National School Curriculum

INSTRUCTIONAL GUIDE FOR ENGLISH

CLASSES IX & X

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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Research and writing

1. Amber Rai, Curriculum Developer, SCD, DSE, MoESD
2. Sangay Tshering, Curriculum Developer, SCD, DSE, MoESD
3. Pratima Rai, Teacher, Khangkhu MSS, Paro
4. Namgay Dem, Teacher, Mendrelgang CS, Tsirang
5. Tshoki Dorji, Teacher, Sherubling CS, Trongsa
6. Chimi Dema, Changangkha MSS
7. Dawa Dakpa, Kamji CS

Advisers

1. Tashi Namgyal, Director, DCPD, MoE
2. Pem Tshering, Chief Programme Officer, SCD, DSE, MoESD
3. Phuntsho Lhamo, Specialist, Adviser to DSE, MoESD

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 suggestive 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, 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 measurable. Various 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 should be for learning rather than 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 for learning using diverse appropriate 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. They 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 tools and techniques depending on the nature of the learning activities. The learners should be clearly informed about the success criteria, the areas of 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 IX

Listening and Speaking

Topic: Arguing and Evaluating

Learners should be able to explain their position by stating their opinion with clarity. Acquiring this abilitywill empower the speaker to put forward his/her point of view with conviction while discussing complex issues. Learners should be able to listen and respond constructively to others, taking different views intoaccount and modifying their own views in the light of what others say; only then will he/she be able to participate in formal discussions and conversations. They learn how to speak confidently using persuasiveand argumentative skills to engage in discussions and debates.

Competency

- Explain their position on and understanding of complex issues to discuss and debate with vigour.

Knowledge: Speaking strategies to suit purpose, topic, and audience.
Skills: Adopt appropriate speaking strategies. Conduct appropriately and use formal language accordingto context.
Behaviour: Acknowledge and respect others' views.

Learning Objectives

- Speak effectively by adopting different strategies depending on purpose, topic, and audience.
- Discuss and debate using ideas derived from multimodal texts.
- Participate actively in meetings by following the established norms.
- Listen and respond constructively to others, taking different views into account and modifyingtheir own views in the light of what others say.
- Discuss and debate on pertinent issues including healthy and unhealthy sexual relationship usingideas derived from multimodal texts.
- Evaluate what is heard and give reasons for agreement or disagreement on familiar topics suchas cultural and social taboos and stigma.

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

Learning Experiences

- Provide opportunities for students to discuss a suggested topic of their interest and presenttheir opinions using appropriate speaking strategies.
- Engage students to discuss a specific topic from the text or beyond.

  Note:
  - Explore speaking strategies depending on the purpose, topic and audience. Ensure to remindlearners how to participate in formal discussions and debates.

  Example:

- *Ask children to share their experience of making choices in context to the poem "The RoadNot Taken" by Robert Frost.*
- *Scott Perkins as a round character in the story 'I've Got Gloria'.*
- *Nature should be feared rather than respected, with reference to the essay, 'Nature is NotAlways Kind'*
- *In "The Giver" by Louise Lowry, Jonas is attracted towards Fiona. Do you think theirrelationship would be healthy if they refused to take pills?*

- Allow students to speak out their opinion by clearly stating their point of view.

  Example:
  - *How would you feel if you were a caged bird? (Reflections could be derived from the poem "I Know Why the Caged Bird Sings" by Maya Angelou)*
  - *What is your opinion on use of smart phones in school? (Beyond texts)*
  - *Do you think schools should have strict rules? What are some of the rules you liked ordisliked in Jonas's community from the novel, The Giver?*

- Provide a relevant and appropriate topic to discuss contradicting views and organise

  a debate.Example:

  - *Vegetarian leads healthier life than non-vegetarians. (Beyond texts)*
  - *A community of Sameness (like the one in **The Giver)** is an ideal place to live in.*
  - *Life imprisonment is better than capital punishment, with reference to the story, 'The Bet'.*

  Note:

  - Set clear guidelines for debate to initiate healthy discussion or initiate an online debatesession via Google Meet on a suggested topic/subject.

- Introduce refutation and persuasive language skills to help students to argue and consolidatetheir standpoint.

  Note: Teacher may refer to features of persuasive and argumentative essays.

- Design role-play activities for learners to exhibit persuasive

  language skills:Example:

  - *Suppose you are a salesman trying to sell a latest product, how would you convince yourcustomers?*
  - *Let the learners in groups write dialogue for 10 minutes of role-play based on the story, 'The Story of an Hour'.*

- Prepare for a panel discussion and ask them to discuss a topic. Ask them to take turns to speak out their opinion persuasively, while respecting opposing ideas expressed by their peers at the same time.

  Example:

- *Use of smartphones in schools*
- *Are household chores only for girls/women?*
- *Obeying parent's advice. (Refer the poem '**If**' for more ideas).*

Assessment

- Develop and use rubrics for debate and discussion.
- Develop and use rubrics for appropriate speaking skills.

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

Resources

- Persuasive Language, part 1 https://www.youtube.com/watch?v=bEM3pDMJsAc (5:54)
- Persuasive Language, part 2 https://www.youtube.com/watch?v=CEbKmH8fAsc (4:05)
- Debate Lesson: Refutation and Rebuttal https://www.youtube.com/watch?v=l6_6i-OJ_e4 (11:11)

  - Reading & Literature texts
  - Guidelines for debate
  - Features of persuasive and argumentative essay (language)
  - Video materials (TED talks)

TED talks suggested videos:

- How to speak so that people want to listen | Julian Treasure https://www.youtube.com/watch?v=eIho2S0ZahI&list=PLAzHnsaRaIWfkIk1EbUjVj1JtR4MXmT50 (9:58)
- The psychology of self-motivation | Scott Geller | TEDxVirginiaTech https://www.youtube.com/watch?v=7sxpKhIbr0E (9:58)
- Inside the mind of a master procrastinator | Tim Urban https://www.youtube.com/watch?v=arj7oStGLkU (14:03)
- Healthy and unhealthy relationships **https://youngandfree.org.uk/relationships/healthy-and-unhealthy-relationships/** (3:39)

Note: Teacher can select any TED talk videos that are relevant to students' interest.

i. Speak about major literary works
ii. Fluency and precision while speaking
iii. Argue and evaluate while listening and speaking

Practice and develop debating skills.

Topic: Perceptive Listening

Listening perceptively is an essential criterion of effective communication skill. Learners should be able to grasp the message by listening attentively and accordingly respond in a conversation. It is important to respect the other person's point of view while putting forward their own perspective. It is through listening perceptively, he/she can provide constructive feedback in a discussion.

Competency

- Listen perceptively and provide feedback to contribute to the development of discussions.

Knowledge: How to listen and respond appropriately.
Skills: Practise listening and responding appropriately.
Behaviour: Acknowledge and respect the views others' views.

Learning Objectives

- Use the listening and speaking skills developed in earlier classes.
- Speak effectively by adopting different strategies depending on purpose, topic, and audience.
- Listen and respond constructively to others, taking different views into account and modifyingtheir own views in the light of what others say.
- Participate actively in meetings by following the established norms.
- Evaluate what is heard and give reasons for agreement or disagreement on familiar topics suchas cultural and social taboos and stigma.

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

Learning Experiences

- Inform students that they are going to listen to a song or ask learners to listen to a song and audiotape their reactions to the song and the singer.

  Example:
  - Play an audio of a song (preferably a sad, soulful one).
    Example:
    - *Nothing Compares 2 U* by Sinead O' Connor
    - *No Distance Left to Run* by Blur
    - *Misty Blue* by Dorothy Moore
    - *Hey Jude* by The Beatles.

  - Play the audio for the second time. Tell the learners that they should think/visualize about what the singer must be feeling and why.
  - Ask the following questions:
    What could the singer be doing at that particular time or how he/she must be acting while singing?
    What would they tell the singer if they could meet?
  - *Ask learners to write down their reactions as a writing activity. This activity could be carried out multiple times using other genres like speeches.*

- Share tips on how to listen actively and provide constructive feedback to peers. Let students practise listening and responding perceptively through role-play. Alternatively, create scenarios ofrole-play.

  Examples:

  - It can be a conversation between:

    a) An employer and an employee who failed to report for work on time.

    b) A doctor and a sick person.

    c) A hotel manager and a dissatisfied client,

    d) Parent and a rebellious child.

Note: As each role-play is being enacted, the learners should pay close attention to:

- the words said and how they are said, the actions and reactions of the speakers, their gestures and facial expressions – the things they would've said but left unsaid.
- after the role-play, the learners should share their perceptions of the conversations. Remind students to demonstrate positive behaviour and attitudes while listening and speaking.

- Create opportunities for learners to share their findings in the classroom through oral presentations, while the peers listen attentively. Prepare for a post-presentation conferencewhere the listeners will provide constructive feedback on the presentation.

  Example:

  - Let learners read the poem "Buddha's Death" by Romesh Chander Dutt.
  - Ask learners to share the theme of the poem.
  - Let other learners listen perceptively and provide feedback to contribute to thedevelopment of discussions.

- Show videos or play audios (PBE/contextualised documentary films on culture, social taboos and stigma) of popular speeches and ask students to listen attentively. Learners will then reinforce onthe topic/subject while taking different views of the speaker into account.

Assessment

- Develop and use rubrics for group/pair discussion
- Develop and use rubrics for audio/visual presentation
- Guidelines for role-play
- Checklist for active listening and feedback

Note: Rubrics should be in line with the perceptive depth of listening shared through observation.

Resources

Suggested speeches video

I Have a Dream speech by Martin Luther King. Jr HD (subtitled)
https://www.youtube.com/watch?v=vP4iY1TtS3s (6:46)

This country isn't just carbon neutral – it's carbon negative – Tshering Tobgay
https://www.youtube.com/watch?v=7Lc_dlVrg5M (18:54)

Jack Ma's Ultimate Advice for Students & Young People - HOW TO SUCCEED IN LIFE
https://www.youtube.com/watch?v=bXGhtjezJPY (11:16)

Active Listening: How To Listen Effectively
https://www.youtube.com/watch?v=O3XqUZE4be0 (6:01)

20-Minute Peer Feedback System
https://www.youtube.com/watch?v=jJJIY9DM-ts (1:35)

- Songs
- Reading & Literature Text
- Guidelines to listen actively and provide constructive feedback to peers
- Audio/video materials (speech).

Topic: Fluency and Precision While Speaking

The ability to use words correctly will help learners become effective communicators and avoid verbosity. The thoughts, feelings, and information they want will be communicated more clearly when precise vocabulary is used. Knowing when to use formal and informal words and understanding the power of aptwords will help them choose the most appropriate language for a specific occasion.

Competency

- Demonstrate an apt use of vocabulary while speaking to convey the message succinctly.

Knowledge: Vocabulary and idiomatic expressions.
Skill: communicate effectively using correct vocabulary and idiomatic expressions.
Behaviour: Use proper language to suit specific occasions.

Learning Objectives

- Speak effectively by adopting different strategies depending on purpose, topic, and audience.
- Use idiomatic expressions and phrasal verbs appropriately in their speech.
- Use the conditional forms properly to express possibilities and probabilities in their speech.
- Conduct interviews to collect specific information on assigned topics or topics of their choiceincluding different ways to express love and affection as one matures.

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

Learning Experiences

- Elicit prior knowledge on use of words and idiomatic expressions in listening and speaking skillsthrough a short cloze test (can also be done on Google Classroom/social forum).

- Share any awkward situations experienced as a result of miscommunication throughmalapropisms.
  Note: - Familiarise learners on what malapropism means.

- Share examples of awkward situations experienced as a result of miscommunication through malapropisms (Suggestive: “Mind Your Language” series https://www.youtube.com/watch?v=YC9_Aan_S9Q (40:33)

- Create opportunities for students to use words and idiomatic expressions.

  Example:
  - Discussions, Interviews, speeches and debates in the classroom

Note:

- The activity should allow learners to explore different ways to express love andaffection.

- Explore and watch videos of speeches/debate delivered by famous Bhutanese and non-Bhutanesepersonalities. List down the idiomatic expressions used and explain what they mean.
- Provide texts like, a paragraph or a short write-up, for instance, that is wordy. Ask learners, ingroups of three or four, to replace the wordy statements or explanations with single words orphrases to enhance clarity and expression.
- Deliver extempore speech using idioms, phrases, and conditional forms.

  Note:

  - Provide guidelines for extempore speech. Design rubrics in consultation with learners

Assessment

- Develop and use rubrics to assess extempore speech.
- Teacher visits clusters to assess using rubrics.

Resources

Language Aloud…allowed by Gwen Mowbray www.rec.gov.bt)
Idiomatic Expressions (Part 1) https://www.youtube.com/watch?v=rL4e2SOcrsY
Idiomatic Expressions (Part 2) https://www.youtube.com/watch?v=FNxOy4EXrXk
Conditional Forms/Tenses https://www.youtube.com/watch?v=Pg tn8YfXU8
https://study.com/academy/lesson/conditional-words-definition-examples.html

Topic: Speaking Effectively and Emphatically

The use of appropriate intonation and stress at the right places in speech is one of the many factors thathelp convey meaning emphatically. Therefore, learners must be provided ample opportunities to practise the correct use of intonation and stress.

Competency

- Participate in a variety of contexts, public or otherwise, using appropriate intonation andemphasis to communicate emphatically.

Knowledge: qualities and tips for emphatic communication**.**
Skill: use appropriate intonation and emphasis to communicate emphatically**.Behaviour:** Demonstrate appropriate conduct to suit context and audience.

Learning Objectives

- Speak effectively by adopting different strategies depending on purpose, topic, and audience.
- Listen and respond constructively to others, taking different views into account and modifyingtheir own views in the light of what others say.
- Conduct interviews to collect specific information on assigned topics or topics of their choiceincluding different ways to express love and affection as one matures.

Learning Experiences

- Create opportunity for learners to communicate effectively.
  Example:
    - Explore and watch video on effective communication and note down the qualities of greatcommunication.
    - Share video on effective communication through google classroom and ask children towatch video and note down the qualities**.**
- Create opportunities for leaners to practise effective and emphatic communication. Example:
    - Ask learners what makes a speech effective and let them note down the responses. Ifnecessary, provide clues to arrive at intonation and stress.
    - Let learners watch/listen to a speech. Ask them the following questions;Was the speech emphatic?
      How did the speaker use intonation?
      Which words, phrases or sentences were stressed?What was the effect?
    - Ask learners to record and send the practice-video. Provide feedback (stress on usingappropriate intonation and emphasis to communicate emphatically).
        - Discuss the qualities and content needed to become emphatic communicators.
- Ask learners to prepare a short speech and inform that speech delivery would be assessed (withemphasis on correct intonation and stress at the right places).

Examples:

- Demonstrate how to communicate emphatically.
- Explore on how to communicate emphatically (stress and intonation)
- Let learners deliver their speeches

Note: This activity may also include interviews, role-plays, extempore, debates, and discussions.

Assessment

- Develop and use rubrics/ checklist to assess empathic communication.

Resources

The recipe for Great Communication https://www.youtube.com/watch?v=qFWsTsvJ8Xw (4:42)

Champion, 2018 National Public Speaking Competition
https://www.youtube.com/watch?v=KkgC4fVPYig (3:58)

Malala Yousafzai UN Speech: Girl Shot in Attack by Taliban Gives Address | The New York Times
https://www.youtube.com/watch?v=5SClmL43dTo (16:21)

Topic: Speaking About Major Writers and Literary Works

To engage in an intellectual conversation, learners should be able to talk about the contribution of popular writers by using appropriate listening and speaking skills. Acquiring this skill will enable the learners to relate to various text in literature with confidence, while they acknowledge notable literary works, drawing inspiration from them.

Competency

- Talk about popular writers and their works, including Bhutanese writers to acknowledge theircontribution to language and literature and draw inspiration.

Knowledge: Popular writers, including Bhutanese writing in English and are contributing to the Bhutanese English literature.
Skills: Adopt appropriate speaking strategies while speaking to suit purpose, topic, and audience.
Behaviour: Acknowledge, appreciate and value the contribution of literary works of popular writers.

Learning Objectives

- Use the listening and speaking skills developed in earlier classes.
- Speak effectively by adopting different strategies depending on purpose, topic, and audience.
- Talk about major classical and modern writers and their works including Bhutanese writers.
- Conduct interviews to collect specific information on assigned topics or topics of their choiceincluding different ways to express love and affection as one matures.
- Evaluate what is heard and give reasons for agreement or disagreement on familiar topics suchas cultural and social taboos and stigma.

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

Learning Experiences

- Explore and encourage learners to talk about major classical and modern writers and their worksincluding Bhutanese writers.

  Example:
  - Ask learners who they consider their favourite writer is, and which book(s) they have read.
  - List down the writers on the board as learners name them and their books.
  - Encourage learners, in turns, to talk about the writers and their works.
  - Remind them to include reasons why they agree or disagree with the writers' idea in theirtalk.
  - If they would recommend their friends to read the book, why?
  - Which other writers' work they enjoy reading? (Learners may refer their Reading Portfolio).

- Encourage learners to draw comparisons between texts (classroom and beyond) to help themevaluate by giving reasons for agreement or disagreement.

Example:
Ask learners what would happen if there were no writers at all?

- Ask learners to discuss in groups and present their task of comparisons to the whole class.
- Encouraged learners to discuss on the followings;

  Similarities between 'The City of Amber' and 'The Giver'
  Partition: 1947 and A Grain of Mustard Seed

- Provide prompts and hints, if necessary, by asking them to recall some of the texts they have studied (in earlier classes) in the Reading & Literature strand. (If the students have not identified any Bhutanese writers, name some and their works)

  Example:
  - Let learners pick up any two stories that they have read.
  - Ask them to pick any one aspect of the features (setting, characters, plot or theme etc.) and let them relate and connect the themes, symbols and rhetoric used in the text with the works of other popular writers. For instance;

    The setting of the short story "A Grain of Mustard Seed" is relatable to Khushwant Singh's novel 'Train to Pakistan').

- Create an opportunity for learners to explore and draw inspiration from popular writers and their works, including Bhutanese writers.

  Example:

  - Recite popular poems or read a paragraph (besides the ones included in the text) as a model to draw inspiration.
  - Ask students to explore literary works of popular author and select the best pieces.
  - Based on the selected pieces, conduct a declamation competition in the class through role-play.

- Engage learners in an intellectual conversation to talk about the contribution of popular writers by using appropriate listening and speaking skills.

  Example:
  - Students will talk about a book they have read and share their findings in the class.
  - Ask the student to impersonate the author and talk about the book in detail.
  - Select a panel of interviewers (in groups) from the class to ask questions about the book.

- Create an opportunity for learners to talk about their favourite book in the class. Ask learners to select their favourite book and prepare for a 2-3 minutes Book Talk. Remind learners that their talk must include reasons for agreement or disagreement, for instance on the theme of the book they are going to talk on.

Provide tips on how to do a book talk:

- *Introduce yourself and book. Have a copy of the book on your hand while presenting. Name the author, genre. You may tell where you got the book from.*
- *Talk about the content of the book by highlighting only the interesting point. You may talk about the characters, setting and plot briefly. You can also read an interesting paragraph from the book to motivate other readers. Just give enough information without giving too many spoilers. A book talk should not be a book report; it should be like a movie trailer.*
- *Never give away the ending. Make the audience want to know more about the book. Talk about why you want to recommend the book to your friends. Rate your reading experience of the book in the scale of 5 stars.*
- *Entertain two- three questions from your peers about the book.*

Note: Encourage learners to read at least one book written by Bhutanese author.

Assessment

- Develop and use rubrics for Book-Talk
- Develop and use rubrics for Declamation

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

Resources

Poetry Out Loud - 2015 State Finals https://www.youtube.com/watch?v=jm_OYBnRSiQ (58:56)

Poetry In Voice 2016 winner Marie Foolchand recites at Griffin Poetry Prize awards ceremony

https://www.youtube.com/watch?v=vfrlYx0-B7E (2:54)
Highwayman - Lreena Mckennit https://www.youtube.com/watch?v=Ixi4jz0Gn4E (9:33)
Train To Pakistan (1998)

https://www.youtube.com/watch?v=yVXe7ZUsyFw (1:08:04)
How to do book talk https://www.youtube.com/watch?v=kln1mTngLq4 (6:55)

Reading & Literature text
Books of popular writers

Reading and Literature

Topic: Layers of Meanings in Literature

A well-written text often hides layers of meaning beneath the surface, and the ability to "read the lines, in between the lines and beyond the lines" is the key to unlock those layers of meaning. Learners learn to adopt appropriate reading strategies to comprehend, analyse and interpret different forms of literature. Acquiring this skill, learners understand how rhetoric works to convey the intended meaning of a writer.

Competency

- Read and discuss a range of texts identifying layers of meaning and commenting on theirsignificance.

Knowledge: Reading strategies, Content of the text (meaning and significance)
Skills: Adopt appropriate reading strategies. Read and respond critically to a range of text to identifylayers of meaning.
Behaviour: Enjoy reading with depth, and understand and share interpretations with others.

Learning Objectives

- Use appropriate reading strategies and skills developed in earlier classes to comprehend the texts.
- Read and articulate personal and critical responses to fiction and non-fiction texts.
- Use the features of literary texts to help them understand the ideas they encounter in the texts they are reading.
- Read, understand, and engage with the ideas expressed by different authors in different forms of texts.
- Analyse text to generate ideas and express them by connecting to other texts and situations.

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

Learning Experiences

- Draw personal and critical responses from the learners by following the critical reading strategies everytime while a new reading material (fiction and non-fiction text) is introduced.
  Example:
  - Ask the following questions as they read:
    i. **Previewing**: What is the text about? What can I predict about the text from the title?
    ii. **Contextualizing**: Who is the author and when was it written? What do I know aboutthe historical and cultural context about the text?
    iii. **Questioning**: What is the thesis statement/ central idea expressed by the writer? Whatevidences are used by the writer to support his/her point of view?
    iv. **Reflecting**: What are my personal beliefs and values? Do I agree with the writer's pointof view?

v. **Outlining**: Identify and list down the main points expressed by the writer.
vi. **Summarizing**: Re-write the ideas (listed in your outline) in your own words.
vii. **Evaluating**: Is the writer's point of view valid? Do I completely agree with the ideasexpressed in the text?
viii. **Comparing and contrasting**: Is there any other text I have read that has similar ordifferent ideas expressed by the writers?

Note: Encourage learners to follow the critical reading strategies whenever they read any literary genres, including novels.

- Familiarize learners with different rhetorical devices used by writers and let learners read various ranges of text from Reading &Literature text or other sources, to decipher different layers of meaning:

  Example:
  - Demonstrate how to identify layers of meaning in a text by reading an allegory andexplaining the underlying meaning of the text.

    'A Grain of Mustard Seed': Read the Biblical parable of the mustard seed and relate it with thetheme of the story.

- Introduce the concept of 'symbol' and ask:
  - What object is being symbolized in the text?
  - What does it represent beyond its literal meaning?
  - Discuss how the symbolical meaning is different from the surface meaning?
  - How does the author use symbol to bring out theme of the text?

  Example:
  - *Road not Taken: What do the roads symbolise in the poem by Robert Frost?*

- Read an anecdote and explain how anecdotes can be used as hooks to grab the readers' attention. Let the learners use anecdotes as hooks in their writing.

  Note:
  - Familiarise learners with what an anecdote means and how it can be used as hooks.

- Introduce the concept of 'satire' with an example and select satirical texts for learners to read. Ask the learners to identify what is being satirized and bring out the satirical implications.

  Example:
  - *The Dignity of Work: How is 'classism' portrayed in the essay?*

  Note:
  - *Let the learners use PEEL/PREP format to organize and write their understanding of the text.*

    P=Point – Always start with a sentence stating the point of your writing. The point should go

towards developing the overall thesis of your essay. The point should be neither too general nor too specific.

E=Explain/Elaborate – The next step in a paragraph is to explain or elaborate on your point. This might include mentioning others who have made the point before you, or perhaps puttingyour point into context.

E=Evidence/Example – The third step is to provide evidence for your point or to give an example to support it.

L=Link – Finally the linking sentence is where you tie it all together, and link back to the point you were making, and its relevance to the overall topic.

- Encourage learners to read a variety of texts and engage them in group discussions to explain, elaborate and interpret different ideas and themes expressed by different writers.
  (Refer the story 'The story of an hour' by Kate Chopin)

  Example:
  - Ask the following questions after reading each text in Reading & Literature:

    To what genre of literature does the text belong?
    What is the central idea expressed by the writer?
    Do you agree with the writer's point of view? Why?
    Have you come across similar ideas expressed by an author in any other text you haveread?
    How is this idea different from other texts you have read?
    What rhetorical devices are used by the author? Ask learners to discuss the effects of those devices in carrying a message across.

    - Let the learners present their findings by writing and reading out aloud in the classroom.

- Familiarise learners with different rhetorical devices used by the writer and let them read "The Story of an Hour" to interpret different layers of meanings such as satire, imagery and different figures of speech (personification, and metaphors).

- Use examples from the text to teach the learners how to identify layers of meaning in a text and explain the underlying meaning of the text.
  Example
    - ***Satire***: The author uses satire to show *the wife's illness and weakness to the inferior role of women in society.*
- Introduce the concept of 'symbol' after the learners have read the story ***"The Story of an Hour"***
  Example:
  - *What do the 'spring, open window, and death of Mrs Mallard' symbolize in the story?*

- Give an example of 'irony' from the text and ask learners to convey the intended meaning of the author, contrary to the meaning of the text. Explore verbal, situational and dramatic irony from the text.

