested in the Curriculum Guide for Teachers to assess students' work.
- Incorporate Evaluation skills based on evidence and reasoning in the rubrics/ criteria for the assessment.
- Engage learners in setting new rubrics for different activities wherein learner's Evaluation skills based on evidence and reasoning can be assessed.
- Suggested assessment:
 - Quiz
 - Peer assessment,
 - Self-assessment and Reflection,
 - Assessment by the teacher, and
 - Checklist.
- Refer "*Language Aloud...Allowed*" by Gwen Mobray for assessment criteria on page 41-68.
- Refer ELS Rubrics: <https://www.rcampus.com/rubricshowc.cfm?code=H35B32&sp=yes&>

Resources

- Library books and Internet.
- Reading and Literature Text
- Supplementary reading.
- <https://il49000007.schoolwires.net/cms/lib/IL49000007/Centricity/Domain/303/319-Summer-Reading-Rhetorical-Analysis-Packet.pdf>

Topic: Context and genre-specific language

Genre is a term used to categorize types of spoken or written discourse, normally categorized by content, language, purpose and form. The four main literary genres are poetry, fiction, nonfiction, and drama, with each varying in style, structure, subject matter, and the use of figurative language. Spoken genres include presentations, speeches, interviews and informal conversation/discussions. Learners should use language conventions and language features specific to genres and subjects to create meaningful communications.

Competency

- Utilise genres-specific or subject-specific features of language to refine the skills needed to interpret and appreciate language independently for lifelong learning.

Knowledge: Awareness of genres-specific or subject-specific features of language.

Skills: Use language to suit the genre and subject.

Behaviour: Use appropriate features of language specific to genre and subject to demonstrate lifelong language abilities.

Learning Objectives

- Demonstrate a sound knowledge of the grammar that has been taught from earlier classes.
- Use modals for argumentative effect and hedging.
- Use rhetorical questions where necessary.

Note: The above objectives can have multiple lesson-specific objectives based on the topic.

Learning Experiences

To utilise genres-specific or subject-specific features of language and to refine the skills needed to interpret and appreciate language independently, engage the learners in the following learning experiences. The activities should be carried out consistently with variations over a period of time.

- Assist learners in understanding the differences between academic language and colloquial informal language using the suggested link below:
 - <https://www.usf.edu/undergrad/academic-success-center/documents/revised-academiccolloquial-ws.pdf>
- Guide learners to choose words and construct sentences correctly to suit the subject and genre using the following suggested links:
 - Modals for argumentative effect and hedging.
Hedging in Academic Writing: <https://www.youtube.com/watch?v=kajoEOft8w4> Models- Useful List & Examples: <https://www.youtube.com/watch?v=Nk9nQwoCFig>
 - Range of connectors or linkers including that show reason and explaining, cause and effect, condition and choice, addition and summarization.
Connectors in English: <https://www.youtube.com/watch?v=e2CcNUUGZeA>
 - Rhetorical questions where necessary to achieve specific effects.
English Rhetorical Questions: <https://www.youtube.com/watch?v=kGPBiA9gzo>
- Write an issue on the board and create an opportunity for learners to take a stance and support their stance with reasoning in two paragraphs. They could be given prompts to pay

attention to: modals for argumentative effect and hedging, range of connectors or linkers, rhetorical questions, academic language, etc. Allow them to exchange their work with a friend for peer assessment based on the set rubrics.

- Provide examples from any texts to show how language is used differently in different subjects such as using factual, narrative and hierarchically organized information in History.
- Assign learners with the activity where they can be involved in reading poem from the prescribed text, preparing an interview presentation, a monologue from the prescribed play, a speech, a classroom presentation on a topic/subject of their choice, a short debate, an advertisement for a product, reading a chosen paragraph from a science fiction story in the text, reading a paragraph from a historical novel to translate information from a given mode of representation, and preparing a discussion to be presented. This is to enable learners to understand that the features of language can be used differently for different genres and subjects.

NOTE: The above activities are recommended. However, teacher can explore other suitable activities.

Assessment

- Use the assessment tools suggested in the Curriculum Guide for Teachers to assess students' work.
- Incorporate Evaluation skills based on evidence and reasoning in the rubrics/ criteria for the assessment.
- Engage learners in setting new rubrics for different activities wherein learner's Evaluation skills based on evidence and reasoning can be assessed.
- Suggested assessment:
 - Quiz
 - Peer assessment,
 - Non-verbal assessment,
 - Self-assessment and Reflection,
 - Assessment by the teacher, and
 - Checklist.
- Refer "*Language Aloud...Allowed*" by Gwen Mobray for assessment criteria on page 41-68.
- Refer ELS Rubrics: <https://www.rcampus.com/rubricshowc.cfm?code=H35B32&sp=yes&>

Note: Share with learners and their parents the assessment criteria before the assessment and the outcomes after the assessment.

Resources

- Reading & Literature Text
- <https://www.usf.edu/undergrad/academic-success-center/documents/revised-academiccolloquial-ws.pdf>
- <https://www.youtube.com/watch?v=kajoEOt8w4>
- <https://www.youtube.com/watch?v=Nk9nQwoCFig>
- <https://www.youtube.com/watch?v=e2CcNUUGZeA>

Topic: The Nature of human language

Language plays a significant role in human lives. It is helpful for learners to familiarize and discuss the purposes, features of human language and theories of language acquisition, and to leverage on these to explore different levels of language study.

Competency

- Discuss the purposes, features of human language and theories of language acquisition to inquire into the different levels of language study.

Knowledge: Awareness of the knowledge of human language and its importance. **Skills:** Use the features of language to communicate with others for different purposes. **Behaviour:** Use appropriate language skills to demonstrate language abilities.

Learning Objectives

- Discuss the purposes of language.
- Discuss some of the characteristic features of human language, for example, that it is diverse and has common features such as fixed word order and grammar; that it reflects the culture of people who use it; that it is a means of communication, and is a way to express creativity.

Note: The above objectives can have multiple lesson-specific objectives based on the topic.

Learning Experiences

To inquire into the different levels of language study, engage learners in the following learning experiences. However, the activities should be carried out consistently with variations over the given time period.

- Brainstorm on the purposes of language and involve learners in sharing their understanding of language and its purpose.
- Let learners work in groups to discuss the features of language and come up with their own interpretation with examples through PowerPoint presentation (*Each group can be given a feature each for the discussion*).

Teacher may use the suggested links to explore on the features of language:

<https://www.slideserve.com/ike/design-features-of-language>

<https://www.slideshare.net/mobi83/design-features>

- Have learners explore the theories of language acquisition by using various resources to critically analyse and find the variations. (*Teacher should promote critical discussion to make the learners understand in a deeper sense.*)

The following suggested links can be used:

Behaviourist theory of language acquisition <https://currikicdn.s3-us-west-2.amazonaws.com/resourcedocs/55c33aaf3db04.pdf>

Noam Chomsky's Rationalist Theory https://www.youtube.com/watch?v=7fW_8bDGdX0

Assessment

- Use the assessment tools suggested in the Curriculum Guide for Teachers to assess students' work.
- Incorporate Evaluation skills based on evidence and reasoning in the rubrics/ criteria for the assessment.
- Engage learners in setting new rubrics for different activities wherein learner's Evaluation skills based on evidence and reasoning can be assessed.
- Suggested assessment:
 - Quiz
 - Peer assessment,
 - Self-assessment and Reflection,
 - Assessment by the teacher, and
 - Checklist.
- Refer "*Language Aloud...Allowed*" by Gwen Mobray for assessment criteria on page 41-68.
- Refer ELS Rubrics: <https://www.rcampus.com/rubricshowc.cfm?code=H35B32&sp=yes&>

Resources

- <https://www.slideserve.com/ike/design-features-of-language>
- <https://www.slideshare.net/mobi83/design-features>

Continuous Assessment (CA) and Examinations Weighting for Class XII

English Paper I (Writing and Grammar) - CA and Written Examination Weighting

Term One			Term Two				Grand Total (Total A + Total B)	
CA		Exam	Total A	CA		Exam		Total B
Listening and Speaking	10%	40%	50%	Listening and Speaking	10%	40%	50%	100%

Note:

1. In English Paper I, the Writing and Language & Grammar strands form the written examination part, and the Listening and Speaking strand forms the CA part.
2. The Term One examination should be conducted out of 100 marks and converted to 40%. The 10% CA marks from the Listening and Speaking should be added to the examination marks to make it 50%.
3. Similarly, the Term Two examination should be also conducted out of 100 marks and converted to 40%. The 10% CA marks from the Listening and Speaking should be added to the examination marks to make it 50%.
4. Finally, the total marks of term one and term two should be added to make it 100%.
5. Listening and Speaking activities such as debates, extempore speeches, presentations, book talks, reports, and discussions should be conducted consistently throughout the year, ideally by integrating in other strands so that the learners get maximum time to practice the skills. Teachers need to develop their own additional listening and speaking exercises wherever necessary. Use Continuous Formative Assessment (CFA) to help students achieve the desired goals.
6. At the end of each Term, a formal test should be conducted to assess each learner's listening and speaking skills.
7. For class XII, the final mark, cumulative of 20% of each student, should be submitted to BCSEA.

English Paper I (Writing and Language and Grammar) - Written Examination Marks Break-up

Sl No	Genre	Weighting	Remarks
1	Essay writing – Argumentative/Persuasive	25 marks	Either can be asked
2	Report / Summary writing	10 marks	Either can be asked
3	Information transfer	10 marks	Non-continuous to continuous or vice versa.
4	Official letter/ Memos	10 marks	Either can be asked
6	Grammar	35 marks	Items to be derived from the competencies and objectives. Questions can be asked from the lower classes as well.
7	Nature of Language	10 marks	As stated in the framework
Total		100	

Note: The questions types and patterns for written examinations shall remain dynamic.

English Paper I - Listening and Speaking CA (20%)

Sl No	Listening and Speaking activities	Remarks
1	Listening and Speaking skills	Teachers can design additional activities to meet the Competencies and Learning Objectives of Listening and Speaking strand. Conduct oral test/listening and speaking activities throughout the year. For class XII, send the cumulative marks (20%) to BCSEA.
2	Oral report	
3	Debates	
4	Extempore speeches	
5	Presentations	
6	Book talk	

Note: The questions types and patterns for written examinations shall remain dynamic.

English Paper II (Reading & Literature) - CA and Written Examination Weighting

Term One			Term Two			Grand Total (Total A + Total B)		
CA		Examination	Total A	CA			Examination	Total B
Reading Portfolio	5%	40%	50%	Reading Portfolio	5%	40%	50%	100%
Writing Portfolio	5%			Writing Portfolio	5%			

Note:

1. In the English Paper II, the Reading and Literature strand forms the written examination part, and the Reading Portfolio and the Writing Portfolio form the CA part.
2. The Term One examination should be conducted out of 100 marks and converted to 40%. The CA marks from the Reading Portfolio and the Writing Portfolio (5% each) should be added to the examination marks to make it 50%.
3. Similarly, the Term Two examination should be conducted out of 100 marks and converted to 40%. The CA marks from the Reading Portfolio and the Writing Portfolio (5% each) should be added to the examination marks to make it 50%.
4. Finally, the total marks of Term One and Term Two should be added up to make it 100%.
5. The Reading Portfolio should consist of record of reading, book reviews and critical response to books read. The Writing Portfolio should consist of learner's best pieces of writing (essays, articles, short stories, poems etc.), journal writing for books read, process of work, variety in number and genre.
6. Teacher should ensure that all the learners maintain their portfolios for academic purposes only.
7. The Reading and Writing Portfolios of each learner should be monitored consistently to check their progress. Teachers should provide timely feedback, support and take necessary remedial measures so that the learners achieve the objectives and competencies. The portfolios should be assessed at regular intervals and awarded marks accordingly.
8. For class XII, teachers should assess the portfolios consistently throughout the year and send the cumulative marks (20%) to BCSEA at the end of the academic year.

English Paper II (Reading and Literature) - Written Examination Marks Break-up

Sl No	Genre	Weighting	Remarks
1	Short Story	25 marks	The prescribed short stories. Questions on more than one story can be asked.
2	Essay	25 marks	From outside the prescribed textbook
3	Poetry	25 marks	From the prescribed textbook or outside
4	Play	25 marks	The prescribed play – The Merchant of Venice (till Act II for class XI and the entire play for class XII)
Total		100	

Note: The questions types and patterns for written examinations shall remain dynamic.

English Paper II CA (20%)

Reading Portfolio (10%)	Writing Portfolio (10%)	Remarks
<ul style="list-style-type: none"> ● Record of reading ● Critical response to books read ● Records of text talk or book talk and reviews ● Book excerpts or quotations chosen by the student 	<ul style="list-style-type: none"> ● Best pieces of writing selected by students ● Original short story (employing elements of a short story) ● Best pieces selected by teacher ● Journal writing for book review ● Meeting minutes ● Resumes ● Personal, transactional and poetic writing 	<ul style="list-style-type: none"> ● Use notebooks for maintaining portfolios. ● Consider process while assessing the quality of work. ● The writing portfolio should show the records of the Writing Process ● Prohibit plagiarism ● Indicate citation and reference wherever applicable. ● Both Reading Portfolios should be assessed at regular intervals. ● For the class XII, assess the portfolios consistently throughout the year and send the cumulative marks (20%) to BCSEA at the end of the academic year.

List of suggested materials for Class XII Reading and Literature strand

The following are the recommended texts the learners of class XII should study for the Reading and Literature strand.

Sl. No	Genre	Texts	Author/Poet
1	Short Stories	The Elephant	Slawomir Mrozek
2		An Astrologer's Day	R.K. Narayan
3		Lamb to the Slaughter	Roald Dahl
4		The Model Millionaire	Oscar Wilde
5	Poetry	Digging	Seamus Heaney
6		Ulysses	Alfred, Lord Tennyson
7		How Do I Love Thee?	Elizabeth Barrett Browning
8		La Belle Dame sans Merci	John Keats
9	Essay	Informing Ourselves to Death	Neil Postman
10		English Zindabad versus Angrezi Hatao	Kushwant Singh
11		His Majesty's Address to the 11th Convocation of the Royal University of Bhutan - 7th June 2017	His Majesty the King
12	Drama	The Merchant of Venice	William Shakespeare

Time Allocation for class XII

The maximum number of instructional days available for curriculum delivery excluding examination is 150 days in a year. The school year divided into two terms of fifteen weeks each, and that each week will have 6 periods of 40 minutes for teaching English. The total time allocated for English in a week is 240 minutes. Therefore, class IX will have 120 hours in a year which is 180 periods.

The following is the suggestive period and time allocation per week for all strands.