- Ask learners to discuss the different types of irony and come up with their own examples.

- Encourage learners to read the text and engage learners in group discussions to explain,elaborate and interpret different ideas and themes expressed by different writers.

  Example:
  - Ask the following questions after reading each text:
    The doctor reports the cause of death as the 'joy that kills. Can joy or happiness kill people? Share some possible situations.
  -

    What rhetorical devices are used by the author? Ask learners to discuss the effects of thosedevices in carrying a message across.

    *Note: Refer the text (**make connection**) questions for further discussion.*

  - Let the learners present their findings by writing and reading out loud in the classroom.

***Note**: The above learning experiences are suggestive. Teachers may explore any other suitable texts to achieve the learning objectives.*

- Introducing the concept of rhetorical devices (***Refer the short story 'The Retrieved Reformation' by O' Henry)***

Example:
- Discuss the rhetorical devices used by the author? Identify the phrases, sentences and paragraphs where rhetorical devices are used.

E.g Simile
(Opened like a cheese)
(The reader infers that Jimmy has no trouble opening the safe and that it opens as smoothly as a knife split open a block of cheese).

- Draw personal and critical responses from the text by following the critical reading strategy (Refer to the poem 'The ***Character of a Happy Life' by Sir Henry Wotton.***
- Encourage the learners to read the poem repeatedly and engage them in group discussions to explain, elaborate and interpret different ideas expressed by the poet.

  Example: *Following are the suggestive questions for discussion.*

  i. Think about why or how we become servants of our 'passions'.
  ii. How is the idea of servitude exposed in the poem? Discuss.
  iii. Is praise a virtue or vice? Explain.

Assessment

- Develop and use anecdotal notes of how learners participate and respond to critical response questions poised.
- Use PEEL format to assess learners' comprehension of the underlying meaning of the text.
- Develop and use rubrics for group presentations.

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

Resources

- PEEL paragraphs https://www.youtube.com/watch?v=h1dQvPtwp0I (5:01)
- Glossary of Literary Terms https://literaryterms.net/glossary-of-literary-terms/
- Suggested allegorical stories
- https://www.shortstoryguide.com/short-stories-that-are-allegories-or-fables/
- https://www.academia.edu/30834936/KateChopins_The_Story_of_An_Hour_A_Literary_Analysis
- Reading & Literature text
- Novel

Topic: Critical Reading Strategies

While reading texts, there are various dimensions to consider among which are: language, themes and structures. Learners should be able to use appropriate reading skills to deconstruct these aspects. They learn how to use the features of literary text and comprehend the ideas expressed in the text they read. Acquiring this skill will enable them to articulate their personal views and opinions.

Competency

- Respond to texts referring to aspects of language, themes, and the structures of the various formsto justify their views and opinions.

Knowledge: Language, theme and structure of a text.
Skills: Use appropriate reading strategies to read and respond critically.
Bahaviour: Appreciate the technical aspects of literature.
Use exemplary characters - their behaviour and conduct encountered in reading as models

Learning Objectives

- Read and articulate personal and critical responses to fiction and non-fiction texts.
- Use the features of literary texts to help them understand the ideas they encounter in the texts they are reading.
- Apply close and critical reading, and viewing to a variety of texts to enhance their understandingof how lexical and grammatical items are used in context.
- Use the features of literary texts to help them understand the ideas they encounter in the texts they are reading.
- Analyse text to generate ideas and express them by connecting to other texts and situations.
- Evaluate the point of view of the writer on issues like right and wrong, justice and injustice,gender stereotypes, national and universal values in literature.

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

Learning Experiences

- Let learners read texts following the close and critical reading strategies to explore language, theme and structure of the text. Use guided reading strategy by asking the four focus questions ofClose and Critical Reading (CCR):

    ii. What does the text say?
    iii. How does the text say it?
    iv. Why does the author say it?
    v. What connections can be made?

  Note:
  - Teacher should consider the followings (CCR):

  What does the text say?
  - Ask learners to outline the main ideas and points.

- Ask learners to summarize the main idea or theme in their own words, based on the outlinedrawn.
- Ask learners to paraphrase the thesis statement presented by the writer.
- Let learners discuss in groups and use the PEEL/PREP format to write their findings.

How does the text say it?

- Let learners list down new words as they read.
- Ask them to look up the meaning of the words in a dictionary.
- Let learners learn how to pronounce these words correctly and tell them to construct asentence using the word.
- Ask learners to read the text by closely observing the tone used by the writer.
- Is it assertive or persuasive?
- What emotions does the text evoke?
- Does it change your perspective?
- Elicit prior knowledge by asking the learners to name different rhetorical devices andfigurative language.
- Ask learners to read the text and identify which rhetorical devices are used by the writer.
- Ask learners to find phrases/paragraph where the writer has effectively used figurativelanguage to enhance the meaning of the text.
- Let learners read the texts and closely observe how the sentences are structured.
- Elicit prior grammatical knowledge to discuss tenses, articles, prepositions, adjectives etc.used by the writer.
- Guide learners to identify and explain how the writer effectively uses compound andcomplex sentences in their text.

Why does the author say it?

- Ask learners to think about the purpose of the text and what conclusions they have drawnbased on reasoning and evidences provided by the writer.
- Learners will respond to: What message or take-away does the author want the reader towalk away with? What else can you infer about the subject/opinion/etc. based on what iswritten?
- Let the learners share their responses by reading it loud in the classroom.

What connections can be made?

- Encourage learners to make connections to text with their own prior knowledge of theworld and their own experiences.
- Learners evaluate the practicality of application of the ideas expressed in the text (right andwrong, justice and injustice, gender stereotypes, national and universal values).
- Ask them to demonstrate how they can apply these ideas in their day-to-day lives throughrole play.

Note: Suggestive strategy for teachers:

- Elicit prior knowledge on the element of a short story by listing it down (setting, characters,plot, conflict, point of view and theme)
- Select a story from the text and ask learners to read and discuss to find out:Where and when does the story take place?
  What can you tell about the cultural/historical context of the setting?Who are the main characters in the story?
  Who is the protagonist?
  What is the main struggle faced by the protagonist?What is the turning point of the story?
  How does the story end?
  What point of view is used by the narrator?What is the central theme of the story?

- Ask learners to talk about their favourite character in a story or novel they have read.

  Example: Ask (sample questions to start the discussion):
  - What did you like about the character?
  - What qualities make that character stand out from the rest?
  - What quality of the character would you like to adopt for yourself?

  - Let learners write a character sketch of their favourite character in the story. Ask them touse the 3A's to focus on their description:
    Appearance: How the character looks.Action: What the character does.
    Attitude: How the character thinks/ behaves.

- Outline the plot structure of a conventional short story by explaining what happens in:Introduction
  Conflict
  Rise in action
  Climax
  Fall in action
  Resolution/Denouement

  Example:
  - Ask learners to discuss in groups and use the plot structure to write the sequence of actions that happen in a short story. The finding is presented in the class (chart/projector). They canalso include it in their reading portfolios.

  Note:
  - *This structure can be used to write a standard summary in Book Reviews.*

- Explain the features of a lyrical poem using an appropriate poem. Let learners read different lyrical poems from the text or from other sources and ask them to identify the features. Let themdiscuss:

  Who is the speaker?
  What emotions does the poem evoke in the minds of the reader? What sound devices are used by the writer to make it sound musical?What figures of speech are used?

  Note:
  - The findings are shared in the class through oral presentation.

- Ask learners to write a short poem of three to five stanzas using the features of a lyrical poem. Learners can share their writings with their peers and ask for feedback and edition. Let them redraftand write their final version in their portfolio.

Use the short story 'The story of an hour', for the following learning experience:

- Draw personal and critical responses from the learners by following the critical reading strategy every time a new reading material (fiction and non-fiction text) is introduced.

  Example:
  - Ask the following questions as they read:
    i. **Previewing**: What can you predict about the text from the title?
    ii. **Contextualizing**: Is there any other text you have read that has similar or different ideas expressed by the writer? Share with your friends.
    iii. **Evaluating**: What is the central idea expressed by the writer? What are the major conflicts in The Story of An Hour?

- Let learners read the text following the close and critical reading strategies to explore language, theme and structure of the text. Use a guided reading strategy by asking the four focus questions ofClose and Critical Reading (CCR):

  ii. What does the text say?
  iii. How does the text say it?
  iv. Why does the author say it?
  v. What connections can be made?

  - Elicit prior knowledge of the elements of a short story (setting, characters,plot, conflict, point of view and theme).

  Example:
  i. Ask learners to discuss in groups and use the plot structure to write the sequence of actions that happen in a short story.

  OR

  ii. Draw a character sketch of any character from the story.
  iii. Write an analysis of the short story.

Use the story, 'A Retrieved Reformation' by O'Henry to discuss and evaluate the universal values embedded in the story in relation to Bhutanese values.

Example:

- How is the value of 'cause and effect' portrayed in the story?

Use the poem, 'IF' by Rudyard Kipling, for the following learning experiences:

1. Let learners read texts following close and critical reading strategies learned in the earlier classes to explore the language, theme and structure of the text. Use the following questions to guide the reading:

- Discuss why you think the poem is called "If."
- What emotions does the poem "If—" evoke in you?
- What are the values represented in the poem?
- List down some of the qualities not mentioned in the poem that you think people should have.
- What personal qualities mentioned in the poem do you have? Share with your friends.

2. Creative Writing (Creating)

Example:

- Ask students to add a new stanza to the poem incorporating the qualities they feel are missing from it. Peers can offer feedback on the writings that have been shared with them. Allow them to revise, edit and proofread the piece. Finally, allow them to add their best work in the portfolio.

Note: Encourage students to follow the writing process that they have learnt in the earlier classes.

Assessment

- Develop and use rubrics for summary and paraphrasing using PEEL format
- Design and use rubrics for group/peer discussion.
- Design and use Rubrics for role-play
- Develop and use rubrics for character-sketch using the 3As as suggested.

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

Resources

- Critical Reading and Reading Strategies https://theeducatorsroom.com/close-critical-
- reading/#:~:text=Close%20and%20Critical%20Reading%2C%20or,purposeful%20reading%20of%20a
- %20text.&text=It%20is%20designed%20to%20help,analysis%2C%20synthesis%2C%20and%20evaluat ion
- Lyrical poem https://literarydevices.net/lyric poem/
- Elements of short story http://www.katiekazoo.com/pdf/KK_FiveEssentialElements.pdf
- Reading & Literature text

Topic: Literary Skills

Learners should be able to refer to and relate to various forms of literature they have read. They learn howto use evidences, citing information and ideas they have encountered. Gradually they become independent readers as they read for both pleasure and purpose.

Competency

- Refer to a variety of sources to gather evidence and use them to strengthen their literary skills.

Knowledge: Inter-textual reference
Skill: Make inter-textual connections to analyse, evaluate and synthesis information, themes, andvalues
Behaviour: Read for pleasure and purpose.

Learning Objectives

- Talk and write about major classical and modern writers, including Bhutanese writers and theirworks.
- Read, understand, and engage with the ideas expressed by different authors in different forms oftexts.
- Read and view widely, at least 40 pieces of literature, for pleasure to demonstrate independentreading and learning in the content area.

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

Learning Experiences

- Let learners read a variety of text, fiction and non-fiction, written by major classical writers,including Bhutanese writers. Ask them to write reviews on the books they have read.

Example:

- Let learners read (a literary piece: “Dignity of Work” by Charles Finn for instance) and writea review on what they have read.
- Let learners (in pairs) read each other’s reviews and ask them to write feedback. They canalso post their book reviews in their personal blog.

Note:

- Remind learners to include the book review in their respective Reading Portfolios.
- Provide a standard Book Review format/template and ask them to use it accordingly.
- Ask them to read a book of their choice thoroughly and get ready for interview questions. Theyare expected to give expert opinions.

Example:

  - Conduct a role-play where students assume the role of a writer/author of the book theyhave read.
  - Select a panel of interviewers among the peers who will ask relevant questions to thewriters to extract information:

Sample questions:

- What is your name and the title of your book?
- Why did you choose that particular title for your book?
- What inspired you to write the book? Talk about your influences.
- Describe the setting of your book. Who are the main characters?
- What rhetorical devices did you use to write your book?
- What message do you want to convey through your book?
- Is there any other book which shares a similar idea as yours? How is it different?
- Have you written any other books?

- Read selected texts from Reading & Literature and discuss the ideas and themes presented by different authors. Use extracts from different forms of text and draw inter-textual references by talking about similarities or differences in regard to style, structure and themes. Let the learners discuss:

  Example:

  - *Compare Mrs. Mallard* (from 'The Story of An Hour' by Kate Chopin) *and the speaker in 'Road Not Taken' by Robert Frost's unique aspirations in life. In what ways are they different or similar?*
  - *Do you consider characters like Highwayman and Jimmy Valentine (From 'A Retrieved Reformation) as heroes?*
  - *Bring out the themes from the novel 'The Giver'. Can you find similar themes in any othertext you have read?*
  - *Both texts, "Anne Frank's Dairy" (Anne Frank-Class VIII Text) and "Nature is not always kind" (Helen Keller), use first person point of view and have autobiographical elements; but how are the two texts differ in terms of their features?*

  Note:

  - The findings of these discussion questions can be shared in the classroom through oral presentation (in groups) and later written in their respective notebooks.

- Let students read poems written by classical writers and share it with the class **(Refer the poem, 'The Character of a Happy Life' by sir Henry Wotton)**

  Example:

  - Select two classical poems that you have read and share a short analysis.

- Read selected texts from Reading and Literature and discuss about the ideas and themes presented by different authors. Use extracts from different text and draw inter-textual references by talking about similarities or differences in regard to style, structure and themes.

  Example:

- Does the poem share any ideas and themes similar to the poem 'The Slave's Dream' by H.W. Longfellow? (Text in the supplementary poetry)

Assessment

- Develop and use rubrics for a book review
- Develop and use rubrics for a book talk
- Design and use rubrics for role play
- Develop and use rubrics for oral presentations.

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

Resources

How to do book talk https://www.youtube.com/watch?v=kln1mTngLq4 (6:55)

Book Review

https://study.com/academy/lesson/what-is-a-book-review-definition-examples.html

Reading & Literature text

Topic: Appreciating Different Literary Genres

Learners explore aesthetics in literature. They should be able to identify elements and use of literary devices that create beauty and harmony. Eventually, they become scholars of literature as they learn to become life-long independent readers.

Competency

- Identify the elements in a piece of literature which create a sense of beauty and harmony that affect their lives.

Knowledge: Elements of Aesthetics in literature.
Skill: Evaluate the effects of the use of relevant literary devices that talk about the aesthetics of literature.
Behaviour: Appreciate and value the beauty and harmony in literature.

Learning Objectives

- Use the features of literary texts to help them understand the ideas they encounter in the texts they are reading.
- Read, understand, and engage with the ideas expressed by different authors in different forms of texts.
- Evaluate the effect of the use of relevant literary devices in a text.

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

Learning Experiences

- Elicit prior knowledge on the use of rhetorical devices and figurative language by listing them down.

  Example:
  - *Ask learners to google or refer glossary of literary terms and explore different types offigurative language (besides the ones they already know) with examples.*

- Select an appropriate poem, either from the text or any other source, and let learners read and identify various figures of speech like simile, metaphor, personification, hyperbole etc. used in the text.

  Example:
  - *Let learners read "Buddha's Death" by Romesh Chunder Dutt.*
  - *Ask them to cite the examples from the text and pay close attention to appreciate howvarious figures of speech help to enhance the meaning and senses.*

- Let learners read/recite a lyrical poem, either from the text or other sources. Guide learners to identify sound devises like rhyme, rhythm, alliterations, onomatopoeia etc. which adds beauty and harmony in poetry.
  Example:

- Let learners read “I Know Why the Caged Bird Sings” by Maya Angelou.
- Ask them to identify the sound devices used in the poem.
- Ask them to write a stanza using any two of these sound devices.

- Introduce ‘imageries’ and explain how it helps to make writing more descriptive and vivid. Use examples for each imagery.

  Example:
  - Let learners read Helen Keller’s essay “Nature is Not Always Kind” and carefully observe how the writer captures the pen picture of her surrounding using imagery.
  - Ask the learners to identify various imageries used in the text and cite the examples fromthe text.

Audio	Visual	Gustatory	Olfactory	Tactile	Kinesthetic

  Note:
  - Imageries are also abundantly used in poetry, so learners can explore how it is used in thepoems they read.

- Let the learners to read various text of literature and ask them to quote remarkable lines from thetext that affected their emotions and thoughts. Encourage learners to pay close attention to the language and structure used by various writers in different forms of text so that they can truly appreciate the aesthetics in literature. In addition, they should explain what kinds of images the passage evokes in them.

  Example: suggestive excerpts from the texts for discussion:

  - *I had learned a new lesson - that nature “wages open war against her children, and undersoftest touch hides treacherous claws.”* (Hellen Keller, *Nature is Not Always Kind*)

  - *It was Thoreau who said, “No person ever stood lower in my estimation for having a patchin their clothes.”* (Charles Finn, The Dignity of Work)

  - *But spoke Buddha, though in pain, “He who comes to seek for wisdom*
    Shall not come to me in vain!” (Romesh Chandra Dutt, *Buddha’s death*)

  - *I took the one less travelled by,*
    And that has made all the difference. (Robert Frost, *The Road Not Taken*

- *If God did not care then why had Lord Vishnu entered the world nine times already to helphis people? Why had Christ come to be among men, and suffer? Why did the Bodhisattva turn his back on the perfect bliss of Nirvana and return to the world, to show men the way by which they could enter and share enlightenment? Why should God – all the aspects of God in all the world – spend so much time on the reclamation of man if a man was irreclaimable? Who would know it better than he? My heart told me it could not be true.* (Edith Pargeter, *A*

Grain of Mustard Seed)

- *"We gained control of many things. But we had to let go of others"* (Lois Lowry, *The Giver*)

- Similarly, learners can quote and cite extracts from the books or articles they have read.
- Encourage them to keep records of the quotes/extracts in their reading portfolio. They can alsowrite it in charts and display it on the walls/ literary column.
- Ask them to paraphrase these lines in their own words.

Familiarize learners with different rhetorical devices used by writers and let them discuss how it is used in the text.

Refer to the poem 'The Character of a Happy Life' by Sir Henry Wotton for the following learning experience:

Example:

- What are the rhetorical devices used in the poem? How did the poet use the devices to convey messages to the reader?
- Let the learners read the text and ask them to quote remarkable lines from the text that affected their emotions and thoughts.
- A strong excerpt from the text can be used for discussion.

  Example:
  - *Whose amour is his honest thought,*
    And simple truth his utmost skill!

Refer to the poem 'IF' by Rudyard Kipling for the following learning experience

1. Elicit prior knowledge on the use of rhetorical devices and figurative language.

   Example:
   - *Ask learners to google or refer glossary of literary terms and explore different types of figurative language (besides the ones they already know) with examples.*
2. Let learners read and identify various figures of speech like simile, metaphor, personification, anaphora, assonance and hyperbole used in the text.

   Example:
   - *Ask them to cite the examples from the poem and explain their meanings to appreciate how various figures of speech help to enhance the aesthetic sense of the text.*

3. Let learners recite this lyrical poem to identify sound devices like rhyme, rhythm, alliteration, anaphora, etc. which add beauty and harmony to poetry.

Assessment

- Develop and use rubrics for writing stanzas using sound devices
- Prepare checklists for figures of speech
- Develop and use rubrics for paraphrase

Note:

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

Resources

Figures of speech
https://literarydevices.net/figure-of-speech/
Sound devices
https://literarydevices.net/sound-devices/
Figurative Language and Sound Devices
https://www.youtube.com/watch?v=jC6MsrRf_1k (4:59)
Reading & Literature texts
Novel (Giver)

Topic: Text-to-Life Connections

Readers get exposed to various universal themes, values and ideas – the notions of right and wrong, justice and injustice, forgiveness and revenge, life, and death – expressed in various forms of literature. Learners should be able to discuss, comprehend and evaluate these profound ideas. They also learn how to relate these universal values and apply them in their personal lives.

Competency

- Discuss and relate to one's own life the profound ideas expressed in literature – the notions of right and wrong, justice and injustice, forgiveness and revenge, life, and death.

Knowledge: Profound ideas expressed in literature
Skills: Discuss, relate and evaluate the writers' point of view
Behaviour: Behave righteously on the notions of right and wrong, justice and injustice, forgiveness and revenge, life, and death. Engage in sustained reading.

Learning Objectives

- Read, understand, and engage with the ideas expressed by different authors in different formsof texts.
- Evaluate the point of view of the writer on issues like right and wrong, justice and injustice, national and universal values in literature.
- Engage in sustained reading and viewing for pleasure, personal development, and learning.
- Evaluate the point of view of the writer on issues like right and wrong, justice and injustice, gender stereotypes, and national and universal values in literature.

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

Learning Experiences

- Let learners explore various text of literature and explore profound ideas and universal values embedded in the text as they read.

  Example:
  - They can discuss on the thematic level of the text to understand and evaluate the point of view of the writer.
- Engage learners in groups to discuss implicit and explicit messages they encounter as they read text from Reading & Literature. Encourage them to apply those values or ideas they have learnedby relating them to their personal values and perspectives.

Example:
- How fair is it to put a bird in a cage? Would you cage a beautiful bird so that you can see it every day and listen to its songs or set it free?
- The highwayman wanted to avenge his lover's death but ended up getting himself killed.How differently would you have reacted if you were in his place?
- What was Scott Perkins's strategy to take revenge on Mrs. Whitman for his failure in maths? How did he rectify his action? What advice would you give Scotty if you were hisfriend?
- The citizens of Sameness (in "The Giver") are bound by strict rules. Do you think it isjustifiable?

Would you break or follow the rules, if you were one of the citizens?

- Create a situation to let learners discuss and share their experience with the texts they have read. Example:
  - Select themes which have/generate conflicting views and let the learners' debate on them.

Suggested topics:

- Free bird vs. caged bird
- A Highwayman cannot be labelled as a true hero.
- It is not wise to take an untrodden path.

Note:

- Remind learners to use persuasive and refutative language to argue their point of view.
- After the debate, ask them to write their resolution using evidences from the text.

- Encourage learners to visit library and read various form of literature written by different authors and explore similar universal themes they have encountered in the Reading & Literature text.
- Assign them summer/winter project (during the break) to read at least four books (Encourage them to read at least one book written by Bhutanese author). To ensure that the learners have read books, ask them to write book reviews and remind them that they have to present a BookTalk when they return from their break.

Note: Use the short story, 'The story of an hour' for the following learning experience

- Create a situation where the learners can discuss and share their experiences with the texts they have read.

Example:

- If you were Mrs. Mallard and have been informed about Mr Mallard's death, how would you react? Discuss.

Note: *Remind learners to use persuasive and refutative language to support the points.*

- Let the learners in groups to write dialogue for 10 minutes role play based on the story and present to the class in turns.

Refer the short story 'The Retrieved Redemption' by O'Henry for the following learning experience

- Ask the learners to read the text, encourage them to explore implicit and explicit ideas and messages and compare with their life experiences.

Example:

- If you know, share with your friends an incident where a supposedly bad person does a good deed.
- Why do you think Ben Price pretended not to recognize Jimmy Valentine?

Refer the poem, "The Character of a Happy Life" by Henry Wotton and discuss the following

- Engage learners in groups to discuss implicit and explicit messages they encounter as they read the text. Ask them to apply those values or ideas they have learned by relating them to their personal values and perspectives.

Example:

- What would you consider to make yourself your own master?
- Having understood the poem, how do you relate it to the social issues in and around you?
- How can you relate the ideas shared in the poem to your everyday life?

Assessment

- Develop and use rubrics for debate
- Develop and use rubrics for book talk
- Provide book review format
- Design and use rubrics to assess role play.

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

Resources

- E-Books: https://manybooks.net/
- How to do book talk: https://www.youtube.com/watch?v=kln1mTngLq4 (6:56)
- Reading & Literature text
- Novel (Giver)

Writing

Topic: Grammatical Features and Rhetorical Devices

As learners progress to write, learners show appropriate usage and control of grammar, sentence and paragraph structures, diction, and syntax in their writing task. They are able to demonstrate apt use of vocabulary and rhetorical devices in their writing process for different contexts and purposes

Competency

- Use increasingly complex grammatical features, rhetorical devices, and vocabulary correctly to sharpen the efficacy of writing.

Knowledge: A variety of grammatical structures, rhetorical devices and vocabulary
Skills: Use complex grammatical features, rhetorical devices and apt vocabulary to enhance writing efficacy.
Behaviour: Demonstrate appropriate social etiquette in writing for different contexts and purposes.

Learning Objectives

- Use the writing skills developed in earlier classes.
- Continue using the Writing Process to refine the writing to become an independent writer.
- Use discourse markers like “however”, “therefore”, and “further” to achieve cohesion in theirwriting.
- Use rhetorical devices, including antithesis and hyperbole, in their writing.
- Show appropriate usage and control of grammar, sentence and paragraph structures, diction,and syntax in their writing task.

Note: The above objectives can be split into topic-specific objectives.