Strand	Period	Time (minutes)
Reading and Literature	2	80
Writing	2	80
Listening and Speaking	1	40
Language and Grammar	1	40
Total	6	240

Annexure 1: How to Analyze a Poem – (one of the ways)

1. Read through at least twice. You will have to read a poem multiple times before even attempting to approach it for deeper meanings. Give yourself a chance to thoroughly and fully experience the poem.
2. Is there a title? Don't forget to take this into consideration. Readers often skip over a poem's title, which may contain important clues for understanding the piece. Often the title is an introduction that can guide you; for example, Langston Hughes' "Mother to Son" immediately lets you know who the speaker of the poem is and to whom she is speaking.
3. Stay calm! If there are any unfamiliar words or even a few foreign terms, don't panic and don't obsess. On your first read through, just let them go and try instead to focus on the larger meaning of the poem. On the second and subsequent passes, you should then look up those troublesome words or anything else that is problematic for you.
4. Read it aloud. Yes. You must do this. Poems are meant to be heard. Often you will find that places in the poem that gave you trouble on the page suddenly make sense when read out loud. You may feel silly at first, but soon you'll be comfortable. (Cats and dogs, by the way, make particularly good audiences...though cats tend to be more critical and may leave at a pivotal point in your performance.) Read in your normal voice. Don't try to sound like Maya Angelou. Unless you are Maya Angelou.
5. Pay attention to punctuation. Most poems use punctuation to help guide the voice of its reader. You need to pay attention because the end of a line is frequently not the end of a sentence. Consider these lines from Robert Frost's "Birches":
 6. When I see birches bend to left and right Across the lines of straighter darker trees,
 7. I like to think some boy's been swinging in them.
8. If you stop reading or pause at the end of the first line, it will sound broken and unnatural. If you read smoothly through, pausing briefly at the comma and making a full stop at the period, the poem will have its proper conversational tone.
9. Try paraphrasing. It may be best for you to write in your own words what the poet is saying in each line of the poem. As you work through it, you'll see which areas you need to concentrate on. But again, avoid the notion that there is "one true meaning."
10. Who is the speaker? Remember not to confuse the poet with the "speaker" of the poem. More often than not, the speaker is a character, just like in a novel or a play. Determining who the speaker is will help you approach the work more easily. What is the occasion? Why is the speaker speaking?
11. Be open to interpretation. Give it a chance. For example, William Carlos Williams' poem "The Red Wheelbarrow" is often dismissed as cryptic, confusing, and ultimately unknowable. But being open to the poet's intentions can lead you to some interesting ideas and questions (in this case, what is important to life?).
12. There are no useless words. Poets select each and every word carefully. None should be dismissed. Images and symbols all have a purpose in the overall meaning of the poem.

13. Don't expect a definitive reading. Many poems are intentionally open-ended and refuse to resolve their internal tensions. While it is desirable to understand what a poem is saying, remember that there are approaches and interpretations other than your own.

Annexure 2: Suggestive time-frame and Learning experiences for *The Merchant of Venice*.

Sl No	Act/Scenes	Activities	Timeline/Period
Class XI			
1	Background	Orient on government, religion, education, language, drama and theatre during the Shakespearean time. Discuss <i>The Merchant of Venice</i> as comedy and problem play. Themes and motifs (E.g., friendship, love, justice, filial duty, religious tolerance, class distinction, gender role, racial discrimination etc. Show movies/play audio	1 period of 50 minutes for orientation Movie show- 1 st week
2	Act I Scene 1	(Introduction to protagonist, setting, friendship and commerce, foreshadow used to talk about the tone of the play) Recall on the movie (Round Robin) Get familiar with important characters. Teacher reads and explains the lines. Explains stage direction. Explains how to use annotations. Role play Discuss plot (bond) Journal writing: What favours have you asked of a friend? Is there one friend you repeatedly turn to for favours? Why do you turn to that friend so frequently? Or, conversely, do you have a friend for whom you continue to grant favours, even though you know they won't repay them? Why do you continue to do those favours?	3 periods of 50 minutes each.
3	Act I Scene 2	(Characterization of Portia and plot development) Read and discuss the characterization of Portia (Rally Robin, numbered heads). Discuss plot (Casket).	2 periods of 50 minutes each
4	Act I Scene 3	Read and discuss the characterization of Shylock and Antonio. Discuss and infer themes. Discuss on plot development	4 periods of 50 minutes each
5	Act II Scene 1	(Plot development (rising action), Portia's father's will, Casket scene. Theme: colour prejudice-prince of Morocco) Students read-aloud and explain and teacher supplements.	1 period of 50 minutes
6	Act II Scene 2	Students read on their own as homework. Teacher checks for comprehension	1 period of 50 minutes
7	Act II Scene 3	(Sub plot - Jessica & Lorenzo) Link sub-plot to main plot	(10 minutes, 40 minutes)
8	Act II Scene 4	Continued: Sub plot-Jessica & Lorenzo) Whoosh activity/role play	1 period of 50 minutes
9	Act II Scene 5	(Shylock's concern about his wealth) Whoosh activity/role play	1 period of 50 minutes
10	Act II Scene 6	(<i>Jessica's elopement with Lorenzo, Bassanio leaves for Belmont-rising action for main plot</i>) Corners/debate (Jessica is right in eloping with Lorenzo)	1 period of 50 minutes

11	Act II Scene 7	<i>Casket scene (Prince of Morocco)</i> Discuss plot development Declamation	2 periods of 50 minutes
12	Act II Scene 8	<i>(Rumours of Antonio's ship wreck. Shylock's reactions to his daughter's elopement and loss of his wealth)</i> Students read and paraphrase (round table). Teacher supplements.	1 period of 50 minutes
13	Act II Scene 9	<i>Casket scene (Prince of Arragon)</i> Discuss plot development Declamation	2 periods of 50 minutes
Total Periods			20 periods
Class XII			
14		Recap Act I and II	1 period of 50 minutes
15	Act III Scene 1	<i>Confirmation of Antonio's loss of ventures. Shylock's monologue (Lines 49-69). Shylock's reaction to news of his daughter and news of Antonio (lines 79-92)</i> Declamation Debate: Shylock is a villain or a victim.	3 periods of 50 minutes
16	Act III Scene 2	<i>Bassanio chooses the lead casket (upon receiving hints from Portia) – Bassanio & Portia's love climax. The song (through which the hint is given). Exchange of ring (symbolic)</i> <i>Bassanio receives a letter about Antonio's misfortunes.</i> Sing the song. Students explore subtle hints in the song. Students write a letter from Bassanio in reply to Antonio.	4 periods of 50 minutes
17	Act III Scene 3	<i>Shylock's revengeful nature. Characterization of Antonio.</i> Compare Antonio then and now. Read and discuss the characterization of Antonio (Rally Robin, numbered heads).	1 period of 50 minutes
18	Act III Scene 4	<i>Portia's love for Bassanio (disguised character). Gender roles/preparation for the court scene.</i> Reader's theatre	1 period of 50 minutes
19	Act III Scene 5	<i>Jessica's acceptance and tolerance. Uplifting of women (Jessica's speech 70-80)</i> Pair reading and paraphrasing	1 period of 50 minutes
20	Act IV Scene 1	<i>Shylock's dialogue (89-99). Court Scene (Portia's quality of mercy speech). Law and Justice.</i> Teacher reads and explains. Students memorize the dialogues and enact the court scene.	6 periods of 50 minutes
21	Act IV Scene 2	<i>The ring test</i> Script a conversation between Portia and Nerissa on the way back to Belmont.	1 period of 50 minutes
22	Act V Scene 1	<i>Reunion</i> Role play the quarrel scene over the ring. Wrap up the whole play.	2 period of 50 minutes
Total Periods			20 periods

Suggested activities

Attitudes Survey. Have students take this attitude survey, marking A for agree or D for disagree about each of these themes that recur in the play. After the survey, have students defend their positions. Use this survey frequently throughout the play to revisit their attitudes and to see how those perceptions have changed. Revisit the survey at the end of the play to determine how this play may have changed their attitudes:

- Money can affect my level of happiness.
- Appearances can be deceiving.
- Spouses should have the same values.
- People who do not follow or practice my faith are wrong.
- A true friend would do anything for their friend.
- People should forgive those who have wronged them.
- The way a rule is worded is the way it has to be; no exceptions.
- People should keep their promises, no matter what.
- To what extent is racism evident even in “good” people?

Throughout the reading and study of each act, it is important to give students opportunities to summarize and react to the issues and language of the play. Although, they may not be appropriate for each act, using the following activities periodically will help deepen student understanding of the play:

Act I Scene 1

1. Give students a graphic organizer to help them track the progress of the play. Depending on your emphasis, you may want to use three “fishbone” style graphic organizers, one for Venice and one for Belmont, to track actions and the results of those actions as the play progresses. Another graphic organizer might be used to track the four major plot strands of the play: the “pound of flesh” plotline, the casket plotline, the elopement plotline (sub-plot), and the ring plotline (sub-plot). **(Ongoing till the end of the play)**
2. Summary is an important strategy in helping students retain information. Pair students, labeling each student as either a “one” or a “two.” At key places in the text, stop and have pairs summarize the action in those lines (give them no more than 30 seconds to do this). Have all ones (or twos) stand, and select one student to report, refining where necessary. This activity is key, especially early in the play, to get students used to the language and the situation. Later, you may want to expand the “stopping points” to more than 20 lines, but initially, shorter breaks are better to insure understanding. *(CL Structure)*
3. Rewrite this scene in modern English, maintaining the tone and purpose of the scene. Perform the scene for the class or film it and place it on a video-sharing site such as YouTube for classmates to view and comment on.

Act I Scene 2

1. Discussion topic: What have your parents done that was “for your own good”? What was the end result of their actions? Was it indeed “for your own good”? Do you think that Portia’s father’s test seems like a good one? Why or why not?

2. Draw a caricature of one or more of Portia's suitors according to her descriptions in this scene, exaggerating the features she dislikes the most.

Act I Scene 3

Compare Shylock and Portia. How similar are they? How different are they? Cite examples from the text.

Act II Scene 1

Jot thoughts on what qualities you would look for in a partner. Share your thoughts.

Act II Scene 2

Discuss the role and importance of clowns in plays or movies. What techniques do they employ for maximum effect on the audience?

Act II Scene 3

Write Jessica's letter to Lorenzo telling him about her plans to run away.

Act II Scene 4

Write advantages and disadvantages of a disguise? Keep track of disguises from here on, citing the form they take, the purpose they serve, and how successful the characters are when they are disguised.

Act II Scene 5

Describe Shylock: how he sees himself, and how others see him.

Act II Scene 6

Discussion topic: Do you agree with Gratiano, that the thrill of love is in the chase and not the catching?

Act II Scene 7

1. Discuss to what extent hearsay affect our daily lives.
2. Write a monologue for Shylock depicting his actual reaction to discovering Jessica's theft and disappearance.

Act III Scene 1

Enact interpretation of "Shylock's Defense" using images to heighten the power of the words as a testament to human tolerance.

Act III Scene 2

Write a journal entry as though you were Portia describing the man of her dreams. Base the description on what you know about her character.

Act III Scene 3

Research the Elizabethan laws regarding repayment of debts and honoring bonds to share with the class.

Act III Scene 4

Brainstorm films in which men have played women (or vice versa) to achieve some goal. What are the obstacles and challenges they face? What are the benefits of playing someone of the opposite sex? What lessons do those people learn? Create a list of those qualities and make predictions about what Nerissa and Portia will discover in Venice.

Act III Scene 5

Review each of the scenes in this act and identify the purpose of each scene of Act III. How do they fit with one another? What ideas in one scene are illuminated in other scenes? What does the juxtaposition of scenes highlight in each other? What are the recurring themes, ideas, emotions, and words in this act?

Act IV Scene 1

1. Share your feelings to whole class about Shylock at the end of the trial.
2. Write a scene showing a later encounter (after the trial) between Antonio and Shylock based on your opinion.
3. Write a news report of the trial scene to be published in a newspaper.

Act V Scene 1

Research the classical allusions in this scene. How are Lorenzo and Jessica like or unlike each of those famous couples?

Annexure 3: Essential Components of:

1. A Balanced Literacy Classroom

- Balance of quiet and talk activities
- Interactive conversations concerning reading and writing
- Expectations are clear to students, and they can self-regulate
- Students engaged in meaningful literacy work
- Higher level questions are asked by the teachers and students
- Independent literacy work may be open-ended, encouraging higher level skills
- Students encouraged to take risks
- Transitions between activities smooth and efficient
- Evidence of on-going assessment of student progress
- Community and cooperation
- Student independence, ownership, and responsibility.

2. Read Aloud Session

- Selection is appropriate for age and interests of students
- Uses a variety of types of text for read aloud
- Teacher models reading strategies through “think aloud’s”
- Occurs every day
- Students invited to respond to read aloud selections
- Specific teaching points are evident.

3. Shared Reading

- All students have access to text
- Specific teaching points are evident
- Parts of text are highlighted to reinforce teaching point
- Text read repeatedly.

4. Guided Reading

- Teacher working with small, flexible group (5-6 students)
- Group has similar needs, determined through assessment
- Text used presents challenges and supports to students
- Teacher provides support through introduction to selection, highlighting key ideas, vocabulary, etc.
- Students read text independently with teacher available to provide support
- Teacher and students return to text for a teaching point after reading
- Teaching points are evident and clear to students
- Teacher making anecdotal notes about individuals and group
- Teacher listening to individuals read.

5. Independent Reading

- Students know how to select appropriate books for themselves
- Students reading independently
- Students self-select reading material

- Teacher conferencing with individuals
- Students may be responding to text through writing or some other form

6. Modelled/Shared Writing

- Teacher thinks aloud about all aspects of writing process
- Focused on specific skill(s)
- Skill focus determined from assessing student work
- Writing done so all students can view it
- Teacher models rereading and revising
- Teacher discusses writing with students
- Teacher clearly states expectations to help students in their own writing—may develop a rubric together.

7. Guided Writing (Writing Workshop)

- May begin with mini-lesson (this may also be part of the modelled/shared/interactive writing components)
- Students writing, practicing skills learned through mini-lessons
- Writing may be student choice or teacher assigned
- Teacher meeting with individuals or small groups of students to teach specific skills
- Students aware of and following routines established
- Students may be participating in peer conferences.

8. Independent Writing

- Students self-select topics
- Teacher conferencing with students
- Students have opportunity to publish writing if they want

Annexure 4: The Nature of Language

Every creature strives to communicate with its own kind. One of the ways in which this need is fulfilled is by expressing thoughts through the medium of language. Language is the bridge between individuals that tells them they are needed, that they are not alone. Language thus gives self-expression, and by extension, identity. Language is a systematic and conventional means of human communication by way of vocal sounds.

Language is a system of communication which consists of a set of sounds and written symbols which are used by people for talking and writing. Language is quintessentially a human trait. Other animals also use language to communicate; however, their language consists of a limited number of sounds and body movements. So, it is only the humans who has developed a complex and sophisticated means of communication. The progress that humans have achieved in terms of civilization can be attributed to language which made it possible for people to share ideas, thoughts, and inventions and take these to the next higher level of achievement.