Learning Experiences

- Elicit prior knowledge of the writing process by asking the learners to list down and explain the steps.
  Note:
    - Reorient the learners on the writing process (refer to the link provided in the resources)
    - Explore and orient learners on academic writing.
    - Let learners write on any topic of their interest.
- Let learners read simple paragraphs (from text or other sources) and ask them to write aparaphrase using complex grammatical structure.
  Note:
    - Familiarise learners on how to paraphrase.
    - Encourage them to use discourse markers like “however”, “therefore”, and

"further" while reconstructing the sentences.

- Select a sample paragraph from the Reading & Literature text (or from any source) where discourse markers/connectors are used. Show/explain the function of discourse markers ineach case.
- Ask learners to write an essay showing the use of discourse markers. Let them follow thewriting process. (This task could take a week or two)

- Revisit the types of sentences based on structure – simple, compound and complex sentences.(Follow the same process as above)

- Ask learners to write about their feelings and opinion about a topic of their interest, or the teacher might suggest one. To make their statement more convincing and striking, ask them touse rhetorical devices like hyperbole and antithesis in their expression.

  Note:

  - Define 'hyperbole' and 'antithesis' and explain with examples, if the concept is new to thelearners.

- Create opportunities for learners to build on their vocabulary using synonyms and precision whilewriting prose or verse (Word choice/diction)

  Example:

  - Let learners read a few paragraphs or extracts from essays and ask them to select certainwords and phrases and choose alternative words and phrases to replace them.
  - Make learners to list down words and phrases they frequently use and replace it withsynonymous words by referring dictionary to avoid repetition.
  - Encourage learners to develop a vocabulary booklet where they can note down new wordsand phrases.

- Let learners demonstrate writing process to sharpen their writing efficacy:

  Example:

  - Ask them to write prose, stories or verse individually, exhibiting appropriate usage and control of grammar, sentence and paragraph structures, diction, and syntax in their writingtask.
    - Ask them to use rhetorical devices to make their writing more impactful.
    - Ask learners to work in pairs and edit each other's writings. The editor will provide feedbackon use of rhetorical devices, vocabulary and complex sentence features.
    - Let learners write a re-draft, taking into account the feedback received from their peers.The cycle of editing and redrafting will continue as the learners refine their writings to perfection.

  Note:

  - The final version will be included in their respective writing portfolio. Let learners post

theirwork in their respective blog as publication.

Assessment

- Rubrics for assessing writing (essay, story, poem)
- Rubrics for assessing paraphrasing
- Checklist of rhetorical devices used

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

Resources

- The writing process power-point
- https://www.slideshare.net/weigansm/the-writing-process-powerpoint
- Rhetorical devices
- https://www.cliffsnotes.com/literature/a/all-quiet-on-the-western-front/critical-essays/rhetorical- devices
- Writing complex sentences
- https://education.nsw.gov.au/teaching-and-learning/student-/smart-teaching-strategies/literacy/writing/stage-3/sentence-structure/writing-complex-sentences#:~:text=A%20complex%20sentence%20is%20formed,one%20clause%20(verb%20group)
- How to Improve Your Vocabulary in Writing
- https://www.youtube.com/watch?v=DwQFll2LrFg (9:07)
- What is academic writing https://www.youtube.com/watch?v=Cq4J8bPBcck (10.07)
- Reading &Literature text
- Writing portfolio
- Reading materials
- Dictionary

Topic: Language and its Dynamism

Using figurative language adds dynamism and variation to writing. The literal meanings can be further enhanced when learners use figurative language in their writing. They learn to use figures of speech and literary devices to strengthen their writing efficacy and grow as a proficient writer.

Competency

- Write using figurative language and adopt an appropriate voice to show an increasing command overlanguage and its dynamism.

Knowledge: Figurative language
Skills: Write effectively using figurative language.
Behaviour: Appreciate the dynamism of language and enjoy writing

Learning Objectives

- Use the writing skills developed in earlier classes.
- Continue using the Writing Process to refine the writing to become an independent writer.
- Use figurative language in their writing.
- Enjoy writing by participating in a community of writers.

Note: The above objectives can be split into topic-specific objectives.

Learning Experiences

- Elicit prior knowledge of figures of speech. Ask learners to explore various figures of speech and figurative language from magazines and library books they read.

  Example:

  - Let learners read 'The Character of a Happy Life' by Sir Henry Wotton and identify the figures of speech usedin the poem.
  - Let learners read poem of their interest and list down various figures of speech used in thetext.
  - Let learners write their own sentences using the identified figures of speech.

- Create an opportunity to let learners examine figurative language and how it adds dynamism and variation to writing.

  Example:
  - Display two charts with a list of sentences. On one chart, present sentences using figures of speech and on the other, without the figures of speech but, conveying the same meaning (or the sentences can be written down on the board).
    - Let learners practise writing sentences with and without figurative language (Remind learners that the sentences must convey the same meaning).

- Let learners discuss the impact of using figures of speech (How they enrich and deepen themeanings, add beauty to language etc.)

  Example:
  - Let learners watch a video clip, https://www.youtube.com/watch?v=IthISUkkOPM(suggestive).
  - Let them discuss how changing words can enrich the meanings and add beauty to the language.
  - Give a sentence to the learners and let them re-write the sentences with impactful effects.

- Elicit the features of a lyrical poem by listing them down on the board. Ask learners to write a lyrical poem using at least five types of figures of speech.

  Note: Follow the Writing Process

- Create an opportunity to let learners participate in a community of writers.

  Example:
  - Conduct a poetry festival by displaying and acknowledging the best-selected piece of each student on the literary board/wall.
- Show videos, pictures and illustrations, for example, a landscape of nature, and ask them to describe what they observe in a paragraph using figurative language.

- Let learners read prose (essays and stories) and ask them to re-write using non-literal language.Note: Follow the Writing Process

Assessment

- Develop rubrics for assessing lyrical poem
- Develop checklist for use of figures of speech/figurative language and imageries.
- Design rubrics for paragraph writing

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

Resources

- Figures of speech
- https://www.litcharts.com/literary-devices-and-terms/figure-of-speech
- Figurative language | Reading | Khan Academy https://www.youtube.com/watch?v=lzKj-bLvrYQ
- Reading &Literature text
- Pictures/ illustrations/videos
- Literary board/wall
- Magazines

Topic: Purpose and Audience in Writing

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

Competency

- Write in a wide range of forms to enrich the repertoire of writing skills and styles.

Knowledge: Different forms of writing.
Skills: Use varieties of writing strategies to adapt to different forms and contexts.
Behaviour: Demonstrate the possession of appropriate ethics and values in writing.

Learning Objectives

- Use the writing skills developed in earlier classes.
- Maintain purpose and sense of audience in a piece of writing.
- Write down explanations to elaborate the contents of non-continuous texts.
- Write for a variety of purposes and audiences using a wider variety of forms encountered in their reading to include memoirs, resume, report, minutes of meetings (note-taking) and descriptive essays.

Learning Experiences

- Create an opportunity to let learners practise writing (Follow the Writing Process)

Example: (Memoir)

- Explore writing memoirs and familiarise learners with its features.
- Ask learners to write a memoir describing/narrating an incident that taught them important lessons in life.

Example: (Resume)

- Orient learners on writing resumes.
- Explore the standard format of resume writing.
- Ask them to write one.Example: (Report-writing)
- Get copies of newspapers and distribute them. One for each group if there aren't enoughcopies.
- Ask them to read ONE report. As students read, jot down the 'journalistic questions' on the board. What? Who? Where? When? Why? And how?
- Then, ask learners if the report they read answered these questions.
- Explain other features of report writing like creating a snappy headline etc.
- Assign learners to write reports of interesting events that recently happened in theirlocality or school. It could be about co-curricular activities or a local festival.

Example: (Minutes of Meetings: This can be done in the sense of note-taking by using the learning experiences suggested earlier in Listening and Speaking and Reading and Literature)

- Explain what Minutes of Meeting means with examples
- Let learners listen to an audio or watch a video, and ask them to note the important points.
- Let learners read a piece, an essay for instance, and ask them to write down the importantpoints from the text.

- Let learners practise information-transfer activities from non-continuous to continuous form.Example:
  - Show a flow-chart of how certain goods are processed/manufactured.
  - Diagram of how a machine operates.
  - A graph showing statistics of population growth.
  - A map showing directions on how to arrive at a particular place.
  - Ask learners to explain/elaborate on the given context and write it in paragraph form. Allow learners to compare their findings with their peers.

- Provide features of descriptive essay, emphasizing the use of 'imageries' as one of the most important elements. Ask the learners to write a descriptive essay using at least four differenttypes of imagery in their writing.

- Elicit prior knowledge on how to write an official letter by listing all the steps and procedures. Provide a sample of the standard format of an official letter and ask learners to write a letter putting them in different contexts and situations. Let learners practise writing an official letter following thestandard format.
  Example:
  - *Write a letter to the manager of Druk Electronics, placing an order for specific electrical appliances you require. (Business letter)*
  - *Write a letter to the Municipal committee, complaining about the improper waste disposalin your locality. (Complaint letter)*
  - *Write a letter to the Dasho Dzongdag, inviting him to attend an important function in your school. (Invitation letter). You can also ask them to write an invitation card.*
  - *Apply for a job vacancy recently published in a newspaper (Job application). A resume canhelp learners write such a letter more effectively.*

  Note:

  - The best-selected pieces of their writing will be included in their writing portfolio. They canalso post their work on their personal blog.

Assessment

- Develop and use rubrics for assessing Memoir writing
- Develop and use rubrics for Report writing.
- Develop and use rubrics for assessing features of descriptive essay. Make a checklist for imageries used.
- Develop and use rubrics to assess official letter.
- Design and use rubrics for Information transfer.

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

Resources

- How to write a memoir https://thewritelife.com/how-to-write-a-memoir/
- Report Writing/ Skills you need https://www.skillsyouneed.com/write/report-
- writing.html#:~:text=Essentially%2C%20a%20report%20is%20a,be%20clear%20and%20well%2Dstruc tured.
- High School Resume: How To Write Your First Resume (Plus Template) https://www.youtube.com/watch?v=wT40Au0RFa8 (6:46)
- Features of descriptive essay https://www.readingrockets.org/strategies/descriptive_writing#:~:text=1.,thing%20invokes%20in%2 0the%20writer.
- Minutes of Meetings
- https://fellow.app/blog/meetings/meeting-minutes-formats-and-templates/?utm_source=google&utm_medium=cpc&utm_campaign=Dynamic_Intl&utm_term=-&utm_content=523055701422&adgroupid=101732089620&gclid=EAIaIQobChMIpaKDu8Ku9QIV45N mAh137AtrEAAYASAAEgJYf_D_BwE
- Note-taking: The Cornell Notes Method https://www.youtube.com/watch?v=xSYnGhlnzyw (13:49)

Topic: Writing Traits

Writing is the art of expressing views, ideas, and thoughts in written words. It is a process and learners must be given ample opportunities to practise strategies that writers use to make their writings say what they want to say. Learners must also be taught to revise and rewrite their piece of writing, and evaluate the writings of others.

Competency

- Apply the knowledge of effective writing to evaluate one's own writing and the writing of others.

Knowledge: Effective writing strategies.
Skill: Applying the knowledge of effective writing to produce as best pieces of writing as learners can.
Behaviour: Positive learning attitude through evaluating one's own writing and writings of others.

Learning Objectives

- Maintain purpose and sense of audience in a piece of writing.
- Show appropriate usage and control of grammar, sentence and paragraph structures, diction, and syntax in their writing task.
- Evaluate the mechanics and contents in the writings of self and others.
- Continue using the Writing Process to refine the writing to become an independent writer.

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

Learning Experiences

- Discuss the traits of Effective Writing

  Example: Remind learners to consider the followings;
  - Ideas
  - Organization
  - Voice
  - Word Choice
  - Sentence Fluency
  - Conventions

  Note: This could go in rubrics of 'What makes a piece of writing effective'?

- Create an opportunity to help learners differentiate poor and excellent literary pieces.

  Example:
  - Let learners write on a topic of their interest.
  - Show a sample of a writing piece that incorporates the six traits of effective writing.
  - Ask learners to contrast and compare their writing with the sample.
  - Ask learners to analyse them against the six traits.

- Let leaners practise writing effectively.

  Example:
  - Provide or let learners choose a topic of their interest and write on the chosen topic.(Memoirs, Resume, Report, Letter, Essays, Stories, Poems)

  Note:
  - Remind learners to consider effective writing traits and also the purpose and sense ofaudience.

- Create an opportunity to help learners assess and evaluate their writing and the writings of others.

  Example:
  - Share their writing with their friend(s) and conduct peer assessment.
  - Remind learners that the feedback or suggestions they provide should be specific andshould lead towards improvement.
  - Revise and rewrite the piece (Follow the writing process to draft and finalize their writing)
  - Add the final piece to their writing portfolio.

Assessment

- Checklist for peer assessment
- Rubric for six traits of writing

Resources

- 6 traits of writing (for students) – https://www.youtube.com/watch?v=oAp5w-ZKeXk https://www.youtube.com/watch?v=VkmcCRU1ztE

- The Traits of Effective Writing https://k12.thoughtfullearning.com/teachersguide/all-write-/traits-effective-writing

- What are the six traits of writing (for teachers) – https://www.youtube.com/watch?v=VWPcMOrH1TQ

Topic: The Writing Portfolio

A portfolio is a collection of many types of materials selected with input from both student and teacher, designed to demonstrate progress and growth in students' work, understanding, problem-solving processes and attitudes. It is, therefore, a continuous collection of evidence of students' progress, selected and commented on by the students and/ or teacher for purposes.

Competency

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

Knowledge: Importance of maintaining a portfolio.
Skill: Write, assess and choose the best pieces.
Behaviour*:* Derive inspiration to write and grow as writers.

Learning Objectives

- Show appropriate usage and control of grammar, sentence and paragraph structures, diction, and syntax in their writing task.
- Evaluate the mechanics and contents in the writings of self and others.
- Continue using the Writing Process to refine the writing to become an independent writer.
- Distinguish the best pieces of their writing and add them to their portfolio.

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

Learning Experiences

- Revise the traits of effective writing.

- Let learners write on a given/chosen topic and employ self- for improvements.

  Example:
  - Let learners write different forms (memoirs, resume, reports, letters, essays, stories,poems) and encourage them to self-assess considering the features.
  - Ask learners to edit, revise, and add the final piece to their writing portfolio for sharing and publishing.

- Create an opportunity for learners to share their writings. Encourage learners to evaluate the mechanics and contents in the writings of self and others.

  Example:
  - Let learners create and use blog to share, provide or receive feedback and re-draft their writings.
  - Continue the process of writing till the final draft is produced.
  - Add their best piece to the portfolio.

Assessment

- Checklist for peer and self-
- Rubric for teacher

Resources

- PEEL Paragraphs – https://www.youtube.com/watch?v=h1dQvPtwp0I
- Writing Portfolio Booklet http://ww2.usj.edu/pdf/cae/wpbookletoct2008.pdf
- The Writing Process
- Various types of discourse markers
- Sense of purpose and audience
- Rhetorical devices
- Control over diction, syntax, and grammar
- Various types of writing, including descriptive essays.
- The Writing Portfolio.

Topic: Multimodal Media for Writing and Publishing

Sharing and publishing learners' writings to a wider audience has various advantages. It helps build learners' confidence and writing skills. Writers consciously choose the most appropriate platform and medium, among the many ways, to present or publish their works depending on the genre of their writing. Learners should be taught various ways of sharing and publishing their writings to a wider audience

Competency

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

Knowledge: IT Knowledge, Presentation by penmanship
Skill: Using IT to share and publish their work, Handwriting
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.
- 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

- Discuss the various ways in which presenting or publishing a work can be made.

  Example:
  - Let learners share and publish their writings using technology (power-point presentations, graphs, social forums, and blogs)
  - Let learners share and publish through their portfolios using charts, pictures, and graphs.

- Create opportunities for learners to share their writings with their peers, teachers, family membersand larger audience through their portfolio.

  Example:
  - Remind learners to revisit traits of effective writing and PEEL format for writing effective paragraphs.
  - Encourage learners to watch and discuss or revisit the elements of a story.
  - Let learners write with legible handwriting on a topic of their choice or write on the topic suggested by the teacher.
  - Remind them to follow the writing process to draft, redraft, edit, and rewrite.
  - Encourage learners to explore literature, including online sources to gather ideas and refine writing.

- Ask them to add their write-up to the portfolio with legible handwriting and an acceptable format.

- Create an opportunity for learners to publish their writings to a wider audience.

Example:
- Create an online forum to help learners share their work with friends, family and a wideraudience.
- Use either face-to-face or online to provide/receive feedback.
- Use rubric for self or peer.
- Use rubrics for teachers.
- Encourage learners to create their own blogs and ask them to add their write-ups to theblog.
- Remind learners of the ethics of using IT effectively acknowledging sources using widelyaccepted format/style.

Assessment

- Rubrics for peer and self-
- Rubric for teacher

Resources

- PEEL Paragraphs https://www.youtube.com/watch?v=h1dQvPtwp0I (5:01)
- 6 traits of writing https://www.youtube.com/watch?v=VkmcCRU1ztE (2:17)
- Elements of a story https://www.youtube.com/watch?v=Zr1xLtSMMLo (5:13)
- Story Elements https://www.youtube.com/watch?v=EBjt2qhl7es (1:47)

Language & Grammar

Topic: Vocabulary and Grammar Concepts

The ability to construct sentences correctly is analogous to the ability to construct *thoughts clearly and smoothly*. At this level of learning, learners should possess enough knowledge and concept of grammar and vocabulary to express their thoughts and feelings accurately.

Competency

- Employ adequate grammar skills and vocabulary to present thoughts and feelings proficiently.

Knowledge: Adequate grammar skills and vocabulary
Skill: Apply grammar skills and vocabulary to present thoughts and feelings without ambiguity
Behaviour: Express thoughts and feelings proficiently.

Learning Objectives

- Use the knowledge of grammar learned in earlier classes.
- Use modal auxiliaries (*can, could, should, must, may and might*) to indicate a shift in mood.
- Use indefinite pronouns appropriately.
- Use periodic sentences correctly.

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

Learning Experiences

- Elicit prior knowledge of the learners on grammar skills and vocabulary, and let them revise.

  Example:
  - Distribute hand-outs (Provide the links and other resources) to help learners revise the knowledge of grammar learned in earlier classes.
  - Could also conduct a cloze test.

- Elicit prior knowledge of the learners on how different sentences can show several moods: indicative, imperative, interrogative and subjunctive and explain the distinctions.

- Introduce modals as a type of auxiliary verb which indicates the manner of speaking.

  Example:
  - Provide examples in sentences for *can, could, should, may, must, might*
  - In groups, get them to unscramble sentences to put them in right order.
  - Ask students to write down any advice they would give to a new student in the school using different kinds of modals in indicative, imperative and interrogative moods.

- *Indefinite pronouns*

Example:

- Elicit prior knowledge of the learners on pronouns (personal, possessive, relative pronoun)
- Provide a definition of indefinite pronouns and examples of their use in different sentences.
- Frame some sentences with indefinite pronouns. The teacher guides them with it.
- Give a short exercise to check their understanding.

Note:

- Activities may include games (refer to resources)

- Elicit the prior knowledge of the learners on types of sentences.

Example:

- Brainstorm to recall different types of sentences.
- Display a paragraph with all types of sentences and get learners to identify the differentkinds of sentences (simple, compound and complex).

- *Periodic sentences:*

Example:

- Define and give a few examples of periodic sentences (The following examples of periodic sentences are suggestive;

  'Despite the blinding snow, the freezing temperatures, and the heightened threat of attackfrom polar bears, the team continued.' (In this example, the main independent clause (underlined) is at the end.)

  '*When I was shopping in the town yesterday, I saw Namgay!'* (Here, the main clause is atthe end and the keyword is the last word. This is deliberate as it creates impact.)

- Ask learners to compare the last example mentioned above to the following sentence:

  'I saw Namgay when I was shopping in the town yesterday!' (This is not a periodic sentence.It is far less impactful and has far less shock value. The main point is not delivered like a punchline.)

- Display a few more examples of periodic sentences and invite students to discuss elementsthat make these periodic sentences.
- Write short paragraphs in which some of the sentences are periodic sentences.

Note:

- All the above activities can be conducted through google classroom or google-meet.
- Explore and watch videos to deepen their understanding of the concepts and practice alongwith the tutor.

Assessment

- Cloze test
- Develop and use rubrics/checklists to assess paragraph writing

Resources

- Indefinite pronouns https://www.youtube.com/watch?v=Qkzyq65bQrw
- Indefinite pronoun: somebody, nobody, anybody, everybody - https://www.youtube.com/watch?v=O8v7Fr2n-y0
- Modal verbs – https://www.youtube.com/watch?v=hp9T-7on2Ow
- Phrases and clauses
- Auxiliaries and moods
- Phrasal verbs, idiomatic expressions.
- Discourse markers, coordinators and correlatives
- Sentence fragments, run-ons and misplaced modifiers

Topic: Using Contextual Clues

Words are powerful, in the way that they open up possibilities, and that is what every teacher wants for all of their learners. For this to happen, teachers must either use appropriate strategies, or teach them how to use these strategies to cope up with unknown words, and sentence structures to arrive at a meaning.

Competency

- Use appropriate strategies to cope with unknown words and complex sentence structures and discourse to arrive at a meaning.

Knowledge: Know appropriate strategies
Skill: Use appropriate strategies to cope up with unknown structure, complex sentence structure and discourse
Behaviour: Display patience and persistence while trying to arrive at a meaning using appropriate strategies.

Learning Objectives

- Use antonyms, synonyms, homonyms, homophones, and homographs correctly.
- Use verb phrases, noun phrases and clauses, and prepositional phrases appropriately.
- Use the continuous forms of the compound tenses (present perfect, past perfect and future perfect).
- Use conditional clauses appropriately.
- Use inversions and parallel structures correctly.

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

Learning Experiences

- Elicit the prior knowledge of the learners on antonyms, synonyms, and homonyms (Homophones and homographs).

  Example:
  - Ask what the terms antonyms, synonyms, and homonyms mean.
  - Prompt them using examples and summarize the discussion by defining them.

- Elicit the prior knowledge of the learners on phrases, clauses, and sentences.Example:
  - Explain what phrases and clauses mean
  - Show some examples of phrases and clauses (Use the story, 'The Story of an Hour')
  - Give exercises on identifying phrases and clauses to check their understanding
  - Explain verb phrases, noun phrases and prepositional phrases with examples
  - Give exercises to evaluate their understanding of the concepts.

- Elicit the prior knowledge of the learners on Simple, Progressive, and Perfect tenses.

Example:

- Show examples of present perfect, past perfect and future perfect.
- Explain Compound tenses (Progressive and Perfect aspect)
- Explain how and when to use them
- Provide sentences to identify compound tenses/perfect aspects.

- Create an opportunity for learners to help them understand how to use conditional clauses in sentences.
  Example:
  - Let learners watch a video (Conditional sentences – with examples) to learn about conditional clauses. Pause the video after each conditional to practise.
  - Let learners practise using conditional clauses in pairs. A cloze test, for instance, can also be used.
- Introduce Inversion and Parallel Structure

  Example:
  - Explain what inversion and parallel structure mean with examples.
  - Demonstrate writing inversion and parallel structure.
  - Give exercises on writing inversion and parallel structure.

  Note:
  - Integrate the teaching of the above topics and concepts in Reading & Literature to point out examples and demonstrate how each is used. Remind learners to use the newly acquired concepts in their writing.

Assessment

- Use learners 'written works and spoken language to assess the grammar topics learnt.

Resources

The following links can be used either for teaching or as additional resources

- Phrases and clauses – https://www.youtube.com/watch?v=49EsnvxVQec (5:56)
- Prepositional phrases – https://www.youtube.com/watch?v=7dOBMUESkqk (5:37)
- Perfect aspect – https://www.youtube.com/watch?v=858npSa0rgc (2:30)
- Conditional sentences – https://www.youtube.com/watch?v=FH3ThwR99LM (11:30)
- Parallel Structure/Syntax – https://www.youtube.com/watch?v=2l2FgUrln1A (5:04)
- All tenses https://www.youtube.com/watch?v=PQG_gYFePD4 (39:56)
- Inversion – https://www.youtube.com/watch?v=4K0npnSYjJE (7:37)

Topic: Discourse Markers, Coordinators and Correlatives

All effective discourses use cohesive devices to maintain the unity of the idea being presented or discussed, or else communication goes haywire. Cohesion is the semantic relation between one element and another in a text. A text is cohesive when the elements are tied together and considered meaningful tothe reader. Cohesion occurs when the interpretation of one item depends on the other.

Competency

- Use cohesive devices and grammatical structures to create links across different clauses,sentences, and paragraphs.

Knowledge: Understand what cohesive devices and grammatical structures mean
Skill: Apply cohesive devices and grammatical structures in writing sentences and paragraphs
Behaviour: Use cohesive devices and grammatical structures appropriately

Learning Objectives

- Use conjunction coordinators and correlatives (hardly… when; scarcely… when; no sooner… than) correctly.
- Use a wider range of discourse markers correctly including “however”, “in so far as”, “therefore”, and“henceforth”.

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

Learning Experiences

- Elicit the prior knowledge of the learners on conjunction coordinators and correlatives by conducting a short quiz on the topics.

  Example (follow-up activity on the given topic):
  - Watch a video to review the function of simple conjunctions and correlatives (either-or, neither-nor, not only but also)

- Encourage learners to explore and practise using conjunction coordinators and correlativescorrectly (hardly… when; scarcely… when; no sooner… than).