Functions and Purpose of Language

Broadly, language serves as the medium of communication. Humans communicate for the following reasons:

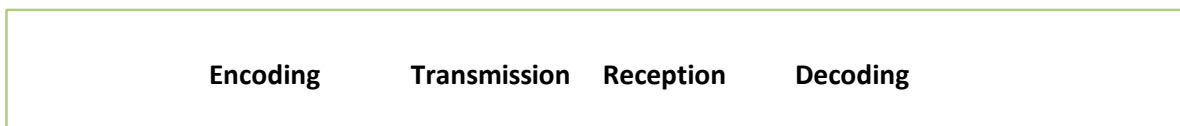
- self-expression and establish identity
- communicate thoughts and emotions to an intended audience
- record events for posterity
- view and re-view any moment in the past
- It is a repository of information
- express judgment, opinions, assertions etc. It is used to say if a statement is true or false
- maintain social rapport between people
- express our ideas, wishes, desires, dreams, ambitions, imaginations, etc.
- learn new ideas, concepts, skills or things
- Entertainment through songs, dances, jokes, etc.

One of the basic human urges is to communicate.

Language a means of communication

Language is the medium of communication. Communication happens when the decoder receives, decodes and understands the meaning of the encoder. The encoder and the decoder are called the interlocutors (persons who take part in a conversation)

A Communication Model



Human language is a complex and sophisticated form of communication. No animal communication matches

or even comes close to the variety, complexity and creativity of human language.

Language is not only a human phenomenon. Other animals also communicate; they cry, hoot, bleat, coo, dance, sing.....to convey their message.

Sounds are basic units of language. But sounds in themselves are meaningless. They have to be organized or combined into meaningful forms to carry a message.

Sounds >> Forms >> Meaning give us an intelligible (that can be understood), sensible structure to understand the world around us.

These three components, in fact, represent the three fundamental dimensions of the organization as well as the three levels of language analysis or language study - Phonological, syntactic and semantic.

Phonological level: Sounds and their organization.

Syntactic level: forms and their organization.

Semantic level: Meanings as manifested in the phonological and syntactic levels.

Features of Human Language

The following are the characteristics or features of human language:

1. **Language as a system.** It is system of systems. Language is not a collection of sound and forms at random but highly organized system in which each unit has its place and value. Each sound is related to other sounds, each word is related to other words to make meaning.
2. **Arbitrariness:** Human language is an arbitrary phenomenon. There is no natural connection or relationship between a word and its meaning. The signifier and the signified are brought together arbitrarily. E.g., why is a 'table' called a table? Tables do not make noises similar to the word. (hence, no connection). We cannot tell from the sound structure which or what meaning is behind it. E.g., Something as large as a whale can be referred to by a very short word, "whale".
3. **Open-Ended System:** The sounds, words and sentences in language may be finite or limited, but the combinations and constructions are infinite or unlimited. Thus, creative or productive potential of the language enables its user to manipulate and make infinite varieties of constructions to express himself or herself. So, human gave the ability to say things that have never been said before, including the possibility to express invented things or lies.
4. **Duality of structure:** Human language is organized at two levels or layers simultaneously: at the level of individual sounds like n, p, b, k, a... but none of these individual sounds have any meaning in themselves. Their meaning comes from the meaningful combinations to form words. Although our capacity to produce new sounds (letter) is limited, we frequently coin new words. Hence our capacity to produce vocabulary is unlimited.
5. **Displacement:** Human language can be used to refer to any dimension of space and time. We can use language to refer to the past, the present and the future. It can also be used to refer to any place here or elsewhere; in neither case does the language user have to move from his or her place to refer to time or place. E.g.: A gorilla cannot tell his friends about his parents, adventures, experiences of the

past. A cat spends the night outside and comes back the next day, stands at your feet.... says “meow”. You ask where it was and you get the same “meow”. Both of these examples show that animal communication lacks the freedom to apply its knowledge to a new context and that animal cannot talk about past or future as humans can. Humans can talk about things that are physically distant such as other countries, the moon, star etc., and for that they do not have to move from their place. Animal communication is confined only for the particular place/time unlike humans. It is this property of displacement that allows humans unlike any other creature, to create fiction and describe possible future worlds.

6. **Meta-linguistic system:** Human language can be used to talk about itself, its features, functions, varieties and levels of sophistications.
7. **Cultural Transmission:** Human beings maybe born with innate predispositions to acquire language, but they are not born with the ability to produce utterances in a specific language. Language is not genetically transmitted. It is culturally transmitted and has to be consciously learned. That language is passed down from one generation to the next shows its cultural transmission. This is very different from animal communication systems where the animals are born knowing their entire system. For e.g., Bees are born knowing how to dance and some birds are born knowing their species of bird songs.

A child born to Bhutanese parents, but adopted and brought up by an American may inherit physical characteristics from the biological parents but will speak English like an American. Human infants growing up in isolation produce no instinctive language. All these clearly show that we acquire language in a cultural context with other speakers, and not from parental genes.

8. **Language is an individual and social phenomenon:** While language is used for expressing individual thoughts, needs and urges; it also establishes relationships between an individual with the society and the broader external world.
9. **Human language is species-specific and species-uniform:** Language is said to be species specific because only humans possess language, and species-uniform because every normal human possess language. Other animals possess various degrees of communication systems, but they are not complex enough to be considered language.

Where do words come from? Etymology

The word is derived from the Greek word “etumos” which means real or true. The ending “logy” suggests the study/ science of. Thus, etymology is the study of the origins of words or the history of words (how they evolved, when they entered a language, from what source, and how their meanings have changed over time). For example, the ancient Greek word “hippos” means “horse” and “potanus” means “river”. Hence “hippopotamus” literally means “river horse”.

A few other parts of the words derived from ancient Greek are “tele” (Long distance) “micro” (small) and “phone” (speak) and “scope” (look). From these come such words as telephone, telescope, microphone and microscope.

Some ways in which words originate Borrowing

A majority of words used in English today are of foreign origin. English still derives much of its vocabulary from Latin and Greek, but it also has borrowed words from nearly all of the languages in Europe. In the modern period of linguistic acquisitiveness, English has found vocabulary opportunities even farther afield. From the period of the Renaissance voyages through the days when the sun never sets upon the British Empire and up to the present, a steady stream of new words has flowed into the language to match the new objects and new experiences English speakers have encountered all over the globe. Over 120 languages are on record as source of present-day English vocabulary.

Shortening or Clipping

Clipping (or truncation) is a process by which a part of an existing word is omitted, leaving what is called a **stump word**. When it is the end of the word that is lopped off, the process is called back – clipping: thus, **examination** was docked to create **exam** and **gymnasium** was shortened to form **gym**. Less common in English are fore-clipping, in which the beginning of a word is dropped: thus, **phone** for **telephone**. Very occasionally, we see a sort of fore and aft clipping, such as **flu**, from **influenza**.

Back-formation

Back-formation occurs when a real or supposed affix (that is, a prefix or suffix) is removed from a word to create a new one. For example, the original name for a type of fruit was **chertse**, but some thought that word sounded plural, so they began to use what they believe to be a singular form, **cherry**, and a new word was born. The creation of a verb **enthuse** from the noun **enthusiasm** is also an example of a back-formation.

Blends

A **blend** is a word made by combining other words or parts of words in such a way that they overlap or and is infixed into the other. The term blend is also sometimes used to describe words like **brunch**, from **breakfast** plus **lunch**, in which pieces of the word are joined but there is no actual overlap.

Transfer of personal or place names

Over time, names of people, places, or things may become generalized vocabulary words. Thus, did **forsythia** develop from the name of botanist **William Forsyth**, **silhouette** from the name of Etienne de Silhouette, a parsimonious French controller general of finances, and **denim** from serge de Nimes (a fabric made in Nimes, France)

Imitation of sounds

Words can also be created by **onomatopoeia**, the naming of things by a more or less exact reproduction of the sound associated with it. Words such as **buzz**, **hiss**, **guffaw**, **whiz**, and **pop** are of imitative origin.

Compounding

It is a process in which two separate words join to produce a single form. *Birth+Day=Birthday*, *Class+Room=Classroom*.

Theories of Language Acquisition

Language is what makes us human – it is what set us apart from so much of the animal kingdom! But how do we acquire language? What influences the process by which humans learn to use language? Many linguists and scholars have put forth their theories trying to explain the process by which humans learn to use language. Two of the theories are explained below in brief.

Behaviorist Theory (Environmental Influences on Language Acquisition)

A major proponent of the idea that language depends largely on environment was the behaviorist B.F. Skinner. He believed that language is acquired through principles of conditioning, including association, imitation, and reinforcement. According to this view, children learn words by associating sounds with objects, actions, and events. They also learn words and syntax by imitating others. Adults enable children to learn words and syntax by reinforcing correct speech. In short, Behaviorists believe that language is learnt through constant reinforcement. The child is born with an empty slate and language items are written on that mental slate as the child grows and experiences the world to which he or she is exposed.

Critics of this idea argue that a behaviorist explanation is inadequate. They maintain several arguments:

- Learning cannot account for the rapid rate at which children acquire language.
- There can be an infinite number of sentences in a language. All these sentences cannot be learned by imitation.
- Children make errors, such as over regularizing verbs. For example, a child may say ***Billy hitted me***, incorrectly adding the usual past tense suffix – ed to hit. Errors like these can't result from imitation, since adults generally use correct verb forms.
- Children acquire language skills even though adults do not consistently correct their syntax.

Rationalistic Theory (Biological Influences on Language Acquisition)

The main proponent of the view that biological influences bring about language development is the well-known linguist Noam Chomsky. Chomsky argues that human brains have a language acquisition device (LAD), an innate mechanism or process that allows children to develop language skills.

According to this view, all children are born with universal grammar, which makes them receptive to the common features of all languages. Because of this hard-wired background in grammar, children easily pick up a language when they are exposed to its particular grammar. In brief, Rationalists argue that language learning is a sophisticated process. The child is born with all the facilities to learn the language. The linguistic ability is inherent in the mind of the child. All that the child does is discover and test.

- The stages of language development occur at about the same age in all children, even though different children experience very different environments.
- Children's language development follows a similar pattern across cultures.
- Deaf children who have not been exposed to a language may make up their own language. These new languages resemble each other in sentence structure, even when they are created in different cultures.

Annexure 5: Reading Strategies

Reading is the process of constructing meaning through the dynamic interaction among:

- the reader's existing knowledge,
- the information suggested by the written language, and
- the context of the reading situation.

Four general purposes of reading are:

- to gain information
- to perform a task
- to experience and enjoy literature
- to form opinions

Critical Reading

Critical reading means **learning to look through texts rather than at them**; it means **reading beyond and beneath** surface meanings to the assumptions, arguments, and strategies behind them. Critical reading means learning about **how texts work**: how they make their meaning, how they appeal to your emotions and intellect, how they present arguments that are explicit and implicit; how they reason with readers and manipulate them.

To be a critical reader, you need to learn how to “slow down” your reading. Slowing down your reading doesn't mean you ought to read more slowly; it means that you need to **read in such a way that you learn to be aware of a text's various parts and processes**. Running your eye over the words on the page it is easy to think of any piece of writing as a smooth and solid object. But all writing — whether a short story by a famous writer or a paper by one of your classmates — is the result of a process and the product of a context. Both the process and context that produce a piece of writing are reflected in various ways in a text's parts and layers. When you learn to slow down your reading you will be able to see that all writing is made up of parts and layers that come together in the writing process to make something that seems whole.

Critical Reading Classroom Environment

For active, critical reading to occur, teachers must create an atmosphere which fosters inquiry. Students must be encouraged to question, to make predictions, and to organize ideas which support value judgments. Two techniques for developing these kinds of critical reading skills include **problem solving** and **learning to reason through reading**. Flynn (1989) describes an instructional model for problem solving which promotes analysis, synthesis, and evaluation of ideas. She states that, “When we ask students to analyze we expect them to clarify information by examining the component parts. Synthesis involves combining relevant parts into a coherent whole, and evaluation includes setting up standards and then judging against them to verify the reasonableness of ideas.”

Beck (1989) adopts a similar perspective, using the term “reasoning” to imply higher order thinking skills. Comprehension requires inferencing, which plays a central role in reasoning and problem solving. For Beck, children's literature has the potential to engage students in reasoning activities.

When literature is approached from a problem-solving perspective, students are asked to evaluate evidence, draw conclusions, make inferences, and develop a line of thinking (Riecken and Miller, 1990). According to Flynn (1989), children are capable of solving problems at all ages and need to be encouraged

to do so at every grade level. (See, for example, “Using Fairy Tales” 1991 for young children; Anton 1990 for elementary children; Johannessen 1989 for middle school children.) Teachers may want to experiment with a particular children’s book and plan a lesson which places reasoning at the centre of instruction.

Wilson (1988) suggests that teachers re-think the way they teach reading and look critically at their own teaching/thinking processes. She cautions against skills lessons that are repackaged in the name of critical thinking but which are only renamed worksheets. She points out that teaching students to read, write, and think critically is a dramatic shift from what has generally taken place in most classrooms.

According to Wilson, critical literacy advocates the use of strategies and techniques like formulating questions prior to, during, and after reading; responding to the text in terms of the student’s own values; anticipating texts, and acknowledging when and how reader expectations are aroused and fulfilled; and responding to texts through a variety of writing activities which ask readers to go beyond what they have read to experience the text in personal ways.

Critical Reading Strategies

Mastering these strategies will not make the critical reading process an easy one, it can make reading much more satisfying and productive and thus help students handle difficult material well and with confidence.

Fundamental to each of these strategies is annotating directly on the page: underlining key words, phrases, or sentences; writing comments or questions in the margins; bracketing important sections of the text; constructing ideas with lines or arrows; numbering related points in sequence; and making note of anything that strikes you as interesting, important, or questionable.

- **Previewing:** Learning about a text before really reading it. Previewing enables readers to get a sense of what the text is about and how it is organized before reading it closely. This simple strategy includes seeing what you can learn from the head notes or other introductory material, skimming to get an overview of the content and organization, and identifying the rhetorical situation.
- **Contextualizing:** Placing a text in its historical, biographical, and cultural contexts. When you read a text, you read it through the lens of your own experience. Your understanding of the words on the page and their significance is informed by what you have come to know and value from living in a particular time and place. But the texts you read were all written in the past, sometimes in a radically different time and place. To read critically, you need to contextualize, to recognize the differences between your contemporary values and attitudes and those represented in the text.
- **Questioning to understand and remember:** Asking questions about the content. As students, you are accustomed to teachers asking you questions about your reading. These questions are designed to help you understand a reading and respond to it more fully, and often this technique works. When you need to understand and use new information though it is most beneficial if you write the questions, as you read the text for the first time. With this strategy, you can write questions any time, but in difficult academic readings, you will understand the material better and remember it longer if you write a question for every paragraph or brief section. Each question should focus on a main idea, not on illustrations or details, and each should be expressed in your own words, not just copied from parts of the paragraph.
- **Reflecting on challenges to your beliefs and values:** Examining your personal responses. The reading

that you do for this class might challenge your attitudes, your unconsciously held beliefs, or your positions on current issues. As you read a text for the first time, mark an X in the margin at each point where you feel a personal challenge to your attitudes, beliefs, or status. Make a brief note in the margin about what you feel or about what in the text created the challenge. Now look again at the places you marked in the text where you felt personally challenged. What patterns do you see?