  Example:
  - Explain two other types of conjunctions; conjunction coordinators and conjunctioncorrelatives with examples.
  - Write sentences using these conjunctions correctly.

- Revise discourse marker. Let learners explore more discourse markers to help them speak and write cohesively.

Example:
Show a few sample sentences containing discourse markers such as *however, in so far as,therefore, henceforth.*

- Select a passage from a text (newspaper articles, short stories, essays) that containsdiscourse markers to different effects.
- Work on the passage to identify the discourse markers and discuss what function they servein the sentence in teams, followed by a presentation and a whole class discussion.
- Provide discourse markers and ask learners to work individually to use them in sentences.
- Write a paragraph on any topic using conjunctions and discourse markers to link the ideasand sentences.

Assessment

- Checklist to assess sentences
- Develop and use rubrics to assess paragraphs that have cohesion and unity.

Resources

The following links can be used either for teaching or as additional resources

- Identifying Common Discourse Markers https://www.youtube.com/watch?v=67CBC8yuXe0 (7:14)
- Coordinating Conjunctions: https://www.youtube.com/watch?v=imwtcmvk668&t=29s (4:32)
- Correlative Conjunctions: https://www.youtube.com/watch?v=UXYivk3i5cw (13:46)
- Writing – Transitions https://www.youtube.com/watch?v=IsDR3XEv50E (9:44)

Topic: Literal and Figurative Languages

Literal and figurative language is a distinction in stylistics, rhetoric, and literal language uses words exactly according to their conventionally accepted meanings or denotation while figurative or non-literal language uses words in a way that deviates from their conventionally accepted definitions in order to convey a more complicated meaning or heightened effect. Figurative language is often created by presenting words in such a way that they are equated, compared, or associated with normally unrelated meanings

Competency

- Distinguish between literal and figurative language and use them in communication to add layers of meaning.

Knowledge: know and understand literal and figurative language

Skill: Use literal and figurative language in communication
Behaviour: Heighten aesthetic sense through the use of figurative language.

Learning Objectives

- Use additional phrasal verbs and figurative language (Simile, Metaphor, Personification,Hyperbole, Onomatopoeia, Alliteration) correctly.

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

Learning Experiences

- Elicit the prior knowledge of the learners on phrasal verbs. Ask learners to explore and gather additional phrasal verbs and use them correctly.

  Example:
  - Ask learners to list the phrasal verbs from their reading texts.
  - Teach how to recognize phrasal verbs (transitive or intransitive, separable or inseparable)
  - Provide an article/story/ essay and highlight all the phrasal verbs that they see and askthem to study how they are used.
  - Use Google or any search engine to search for specific phrasal verbs (e.g., put up) in thenews search tab. A whole list of current examples where that phrasal verb (put up) has been used in context can be seen.
  - Ask learners to plan on taking a holiday, and remind them to think of all the phrasal verbsthey might use on a trip such as *get on, take off, pick up, pack up*, *go out, and hang out.*
  - Share their writing with the whole class. (The writings can go into the Writing portfolio)

- **Teach/Revise** figurative language; *Simile, Metaphor, Personification, Hyperbole, Onomatopoeia, Alliteration*

Example:

- Show examples to explain their literal and figurative meanings.
- Read any literary piece to identify the figurative language used and understand what theyactually mean. (Use Texts like 'IF', 'Character of a Happy Life', and 'The Story of an Hour' to teach in context).
- Let learners write on a suggested topic or a topic of their interest using the literary. devices – *simile, metaphor, personification and onomatopoeia.*
- Share their writings with the whole class for discussion and feedback.

Note:

- Suggestive activities in Reading and literature and Writing can be done.

Assessment

- Develop and use rubrics/Checklist for use of phrasal verbs and literary devices

Resources

The following links can be used either for teaching or as additional resources

- Phrasal verbs:
- https://www.youtube.com/watch?v=8-ktHXX0BkI (13:12)
- https://www.youtube.com/watch?v=N6f6gPG3p60 (8:50)
- Figurative Language: https://www.youtube.com/watch?v=lzKj-bLvrYQ (5:58) https://www.youtube.com/watch?v=6dACXPirT3s (6:21)
- Log on to www.engvid.com for detailed explanation on each figurative language and exercises.

Topic: Grammatical Structures

Errors are not always bad, rather they are crucial parts and aspects in the process of learning a language. They may provide insights into the complicated processes of language development as well as a systematic way for identifying, describing and explaining students' errors. Errors may also help to better understand the process of second and foreign language acquisition. Therefore, it is important to help teach learners how to identify errors and address them in order to develop greater control in the use of language in speaking, writing and representing.

Competency

- Address recurring language errors to develop greater control in the use of language for speaking, writing, and representing.

Knowledge: Identify language errors
Skill: Rectify the recurring language errors
Behaviour: Develop better control in the use of language

Learning Objectives

- Use an ellipsis to include: so, not, one, do/did.
- Place phrases and clauses within a sentence, recognizing and correcting fragments, run-ons, and misplaced and dangling modifiers.

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

Learning Experiences

- Elicit the prior knowledge of learners on ellipsis.

  Example:
  - Revise the use of dots in ellipsis with examples
  - Show how to include *so, not, one, do/ did* in the ellipsis
  - Let learners write sentences and carry out peer assessment against criteria such as *so, not, one, do/ did* in the ellipsis.
  - The teacher will correct their final piece of writing.

- Elicit the prior knowledge of learners on modifiersExample:
  - Revise misplaced and dangling modifiers.
  - Provide sentences to identify misplaced/dangling modifiers.
  - Write a paragraph and carry out a peer assessment against criteria such as misplaced/dangling modifiers.
  - The teacher will correct their final piece of writing.

- Introduce the concepts of fragments and run-ons in sentences and show how they can becorrected.
  Example:
  - Provide sentences to identify and correct fragments and run-ons.

- Write a paragraph and carry out a peer assessment against criteria such as fragments, run-ons, andmisplaced/dangling modifiers.
- The teacher will correct their final piece of writing.

Assessment

- Develop and use rubrics/checklist to assess sentences and paragraphs.

Resources

The following links can be used either for teaching or as additional resources

- Types of Sentences – https://www.youtube.com/watch?v=urr55rAreWc (15:27)
- Ellipsis https://www.youtube.com/watch?v=qi5qFTcA2r0 (6:24)
- https://www.youtube.com/watch?v=4clDYkIcOUI (15:09)
- Run-ons and comma splices https://www.youtube.com/watch?v=Fh45mhVsZrU (4:37)
- Recognizing fragments https://www.youtube.com/watch?v=xpoZBnXHg3E (3:47)
- Misplaced modifiers – https://www.youtube.com/watch?v=Qu5pvwL9u4Q (9:39)

Continuous (CA) and Examinations Weighting for Class IX

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	15%	35%	**50%**	Listening and Speaking	15%	35%	**50%**	**100%**

Note:

1. In English Paper I, 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 35%. The 15% 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 35%. The 15% 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 regularly throughout the year, ideally by integratingin other strands so that the students get maximum time to practice the skills. Teachers need to develop their own additional listening and speaking exercises wherever necessary. Use Continuous Formative (CFA) to help students achieve the desired goals.

6. At the end of each Term, a formal test should be conducted to assess each learners' competenciesin listening and speaking through oral test items and other listening and speaking exercises and the marks converted to 15%.

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

Sl No	Genre	Weighting	Remarks
1	Essay writing	25 marks	Descriptive essay
2	Personal letter/leave application/invitation	15 marks	Any ONE.
3	Report/summary writing	10 marks	Any ONE.
4	Information transfer	10 marks	Non-continuous to continuous or vice versa.
5	Grammar	40 marks	Items to be derived from the competencies and objectives. Questions can be asked from the lower classes as well.
Total		**100**	

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

English Paper I - Listening and Speaking CA (30%)

Sl No	Listening and Speaking activities	Remarks
1	Listening and Speaking skills	• Teachers can design additional activities as per the lesson plans. • Conduct oral test and other listening and speaking activities regularly. • A formal test to be conducted at the end of each term.
2	Oral report	
3	Debates	
4	Extempore speeches	
5	Presentations	
6	Book talk	

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	7.5%	35%	**50%**	Reading Portfolio	7.5%	35%	**50%**	**100%**
Writing Portfolio	7.5%			Writing Portfolio	7.5%			

Note:

1. In the English Paper II, the Reading and Literature strand forms the written examination part, andthe Reading Portfolio and the Writing Portfolio form the CA part.

2. Term One examination should be conducted out of 100 marks and converted to 35%. The CA marks from the Reading Portfolio and the Writing Portfolio (7.5 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 35%. The CA marks from the Reading Portfolio and Writing Portfolio (7.5) should be added to theexamination 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 andgenre.

6. Teacher should ensure that all the learners maintain their portfolios for academic purposes only.

7. The Reading and the Writing Portfolios of all the learners should be monitored consistently to check their progress. Teachers should provide timely feedback, support and take necessary remedial measures so that the learners meet the expected objectives and competencies. At the end of each term, both the portfolios should be assessed and award marks accordingly.

8. The portfolios should be assessed consistently throughout the year.

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

Sl No	Genre	Weighting	Remarks
1	Short Story	25 marks	From 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	Novel	25 marks	The prescribed novel – The Giver (till chapter 11 for class IX and the entire novel for class X)
Total		**100**	

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

English Paper II CA (30%)

Reading Portfolio (15%)	Writing Portfolio (15%)	Remarks
• Record of reading • Book reviews • Critical response to books read	• Best pieces of writing selected by students • Best pieces selected by teacher • Journal writing for book review • Minutes of meetings. • memoirs • Personal, transactional and poetic writing • Short stories	• Use notebooks for maintaining portfolios. • Consider process while assessing the quality of work. • The writing portfolio should show the records of the Writing Process • Plagiarism to be prohibited. • Assess the portfolios consistently throughout the year. For class X, send the cumulative marks (30%) to BCSEA at the end of the academic year.

List of suggested materials for Class IX Reading and Literature strand

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

Genre	Texts	Authors
Short Story	A Grain of Mustard Seed	Edith Pargeter
	I've Got Gloria	M.E. Kerr
	The Story of an Hour	Kate Chopin
	A Retrieved Reformation	O' Henry
	Tom White Washes the Fence	Mark Twain
Poetry	Road not Taken	Robert Frost
	I know Why the Caged Bird Sings	Maya Angelou
	IF	Rudyard Kipling
	Buddha's Death	Romesh Chander Dutt
	The Character of a Happy Life -	Sir Henry Wotton
Essay	Dignity of Work	Charles Finn
	Nature is not Always Kind	Helen Keller
	Bhutan: Biodiverse Diamond in the Himalayas	Robin Smile
Novel	The Giver (Till Chapter 11)	Lois Lowry

Time Allocation for class IX

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 5 periods of 40 minutes for teaching English. The total time allocated for English in a week is 200 minutes. Therefore, class IX will have 100 hours in a year which is 150 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	1	40
Listening and Speaking	1	40
Language and Grammar	1	40
Total	**5**	**200**

Class X

Listening and Speaking

Topic: Talking about major writers

As learners begin reading a variety of texts, they get to know different authors. Additionally, they should be familiarised with popular writers to broaden their horizons of English literature. This way, learners will be able to not only appreciate writers and acknowledge their works but also draw inspiration to growas readers and writers.

Competency

- Talk about popular writers and their works, including Bhutanese writers to acknowledge their contribution to language and literature and draw inspiration.

Knowledge: awareness and knowledge about major authors/writers.
Skill: exchange or share ideas critically and collaboratively about writers and their works.
Behaviour: acknowledge authors/writers' contribution to language and literature and draw inspiration.

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.
- Explain explicit and implicit meanings in texts.
- Speak with correct pronunciation.
- Enjoy listening to and speaking English.

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

Learning Experiences

Note: Book talks can be an effective method to engage students in active listening, and critical thinking, talkabout major classical/modern writers and develop presentation skills needed in both classroom and beyond. It not only helps learners to become capable readers but also instils a life-long love of reading among your students.

- Watch the YouTube video in this link: https://www.youtube.com/watch?v=iLvSnUcoOCQ or explore any other relevant videos before providing a school-based platform for class X learnersto stage a book talk show and/or have learners creatively audio or video record a book talk andshare it to classmates online and include it in their e-Portfolio at the end of this lesson.
- Prepare learners with the following steps for the book talk:
  - select one of the popular books from the reading list,
  - share and persuade friends to read the book through a book talk.

- form reading groups based on similar interests (books/author)

- Use literature circle https://www.utas.edu.au/ data/assets/pdf_file/0010/988210/Literature-Circles-Student-Booklet.pdf to discuss the book talk
- Use the Socratic seminar https://www.youtube.com/watch?v=kR2gj4jv7gE to include discussions onconnotative and denotative meanings in the text.
- Draw learners' attention to the process followed in the talk to show and prepare them for a book talk competition. Invite the four best teams from the same class or from different sections to compete in a book talk at the school level.
- Let students generate a theme for the competition considering the competency they are working to acquire. Ensure that the talk is inclusive of classical and modern writers includingBhutanese.

Assessment

- This activity assumes that learners have read at least four books. Allow learners to criticallyreflect on both the process and the product of the book talk.
- Create opportunities to design feedback and criteria or to assess learners' speaking and listening skills during the book talk (ensure all learners are provided sufficient opportunities to practice, revise and present their final book talk through creative audio or video records).
- Use anecdotal records and rubrics to assess learners' engagement, speaking and listening competency in the literature circle. (Refer literature circle and Socratic seminar guidelines and examples to complete the recommended cycle).
- Record and report learners' performance in Continuous (CA).

Resources

- https://www.utas.edu.au/ data/assets/pdf_file/0010/988210/Literature-Circles-Student-Booklet.pdf (literature circle)
- https://www.youtube.com/watch?v=kR2gj4jv7gE (Socratic Seminar guidelines)
- https://www.youtube.com/watch?v=8D-MA_I2_7U (Socratic Seminar example)
- Watch the YouTube video in this link https://www.youtube.com/watch?v=gLXpYJDdEUI (only for teacher's use)

Topic: Language to suit audience and purpose

A speaker aims to persuade an audience on different occasions with a purpose to accomplish: explain an idea or process, share new information, or show how to do something. However, the audience on different occasions has different norms and expectations of a speaker. Therefore, a speaker must recognise these norms and expectations to convey the intended information.

Competency

- Adopt different strategies depending on the purpose, topic, and audience to speak on different occasions.

Knowledge: strategies for speaking on different occasions.
Skill: using the most appropriate strategy to speak depending on purpose, topic, and audience.
Behaviour: be purposeful, topic-specific, and audience-aware while speaking.

Learning Objectives

- Use the listening and speaking skills developed in earlier classes.
- Speak effectively by adopting different strategies depending on purpose, topic, and audience.
- Speak using the correct question tag. (When and how to use question tags)
- Initiate and participate effectively in a range of collaborative discussions to include laws andpolicies concerning gender equality, sexual abuse, abortion, and human rights.
- Enjoy listening to and speaking English.

Note: *The above objectives can have multiple topic-specific lesson objectives*

Learning Experiences

Elicit learners to consider different kinds of communication skills required in a personal conversation focusing on the common discourse techniques listed below. Learners should participate in all three parts of the exercise so that they can compare different discourse contexts and their conventions.

Common communication skills/strategies: Listening, speaking, asking questions, explaining, describing, repeating, summarizing, getting attention, directing attention, taking turns, revising, repairing errors or miscommunication, and encouraging.

- Using the prior knowledge, pre-teach/remind learners about the communication skills listedabove.
- Allow learners to watch the video link: https://www.youtube.com/watch?v=YY2yjEEoB3U.
- Divide learners into groups of 4 and give the required amount of time to discuss on any topic: Laws and policies concerning gender equality, sexual abuse, abortion, and human rights.
- As groups analyze and discuss their process encourage them to use question tags purposefully(e.g., We took turns, didn't we?).
- Ask the teams to analyze their discussion process making notes of their peers' comments. (Remind

the teams to consider the following questions as they analyze their group discussions):Which communication skills from the list above did members of your group employ? What are some of the question tags the team used? What is the group's consensus on the topic? Were some members in the group more listeners than talkers, and conversely, more talkers than listeners? If so, what was the result of this? How quickly was your group able to produce a consensus? What were some factors that affected the length of time needed?

- Initiate a collaborative discussion, and ask learners to compare/contrast different types of communication skills used in the process of their discussion with the ultimate goal of making suggestions for improving the process and outcomes.
- Ask learners to prepare a short speech to persuade audience on different occasions with a topic of their choice/use any of the examples given below using appropriate communication strategy depending on the purpose, topic, and audience (learned in earlier classes. Use table on functions and purposes of language to provide additional examples). For example,
    - A prospective school captain delivering a campaign speech justifying why he/she is themost qualified candidate for the post.
    - Students providing information about a historical site in his village to a Swiss tourist
    - A panel discussion on attitudes, social and cultural norms and rights impacting sexual and social relationships ((WHO Regional Office for Europe and BZgA, 2010): https://www.icmec.org/wp-content/uploads/2017/03/WHO-Curriculum-Matrix-for-CSE- in-Europe.pdf (Standards for Sexuality Education. Refer age 12-15) including laws and policies concerning gender equality, sexual abuse, abortion, human rights.
    - A recent graduate taking an online job interview for the position of a marketing officerin a fashion company.
    - An exchange between two friends discussing a movie as they walk their way back home.
- Present the following table and invite learners to provide additional examples for different functions and purposes of language.

Table on different functions and purposes of language.

Function	Explanation of purpose	Examples
Instrumental	Language for meeting wants and needs	I want to read that book.
Regulatory	Language for controlling others	Please give it to me.
Interactional	Language for forming and maintaining relationships	She is my best friend.
Personal	Language to express opinions, feelings and identity.	I'm a good reader.
Heuristic	Language for learning.	What makes the wheels move?
Imaginative	Language to tell stories jokes and play	Let's pretend we're lost in the jungle.
Representational	Language to convey facts	It takes two hours to travel the distance.

Assessment

- Let learners share their team's discussion points to their friends in small groups/with the whole class. Ask follow-up essential questions to prompt critical thinking. Teachers can make anecdotal records of the question tags, and communication skills to provide feedback.
- Based on the feedback, have each team redraft their points to share their work through audio/video, blog or vlog or record in Portfolio/ePortfolio.
- Allow learners to deliver their speech with the most appropriate communication strategy either in the class/assembly/on relevant occasions depending on the purpose, topic, and audience. Teachers can award grades (self and team) using a creative rubric/checklist or use rubric 1.1 as part of the assessment.

Note: *The Rubric 1.1 is provided as a sample. It can be redesigned to meet the five competencylevels: Beginning, Approaching, Meeting, Advancing and Exceeding.*

Rubric 1.1:

	Emerging (0-12 points)	**Developing** (13-16 points)	**Advanced** (17-20 points)
Organization	Ideas may not be focused or developed; the main purpose is not clear. The introduction is undeveloped. Main points are difficult to identify. Transitions may be needed. There is no conclusion in the presentation. Conclusion does not tie back to the introduction. Audience cannot understand presentation because there is no sequence of information.	Main idea is evident, but the organizational structure needed to be strengthened; ideas may not be clearly developed or the purpose is not clearly stated. The introduction may not be well developed. Main points are not clear. Transitions may be awkward. The conclusion may need additional development. Audience has difficulty understanding the presentationbecause the sequence of information is unclear.	Ideas are clearly organized, developed, and supported with clear purpose. The introduction gets attention of the audience and clearly states the specific purpose of the speech. The conclusion is satisfying and relates back to introduction. (If the purpose of the presentationis to persuade, there is a clear action step identified and an overt call to action.
Topic Knowledge	Student does not have grasp of information on the topic. Few, if any, sources are cited. Citations are attributed incorrectly. Inaccurate, generalized, or inappropriate supporting material may be used. Over dependence on notes may be observed.	Student has a partial grasp of the information on the topic. Supporting material may lack in originality. Citations are generally introduced and attributed appropriately. Over dependence on notes may be observed.	Student has a clear grasp of information on the topic. Citations are introduced and attributed appropriately and accurately. Supporting material isoriginal, logical and relevant. Speaking outline or note cardsare used for reference only.
Audience Adaptation	The presenter is not able to keep the audience engaged. The feedback from the audience may suggest a lack of interest or confusion. Topic	The presenter is able to keep the audience engaged most of the time. Feedback indicates a need for idea clarification, the speaker makes an attempt to clarify or restate ideas.	The presenter is able to effectively keep the audience engaged. Material is modified orclarified as needed. Feedbacks are used to keep the audience

	selection does not relate to audience needs and interests.	Topic selection and examples are somewhat appropriate for the audience, occasion, or setting. Some effort to make the material relevant to audience needs and interests.	engaged. Delivery style is modified as needed. Topic selection and examples are interesting and relevant for the audience and occasion.
Language Use	Language choices may be limited, peppered with slang or jargon, too complex, or too dull. Language is questionable or inappropriate for a particular audience, occasion, or setting. Some biased or unclear language may be used.	Language used is mostly respectful or inoffensive. Language is appropriate, but word choices are not particularly vivid or precise.	Language is familiar to the audience, appropriate for the setting, and free of bias; the presenter may "code-switch" (use a different language form) when appropriate. Language choices are vivid and precise.
Delivery	The delivery detracts from the message; eye contact may be very limited; the presenter may tend to look at the floor, mumble, speak inaudibly, fidget, or read most of the speech; gestures and movements may be jerky or excessive. Articulation and pronunciation tend to be sloppy. Poise of composure is lost during any distractions. Audience members have difficulty hearing the presentation.	The delivery generally seems effective – however, effective use of volume, eye contact, vocal control, etc. may not be consistent; some hesitancy may be observed. Vocal tone, facial expressions, clothing and other nonverbal expressions do not detract significantly from the message. The delivery style, tone of voice, and clothing choices do not seem out-of-place or disrespectful to the audience or occasion. Use of non-fluencies are observed. Generally, articulation and pronunciation are clear. Most audience members can hear the presentation.	The delivery is extemporaneous -- natural, confident, and enhances the message – posture, eye contact, smooth gestures, facial expressions, volume, pace, etc. indicate confidence, a commitment to the topic, and a willingness to communicate. The vocal tone, delivery style, and clothing are consistent with the message. Delivery style and clothing choices suggest an awareness of expectations and norms. Limited use of non-fluencies is observed. Articulation and pronunciation are clear. All audience members can hear the presentation.

Adapted from Northwest Regional Educational Laboratory (1998).

Resources

- https://www.youtube.com/watch?v=YY2yjEEoB3U (how to discuss a topic in a group – a sample).
- (WHO Regional Office for Europe and BZgA, 2010): https://www.icmec.org/wp-content/uploads/2017/03/WHO-Curriculum-Matrix-for-CSE-in-Europe.pdf (Standards for sexuality Education. Refer age 12-15)

Topic: Language to demonstrate civility, ethics and intellectual maturity

Exhibiting values and ethics in speech help speakers establish trust with audience, maintain credibility and reputation. The skills of civility help learners develop a deeper understanding of one and another's beliefs, values, opinions, and perspectives, which can reduce the likelihood of misunderstanding, stereotyping, disputes, and conflict, to solve problems, make decisions and execute plans. It is therefore, important for students to learn and practice moral values and ethics to become an ethical speaker.

Competency

- Exhibit moral values and ethics in speech to demonstrate civility and intellectual maturity.

Knowledge: knowledge about moral values, ethics, civility, and intellectual maturity. **Skill:** exhibit moral values and ethics in speech and show civility and intellectual maturity.**Behaviour:** use appropriate Bhutanese protocols in formal and informal situations.

Learning Objectives

- Use listening and speaking skills developed in earlier classes.
- Use appropriate protocols, including Bhutanese when introducing a speaker and addressing the chairperson at a meeting.
- Enjoy listening to and speaking English.

Note: *The above objectives can have multiple sub-lesson objectives based on specific topics.*

Learning Experiences

Part 1:

- Familiarize the learners with the elements of speech and create opportunities for them to analyse a speech by an important Bhutanese/international figure.
- Encourage learners to explore similar speeches on YouTube or other multimedia sources to analyse the meaning and its rhetorical style.
- Introduce the formal ways of addressing in harmony with Bhutanese etiquette (if any).
  Sample guided questions for class discussion:

1. Let learners discern how the speech reveals the speaker's purpose for giving the speech.
2. Have learners thought about who might have been in the audience listening to the speech and what their expectations might have been from it? What did they want to hear?
3. Have learners notice how the speech begins and analyse the choice and effect of certain phrases over others.
4. Have learners counted how many times the word "I" is used in "How many times "we" or "us"?" Why has the speaker chosen to use the latter terms?
5. Ask learners to find words, phrases, and sentence structures that repeat. What is the effect of these repetitions?

6. Have learners notice how the speech concludes and analyze the persuasive power of certain words and phrases in the conclusion.

Part 2

Discuss the following table and let learners provide examples of three levels of formality including Bhutanese Protocols: (an example of the fourth level in the Bhutanese context would be religious texts such as prayers and *Gurmas*). Encourage learners to practice the first three levels through recitation, role play and simulation in groups for deeper understanding.

Focus on both communication and language skills and provide room for peer feedback and self-reflection.