- **Outlining and summarizing:** Identifying the main ideas and restating them in your own words. Outlining and summarizing are especially helpful strategies for understanding the content and structure of a reading selection. Whereas outlining reveals the basic structure of the text, summarizing synthesizes a selection's main argument in brief. Outlining may be part of the annotating process, or it may be done separately (as it is in this class). The key to both outlining and summarizing is being able to distinguish between the main ideas and the supporting ideas and examples. The main ideas form the backbone, the strand that holds the various parts and pieces of the text together. Outlining the main ideas helps you to discover this structure. When you make an outline, don't use the text's exact words.

Summarizing begins with outlining, but instead of merely listing the main ideas, a summary recomposes them to form a new text. Whereas outlining depends on a close analysis of each paragraph, summarizing also requires creative synthesis. Putting ideas together again — in your own words and in a condensed form — shows how reading critically can lead to deeper understanding of any text.

- **Evaluating an argument:** Testing the logic of a text as well as its credibility and emotional impact. All writers make assertions that want you to accept as true. As a critical reader, you should not accept anything on face value but to recognize every assertion as an argument that must be carefully evaluated. An argument has two essential parts: a claim and support. The claim asserts a conclusion — an idea, an opinion, a judgment, or a point of view — that the writer wants you to accept. The support includes reasons (shared beliefs, assumptions, and values) and evidence (facts, examples, statistics, and authorities) that give readers the basis for accepting the conclusion. When you assess an argument, you are concerned with the process of reasoning as well as its truthfulness (these are not the same thing). At the most basic level, in order for an argument to be acceptable, the support must be appropriate to the claim and the statements must be consistent with one another.
- **Comparing and contrasting related readings:** Exploring likenesses and differences between texts to understand them better. Many of the authors we read are concerned with the same issues or questions, but approach how to discuss them in different ways. Fitting a text into an ongoing dialectic helps increase understanding of why an author approached a particular issue or question in the way he or she did.

The student's role

Critical thinking implies that a reader is actively and constructively engaged in the process of reading. The reader is continually negotiating what s/he knows with what s/he is trying to make sense of. The role of background knowledge and the student's ability to draw upon it are essential to critical thinking/learning.

It is not an easy task to incorporate higher level thinking skills into the classroom, but it is a necessary one. For students to participate in the society in which they live, they must have experiences which prepare them for life. In order to become critical thinkers, it is essential that students learn to value their own thinking, to compare their thinking and their interpretations with others, and to revise or reject parts of that process when it is appropriate.

A classroom environment which is student-centred fosters student participation in the learning process. Learning that is both personal and collaborative encourages critical thinking. Students who are reading, writing, discussing, and interacting with a variety of learning materials in a variety of ways are more likely to become critical thinkers.

The teacher's role

Teachers who encourage **pre-reading discussions** to help readers activate prior knowledge or fill in gaps in background knowledge set the stage for critical reading. They help students identify purposes for reading, formulate hypotheses, and test the accuracy of their hypotheses throughout the reading process. In addition, asking students to examine their own reading and learning processes creates the awareness necessary for critical reading.

Post-reading activities that extend texts provide an opportunity for teachers to check for learning. Transforming ideas from reading into artwork, poetry, etc. is an evaluative, interpretive act that reveals the student's level of understanding. Critical readers are active readers. They **question, confirm, and judge** what they read throughout the reading process. Students engaged in such activities are likely to become critical thinkers and learners.

How Do I Sharpen My Critical Reading Strategies?

Reading critically does not mean that you are criticizing the writer's message but rather that you are **assessing the validity and reliability of the writer's material**. Critical readers are also aware that they bring their beliefs, values, experiences, and prior knowledge to the reading process. Critical readers ask questions about themselves, the writer, and the writing. Below is a set of questions to sharpen your critical reading strategies.

Menu of Critical Reading Questions

1. Reader's Background and Value Assumptions
 - What do I know about the topic?
 - What are my beliefs and values regarding the topic?
 - 3. What is my purpose for reading this material?
2. Writer's Background and Value Assumptions
 - What is the writer's background?
 - How might it affect the writer's approach to the topic and the selection and interpretation of the evidence presented?
 - What are the writer's value assumptions regarding this topic?
3. Writer's Argument, Conclusion, and Evidence
 - What is the topic of the writer's argument?
 - What is the writer's conclusion?
 - How has the writer limited the scope of the argument through definitions of key terms and the use of qualifying words and phrases?
4. Writer's Use of Evidence to Support the Conclusion
 - Are there any logical fallacies?
 - What sort of evidence does the writer use to support the conclusion(s)?
 - Does the evidence offer adequate support for the writer's conclusion?
 - Are the sources creditable?

- If the writer uses research studies as evidence, does the research satisfy these conditions:
- Is it timely?
- Is the sample group representative of the target population?
- Who conducted the research? What was the purpose of the research?
- Has the research been replicated?
- Are the statistical findings and writer's conclusion focused on the same topic?
- Do the graphic illustrations represent the data in a truthful manner?
- Do the various physical dimensions of the graphic accurately portray the numerical relationships?
- What is the source of the data in the illustration?
- Are the statistical findings and the writer's conclusion focused on the same topic?

5. Reader's Reaction to the Reading

- Do I accept the writer's evidence as reliable and valid support of the conclusion?
- To what degree do I accept the conclusion?
- How does the conclusion relate to what I already know and believe about the topic?
- How has the writer's argument changed my views on this topic?

Here are some strategies that may be used:

- **Take inventory of what you will be reading.**

Think about what you already know about the subject. Write down some notes on these thoughts. Look over the material you are reading - look for key words and phrases that may be in italics or boldface. Look for any graphs, captions, pictures or other graphics. See if there is a summary at the end or a set of comprehension questions. Most textbooks have summaries and questions. These can be very helpful to guide your reading. You should always read the summary and the questions before you read the text. These will give you a good idea of what to look for when you read. Remember: not everything in the text is equally important: read for the main ideas.

- **See the forest, not the trees!**

There is an English idiom that says, "You can't see the forest for the trees." This means that a person cannot see the overall picture or idea because she/he is concentrating on the details too much. When you are reading, don't try to understand every word - get the overall idea.

- **Don't just read —WRITE!**

Take notes while you are reading. Sometimes notes can be words and phrases that help you remember main ideas. However, you can also draw pictures or diagrams of key ideas. It's like drawing a map with roads connecting different cities or locations. If each location is an idea, connect them together in your notes.

- **If at first you don't succeed, try, try again.**

If possible, read the text more than once.
Don't be afraid to make guesses.

Try to guess at meaning by looking at the context. The sentences and words immediately before and after the point you are reading can give you good ideas.

- **Try to analyze the text.**

Look for the introduction and conclusion. Look for the topic sentences in each paragraph.

- **Make connections.**

Try to make connections between main ideas and supporting details. Well-written texts will attempt to make connections of their ideas in a logical way.