Language style varies according to each social situation. *Source: Adapted from Joos (1961)*

Level of Formality	Casual	Consultative	Formal	Frozen
Example	Chat with friends	Casual business communication, conversation in school	Testing in schools, government publications, public speeches	Shakespeare play
Social Relationship	Friends and insiders	Strangers and near strangers working together in routine ways	Awareness of social hierarchy and personal distance	Art, ritual and ceremony
Use of names	Nicknames, "I" and "you" personal pronouns	Limited nicknames, use of given name, "I" and "you" personal pronouns	No nicknames, no "I" and "you" use ofpersonal pronouns, use of title and last name	Honorific plus full name
Density of meaning/quantityof communication	Low density/unlimited quantity	Moderate density/limited quantity	High density/limited quantity	High symbolic density/limited quantity
Vocabulary	Slang, taboo words, limited vocabulary of400-800 words	Limited formal standard English, jargon	Standard English vocabulary, precise word choice, no slang or jargon	Archaic and/or standard English
Sentence Conventions	Contractions, unrestrained sentence fragments, short sentences	Fewer contractions, restrained sentencefragments	Long sentences, varied sentence structures	Concern for euphony

- Encourage learners to interact with others more in order to speak more fluently.
- Let learners watch the video in the link https://www.youtube.com/watch?v=7pZC02SDkD8 and to discuss the video's content in-depth, start an online or in-person class discussion.

- Let learners list down their take-aways from the video and make a personal pledge to improve their sociability by learning how to interact in various social relationships.

Sample Speaking Class Project:

- ✓ In order to help learners, develop fluency, confidence, moral values and ethics in speech, create a class speech programme on various topics: gender equality, racism, nutritional food, cultural/ religious values, domestic violence, child abuse, child right and capital punishment where a certain number of students are required to routinely deliver a prepared speech in front of the class or record a speech and share it through planned online/class learning platforms.
- ✓ Develop a class speech rubric in consultation with the learners and train all learners in using therubric to provide peer feedback. On the speech day, have the speakers assessed by two learnersalong with the teacher. The two student assessors will not only assess the speakers but also introduce the speakers and their topics to the class. This will provide assessors with the opportunity to practice Bhutanese protocols of introduction and addressing. Let all learners in the class avail the opportunity to speak and also assess friends' speech by the end of the academic session.

Assessment

- Assess learners' outcomes of learning by providing them the opportunity to write an analytical essay on their selected speech. Ask them to include their responses to the discussion question indifferent parts of the essay. Let the learners convert the written analytical essay to an analytical audio essay. Encourage learners to use creativity to make their audio essay appealing to the audience.
- Create rubrics and checklists in consultation with the learners for self and peer with performance details capturing features of casual, consultative and formal language situations to help learners use them effectively.
- Assess all learners on their class speech and award grades based on peer and teacher for learners' continuous (CA) records. Ask learners to share their spoken speeches in writtenform and maintain an ePortfolio of speeches delivered by learners or create a strategic wall display of class speeches to promote reading.

Resources

- https://www.youtube.com/watch?v=7pZC02SDkD8 (How to be MORE Social-Tips to be more Confident around People)
- https://www.youtube.com/watch?v=jAGgKE82034 (for pleasure viewing for teacher)

Topic: Listening and speaking skills as learning tools

Collaborative learning through discussion, clarification of ideas, evaluation of other's ideas, and peer teaching encourage learners to develop higher order thinking skills required for finding solution to a problem, discovering pros and cons of an issue, and making reasonable decisions. Hence, learners should be taught how to think logically, critically, creatively and cooperatively.

Competency

- Participate in a range of collaborative discussions to promote higher order thinking.

Knowledge: knowledge about collaborative discussions and higher order thinking.
Skill: fluency, precise use of language and higher order thinking skills.
Behaviour: participate in collaborative discussions.

Learning Objectives

- Use the listening and speaking skills developed in earlier classes.
- Express spontaneously, fluently, and precisely in more complex situations of social interactions.
- Enjoy listening to and speaking English.

Note: *The above objectives can have multiple sub-lesson objectives based on specific topics.*

Learning Experiences

Sample Learning Experience 1:

- Have learners listen to a pre-selected speech from online sources/libraries. (Provide criteriafor the speech on length, context, theme, audience, and purpose).
- Divide learners into groups of 4 and allow them to discuss the selected speech based on the criteria provided above.
- Teachers can use guided sample questions or explore other strategies.
  Suggestive Guided Questions for Group Discussion
  - What is the purpose of the speech?
  - What might the audience already know and like to know further about the topic?
  - What are the audience's expectations of the speaker?
  - How interesting is the topic?
  - Identify appropriate use of words and phrases.
- Let learners watch the video in the link: https://www.youtube.com/watch?v=-oUfOh_CgHQ and review to understand the three persuasive appeals: Logos, Ethos, and Pathos.
- Using the pre-selected speeches, ask learners to identify the most appropriate persuasive appeal, and other speech elements in each speech by comparing and contrasting the use of: Words, pausing, and pace (speed). Consider the prompts below to figure out the overall effectiveness of each speech:

- Why have speakers chosen to speak the lines the way they did?
- What effects might the speaker want to produce in the listener?
- What feelings or ideas did the speakers believe were the most important to convey?
- Does the speaker present his or her point in a persuasive manner? If not, why not?
- What else did the speaker need to include?

- The teacher can help learners complete the activity using table 1.1.

Table 1.

	Speech #1	Speech #2	Speech #3	Speech #4
Purpose				
Intended audience				
Audience's connection to topic				
Persuasive appeal				

- Ask learners to present the group's findings orally or through power point slides to the whole class.

Assessment

- Create rubrics to assess the group presentation on oral communication skills.
- https://www.uml.edu/docs/MBA%20Oral%20Communication%20Skills%20Rubrics_tcm18-291121.pdf (Sample rubrics for oral communication skill)

Resources

- https://www.youtube.com/watch?v=-oUfOh_CgHQ (Persuasive appeal)

Topic: Listening with purpose

It is important for learners to learn and practice how to be active listeners, express thoughts and ideas eloquently, reflect on what is being said, discern the meaning of conversation correctly, and debate respectfully in order to participate in a productive conversation. Further, possessing and practicing good conversation skills can enable students to resolve or even avoid the problems that can rise during collaborative tasks.

Competency

- Listen and respond to a range of spoken texts, presentations, and instructions to understand a variety and purpose of communication.

Knowledge: active listening and responding to spoken texts.
Skill: active listening skills to respond to a range of spoken texts by understanding variety and purpose.
Behaviour: express opinions on spoken texts with understanding.

Learning Objectives

- Use the listening and speaking skills developed in earlier classes.
- Ask questions and provide supportive comments after listening to oral presentations.
- Make oral presentation of a text read on its content, message, and purpose.
- Enjoy listening to and speaking English.

Learning Experiences

Part 1: Let learners listen to a wide range of spoken texts that can be connected to a larger social or political issue. For example,

  - An upcoming event
  - A current local, national or global event that drew your attention
  - A new story, a recent movie, or a TV show
  - Poem recitation
  - Religious/cultural talk
  - Ted-talk
  - Movie review
  - Book talk
  - Interviews

- Ask learners to write 300-350 worded essays following the writing process. Encourage learners to share it with their classmates and their teacher for review, constructive feedback, and improvement. When the final draft is complete, encourage learners to audio-record the essay and listen to it reflectively. Provide rubric 1.2 (suggested) that includes the criteria of fluency and accuracy, coherence, pronunciation, and vocabulary and grammar to mark students' overall speaking abilities.

- Provide learners with the choice to revise either the written or recorded version of the essays.

- To help learners write better, encourage them to start blogs and share their writings with others. Also, ask them to visit blogs written by their peers, leave thoughtful comments on their work, and address any criticisms that friends may have.

Suggestive Questions for Self-Reflection:

- ✓ How does your topic connect personal experience to larger issues in the world?
- ✓ How did it translate from a written piece to a spoken piece? Is there any difference between the two modes?
- ✓ Could interviews, music, or other audio clips enhance the beauty of your audio essay?

Part 2: Encourage learners to google or explore tutorials on YouTube to learn a new skill or talent useful in the long-term (note: the skill can be learnt through the written text, audio text or visual text). Ask them to present their discovery and learning to the whole class either individually, in pairs, or in small groups. Before the presentation, ask all learners to watch the YouTube Video in the link https://www.youtube.com/watch?v=t2z9mdX1j4A&t=36s or read the article in the link https://www.mindtools.com/CommSkll/ActiveListening.htm. Ask all learners to take notes of content in the video and article in the link and use information for active listening when presenters present their material in the class. This exercise should be a practice session for both the talkers and the listeners. Thetalkers are practicing and honing their presentation skills while the listeners are practicing active listening skills important for effective communication. After each presentation, encourage listeners to ask questions and provide constructive feedback to the presenters. Emphasis on the elements of communication and speech reflected in the objectives)

Rubric 1.

Criteria/Level	Beginning	Approaching	Meeting	Advancing	Exceeding
nunciation	Insufficient accuracy in pronunciation; many grammatical errors. Communication is severely affected	Frequently unintelligible articulation. Frequent phonological errors. Major communication problems	Largely correct pronunciation & clear articulation except occasional errors. Some expressions cause stress without compromising with understanding of spoken discourse.	Mostly correct pronunciation & clear articulation. Can be clearly understood most of the time; very few phonological errors	Can pronounce correctly & articulate clearly Is always comprehensible; uses appropriate intonation

Fluency & Coherence	Noticeably/ long pauses; rate of Speech is slow Frequent repetition and/or self- correction Links only basic sentences; breakdown of coherence evident	Usually fluent; produces simple speech fluently, but loses coherence in complex communication Often hesitates and/or resorts to slow speech Topics partly developed; not always concluded logically	Is willing to speak at length, however repetition is noticeable Hesitates and/or self corrects; occasionally loses coherence Topics mainly developed, but usually not logically concluded	Speaks without noticeable effort, with a little repetition Demonstrates hesitation to find words or use correct grammatical structures and/or self- correction Topics not fully developed to merit	Speaks fluently almost with no repetition & minimal hesitation Develops topic fully & coherently
Vocabulary & Grammar	Demonstrates almost no flexibility, and mostly struggles for appropriate words Uses very basic vocabulary to express view-points.	Communicates with limited flexibility and appropriacy on some of the topics Complex forms and sentence structures are rare; exhibits limited vocabulary to express new ideas	Communicates with limited flexibility and appropriacy on most of the topics Sometimes uses complex forms and sentence structures; has limited vocabulary to describe/ express new points	Can express with some flexibility and appropriacy on most of the topics Demonstrates ability to use complex forms and sentence structures most of the time; expresses with adequate vocabulary	Can express with some flexibility and appropriacy on a variety of topics such as family, hobbies, work, travel and current events Frequently uses complex forms and sentence structures; has enough vocabulary to express himself/ herself

Adapted from guidelines for in Listening and Speaking Skills for classes IX-XII English Core (Code 301).

Assessment Create relevant tools to assess blogs and audio-records.

Resources

- https://www.youtube.com/watch?v=-QEAuCjKBG8 (example of an audio-essay)
  https://www.youtube.com/watch?v=t2z9mdX1j4A&t=36s (Active listening)
  https://www.mindtools.com/CommSkll/ActiveListening.htm (Active listening text)
- https://cbseacademic.nic.in/web_material/CurriculumMain22/termwise/SrSecondary/Guidelines_english_senior.pdf (Rubric 1.2)

Reading and Literature

Topic: Close and Critical Reading Strategies

Reading and Literature is aimed at enhancing students' language proficiency, and generating aesthetic part of the language through personal response. It is aimed at developing the potential of students in a holistic, balanced and integrated manner encompassing the intellectual, spiritual, emotional and physical aspects in order to create a balanced and harmonious citizen.

Competency

- Read a wide range of texts with accuracy and fluency using reading strategies to enhance comprehension.

Knowledge: of a range of texts, reading strategies, and comprehension skills/strategies.
Skill: develop reading fluency and accuracy; read widely but closely to determine what the text says explicitly and make logical inferences from it.
Behaviour: Appreciate literature and emulate aesthetic language in writing and speech.

Learning Objectives

- Use appropriate reading strategies and skills developed in earlier classes to achieve variousreading goals.
- Apply close and critical reading and viewing to a variety of texts to enhance their understandingof how lexical and grammatical items are used in context.
- Build vocabulary and use the pronunciation skills to pronounce new words correctly.
- Read and articulate their understanding of experiences such as separation, love, compassion,loss, and spirituality using situations encountered in literature to support their positions.

Learning Experiences

Part 1:

- Prepare learners on close reading skill to emphasis on individual words, syntax, lexical and language structures, order of sentences and ideas in various texts and formats using link: https://writingcenter.fas.harvard.edu/pages/how-do-close-reading or any other alternatives. In caseof issue with internet accessibility, print the article and pre-teach the skill of close reading.

- In pairs/team, ask learners to do a close reading on any one of the following songs/poems, or pick asong/poem of their own choice:
    - Fifteen – Taylor Swift
    - Letter to me – Brad paisley
    - Broken Walls – Chogo (Kunzang Chogyal)
    - Kupar- Tandin Sonam
    - The Solitary Reaper – William Wordsworth
    - To My Mother – George Barker
    - Hope is a Thing with Feathers
- Encourage pairs/team to listen to /sing a song(s)/recite a poem to learn the pronunciation of words, stresses, and pauses in the lyrics.

Note: Studies show that through demonstration, teacher is able to model proper behaviour and learning techniques for learners. Therefore, teacher modelling to sing or talk/recite his/her favourite song/poem to emphasis on the use of figurative language, theme, stresses, syntax, diction etc will havesignificant impact in learning.

- Allow learners to read their lyrics several times to practice pronunciation of new words and phrases.
- Allow learners to look for key words, phrases, poetry approaches, figurative language, and make notes of them.
- The following suggestive questions can be used to guide the discussion on the findings.
    - ✓ What is the overall mood of this song/poem?
    - ✓ Describe the persona of the singer/narrator using three to four apt adjectives.
    - ✓ Does the lyricist use any figurative language? (Look for metaphors, similes, personification, symbols, allusions, etc.)
    - ✓ Analyze this figurative language. What is being compared? How does it enhance the song's message?
    - ✓ Does the lyricist employ any unique words/diction? Look for a word/phrase with multiple meanings or a word/phrase used.
    - ✓ Analyze the word choice. What made it surprising, interesting, or thought-provoking?
    - ✓ What is the lyricist's overall message?
    - ✓ What else did you discover that surprised you?

Part 2:

Refer the poem, 'The Solitary Reaper' by William Wordsworth for the following learning experience

- The teacher will read the poem aloud with proper pronunciation of words, and encourage learners to listen for patterns and for the overall flow of the words.
- Encourage pairs/teams to sing a song(s)/recite the poem to learn the correct pronunciation of words, stresses, and pauses in the lyrics.
- Allow learners to read the lyrics several times to practice pronunciation of new words and phrases.
- Encourage learners to pay attention to the keywords and phrases while reading.

  Note: A song/poem can be interpreted in several ways, through several contexts and yet, the author's purpose or reason for writing the song/poem can be completely different. Song/poem/ lyrics provide a forum for students to acquire, practice, and master Reciprocal Teaching via discussion,and as a scaffold for independent reading.
- Ask learners to choose another song/poem. Teach and train learners to use Critical Reading strategies to develop effective independent reading skills.
- Additionally, use the text on Reciprocal Teaching in the link given below: https://www.nbss.ie/sites/default/files/publications/reiciprocal_teaching_strategy_handout copy_2_0.pdf

Use the short story, 'The Bet' by Anton Chekhov for Pre-reading and Responding to reading

- Draw personal and critical responses from the learners by following the critical reading strategies.

Example:

- Ask the following questions as they read:
  - **Previewing**: What can you predict about the text from the title?
  - **Contextualizing**: Share a story about a time when you and a friend made a bet. How did that impact you?
  - **Questioning**: What is the central idea expressed in the story? What is the main conflict in the story? Explain.
  - **Reflecting**: What are your personal beliefs and values?
  - **Evaluating**: If you were to choose between a death sentence and life imprisonment, which one would it be? Why?
  - **Comparing and contrasting**: Did you ever read a book or a story written by a Bhutanese author that had a similar message to this one? How are they similar or different?

Click the link below for reference on critical reading strategies:
http://academic.shu.edu/english/1201/Reading/critical-reading-strategies.htm

- With the help of videos or any other sources, discuss the significance of Critical Thinking and Reflective Writing to prepare learners to respond critically to a text:

https://youtu.be/Cum3k-Wglfw,https://youtu.be/SntBj0FIApw.

- In groups of four or five, ask the learners to reread the story, 'The Bet' to explore literary

elements (character, setting, point of view, plot, conflict & theme) in the story.

- Provide a topic to each group and ask them to prepare for the presentation on the given topic.

Example:

Group 1: Character

Group 2: Setting and similar will be done for the other topics.

- Let the groups do the presentation followed by a question-and-answer session.

The following suggestive questions can be used for discussion:

- What is the main conflict in the story? Explain.
- Why do you think the banker weeps after reading the letter? (Think of as many reasons as you can).
- Suggest another suitable title for the story. Why did you choose that?
- What is the moral of the story? Justify.
- Who do you like, the lawyer or the banker?

The short story, ***'The Imp and the Crust' by Leo Tolstoy*** can be used to further enhance learners' close and critical reading skills. Following strategy can be employed as a learning experience.

Example

- Encourage individuals to read aloud, or listen to pair reading to learn proper pronunciation of words, stresses, and pauses in the text.
- Does the author employ any unique words/diction? Look for words/phrases with multiple meanings.
- Does the author use figurative language? (Look for metaphors, smiles, personification, symbols allusions, etc.)
- Analyze the word choice. What made it surprising, interesting, or thought-provoking?
- Use questions or discussion points under 'making connections' to analyse the text.
- Prepare learners on close reading skill to emphasis on individual words, syntax, lexical and language structures, order off sentences and ideas. Refer the essay, 'What's in this Toothpaste? By David Bodanis' for the following learning experience.

Example:

- Read the expository essay and discuss on the word used, the language structures and what the essay is about?

Assessment

Together with the learners, design a rubric to assess their critical reading skills. The rubric should contain all the components of critical reading strategies.

Resources

- https://writingcenter.fas.harvard.edu/pages/how-do-close-reading)Close reading)
- https://www.nbss.ie/sites/default/files/publications/reiciprocal_teaching_strategy_handout copy_2_0.pdf (Notes on reciprocal Teaching)
- https://www.lee.k12.nc.us/cms/lib/NC01001912/Centricity/Domain/1291/ReciprocalTeachingRubric.pdf (rubric on reciprocal teaching)

Topic: Articulating Personal Experiences

With the acquisition of critical reading skills, learners should be able to interact with the texts as they read and form personal opinions about the themes, structure and linguistic features, among others. Additionally, learners also should be able to make inter-textual connections, analyse and validate information to support their views and opinions.

Competencies

- Articulate personal and critical responses to the literature they are reading to show an understanding of thematic, structural, and linguistic features.
- Synthesize a range of appropriate information from various sources to support their views and opinions.

Knowledge: critical reading strategies, words and phrases to describe, argue, explain, analyse, etc. transitional words and phrases, verify evidence

Skill: able to de-code the title, use relevant evidence, develop argument and introduce counter-argument, analyse and evaluate information for validity.

Behaviour: takes pleasure in reading academic debates and papers; adopts ethical approach to critique

Learning Objectives

- Use appropriate reading strategies and skills developed in earlier classes to achieve variousreading goals.
- Respond personally and critically to fiction and non-fiction texts showing an understanding ofthe structural features of the different texts.
- Compare and contrast different cultural values, traditions, and beliefs, using situationsencountered in the literature they are reading.
- Analyse and evaluate various sources of information for validity and accuracy.

Learning Experiences

Part 1:

- With the help of videos or any other sources, discuss the significance of Critical Thinking and Reflective Writing to prepare learners respond critically to a text: https://youtu.be/Cum3k-Wglfw, https://youtu.be/SntBj0FIApw.
- Ask the learners to read the story "*The White Knight", or* any chapter onnovel: *The Giver* or any other materials to identify the elements of a short story, compare and contrast cultural values, traditions, and beliefs using relevant Transformative Pedagogy to initiate discussion amongst the team members.
- Provide opportunities to the teams to present their response to the whole class, and receive feedback to improve their writing.

Part 2:

- Project the video on https://researchguides.njit.edu/evaluate or follow the notes on The Big 5 Criteria to help learners evaluate sources for credibility.

The Big 5 Criteria:

- ✓ **Currency:** Check the publication date and determine whether it is sufficiently current foryour topic.
- ✓ **Coverage (relevance):** Consider whether the source is relevant to your research andwhether it covers the topic adequately for your needs.
- ✓ **Authority:** Discover the credentials of the authors of the source and determine their level of expertise and knowledge about the subject.
- ✓ **Accuracy:** Consider whether the source presents accurate information and whether you canverify that information.
- ✓ **Objectivity (purpose):** Think about the author's purpose in creating the source and considerhow that affects its usefulness to your research.

- Ask the students to write a short critical response on the same theme incorporating the components of reflective writing along with credible sources to make their argument relevantand valid.
- Allow learners to record their writings into a short video and post it in the Google classroom orany other social media forum to share with other learners or parents.

Refer the short story, 'The Imp and the Crust' by Leo Tolstoy for the following learning experience.

- Ask the learners to identify the elements of a short story, compare and contrast cultural values, tradition, and beliefs.

Suggestive Questions.

- How did the author use the elements of the story in the story? If you were the author, would you have done it differently?
- What do the wolf, the fox and the swine symbolize in this modern society?
- Explore (by asking teachers or elders) what stories do we have in Bhutan about the effects of consuming alcohol. Follow the writing process to write them down and compile in the writing portfolio.

- Revise the components of the expository essay ***(Refer the essay, 'Multitasking' from the textbook)***

Example:

- Consider the following questions and check learners' prior knowledge on expository essay.

    - What is an expository essay?
    - What are the elements of an expository essay?
    - What is the purpose of an expository essay?

Spend a few minutes discussing the above questions in line with the following points:

- The purpose of an expository essay is to inform the readers on a certain subject. So an expository essay will explain or define a topic or a subject.
- It has to be objective, so the use of facts and figures is a mandatory feature of an expository essay.
- The facts and figures mentioned in the essay should be supported with valid and credible sources.
- Use of first-person point of view should be avoided and third person point of view incorporated to make the essay unbiased in opinion.
- Discuss the components of an expository essay.
- Let learners use the essay 'Multitasking' to identify the components of the expository essay. Then ask them to give examples of different components from the essay.

Example:

- Find out the hook and thesis statement.
- Reread the thesis statement of the essay and try rewriting or restructuring it to make it more emphatic.

- Respond personally and critically to fiction and non-fiction texts showing an understanding of the structural features of the different texts. (Refer the essay, ***'What's in this toothpaste' by David Bodanis)***

  Example:

  - Is the essay a fiction or a non-fiction text? Why?
  - Discuss the elements of an expository essay and identify how they are used in the text.

Assessment

Collaborate with the students to frame criteria to evaluate critical response writing or use sample rubric2

Rubric 2.1

ACCURACY: Recognizing themain purpose(s)	Highly inaccurate, withwrong or no objective mentioned	Low accuracy The purpose mentioned inaccurately	Some accuracy with the objective but subtle inaccuracy	Complete accuracyand specific intent
CLARITY: understands facts, data or examples supported	Without the use of data, fact or readable details	Improper or minimum use of the facts, data, or examples from the reading	Minimum use of reading facts, information, or examples	Frequent correct useof the facts, data, or examples from the reading
PRECISION: Categorizing and using the content, and certain vocabulary	Include no content specific vocabulary	Low precision, an attempt to use the content specific vocabulary, but uses incorrectly or minimally	Some precision, does not incorporate content specific vocabulary, may paraphrase correctly	Complete precision with frequent use of content-specific vocabulary, may often paraphrase correctly
DEPTH: Identifying conclusion and adding personal opinion based on content	No understanding of the connections among purpose, concepts, and support in reading	Limited comprehension or relations in reading purposes, definitions.	Mainly understandsthe links between intension, conceptsand reading help	Complex understanding between intent, concepts and help in reading the text

RELEVENCE: Identify conclusion and adding personal opinion based on content	No relevance or conclusions stated	Low relevance, with basic conclusions stated	Some relevance with basic conclusions, but does not personally connect to the concepts	Total relevance, describes some assumptions, can involve personal opinions on the topic based on the content
LOGIC: Implementing concepts and content	Not implementing concepts	Low implementation or correct application of concepts	Some applications of concepts, but uses generic ideas.	Total application of concepts and other contexts utilizing specific examples and information

Adapted from Syaadiah Arifin's "The Role of Critical Reading to Promote Students' Critical Thinking and Reading Comprehension" Volume 53 (3) 2020, pp 318-327. DOI:10.23887/jpp.v53i3.29210

Resources

- https://youtu.be/Cum3k-Wglfw (Critical thinking)
- https://youtu.be/SntBj0FIApw (Reflective Writing)
- https://researchguides.njit.edu/evaluate (5 Big Ideas)
- https://www.scribbr.com/academic-essay/expository-essay/

Topic: Literary components and their effects

Different writers' have different personal perspectives, interpretations, judgement or critical evaluation. This is accomplished by examining literary components such as literary devices, form, specific word choices, point of views, facts, anecdotes and writing structures. Learners at this stage should have read some of the major writers and their works through the curriculum or on their own and should have begun to develop preference for some writers and forms of literature over others. Teaching them why writers shift their narrative devices, points of views and use image patterns, among others will result in deeper understanding and appreciation of the text.

Competencies

- Demonstrate knowledge of major writers and their works to broaden their knowledge and choice of literature.
- Recognise the effects that the writer is striving to achieve when she/he alters the standard form, plays with points of view, and builds image patterns to deepen the understanding of the text.

Knowledge: know major writers and their work broadly, conventional forms of writing, points of view, imageries.
Skill: Choose literature based on the knowledge of major writers and their works, explain the effects of altering standard forms, points of view, image patterns to show an understanding of any text.
Behaviour: read, talk and write about writers and their work, read and write to influence positive change.

Learning Objectives

- Use appropriate reading strategies and skills developed in earlier classes to achieve variuo reading goals.
- Read, talk, and write about some of major classical and modern writers, including Bhutanese authors, and their works.
- Analyse author's purpose and the style of writing to influence different audiences.
- Evaluate the effect of the use of relevant literary devices in a text.
- Compare and contrast different cultural values, traditions, and beliefs, using situations encountered in the literature they are reading.

Learning Experiences

Let learners watch an example of a form of digital poetry created through the collaboration of learners and a Bhutanese teacher in the link https://fb.watch/48gRXjyq1r/.

Allow learners to individually analyse the purpose and the style used in constructing the poem. In small groups let learners discuss:

- the purpose of constructing the poem in such a way
- the pros and cons of using this technique

- its effect and appeal on the audience
- how it could be improved.

Divide learners into groups for a similar poetry project. Let learners choose their group based on convenience for routine collaboration. Let the groups explore for some descriptive, narrative or any other genre of text that uses vivid sensory images and rich descriptive language. Get learners to observe and record patterns of language use in the text. Ask learners to use close reading and reciprocal teaching for comprehension. Encourage learners to pick words, phrases, idioms, and figurative language that they like from the text and copy them in their mini dictionary (ask them to maintain a mini dictionary of words and phrases). Let learners confirm the pronunciation by using dictionary or online search engines. Encourage learners to study the words and phrases in-depth, trace their origins and conjugations and use this knowledge to inform their writing.

Set the groups/teams into the following task:

- Hunt for poems that relate to nature, place, people and culture. Analyse the form and devices used in the poems. Compare and contrast different cultural values, traditions, and beliefs using situations encountered in the literature they are reading. Take notes and discuss it through a group talk.
- Explore the school campus or take a field trip in the community to appreciate the ecological and cultural richness of the place – focus on both the trees and the forest! (Analyse places, things, rivers, birds, plants, people and the bio-diversity).
    - If possible, take pictures and videos of subjects that are informative, significant, symbolic, interesting, surprising, appealing and important to you. Use accurate words and phrases to describe them.
    - Visual poem https://www.youtube.com/watch?v=wWpMB6gmBYA or
    - Digital poem https://www.edutopia.org/blog/digital-poetry-terry-heick or
    - E-poetry https://www.youtube.com/watch?v=qN9fret0PNo or
    - Black Out poetry https://www.youtube.com/watch?v=vOPfyE0Ei8U.
- Allow learners to become familiar with the afore-mentioned poetry types by asking them to watch or read the resources provided in the links. Encourage learners to become creative and create their own forms of new poetry to integrate the conventional with the digital.
- Ask them to watch the video in the link https://www.youtube.com/watch?v=De9Jwe1ogJI and learn how to recite poetry. Ask the learners to choose their favorite poems/ poems they have already written to prepare for a poetry recitation on stage.

Example:

Identify a School Poetry Presentation Day (UNESCO proclaimed 21 March as the World PoetryDay). Allow learners to collaboratively design a theme for the banner of the day. Prepare a program where the best pieces and varieties of poems are presented to a wider audience on theschool stage. Have some learners present their poems using LCD projector and some reciting thepoems out loud to the audience. This will motivate and inspire learners to pursue poetry further.Invite the Principal or guests who have a passion for poetry from the neighbourhood to assess the poems and provide feedback.

Note: *On the digital poetry preparation days, each team can bring a smartphone and other materials. After they have finished, the teacher creates a digital poetry library in a common google drive and archives the poems for other classmates to access and comment.*

- Design an activity to let the learners comprehend why writers alter or play with standard forms, points of view, literary devices, and diction among many others to befit the purpose of their writing. Ensure to include one example each on story, poem and essay or any other genre for better anddeeper understanding and ask them to present to the whole class.

- To emphasize the use of figurative language, revise different figures of speech. Then encourage learners to read 'The Solitary Reaper' and identify some of the figures of speech used in the poem.

Example:

1. Does the lyricist use any figurative language? Look for examples from the poem.
2. Analyze this figurative language. What is being compared? How does it enhance the song's message? Discuss the findings in their groups.

- Discuss the following questions for a deeper understanding of the poem and the author's purpose of writing.

Suggestive questions for discussion:

3. What is the overall mood of this song/poem?
4. How is the loneliness of the reaper highlighted?
5. Discuss the significance of the title of the poem, "The Solitary Reaper." Explain your response.
6. Why does the poet believe the girl's song will never end?
7. Why do you think the poet used various images in the poem? How do the images affect and appeal to the audience?

Assessment

- Assess learners' ability to analyse the example of a digital poem by inviting a member from each group to present the group's analysis. Keep observation notes as learners present. Provide feedback to the class as a whole by highlighting key points, clarifying misconceptions and providing additional critical analysis of the poem.
- Assess the learner's communication and analytical skills in the group talk. Let learners reflect on their group talk by asking learners to write a reflective report of the conclusions the group has drawn. Ask learners to include examples of the forms of texts they encountered and the literary devices they discussed. Encourage learners to share the written group report by displaying it on the classroom walls or sharing it through a common online platform.
- Before learners take off for the field trip ensure everyone in the group has a specific role to play, let learners map out their plan of action. Caution the learners by listing the Dos and Don'ts and discussing possible risks and contingencies for everyone's safety.
- Invite the cooperation and collaboration of an IT teacher to teach learners how to use a

computeror digital tools to come up with digital poems, in case learners cannot figure out the techniques by viewing the resource links. Provide learners with print and digital resources to enable them to come up with a successful product from the poetry project.

- Create rubrics and checklists to gauge fluency and accuracy of reading and encourage learners to provide constructive feedback to peers.

Resources

- https://fb.watch/48gRXjyq1r/ Digital poetry example
- https://www.youtube.com/watch?v=wWpMB6gmBYA Visual poem
- https://www.edutopia.org/blog/digital-poetry-terry-heick (article about digital poems)
- https://www.youtube.com/watch?v=qN9fret0PNo (E-poetry)
- https://www.youtube.com/watch?v=vOPfyE0Ei8U (Black Out poetry)
- https://www.youtube.com/watch?v=De9Jwe1ogJI (poetry out loud - example)
-

Topic: Text-to-life connections

The skill of drawing on the feelings of characters or speakers in literature is a higher-order skill to develop levels of appreciation and comprehension in learners. As learners read a variety of texts, they should be taught to relate to the feelings and experiences that characters undergo in the texts. This way learners undergo different experiences and feelings vicariously, and will be able to draw inspiration from noble ideas expressed in literature.

Competencies

- Draw upon the feelings of characters in a story or play, or the speaker in a poem or an essay to make text-to-life connections.
- Evaluate the great ideas expressed in the literature to draw inspiration from them.

Knowledge: character/speaker analysis, text-to-text connection, text-to-life connection
Skill: evaluate characters/speakers and ideas expressed to make critical text-to-text and text-to-life connections
Behaviour: draw inspiration from literature by evaluating characters/speakers and great ideas and making connections

Learning Objectives

- Use appropriate reading strategies and skills developed in earlier classes to achieve various reading goals.
- Read and articulate their understanding of experiences such as separation, love, compassion, loss, and spirituality using situations encountered in literature to support their positions.
- Engage in sustained reading and viewing for pleasure, personal development, and learning.
- Read at least 40 pieces of fiction and non-fiction texts.

Learning Experiences

Part 1:

- Ask learners to make a list of some materials they read during the last week/month/year, both in English and Dzongkha. The list might include newspapers, letters (personal and formal), leaflets, labels on jars, tins and packets, advertisements, magazines, books and so on. Some learners may add emails, text messages and all kinds of texts from the Internet (e.g., news, online shopping, poems, short stories and novels).

- Find out whether learners read these different kinds of texts in the same way. Inform them that mostreading research classifies reading into (1) getting general information from a text, (2) getting specific information from a text, and (3) for pleasure or for interest.

- Allow learners to individually identify which of the texts they listed in the reflection task would require the three kinds of reading. Additionally, ask them how similar or different they think the reading processes are from one category to another. Use the ‘snowballing” or the “pyramiding”

technique of inclusive discussion to engage the learners. After individual jot-thought, let learners think-pair-share with their shoulder partners. Let the pair join forces with another pair to have the same discussion to establish whether their ideas and points are similar or not. (Refer "snowballing" in the link):

https://www.mtholyoke.edu/sites/default/files/saw/docs/evaluating_speaking_guidelines_spring2006.pdf

Part 2:

- Encourage learners to engage in extensive reading of diverse texts that are interesting and relevant to their particular needs and wants in order to become skilful readers. Emphasis on the importance of reading by informing those readers differ in what they read, how much they read, how well they read, and how much they depend on or care about reading. Introduce a THINK card strategy to reading to encourage learners to put their thinking caps on to model certain behaviours every time they come in contact with a given text. As they read ask them to THINK to build a solid basis for deeper analysis of the chapter they read.

    - **T**houghts: *What are your* **thoughts** *while reading the selection?*
    - **H**ow: **How** *do the conflicts in the selection drive the overall plot?*
    - **I**nterpret: *Identify and* **interpret** *key quotes that assist in the progression of the selection.*
    - **N**eed: *How are the characters in the selection driven by their* **needs**?
    - **K**now: *What do you* **know** *about the emerging themes and symbols after reading this section?*
- Divide learners into small groups. Encourage all the groups to decide and select a short story from Reading and Literature to use the THINK card on the first two pages of the story. Ask learners to read the few pages individually and note their responses on the THINK card and latershare their THINK with their group.
- Let learners continue reading the text and use it as a vehicle to practice THINK. Have learnerswrite their overall impression on the THINK card.
- Engage learners on a sustained reading of the text and jot down their overall impression on the THINKcard.

Part 3: Use the short story, 'The Bet' by Anton Chekov for the following learning experience.

Note: Learners can monitor their own thinking and make connections between texts and their own experiences by engaging in strategic reading. Learners who make connections while reading are more likely to comprehend the text. To connect with the text, learners must draw on their prior knowledge and experiences. When learners connect, they are thinking, which increases their involvement in the reading experience.

Learners gain a better understanding of a text when they make genuine connections to it. Teachers, on

the other hand, must understand how to demonstrate to learners how a text relates to their lives, another text they have read, or the world around them. This will help the learners to make personal connections to a text on their own. For this reason**,** revise some steps on making connections with the text they read.

Use the link below for the details:

https://raisethebarreading.com/2020/09/15/teaching-students-to-make-connections/

- Teachers can help the learners to relate the story to their life.

Example

- If you were the lawyer in the story, what would you have done with the bet? Share with your friends.

Methods of Characterization in Literature

- Characterization comes in two forms: direct and indirect. The reader is specifically informed of a character's traits through direct characterization. Five different techniques that integrate various components are used in indirect characterization to show a character's nature. The acronym STEAL, which stands for speech, thoughts, effect on others, actions, and looks, can be used to help you recall these five components.

Use the link below for Five Methods of Characterization:
Source: https://penandthepad.com/5-methods-characterization-8263504.html

Five Methods of Characterization

- **An acronym PAIRS**, can help you recall the five methods of characterization: physical description,action, inner thoughts, reactions, and speech
- **Physical description** - the character's physical appearance is described. For example, characters might be described as tall, thin, fat, pretty, etc. We might be told the color of hair or something about the clothing of the character. How the character dresses might reveal something aboutthe character. Does the character wear old, dirty clothing, or stylish, expensive clothing?
- **Action/attitude/behaviour** - What the character does tells us a lot about him/her, as well as how the character behaves and his or her attitude. Is the character a good person or a bad person? Isthe character helpful to others or selfish?
- **Inner thoughts** - What the character thinks reveals things about the character. We discover thingsabout their personalities and feelings, which sometimes helps us understand the character's actions.
- **Reactions** - Effect on others or what the other characters say and feel about this character. We learn about the relationships among the characters. How does the character make the other characters feel? Do they feel scared, happy, or confused? This helps the reader have a better understanding of all the characters.
- **Speech** - What the character says provides a great deal of insight for the reader. The character

might speak in a shy, quiet manner or in a nervous manner. The character might speak intelligently or in a rude manner.

- Let learners in pairs discuss and write the character trait of a character in the story 'The Bet' using the strategy given above. The pairs will display their write up on the designated corners for a **gallery walk**.

*Use the short story, **'The Imp and the Crust'** by Leo Tolstoy for the following learning experience.*

- In groups, let students discuss the theme of the story and make comparisons to their own experience.
  Example
  - Consuming alcohol is a culturally accepted in our country, what is your view on it? Discuss.
  - Do you think levying heavy tax on alcohol will curtail alcohol abuse? Why?

- Engage in sustained reading and viewing for pleasure, personal development, and learning.
  Example:
  (Refer the essay, *'What's in this toothpaste*' by David Bodanis)

  - Do you find any connections between the essay and Jean Kilbourne's '***People as Products'***? Discuss (Refer supplementary text)

*Refer the poem, **'The Solitary Reapers'** by William Wordsworth for the following learning experience.*
Example:

- The teacher may explain different types of making connections with a text (text to self, text to text, & text to world). Use the YouTube video tutorial link below for more information.

✓ https://youtu.be/SHsdQvsN8ag
✓ https://youtu.be/9WjG4qScv7I

- Encourage learners to independently read the poem and draw connections between text and life, other texts, and the world around them using the following suggestive questions.

  - To what is the song of the reaper compared?
  - Think of a time when you listened to a song and wondered about the singer and what the song was about. Share with friends.
  - Talk about your favourite song(s) with friends explaining why it/they are your favourite.
  - What values does the poem teach you? Elaborate on your response.
  - How is this poem different or similar to other poems by William Wordsworth that you have read? Use a graphic organizer to make connections.

- To guide the learners to consider text-to-life connections, the learners in groups, pairs, or as a

whole class discussion and share their views on the following questions after reading the text. (***Refer the essay Multitasking)***

i. What are some of the benefits of multitasking?
ii. Can you explain a time when you had to multitask? What made multitasking a requirement in that situation?
iii. How do you determine your priorities?
iv. Do you agree with the information shared in the essay? Why or why not?
v. Reread the topic sentences of each paragraph and think if you can provide additional information or elaboration to support it (the topic sentence)

Part 4:

Class X learners are required to read at least 40 pieces of fiction and non-fiction on their own, it is important for them to possess independent reading skills and strategies. In the given link https://www.readnaturally.com/research/5-components-of-reading/comprehension you will find several sample lessons for teaching various skills and strategies of reading.

Spend adequate time to adapt the lessons and explicitly teach the skills and strategies to help learnersto respond personally and critically to different types of reading materials. During the lessons, provide learners with a purpose for reading by supplying materials that stimulate interest and do not have overfamiliar content. Of all the language skills, reading is the most private, and there is a problem in getting feedback on a private process.

The notion of privacy in reading can sometimes be related to a learner's needs: a learner may need the materialof a different level and topic from other members in the group, which may involve the teacher in the provision of some individualized reading in the programme. Learners can develop and foster appropriateskills according to a reading purpose, for example by encouraging students to read quickly when it is appropriate to do so.

Timed activities or 'speed reading' can be related to the private nature of the reading process that we mentioned earlier. In other words, reading quickly with good overall comprehension does not necessarily have to be made competitive with other students as the individual student and/or the teacher can keep a record of how long it takes to extract information from a given source. Consequently, the transferability of principled flexible skills to different types of reading materials is one of the most effective things to develop in the reading skills class. After teaching all the relevant reading skills and strategies, provide an opportunity for learners to pursue a Reading Project with the following performance tasks:

1. Continue maintaining a reading log of at least 40 books/articles read for the Reading Project. (https://www.youtube.com/watch?v=j28rxKHqJdg)
2. Listen to a few audiobooks and read simultaneously. Read along, rewind, repeat and practice pronunciation, pauses and analyze the function of punctuation marks. Explore the following (suggested) sources for audiobooks https://www.audible.com/ep/FreeListens.
3. Prepare 2-3-minute audio and video recordings of at least one fiction and one non-fiction for peer and teacher feedback. Document the feedback received in your Reading Portfolio/Reading e-Portfolio under the title Reading Project.

4. Write 4 book reviews to make text-to-life connections as a part of the Reading Project. Use the link: https://www.youtube.com/watch?v=IhYF3v3zTeo or explore any other sources.

Assessment

Part 1:

- Assess learners' oral reporting competency and group communication skills as they snowball into larger group discussions by making observation notes. Provide whole class feedback at the end of every snowball, based on the teachers' observation of learners' oral and communication skills.

Part 2:

- Assess learners' understanding of the reading strategy or skill through the story "Hey come on Out" or any other stories/poems/essays to articulate their understanding of experiences such as separation, love, compassion, responsibility, loss, and spirituality using situations encountered in literature to support their positions through a presentation, book talk, class test, question-answer session and any other activities. Collaborate with other teachers teaching English from classes VII to XII through the English Professional Learning Community to further discuss if required.

Part 3:

- Design or adapt a making connections rubric to evaluate learners' text-to-life, and text-to-text connection skills.

Resources

- https://www.mtholyoke.edu/sites/default/files/saw/docs/evaluating_speaking_guidelines_spring2006.pdf (Snow balling)
- https://www.youtube.com/watch?v=j28rxKHqJdg (Reading Log)
- https://www.audible.com/ep/FreeListens (audiobooks)
- https://www.youtube.com/watch?v=IhYF3v3zTeo (Book Review)
- https://www.readnaturally.com/research/5-components-of-reading/comprehension (Reading strategies)
- https://study.com/academy/lesson/methods-of-characterization-in-literature.html (Method of Characterization)
- Reading and Literature (Textbook)

Writing

Topic: Grammatical Constructions

Learners at this level must be able to use sentences that require complex grammatical constructions, a wide range of vocabulary and rhetorical devices to be competent at communicating accurately, precisely and clearly. They should be able to exhibit their writing proficiency in presenting a logical argument, disseminating their thoughts and ideas clearly, and integrating information accurately from varied sources. They must also be able to use their linguistic resources appropriately by addressing the audience, purpose and desired outcomes based on the purpose of their writing.

Competency

- Use increasingly complex grammatical features, rhetorical devices, and vocabulary correctly to make fine distinctions and achieve emphasis.

Knowledge- Wide range of active vocabulary, proficiency at using a variety of sentence structures accurately and appropriately.
Skills-Exhibit writing proficiency addressing the context suitably
Behaviour- adopt the approach of field-tenor-mode: field (subject matter), tenor (relationship between writer and reader, speaker and listener), and mode (written or spoken form of communication) for proper and effective communication.

Learning Objectives

- Use writing strategies developed in earlier classes.
- Continue using the Writing Process to refine the writing and become an independent writer.
- Use discourse markers including “in addition”, furthermore” and “moreover” to achieve cohesion in their writing.
- Take notes at meetings and prepare minutes accurately.
  Distinguish the best pieces of their writing (including essays on different types of needs of children and what parents do to fulfill them) and add them to their portfolio or share using ICT and appropriate format.

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

Learning Experiences

How to write minutes of a meeting

- Familiarize learners with the concept of minutes of meetings.

Definition: Minutes of the meeting are the official record of a meeting. Depending on the length of the

meeting's agendas, subjects can be brief or lengthy. The purpose of the minutes is to record the substance of a meeting in a clear, accurate, concise, and informative way. Some of the features of the minutes of the meeting are formal language, narrative style, impersonal tone, and brevity.

- Project the video **SST** meeting role-playing simulation https://youtu.be/KZEo4yDMnk8 to help the class to get a clear concept of the Minutes of a Meeting.
- Ask the class to share their observation of how the meeting was conducted in the video.
- Project the video on how to keep/write Minutes of Meeting https://youtu.be/7dPaeV8NIEg
- Let learners take notes as they watch and listen to the video. Discuss their notes in pairs orteams before sharing them with the whole class.
- Let the learners form a team of four to five members and role-play a meeting in which one of them will take the minutes of the meeting.
- The team discuss and draft their minutes of the meeting using correct grammatical features focusing on active and passive voice, past tense and appropriate discourse markers before submitting them to the teacher and recording them in their portfolios. (No specific format is recommended for writing minutes of a meeting).

Assessment

Use rubric 3.1 to asses learners' writing proficiency in Minutes of meeting accurately.

Rubric 3.1

	1	2	3
Heading	Includes only twoof the five required components	Includes only three of the five required components, information not in prominent place or easy to read	Includes title, date, time, and places of meeting. Attendees and absentees are listed as well.
Content	Content was not descriptive, no clear reflection of the entire meeting	Some action items are identified, but without clear description. Logical sequenceis not clear.	Detailed chronological description ofthe events. Assignments to team members are identified with detaileddescription and process. Items put to vote are recorded with results.
Grammatical Structure (spelling, sentence structure, punctuations,vocabulary)	Editing and revising are notapparent	Multiple or repetitive errors interfere with readability ofthe documents	Free of all grammar, spellings, and punctuations.

Resources

- https://youtu.be/KZEo4yDMnk8 (SST Minute Role Play)
- https://youtu.be/7dPaeV8NIEg (Minutes of Meeting)
- https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=T73459& (rubric 3.1 for Minutes of Meeting)

Topic: Rhetorical devices and Discourse Markers

The learners must exhibit a fair degree of competency using figurative language to express comparison, and add emphasis or clarity in order to make their writing more interesting with the addition of colour or freshness. The learners must also understand that employing figurative language enables them to make their writing an enriching experience for the readers. They should also be able to create their own comparisons and use them appropriately and meaningfully in their writing.

Competency

- Write using figurative language and adopt an appropriate voice to show an increasing command over language and its dynamism.

Knowledge- a sound understanding of common figures of speech and their application in writing.
Skills-demonstrate ability at selecting figures of speech that aids to expand upon the meaning of their writing.
Behaviour- display skills portraying effective and conscious choice of the use of figures of speech to enhance the mood, meaning and theme of their written product.

Learning Objectives

- Use writing strategies developed in earlier classes.
- Continue using the Writing Process to refine the writing and become an independent writer.
- Use rhetorical devices, including irony and euphemism, in the organization of their writing.
- Use discourse markers including “in addition”, furthermore” and “moreover” to achievecohesion in their writing.
- Distinguish the best pieces of their writing (including essays on different types of needs of children and what parents do to fulfill them) and add them to their portfolio or share using ICT and appropriate format.

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

Learning Experiences

The following lesson helps readers form a mental image, elicit emotion and hook the attention of the readers with the apt use of figures of speech. (Use separate lessons to cover other topics).

Writers use figurative language as a tool to convey meaning that is different from the literal meaning of the word or phrases used to express them. Some of the benefits of using figurative language are to express complex feelings, exaggerate for emphasis, infuse humour, indicate discrepancy and to engage the readers.

Using figurative language paves way to enhancing creativity of the learners. They should be provided with ample of opportunities to practice, to transform ordinary descriptions into evocative events, help them understand that although there is no one right way to use figurative language it is very important to evaluate its aptness and use them sparingly.

- Project the video Spice Up your Writing! How to use Figurative Writing with Mr Ney https://youtu.be/9dT-_52CUU8 to help the class recollect the figures of speech and their application. Ask the class to share what they understood from the video with their face partner.

- The teacher emphasizes on the importance of using figurative language, in writings in commercial industries, advertisements, business promotions, magazines, slogans, creative Ads, and by creative writers, and in daily discourse (Example: *The powder touches the baby*- in cosmetic advertisement (Explanation: in this example, it is clearly seen that there is personification because the powder cannot touch the baby and the one who can touch a baby is a human being); *Your friend in faraway places* in Airline advertisement (This airline is personified and termed as a friend of the passenger in a foreign place).
- Allow learners to browse google to collect at least two examples of how figurative language is used to achieve goals in commercial industries, advertisements, business promotions, and magazines with a brief explanation as shown in the example given above.

- Ask the learners to write their own poems/songs/descriptive or narrative essays using figurative language.

Assessment

- Assess learners' writings using the suggestive rubrics 3. 2.