- **Summarize & Paraphrase.**

When you have finished reading a paragraph or a portion of the text, stop and try to summarize in your own words what you have read. You can do this in your notes or you can explain it orally to someone else.

- **Talk with your friends.**

Discuss what you have read with others who have also read the same text.

SQ3R. for students & teachers

When you read, it is important to have a strategy or a plan for reading effectively. If you do not have a plan, you may be easily distracted or may not focus on the right things in the text. As a result, when you are finished reading, you may not understand very much of what you have read. Also, you may not have developed your English very much, either.

When you read, you must be actively involved in the reading process in order to understand most effectively. The SQ3R method is one way to help you do this.

How does the SQ3R method work?

Survey

Survey means to scan the main parts of the text you are going to read. This includes looking at the title, headings of paragraphs, introduction and conclusion, first lines of each paragraph, and any extra information that may be presented in boxes on the page. Doing this gives you some basic understanding of what the text is about and helps you know what to expect when you read in more detail.

Questions are very helpful when you read a text. Most of the time, people read first, and then look at questions at the end of the text. However, this is not the best way to read. If possible, read the questions provided for you FIRST. This will help you know what specific information to look for. Questions (those that are provided with text and those provided by your teacher) are designed to focus on the main points. Therefore, if you read to answer these questions, you will be focusing on the main points in the text. This helps you read with a goal in mind - answering specific questions.

3 R's

Read

Once you have some idea of what the text is about and what the main points might be, start reading. Do not be afraid if the text has many words you cannot understand. Just read!

Follow these suggestions:

- Do not use your dictionary the first time through the text.
- Try to understand as much as you can from the context.
- Take notes as you go.
- Make a note of places that you do not understand, or words that are unclear. • Go through the text a second time.
- Try to answer the questions.

Recite

Studies have suggested that students remember 80% of what they learn, if they repeat the information verbally. If they do not repeat verbally, they often forget 80%. Writing down the answers to questions from the text and saying these answers will help you remember the information. One good way to do this is to discuss the information with a friend or classmate, or with the professor. Try to summarize the main points you have learned from the reading and add to your knowledge from the comments and responses of the person you are talking with.

Review

Review means to go over something again. In order to remember information, you cannot simply memorize it one day and then put it aside. After you have read and discussed and studied your information, it is important to review your notes again a few days or weeks later. This will help you keep the information fresh in your mind.

Strategies for Teaching Reading Strategies Modes of Reading

Different modes of reading offer varying levels of support for students, from having the teacher read the entire text aloud to having students read the text independently. It is frequently appropriate to combine several modes of reading at once. The combination provides a scaffold for learning that gradually releases responsibility to the students and helps them to become more proficient readers. Different combinations are used to meet the differing needs of students in relation to the materials they are reading.

Reading Aloud

The teacher reads aloud from a text that is too challenging for the students to read and comprehend alone. Usually, the students do not have a copy of the text. The teacher may complete the text in one reading or may continue reading a longer text over a period of time. Reading aloud is used to develop background information, to make connections across texts, or for enjoyment.

Teacher-Directed Interactive Reading

Using grade level materials which may include magazine or newspaper articles, poems, charts, or other forms of print, the teacher provides direct, supported reading of text to the whole class. The

text is read in a variety of ways.

- The teacher introduces the text and sets a purpose for independent, silent reading of a part or all of the text.
- The teacher reads the text or part of the text aloud while students follow the reading in their own texts. The teacher pauses for predictions, clarifications, and questions. A summary of what was read is developed orally or in writing with the class.
- Students are paired for buddy reading of the text.
- Small groups of students read the text together using reciprocal teaching strategies.
- The teacher reads the text aloud to a small group of students while the rest of the class reads the selection independently, with a buddy, or in a small group.
- Groups of students or the whole class may read the text together as a choral reading activity.

Guided Reading

The teacher provides small group instruction using materials at the instructional level of the group. The teacher supports the development of effective reading strategies for processing new texts at increasingly challenging levels of difficulty. This progression of difficulty must be in increments small enough to allow the reader to bridge the gap without being frustrated. Therefore, the best materials for guided reading are sets of books that have the progression built in. For elementary school students whose instructional reading level is close to grade level, the grade level basal may be used to provide guided reading level is close to grade level, the grade level basal may be used to provide guided reading instruction.

During Guided Reading, the teacher works with a small group of students who use similar reading processes and are able to read similar levels of text with support. The teacher introduces a text to this small group and works briefly with individuals in the group as each student reads to him/herself. The teacher may select one or two reading strategies to present to the group following the reading and may have students participate in extension activities. Basic to Guided Reading is that the text is one that offers the reader a minimum of new concepts to learn so that students can read the text with the strategies they currently have, but it provides an opportunity for new learning.

Structured Independent Reading

Students build reading fluency, practice strategic reading skills, and increase their vocabularies by spending sustained periods of in-class time engaged in independent reading. Books may be self-selected or teacher assigned, but is at the students' independent reading levels. Time for this fluency practice must be built into the school day and must include a daily homework assignment.

Students in Pre-primary should spend a minimum of 15 minutes each day in developmentally appropriate independent reading behaviour. **Students in grades 1-12 must spend 30 minutes each day on in-class independent reading. All students, PP-12, must read 30 minutes each night as daily reading homework.** Activities which support and strengthen independent reading include:

- drawing a picture of a favourite part of the book;
- discussing the book/chapter read with a partner or a small group; • keeping a record or log of each book completed;
 - writing a brief summary of the content;
 - making a personal response to the reading in a log or journal;
 - writing dialogue journals to the teacher about the independent reading material; and/or
 - taking the Accelerated Reader test.

Working with Words

Students receive daily explicit, systematic instruction in one or more of the following as appropriate:

- phonemic awareness, students are taught the sounds of the language;
- phonics instruction, students receive instruction in letter/sound matching;
- blending and segmenting sounds, and decoding;
- graphophonic instruction, students learn to use letter/sound correspondence to write;
- syntactic, students learn word patterns and spelling, prefixes, suffixes, root words, etymologies; and
- vocabulary, students learn word meanings, analogies, usage, and cognates.

Reciprocal Teaching

Students are taught to become **strategic readers through an active dialogue** with a teacher/leader and other students. Working in small groups, students practice the following critical reading strategies: • making predictions based on titles, captions, pictures, prior knowledge, etc.;

- formulating good questions based on the text (e.g., writing test questions);
- seeking clarification of words, phrases, or concepts not understood;
- summarizing, getting the main idea; and
- forming visual images while reading.

Questions and Discussion

Critical to reading comprehension is the ability to ask and answer higher order thinking questions about text and to defend or challenge answers using information and details from the text to support positions. Students at all levels and in all subject areas must have daily opportunities to raise questions to be used in group discussions about texts. Student-generated questions should be used to formulate teacher-made tests.

Read and Retell

Retellings are powerful tools because they serve authentic instructional and assessment purposes. Students retell, orally or in writing, narrative or expository text. In the retelling, they use the same form, style, and language of the original text. This strategy aids comprehension of text, expands vocabulary, and provides good models for students to transfer to their personal writing. Retellings provide insights into the thinking, organization, and comprehension levels of the readers. In primary grades students may use drawings in combination with oral retelling.

Learning to Write, Writing to Learn

Writing and reading are reciprocal skills which strongly support one another. It is important that students receive daily instruction in effective writing and that they use writing to demonstrate what they have learned. Writing is thinking made visible. It supports students in learning to construct meaning and become proficient readers. It involves many activities including: exploring different modes of writing; mini-lessons that include modelling; and engaging students in meaningful interactions with text.