Rubric 3.2

	4- Excellent	3- Very Good	2-Satisfactory	1-Needs Improvement
Ideas	paints a picture for the reader well-focused on the topic ideas are well-supported with interesting and vivid details	creates some clear images for the reader focused on the topic ideas are well-supported with details	sometimes strays from the topic ideas are not well-developed more details are needed	poorly focused on the topic ideas are unclear few details are given
Organization	well-focused on the topic logical organization excellent transitions easy to follow	generally focused on the topic some lapses in organization some transitions usually easy to follow	somewhat focused on the topic poor organization few transitions difficult to follow	not focused on the topic no clear organization no transitions difficult to impossible to follow
Introduction	Introductory paragraph clearly states subject of essay and captures reader's attention.	Introductory paragraph states subject of essay but is not particularly inviting to the reader.	Introductory paragraph attempts to state subject of essay but does not capture reader's attention.	No attempt is made to state the subject of the essay in an introductory paragraph.
Word Choice	precise, vivid and interesting word choices wide variety of word choices	fairly precise, interesting and somewhat varied word choices	vague, mundane word choices wording is sometimes repetitive	very limited word choices wording is bland and not descriptive

		wording could be more specific	more descriptive words are needed	
Sensory Detail	Essay includes details that appeal to at least three of the five senses (taste, touch, sound, sight, smell).	Includes details that appeal to fewer than three of the five senses.	Includes details that appeal to only one of the five senses.	Includes no details that appeal to one ofthe five senses.
Figurative Language	Writer effectively uses simile, metaphor, and personification to describe the subject.	Writer uses one example of simile, metaphor, or personification to describe the subject.	Writer may try to use simile, metaphor, and personification but does so incorrectly.	Writer does not include simile, metaphor, or personification in essay.
Sentence Fluency	uses complete sentences varying sentence structure and lengths	uses complete sentences generally simple sentence structures	occasional sentence fragment or run-on sentences simple sentence structure is used repeatedly	frequent use of sentence fragmentsor run-on sentences are difficult to understand
Conventions	proper grammar, usage correct spelling correct punctuation correct capitalization	few errors of grammar and usage mostly correct spelling, punctuationand capitalization	errors in grammar, usage and spelling sometimes make understanding difficult some errors in punctuation and capitalization	frequent errors in grammar, usage, spelling, capitalization and punctuation make understanding difficult or impossible
Voice	voice is fitting for the topic and engaging well-suited for audience and purpose	voice is fairly clear and seems to fit the topic suited for audience and purpose	voice rarely comes through not always suited for audience and purpose	voice is weak or inappropriate no sense of audience and purpose

Resources

- https://youtu.be/9dT-_52CUU8
- https://youtu.be/rW4DtZGxjq0

Topic: Writing in Different Genres

The learners at this level must display a good understanding of the purpose of genre and genre writing. It is important for them to know the three salient features of the genre such as writing style, readers and goal.These three salient features correlate to the purpose of the particular genre and the social context. (Encouraging learners to use referencing and parenthesis using commonly accepted referencing style- for instance APA referencing format) will enhance learners writing skills and styles.

Competency

- Write in a wide range of forms to enrich the repertoire of writing skills and styles.

Knowledge- good understanding of genre, distinctive features of each type of genre comprising of its purpose, vocabulary, grammar and rhetoric structure.
Skills-display ability to differ their writing style in order to fulfil the purpose of the genre by attending to its specific organization and linguistic features.
Behaviour- deploy the knowledge of being able to vary language forms as per the register or the relationships, especially the power relationship. For instance, while it is appropriate to use abbreviations and slang in mobile phone text messaging between friends, it is considered inappropriate when addressing the higher authorities.

Learning Objectives

- Write for a variety of purposes and audiences using a wider variety of genres encountered intheir readings including expository essays, letters of application and resumes.
- Use discourse markers including “in addition”, furthermore” and “moreover” to achievecohesion in their writing.
- Write reports on assigned or self-selected topics including an explanation of graphic and pictorial information to include issues of healthy and unhealthy sexual relationships.
- Distinguish the best pieces of their writing (including essays on different types of needs of children and what parents do to fulfill them) and add them to their portfolio or share using ICTskills and appropriate format.

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

Learning Experiences

It is important to help the learners understand that different genres are shaped by different linguistic resources to accomplish their purpose. In this stem, it is essential to provide a forum which raises the conscious awareness of the learners at noticing that depending on the purpose of the writing andthe audience the language choices and tone must vary. If learners are taught to identify and analyze various genres, they will be better equipped to translate them into their writing.

Note: Pre-teach the referencing APA or any other acceptable format.

- Project the video Understanding Genre Awarenesshttps://youtu.be/Daut5e0kWBo and https://youtu.be/lyiIm4E8q14 to help the class consolidate their understanding on genre analysis, features and purposes.

- Ask volunteers to share their understanding of the video with the whole class. The teacher elicits further discussion to clarify the concept of genre awareness.
- Let the learners examine the text features and the content of different genres (an expository essay, a report, information, a letter, an advertisement, minutes of a meeting and messaging in social media using sample description in table 3.1 or any other resources).
- Ask the class to compare the format/style, grammar, sentence types and vocabulary used in expository essays and letters.

Table 3.1

Genre	Purpose	Features	Examples
Descriptive Writing	The primary purpose is to describe a person, place or thing in such a way that a picture is formed in the reader's mind.	Intense use of figures of speech and sensory details to make writing more objective.	Songs Poems Descriptive essay
Journals	It is personal and less formal writing. News, ideas or notes arewritten either to oneself or to someone else.	Noting the date, using an interesting sentence starter, writing conventions, can write from the perspective of a personified character, such as an animalor other nonhuman, to personify, research, and learn more about the personified character.	E-mailBlogs Personal journals
Report writing	The purpose of a report is to provide information to people on aspecific topic.	It usually sets out and analyses problems or situations and provides recommendations. It focuses on facts and are well-structured and clear.	Academic Business
Information transfer	Non-linear texts are used to highlight important thematic conflict by skipping over boringdetails and provide context andcharacter background.	Do not require reading from beginning to end.	Visuals such as pictures, charts, flow chart, and graphs, digital texts with hyperlink are used to convey the information.
ExpositoryEssay	To inform the reader readers, to collect and synthesis information	Use of facts and figures, statistical data, parenthesis, unbiased opinion	Essay Directions Reports summaries

Assessment

- Set up a literary station with reading materials on different genres including essays, stories, drama, fiction, poetry, journals, non-linear texts, and resumes.
- In groups/ pair distribute copies of one sample of a genre, and ask learners to look into the text and determine genre, purpose and features, style of writing to prepare presentations, and assess by designing tools in collaboration with learners.

Resources

- https://youtu.be/Daut5e0kWBo (genre awareness)
- https://youtu.be/lyiIm4E8q14 (genre analysis)

Topic: Writing Strategies and the Writing Process

Effective writing skills are important for communication as it helps to communicate with clarity and ease. Along with grammar, spelling and punctuation, it is very important to be aware of the following: the purposeof the writing, format, audience, sentence structure, language choices and tone.

Competency

- Apply the knowledge of effective writing to evaluate one's own writing and the writing ofothers.

Knowledge- understanding of distinctive features of different genres and their purposes and writing process.
Skills-can write a well-structured paragraph, discourse markers, catchy opening sentences and strong thesis statements; differ their writing style in order to fulfil the purpose of the genre by attending to its specific organization and linguistic features.
Behaviour-proofread and edit one's own or others' work ethically. Appreciate and value the comments andsuggestions provided by others with grace for improvement.

Learning Objectives

- Use writing strategies developed in earlier classes.
- Continue using the Writing Process to refine the writing and become an independent writer.
- Use discourse markers including "in addition", furthermore" and "moreover" to achieve cohesion in their writing.
- Write for a variety of purposes and audiences using a wider variety of forms encountered intheir reading including expository essays, letters of application and resumes.
- Use discourse markers including "in addition", furthermore" and "moreover" to achievecohesion in their writing.
- Write reports on assigned or self-selected topics including explanations of graphic and pictorial (information transfer) to include issues of healthy and unhealthy sexual relationships or any other relevant topics.
- Select the best pieces of their writing including essays on different types of needs ofchildren and what parents do to fulfil them (redraft if necessary) and add them to their portfolio or e-portfolio.
- Encourage learners to enjoy writing by participating in a community of writers.

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

Learning Experiences

The following lesson is on how learners can carry out self as well as peer correction on their writing to produce clear and meaningful writings that fulfil the purpose of the genre.

One of the effective ways to make learners think about themselves as a writer is to make them reflect on their own writings. It can be achieved by asking them to self-edit/ rewrite their work as they write.

Further, making them edit their friend's work can aid in developing their proofreading and editingskills besides enhancing their confidence in writing.
Note (Take time to pre-teach/recall the writing process detailed below or use other strategies).

- Project the video on Power Writing https://youtu.be/dT_D68RJ5T8 and English 101 Writing a Paragraph https://youtu.be/0LGZi14n5sg to help the class recapitulate stages of the writing processand the features of a paragraph.
- Use any Transformative Pedagogy to share their understanding with the whole class.
- Discuss the features of good feedback and prepare a common format to be used by the class while carrying out peer- editing.
- Explore the above links on expository essays about paragraph writing and ask the learners to read them carefully.
- Encourage the learners to write and do a peer editing of their expository essay/story/any narratives and make multiple drafts by collaborating with their friends through Google classroom or other convenient social media using the checklist given in the Teacher's guide/or any other sources.

The Writing Process

Day1: Pre-writing:

- ✓ Recapitulate the format for writing an expository essay.
- ✓ Project the slide (PowerPoint) on an expository essay or, distribute sample hand-outs.
- ✓ Pre-writing/ Listing activity: Ask the class to choose a question and start a pre-writing task based on the question.
- ✓ Elicit brainstorming (whole class) on one of the questions to prompt the class or teams.

Day 2: Drafting (Planning and composing):

Let a team leader from each team to summarize and present their ideas to the class as a whole to see if the listing task has been accomplished.

- ✓ Ask the group to discuss, organize and write a good introductory paragraph.
- ✓ Let the learners in their team to work on writing introductory paragraph using the ideas they have listed.

Monitoring: The teacher assists the learners with insights on what to be incorporated in the paragraph based on the team's plan. Remind them of the elements of a good introduction.

Components of an introductory paragraph

- ✓ Catchy opening sentence

- ✓ General idea
- ✓ Specific idea
- ✓ Thesis statement with three main points

Follow up: Each team will discuss their completed paragraph with the teacher as and when they complete their writing (The teacher and students conference).

Check-list for the introductory paragraph

1. Do I have a catchy opening sentence?
2. Is the general idea mentioned in my introduction?
3. Is it narrowed down properly to arrive at a specific idea?
4. Do I have a thesis statement?

Check-list for thesis statement

1. Is my thesis statement written in one sentence?
2. Does my thesis statement have three main points?
3. Does my thesis have a clear subject and direction?
4. Are the three points of the thesis written in short phrases or one word?
5. Does my thesis statement answer the question?

Day 3. Planning & composing the draft - teams to organize and compose 3 body paragraphs

Monitoring: Guide the class to use each of the main points from the introductory paragraph to organize each body paragraph. Then remind them to support each main idea stated by providing a detailed description of the point in each paragraph.

Components of a body paragraph

- ✓ Topic sentence (must be one of the points mentioned in the thesis statement)
- ✓ Explanation or definition
- ✓ Evidence and elaboration
- ✓ Concluding sentence

Note: Use the PEEL framework

Project the video clips if necessary

1. How to write topic sentence and paragraph: https://www.youtube.com/watch?v=IqxuNrhKhMc
2. Writing Skills: The Paragraph https://www.youtube.com/watch?v=0IFDuhdB2Hk

Follow up: Let the teams present/read out their paragraph to the class. (Pointing and questioning to be carried out to refine their writing)

Check-list for body paragraph

1. Does the first sentence of my paragraph contain one of the points from my thesis statement?
2. Is the idea mentioned in the topic sentence further explained or elaborated?
3. Does my paragraph have facts and figures or other evidence to support the idea?
4. Does my paragraph have a concluding sentence?
5. Are the ideas connected or developed logically?

Closure: Ask the class to think about how to write the concluding paragraph in the following writing class.

Component of a concluding paragraph

- ✓ restates the thesis statement
- ✓ summarizes the main points and highlights of the body paragraphs
- ✓ includes concluding remarks
- ✓ avoids new idea

Day 4: Planning & composing the draft – each team is to write the concluding paragraph.

Checklist for concluding paragraph

1. Does my concluding paragraph restate my thesis statement?
2. Does it summarize the significant points mentioned in the essay?
3. Does it have a suggestion, recommendation or wakeup call?
4. Does it avoid new idea(s)?

Day 5: Revisit the lesson on writing a title and ask the learners to write the title for their essays.
Examples:Standards for the Nation, Honoring Life, Light and Learning

Basic rules

- ✓ Always capitalize the first letter of the first word as well as all the nouns, pronouns, verbs, adverbs and adjectives.
- ✓ DO NOT capitalize articles, conjunctions and prepositions.
- ✓ Capitalize both elements of spelt-out numbers and small fractions.

Day 6: Revising the draft (Peer-workshopping session to revise the drafts):

Groups exchange the drafts, review it within the group and comment on its layout, word choice, grammar, spellings... using the table with the headings: Positive and Constructive comments.

Day 6: Proof reading and editing. Proof read and edit your revised draft, to make a final copy for publishing. Teacher is suggested to use checklist 3.1 or design relevant rubric/checklist to assess.

Checklist 3.1 (Editing Checklist – Indicate with tick (√) in the appropriate column)

Overall structure	**Yes**	**No**
1. Does the whole essay flow in logical order?		
2. Is each paragraph related to the paragraph before or after it?		
3. Does the introduction and conclusion match? Are they discussing the same ideas or supportingidea?		
Grammar	Yes	No
1. Do the subject and verb agree?		
2. Do the verbs follow a logical verb tense?		
3. Did you use capital letters where necessary?		
4. Did you circle the misspelt words and check them?		

Publishing:

a) Do I want to publish my article and share it with others?
b) There are many ways I could publish this …

Assessment

Assess learners' expository essay using the suggested rubric 3.3 or any other rubric.

Rubric 3.3

	Description	Introduction	Body	Conclusion	Language	Other
4	Clearly addresses all parts of the writing task; maintains a clear purpose and a consistent point of view and focus;all ideas are on topic, not extraneous; essaylogically flows from one paragraph to another; paragraphs fully elaborate and develop the thesis.	Introduces with a topic sentence which leads to general information. Has clear thesis statement, and a concluding statement	Well-developed topic sentence, in-depth, accurate, and relevant facts/concrete details, relevant comments without redundancy, effective concluding sentence that restates the topic Sentence	Restates the thesis statement and the main ideas, expands upon the general information provided in the introduction, ends with a final thought, but does not give any new information	Effective transitions throughout the essay, employs a variety of sentence patterns to enhance the writing, sentences varyin beginnings, length, and complexity, precise and engaging vocabulary with appropriate use of discourse markers.	Writes with the audience in mind strong "voice" (Expressive, engaging, enthusiastic, natural, thought-provoking) original and engaging title
3	Addresses all parts of the writing task; maintains a general understanding of the purpose and mostly consistent point of view and focus; ideas are on topic; essay flows from one paragraph to another; paragraphs build and develop the thesis	Appropriate lead some general information introducing the topic thesis and a statement of the main points	Topic sentence relevant facts, concrete details, and supporting comments minimal redundancy concluding sentence	Restates the thesis statement andthe main ideas, may include some general information ends with a final thought	Includes appropriate transitions may employ various sentence patterns sentences may vary in beginnings and length uses accurate vocabulary	Attempts towrite with the audience in mind moderate "voice" (sincere, but not genuinely engaging) appropriate title

2	Addresses only parts of the writing task; demonstrates limited understanding of the purpose and an unclear point of view and focus; lacks unity between paragraphs; weak	Weak, inappropriate, or missing lead little or no general information introducing the topic weak, insufficient, or missing thesis and statement ofthe main points	Insufficient or missing topic sentence limited or irrelevant facts, concrete details, and comments redundant information or comments insufficient or	Confusing or missing restatement of thesis, main ideas, and general information missing final thought	Ineffective, awkward, or missing transitions simple sentence patterns may include confusing or incorrect vocabulary	Limited awareness of the audience little or no "voice" (flat, lifeless, or mechanical), may or may nothave a title
	paragraph development; lacks sufficient support for the thesis		missing concluding sentence			
1	Fails to address the writing task; demonstrates no understanding of the purpose; lacks point of view, focus, and unity between paragraphs; little or no paragraph development	Inappropriate or missing lead no general information introducing the topic missing or irrelevant thesis and main points	Missing or irrelevant topic sentence few or no facts, concrete details, or support redundant information missing or irrelevant concluding sentence	Missing or inappropriate topic sentence	No transitions simple, confusing, or fragmented sentence patterns	No awareness of the audience, lacks "voice" (flat, lifeless, or mechanical), no title

Source: https://cpb-us-e1.wpmucdn.com/cobblearning.net/dist/9/2737/files/2017/01/Expository-Essay-Rubric-1-2d5lgy2.doc

Resources

- https://youtu.be/dT_D68RJ5T8 (Power writing)
- https://youtu.be/0LGZi14n5sg (Paragraphing)
- https://cpb-us-e1.wpmucdn.com/cobblearning.net/dist/9/2737/files/2017/01/Expository-Essay-Rubric-1-2d5lgy2.doc (Rubric 3.3)
- https://www.youtube.com/watch?v=IqxuNrhKhMc (topic sentence and paragraph)
- https://www.youtube.com/watch?v=0IFDuhdB2Hk (Writing Skills: The Paragraph)

Topic: The Writing Portfolio

Studies have revealed that maintaining a portfolio has several benefits. It can enhance the independent learning experience, promote learner autonomy and provide opportunities to grow as writers. Please refer to the Teacher's Guide Book for detailed information on writing portfolios.

Competency

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

Knowledge: - understand the steps of the writing process and how to maintain a writing portfolio.
Skills: -can carry out self-editing and peer-editing; provide clear, precise and helpful feedback; use rubrics and checklists; apply logical and critical reasoning to "either trash or treasure" the feedback.
Behaviour: - c a n enjoy writing and proofreading; possess a well-maintained portfolio, appreciates and values both reading and writing, participates in writing contests and aspires to publish his or her writing.

Learning Objectives

- Use writing strategies developed in earlier classes.
- Enjoy writing by participating in a community of writers.
- Use discourse markers including "in addition", furthermore" and "moreover" to achieve cohesion in their writing.
- Distinguish the best pieces of their writing (including essays on different types of needs of children and what parents do to fulfill them) and add them to their portfolio or e-portfolio with an appropriate format.

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

Learning Experiences

The following lesson is on how learners can maintain their writing portfolio to serve both as a tool to facilitate and support learners' writing skills.

- Discuss the benefits of maintaining a writing portfolio for personal growth using powerpoint presentation after watching the following videos on a portfolio and digital portfolio: https://youtu.be/b_R7cDhn6Ds, https://youtu.be/sacuuqjHPXo and https://youtu.be/kykfcqqr8T8.
- Create a Google classroom or any other convenient social media forum to encourage learners to clear their doubts amongst themselves to enhance further understanding of the portfolio.
- Create opportunities to help learners start blogging and share their writing in different forums.

Assessment

The rubric for assessing the Writing portfolio should be developed in advance along with the learners, keeping in mind the requirements stated in the Competencies and the objectives. Learners should have a clear knowledge of what makes a portfolio 'excellent', 'good' or 'poor'.

Resources: https://youtu.be/b_R7cDhn6Ds (Portfolio) https://youtu.be/sacuuqjHPXo (Student portfolio for a classroom) https://youtu.be/kykfcqqr8T8. (e-Portfolio)

Topic: Multimedia for Publishing

Good penmanship remains with us along with the use of prevalent ICT devices. Learners should be given the opportunity to explore these means and decide the best way to publish their works.

Competency

- Use handwriting, ICT and referencing skills effectively, making appropriate choices of presentations to share and publish to a wider audience.

Knowledge- Handwriting and ICT skills are important components of literacy and there are different formats for presenting one's work.
Skills- Use appropriate forms and formats to present written works.
Behaviour- Enjoy sharing written works and appreciate the work of others.

Learning Objectives

- Use writing strategies developed in earlier classes.
- Continue using the Writing Process to refine the writing and become an independent writer.
- Use discourse markers including "in addition", furthermore" and "moreover" to achieve cohesion in their writing.
- Write for a variety of purposes and audiences using a wider variety of forms encountered in their reading including expository essays, letters of application and resumes.
- Acknowledge sources in their writings using a widely accepted referencing style.
- Enjoy writing by participating in a community of writers.
- Distinguish the best pieces of their writing (including essays on different types of needs of children and what parents do to fulfill them) and add them to their portfolio.
  or share using ICT and appropriate format.

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

Learning Experiences

The following lesson is on the importance of being skilled at writing legibly and using ICT, acknowledging effectively for written discourse. They must be encouraged to use e-portfolio, publish online and even blog besides maintaining the hard copy of their written tasks by relevant acknowledging sources.

Note: Discuss the importance of legible handwriting, integrating ICT and acknowledging sources (for suggestion: APA 7th ed referencing format) in the stages of writing.

- Ask the class to prepare a short talk/notes on handwriting and keyboarding, and acknowledging source skills should be given equal importance after watching the following videos: https://youtu.be/xdw52odZ-xw; https://youtu.be/4K6SXyGA-Ushttps://youtu.be/4K6SXyGA-Us and https://canberra.libguides.com/c.php?g=599301&p=4148700

- Identify the learners in need of opportunities to improve their handwriting. Pair them up withthose learners who have legible handwriting to practice and improve handwriting.
- Let learners write with legible handwriting and accepted format on a topic of their choice ortopic suggested by the teacher.
- Encourage learners to use ICT and a widely accepted format of acknowledging sources in their writing process: Draft, revise, edit, rewrite and publish their articles.

Assessment:

Assess the skill in the learners' written works.

Note: Design rubrics in collaboration with learners to assess their writing portfolio.

Resources

- https://youtu.be/85bqT904VWA , https://youtu.be/xdw52odZ-xw (Handwriting)
- https://youtu.be/4K6SXyGA-Ushttps://youtu.be/4K6SXyGA-Us (ICT)
- https://canberra.libguides.com/c.php?g=599301&p=4148700 (Acknowledging sources)

Language and Grammar

Topic: Language to Suit the Purpose

This lesson will address the communicative aspect such as types of words, phrases and sentences. This, in turn, will help the learners understand its accurate and appropriate usage in varied contexts. It will also enable the learners to categorize the text into factual or literary type, and formal or informal discourse.

Competencies

- Express emotional reactions to what was asserted or expressed in a text by noting the functions of statements as they unfold.
- Apply knowledge of grammar to express emotional reactions to what was asserted or expressed in a text by noting the functions of statements as they unfold.

Knowledge- types of sentences and their function, synonyms of affect (emotion) bearing words and phrases
Skills- can use words, phrases and sentence structure to express emotion accurately both in writtenand spoken language, comprehend the text through the understanding of the tone, style and mood.
Behaviour-enjoy communicating in English both in formal and informal situations.

Learning Objectives

- Use the knowledge of grammar learned in earlier classes.
- Use appropriate language in formal and informal contexts.

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

Learning Experiences

Language creates emotional experiences and perceptions. This lesson should expose learners on how the speakers/authors choose emotive language to evoke an emotional response from the reader and persuade the reader to share his/her beliefs, values, ideas and opinions. Choice of words and phrases, and sentences both in the spoken and written discourse determine writers' or speakers' tone, emotion, attitude, and point of view either in a positive or negative manner.

Expression of emotion is most widely used in spoken discourse such as speeches, public addresses, and debates. In fictional writing such as novels, poetry, short stories, plays, biographies, newspaper articles, and personal blogs where speakers and writers share their feelings, or the feelings of their characters. These expressions of feelings and emotions help listeners or readers to relate to and empathise with them, to like/dislike them and agree/disagree with their point of view.

- Having watched the video clips: https://youtu.be/KvchP7EF1wA, https://youtu.be/IvIJl4xi8l8, https://youtu.be/lqGvYT5CJqs or using any other sources, learners explore how writers use

emotional expressions to evoke an emotional response from the reader.

- Allow learners to read different types of genres: Poem, stories, essays, diaries, and speeches, and guide them to explore skills on how writers craft their writing using tone, mood, gestures, rhythm, point of view, choice of words, phrases, and sentence structures to communicate their feelings and emotions. (Teacher will emphasis on formal and informal communication skills).
- Having read different materials, create opportunities for learners to identify and write paragraphs/sentences/words or phrases to differentiate formal and informal language using appropriate prior grammar knowledge.
  Note: The table 4.1 is an example to teach formal and informal language used in written discourse.

Table 4.1

Characteristics of formal language	Characteristics of Informal language
✓ teaching tone ✓ limited personal pronouns (*I, me, you*) andcontractions (*you'd, we've*) ✓ academic vocabulary ✓ longer sentences ✓ neutral voice	✓ conversational tone ✓ frequent personal pronouns (*I, me, you*) and contractions (*you'd, we've*) ✓ informal expressions (*what's up?*) ✓ shorter sentences ✓ personal feelings
Example: Thurgood Marshall was a civil rights lawyer who becamethe first African American ever to serve on the Supreme Court. His biggest achievement, however, was his role ina legal case that changed America for the better.	Example: When I finally stepped on stage, my mind froze. "Oh no," I thought. "I forgot my line." I started to feel embarrassed, but then I looked at Chad. He pointed to his hat. That's it! I remembered what I was supposed to say.

Source: https://k12.thoughtfullearning.com/minilesson/deciding-when-use-formal-and-informal-language (Formal and informal language in writing).

Assessment

Ask students to write any genre: story, essay, speech, diary, or poem to display their skills in using formal and informal language to be compiled in their portfolio. Create a tool in collaboration with the learners or use rubric 4.1

Rubric 4.1

	Exceeding	Advancing	Meeting	Approaching	Beginning
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).	Style and/or content are inappropriate for the context, audience, purpose, and/or assigned task.
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject. Development of control flows logically throughout the work.	Uses appropriate, relevant, and compelling content to explore ideas. To a large extent, control flows logically.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	Content is inappropriate, irrelevant or fails to develop even simple ideas.
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.	Adherence to genre or disciplinary conventions is not evident.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.	Provides confusing supporting information or no information that supports purpose/content of the writing.

Control of Syntax andMechanics	Uses language that skillfully communicates meaning to readers with clarity and fluency, and is virtuallyerror-free.	Uses straightforward language that generally conveys meaningto readers with few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.	Meaning cannot be deduced due to structural and grammatical errors.

Source: Based upon the AAC&U Written Communication VALUE rubric: Association of American Colleges and Universities, 2014 http://www.aacu.org/value/rubrics/written-communication

Resources

- https://youtu.be/KvchP7EF1wA (Tone, style and technique)
- https://youtu.be/IvIJl4xi8l8 Tone and Mood)
- https://youtu.be/lqGvYT5CJqs (Author's tone to express point of views)
- https://k12.thoughtfullearning.com/minilesson/deciding-when-use-formal-and-informal-language (Formal and informal language in writing).
- http://www.aacu.org/value/rubrics/written-communication (Rubric 4.1)

Topic: Language Precision

Note: This lesson should complement the objectives under Writing and Literature, and Writing stance. Lessons on this topic should enable the learners to accomplish different communicative goals in both written and spoken forms with the integration of figurative language and varied vocabulary. Learners mustalso be competent at identifying specific intention and context when using the figurative language in orderto converse correctly and impressively.

Competencies

- Use appropriate vocabulary to talk or write about abstract ideas of love, truth, and beauty.
- Demonstrate and interpret figurative language in context to analyse their role in the text.
- Make conscious choice of language and vocabulary to express concrete and abstract ideas.

Knowledge- figures of speech and their functions in both spoken and written forms, good repertoire of vocabulary.
Skills- can express thoughts, ideas and emotion with clarity and precision both literally and figuratively; interpret text from a wide range of understanding.
Behaviour-Exhibit appropriate etiquette through the use of suitable language.

Learning Objectives

- Use the knowledge of grammar learned in earlier classes.
- Use appropriate language in formal and informal contexts.

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

Learning Experiences

- Revisit the lesson on figurative language with the help of a video: https://youtu.be/lzKj-bLvrYQ orany other related sources.
- Project the video clips bearing contents on how figurative language is used in native speakers' discourse. For instance,
    - *Describe your feelings in English language*: https://youtu.be/_uQDCru94nA, *Figurative languagein movies*: https://youtu.be/17eY2MoS-bc
- Having watched the video on Describing your feelings in the English language, provide opportunitiesfor learners to express their feelings of love, trust, and beauty on any topics of their choice using figurative language.
- Elicit on the use of figurative language in literature, commercial advertisement, and cosmetic industries and ask learners to construct a project using any medium: PowerPoint presentation, video clip, story, essay, song, poem, or role play to exhibit their ability to use figurative language either in spoken or written discourse (daily conversation, commercial advertisement or academic purpose)
- Provide feedback, and create opportunities for learners to revisit and redraft for compilation in

their portfolio.

Assessment

Use the suggested example in table 4.2 or create any other criteria to assess learners' skills in using figurative language.

Table 4.2

Figurative language (1)	Context/Genre (1)	Meaning (1)	Total scores 3
Put your best foot forward	Movie: Harry Potter and the Goblet of Fire	To do their best in the upcoming competition	3

Resources

- https://youtu.be/lzKj-bLvrYQ Prior knowledge on figurative language
- Describe your feelings in English language: https://youtu.be/_uQDCru94nA Figurative language in movies: https://youtu.be/17eY2MoS-bc

Topic: Sentence Structures and Syntactical Patterns

Learning experiences on this topic must raise the awareness of the learners on how writers choose syntactical structures to reinforce their tone, style and technique in writing. It must also help the learners understand that every language has a certain acceptable rule in the construction of sentences. For instance, the word order for English and Dzongkha is not the same. Thus, it is important to follow the standard structure of the target language to be accurate and appropriate.

Competency

- Use syntactical patterns with accuracy to add variety to texts.

Knowledge- standard word order of the English language, types of sentence structures, phrases and clauses, misplaced and dangling modifiers, complex parallel structures, gerunds and participles and theirusage.
Skills- can use varied sentence structures to reflect their feeling, emotion and action taking place in the description, write coherently and cohesively, create a memorable impact on the readers
Behaviour-enjoy writing, editing and participating in writing competitions.

Learning Objectives

- Use the knowledge of grammar learned in earlier classes.
- Use complex parallel structures correctly.
- Place phrases and clauses within a sentence, recognizing and correcting fragments, run-ons, misplaced and dangling modifiers.
- Use an additional ellipsis to include: have, be, and do, contrasting tenses, question words, and agreement.

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

Learning Experiences

This lesson exposes learners to understand different styles of writing.

Design an activity wherein the learners can do peer editing of their writing task, help them to revisit and evenstrengthen their learning.

- Conduct thorough revision on the following topics:
  1. five types of sentence patterns (subject-verb, subject-verb-object, subject-verb-adjective, subject-verb-adverb, and subject-verb-noun)
  2. four types of sentences based on purpose (declarative, interrogative, imperative and exclamatory)
  3. four types of sentences based on structure (simple, compound, complex and compound-complex)
  4. phrases and clauses
  5. gerund and participles

6. Ellipses

- Provide learners in teams/ pairs with a copy of different genres such as a poem, essay, short story,advertisement, diary, and letter asking them to read and analyse the usage of the above-listed grammar elements and present their findings to the whole class.
- Use the following suggested links as additional resources to revisit prior grammar knowledge:
  - Parallel structure https://youtu.be/2l2FgUrln1A
  - Ellipses https://youtu.be/JmRMfFVw6NE
  - Ellipsis: How to omit wordshttps://youtu.be/4clDYkIcOUI
  - Run-ons https://youtu.be/Fh45mhVsZrU
  - Fragments https://youtu.be/xpoZBnXHg3E
- Prompt learners to carry out peer correction on one of the pieces of writing compiled in their Writing portfolio to achieve coherence and cohesion in the application of the above grammar elements.

Assessment

Use the Writing portfolio as a means of assessing the learners' skills to use different sentence structures.

Note: Design a checklist/rubric for the assessment in collaboration with the learners.

Resources

- Parallel structure https://youtu.be/2l2FgUrln1A
- Ellipses https://youtu.be/JmRMfFVw6NE
- Ellipsis: How to omit words https://youtu.be/4clDYkIcOUI
- Run-ons https://youtu.be/Fh45mhVsZrU
- Fragments https://youtu.be/xpoZBnXHg3E
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Topic: Grammatical Conventions for Effective Communication

Speaking skills of the learners can be enhanced by building their competence in grammar. However, a sound knowledge on its application in a socially acceptable manner is equally significant to develop their communicative competence.

Just as the written speech in English is structured in an orderly and organised manner, so are the spoken discourse. Observing the rules of the conversation will enable the interlocutors to develop effective conversation skills.

Competency

- Use grammatical conventions with accuracy.

Knowledge- grammar (form, meaning and function) and its proper applications, elements of stylistic variation (context, purpose, and audience), wide range of vocabulary, colloquialism, jargon, fixed phrases, etc., intonation and body language.
Skills- can speak fluently using correct and appropriate grammar, vocabulary, pronunciation, intonation, and body language in accordance to context and purpose.
Behaviour-enjoys delivering morning speeches, participating in debates and extempore speeches, class and club presentation, etc.

Learning Objectives

- Use the knowledge of grammar learned in earlier classes.
- Use appropriate language in formal and informal contexts.
- Use punctuations in various ways to manipulative the meaning of the text.
- Use modal auxiliaries in increasingly complex ways.
- Use phrasal verbs appropriately.

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

Learning Experiences

The lessons must target to prepare learners to converse accurately and appropriately befitting the context and purpose. It is therefore needful for the learners to understand the components of communication skills and the structure of conversation to be able to adhere to and fulfil the functional, situational, and cultural aspects of the language.

Part 1:

- Project following video clips in which native speakers speak in a different context and to let learners

notice how different aspects of grammar are used to achieve the purpose of the conversation:
Self-introduction: https://youtu.be/QgjkjsqAzvo
The phrasal verb for the workplace: https://youtu.be/M0AVadkh-mYTelephone calls:
https://youtu.be/6F5WwPKY8G4
Express your ideas: https://youtu.be/41DK2Oi1M2s

Modal verbs: https://www.youtube.com/watch?v=Nk9nQwoCFig

- Elicit class in groups/pairs/individuals to carry out the following (suggested) activities on public speaking. Ensure learners use appropriate, varied and expressive language.

- **Tell a Photo Story: (**Storytelling is critical to engaging learners and helping them retain the information). For instance, provide a speaker with a funny image/any pictures (impromptu). The speaker studies, analyse and talk about the image: Why is this image important? What is the story behind this image, dreams, motivations, and anything else that'll tell a compelling story about the image(s).

- **Impromptu Game:** The team get in front of the class with a given impromptu topic to run with.It might be a topic, a sentence or a single word, or a phrase. For example, the speaker(s) need to talk about climate change, what makes a great teacher, love for the country, sexuality education, violence, and social media changes.

,

- **Action Story:** Story comes in many forms: play, jokes, pictures, movements, songs, poems, and creative narration. Helping learners to tell a story that is important for their social, emotional, andcognitive development, and communication skills**.**

  Action stories can be done in 2 ways:

  i. A learner tells a story that has a whole great of actions in it and as a speaker, you have todo these actions yourself whilst speaking.

  ii. Or the audience has to do the actions themselves while the speaker is giving their speech. For example, "I did a big stretch when I woke up in the morning". And everybodyhas to stretch. And then the speaker says, "I put on my hat", and everybody has to do theactions in line with that.

- **Silly Summer Story Stew**: Get learners talking while your class brews up a silly story together! For example, bring in a bag of assorted objects: old electronic devices, school supplies, stuffed animals, and silly hats. Gather the class in a circle and ask each learner to take an item from the bag. Next, invite a learner to start the story by saying a few sentences that include the item he/she pulled from the bag. The story continues with theperson to the learner's left/right adding a few more sentences and including the item he/she has selected. Once learners complete their turn, invite them to add their item to abig pile in the middle, known as the "story stew." If possible, record the story as it's beingtold so it can be shared with families or other classes.

Assessment

Teachers may use table 4.3 on the aspects of Public Speaking to assess learning or be creative in designing criteria.

Table 4.3

Aspects of Public Speaking
Introduction (Gain attention, introduces topic, previewing main points).
Body (Present main points with supporting details)
Eye Contact (Involve audience, presentation is solely for audience)
Use of Language
Body language
Clarity
Topic (Clearly state topic)
Conclusion (Summarise main points, end in an impressive way)
Time

Adapted from Zulhermindra & Hadiarni's *Improving Students' Public Speaking Skills through the Use of Videotaped Feedback.* Vol 23 (1)2021.

Part 2:

- Revise punctuation marks by watching the video on: Comma, Semicolon, Period: https://www.youtube.com/watch?v=bY5ChVDRLus.
- Differentiated Instruction

1. Dialogue construction
    - Generate a conversation between two celebrities of your choice using correctpunctuation.
2. Real world examples
    - Check the local sign boards, posters, local TV channels, stories, slogan and restaurants tofind the grammar mistake.
3. Dice Game for Punctuation
    - Create a die with a different type of punctuations on each side. Use as many dice toinclude all types of punctuation.
    - Roll it and then write a sentence using punctuation correctly. Repeat it to build up astory, joke, sentences with a wide variation of punctuation.
4. Create punctuations station. Conduct activities/fun games that include a variety of punctuationmarks For Example:
    - Write sentences on sentence strips, leaving off punctuation. Make index card with punctuation marks. Students place the correct punctuation marks where they belong

- *Punctuation Scavenger Hunt:* This can be an interesting activity. In a reading activity, cover up some of the punctuation marks in the storybook. As learners read and come a punctuation mark, stop and have learners complete a think-pair-share to decide which punctuation mark isneeded. (Ensure effective conversations/formal and informal occur between/among learners).

5. Prepare a power point presentation, charts, punctuation station, or any other presentation onimpact of punctuation in making meaning.

Resources

- Self-introduction: https://youtu.be/QgjkjsqAzvo
- Phrasal verb for work place: https://youtu.be/M0AVadkh-mY
- Telephone calls: https://youtu.be/6F5WwPKY8G4
- Express your ideas: https://youtu.be/41DK2Oi1M2s
- Modal verbs: https://www.youtube.com/watch?v=Nk9nQwoCFig
- Comma, Semicolon, Period: https://www.youtube.com/watch?v=bY5ChVDRLus.

Continuous (CA) and Examinations Weighting for Class X

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	15%	35%	**50%**	Listening and Speaking	15%	35%	**50%**	**100%**

Note:

1. In English Paper I, 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 35%. The 15% 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 35%. The 15% 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 regularly throughout the year, ideally by integratingin other strands so that the students get maximum time to practice the skills. Teachers need to develop their own additional listening and speaking exercises wherever necessary. Use Continuous Formative (CFA) to help students achieve the desired goals.

6. At the end of each Term, a formal test should be conducted to assess each learners' competenciesin listening and speaking through oral test items and other listening and speaking exercises and the marks converted to 15%.

7. Correspondingly, for class X, teachers should assess the listening and speaking skills consistently throughout the year. Also, a formal test to asses listening and speaking skills should be conductedfor each learner. The cumulative marks (30%) should be sent to BCSEA at the end of the academicyear.

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

Sl No	Genre	Weighting	Remarks
1	Essay writing	25 marks	Descriptive essay for class IX and Expository essay for class X.
2	Personal letter/leave application/invitation	15 marks	Any ONE
3	Report/Summary writing	10 marks	Any ONE.
4	Information transfer	10 marks	Non-continuous to continuous or vice versa.
5	Grammar	40 marks	Items to be derived from the competencies and objectives. Questions can be asked from the lower classes as well.
Total		**100**	

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

English Paper I - Listening and Speaking CA (30%)

Sl No	Listening and Speaking activities	Remarks
1	Listening and Speaking skills	• Teachers can design additional activities asper the lesson plans. • Conduct oral test and other listening and speaking activities regularly. • A formal test to be conducted at the endof each term. • For class X, the cumulative marks (30%) to be sent to BCSEA.
2	Oral report	
3	Debates	
4	Extempore speeches	
5	Presentations	
6	Book talk	

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

Term One				Term Two				Grand Total (Total A + Total B)
CA		Exam	Total A	CA		Exam	Total B	
Reading Portfolio	7.5%	35%	50%	Reading Portfolio	7.5%	35%	50%	100%
Writing Portfolio	7.5%			Writing Portfolio	7.5%			

Note:

1. In the English Paper II, the Reading and Literature strand forms the written examination part, andthe Reading Portfolio and the Writing Portfolio form the CA part.
2. Term One examination should be conducted out of 100 marks and converted to 35%. The CA marks from the Reading Portfolio and the Writing Portfolio (7.5 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 35%. The CA marks from the Reading Portfolio and Writing Portfolio (7.5) should be added to theexamination 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 andgenre.
6. Teacher should ensure that all the learners maintain their portfolios for academic purposes only.
7. The Reading and the Writing Portfolios of all the learners should be monitored consistently to check their progress. Teachers should provide timely feedback, support and take necessary remedial measures so that the learners meet the expected objectives and competencies. At the end of each term, both the portfolios should be assessed and award marks accordingly.
8. The portfolios should be assessed consistently throughout the year. For class X, the cumulative marks (30%) should be sent to BCSEA.

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

Sl No	Genre	Weighting	Remarks
1	Short Story	25 marks	From the prescribed short stories, questions on more thanONE story can be asked
2	Essay	25 marks	From outside the prescribed textbook
3	Poetry	25 marks	From the prescribed textbook or outside
4	Novel	25 marks	The prescribed novel – The Giver (till chapter 11 for class IXand the entire novel for class X)
Total		**100**	

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

English Paper II CA (30%)

Reading Portfolio (15%)	Writing Portfolio (15%)	Remarks
• Record of reading • Book reviews • Critical response to books read	• Best pieces of writing selected by students • Best pieces selected by teacher • Journal writing for book review • Minutes of meetings. • memoirs • Personal, transactional and poetic writing • Short stories	• Use notebooks for maintaining portfolios. • Consider process while assessingthe quality of work. • The writing portfolio should showthe records of the Writing Process • Plagiarism to be prohibited. • Assess the portfolios consistently throughout the year. For class X, send the cumulative marks (30%)to BCSEA.

List of suggested materials for Class X Reading and Literature strand

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

Genre	Texts	Author
Short Story	Hey Come on Out!	Sinichi Hoshi
	The Imp and the Crust	Leo Tolstoy
	The Bet	Anton Chekhov
	The White Knight	Eric Nicol
Poetry	Dover Beach	Mathew Arnold
	A Red Palm	Gary Soto
	Hope is the Thing with Feathers	Emily Dickinson
	The Solitary Reaper	William Wordsworth
	To My Mother	George Barker
Essay	What is in the Toothpaste?	David Bodanis
	Progress	Alan Lightman
	Multitasking	Unknown
Novel	The Giver	Lois Lowry

Time Allocation for class X

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 5 periods of 40 minutes for teaching English. The total time allocated for English in a week is 200 minutes. Therefore, class X will have 100 hours in a year which is 150 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	1	40
Listening and Speaking	1	40
Language and Grammar	1	40
Total	**5**	**200**

Annexure 1: How to Analyse 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 thatcan 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 feelsilly 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 their reader. Youneed 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":

When I see birches bend to left
and right Across the lines of
straighter darker trees,
I like to think some boy's been swinging
in them.

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 haveits proper conversational tone.

6. 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."

7. Who is the speaker? Remember not to confuse the poet with the "speaker" of the poem. More oftenthan not, the speaker is a character, just like in a novel or a play. Determining who the speaker is willhelp you approach the work more easily. What is the occasion? Why is the speaker speaking?

8. 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 tothe poet's intentions can lead you to some interesting ideas and questions (in this case, what is important to life?).

9. 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.

10. 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: A recommended strategy for dealing with the novel in classes IX and X

Outlined below are six suggestions for making the most of close reading experiences with students.

1. Read the Text Yourself

This seems obvious, but many teachers skip this step. They either rely upon teaching guides or margin notes, or their perceived understanding of the *topic*, regardless of its treatment in a particular text.

Many teachers do not read the entire novel in advance partly because they "want to be surprised along with students." Those teachers are, however, vastly unprepared to discuss the intricacies of the text. A teacher who likewise relies upon a third-party teaching guide rather than the source text neglects the very literature immersion which the curriculum desires for students.

Bonus: When teachers read the entire book, they're prepared for those students who will read ahead. These are the students who attempt to engage between periods or during recess, asking questions about what's to come or pointing out connections based on previous close readings. **Read the whole book, and you'll be ready to respond appropriately.** Do not dissuade these students from reading ahead, but discourage them from providing spoilers for the rest of the class.

2. Ensure that Students Read the Text

In order to engage in a productive close reading, all students must have read the text the first time.

Make the students understand that you, as their teacher, do not have time to read every line and explainin class. Therefore, they should read at home and come to class ready to discuss what they have learned. Besides, learning to read at home and annotate is an important skill that needs to be practised individually after the skill is taught in the class. So, when they are assigned to read a certain portion of the novel as homework, it is not only important that they do it but also a valuable lesson in itself.

A number of strategies can be adopted to ensure or encourage after-class reading.

One strategy is to indicate that there would be a **debate** the following day and that they should

be prepared to argue either side of the issue with text-based facts (the issue of contention itself is revealed to students only minutes before the event).

Another could be random questioning about the content of the assigned section of the novel.

Perhaps the most effective method, however, is to regularly schedule close readings for the next day. When students learn that they will be put on the spot to "pull a text apart," they're more likely to come prepared. Especially if the close readings are constructed in such a way that encourages lively, if not heated, dialogues. Even the most reluctant contributors to classroom discussions will interact if teachersare prepared to discuss the intricacies of writing.

The students who neglected to read the assigned chapters for homework would be ill-prepared to defendtheir choices in the discourse that ensues.

Bonus: When students are expected to complete the first readings on their own, they begin to welcome shorts for each chapter. In their minds, their time spent reading assigned chapters is now serving "double duty" as it prepares them for s as well as close reading and discussion sessions.

3. Choose Close Reading Excerpts in Advance

This can only happen, of course, if step one to read the book has been completed. Having done this enables to judiciously select those pages or paragraphs which warrant analysis and discussion.

How to best manage this?
Annotate the pages of the text, (or better still, take notes in a separate notebook) making liberal use of the margins and the gutter. Ideally, this is done only on the second reading of the book, a process many call “deconstructing the novel”.

While Rereading:

- **Assign each page a title.** This will allow a quick reference to specific events. Critical quotes makeexcellent titles, as well as excellent discussion points.
- **Form anticipatory questions for each chapter.** These are for self-reference, as they will indicatewhat was felt most important in each chapter.
- **Jot down questions throughout the chapter.** Some questions may review information which is critical to unfolding events, while others may ask students to predict what will occur next, basedon the information that the author has provided. It’s important to write **STOP** at those points where students would be asked to predict or reflect
- **Underline vocabulary which is critical to understanding the story.** Since close reading is text-dependent, can students define these words using context clues? Or, is the term introduced here and then later defined using the “read on” strategy? Which words are unfamiliar, yet notcritical in understanding the text?
- **Mark any literary devices.** Which are employed by this author often? Which are central to thestory’s theme or plot?
- **Continually reflect on:**
- What’s worth knowing here? How can students take what is worth knowing and make it their own? How can they organise their own thinking about this novel’s contents in order to comprehend it better? In what ways does this excerpt rely upon, relate to, or

affect other portions of the text? In what ways does this excerpt relate to the book's theme and essential questions about that theme? What has the author explicitly stated? What has the author hintedat? What has the author omitted?

Bonus: Students can learn to annotate texts in a similar manner following the model. Using copies of public domain documents is one excellent way to do this with pen and paper, and the Internet provides many sites and apps for practising this skill digitally. Both Google Docs and WikiSpaces allow students to highlight and comment upon text selections, or Thinkport's Annotator provides an easy, registration-freestand-alone option.

Allow Students to Choose Close Reading Excerpts

This seems like odd advice since it's the antithesis of what is suggested above. However, if we are to give students ownership over reading, and eventually "release them to the wild" to practise close reading on their own, then they should be given the opportunities to examine those passages they find most troubling, challenging, important, and or entertaining.

Students may also begin to share writing from other sources that they come across in their own readingexperiences. While not all of it may be suitable for classroom reading or discussion, a pleasant surprise bya rare gem could be in store.

Bonus: Ownership. And a good reason to get the reading done at home. Most importantly, however, learners are being encouraged to read critically, with an eye and ear toward what the author is doing.

4. Ask "So What?"

Once students have dissected the chosen text passage, they need to ask, "So what?"By "so what?" they're asking:

- What does this text mean in context of the whole work?
- What has the author explicitly said, and what has the author perhaps implied?
- How does the new content affect what we already know, and how does it shape ourexpectations for what is yet to be encountered in the text?
- How does what we've read fit into historical contexts?
- Does what we've read have something to say about our theme?
- Does it answer essential questions we might have formulated?
- What questions remain unanswered?
- What information am I lacking to fully understand what I've read?
- What new questions emerged?

Too many students take on reading as a decoding practice: reading one word after another, rather than putting them together into a meaningful context. Like a bingo caller reading random, singularly meaningless balls plucked from a spinning cage, these students fail to see how these isolated bits of information form patterns of meaning.

By studying the structure of sentences, paragraphs, pages, and chapters, and then analyzing the ideas within those constructs, the learners should be led to construct meaning from the texts. For

this to happenstudents need modelled strategies and plentiful practice to make those same connections with the text.

Simply asking, "So what?" and then waiting for answers, thoughts, and epiphanies to happen is key. The most difficult challenge at this point is to be patient and listen and nod and listen some more, and letstudents piggyback on the ideas of their peers.

The "So what?" stage might be accompanied by written reflections or extensions on the close reading,but not as a matter of course.

Bonus: The answers to this simple question may yield indicators to what students will need to tacklenext.

5. Reflect on the Experience

This step is all for the teacher.

Based upon the results of the close reading experience, where to go next? With what concept or skill do students need additional practice? Based upon unanswered questions and confusion, which text excerpt would be best for the next close reading?

What worked well one year might not do the next, so this is the stage where the teachers' professional knowledge, judgement, and sensitivity to the text and the students themselves must guide them to make the appropriate instructional decisions.

Bonus: The ability to do this is what makes the best teachers irreplaceable.

In Conclusion

Students who weren't expected to approach texts with such intensity and laser focus might need severalopportunities to "get into it." Some students will be suspicious of the teacher's motives, others will be too shy to share ideas, and others, of course, will be content to ride on the coattails of the few who initially carry the conversation.

But by implementing close readings in a purposeful way, and demanding a more intensive interpretation ofwhat the texts have to say, students are challenged to deepen and broaden their intellectual faculties to grow as independent learners.

Note: It is important to first model/demonstrates close reading to the learners through think-aloud sessions in the class. Close reading can be tied to critical reading (refer to the preliminary pages of the Curriculum Guide for Teachers).

Note: For the details of classroom discussions and teaching learning activities, suggested Chapter-wise questions can be found in the ***English Class X Curriculum Guide for Teachers.***

Further, the teachers can frame relevant or appropriate questions for discussions according to the specificneeds of the learners.

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 are smooth and efficient
- Evidence of ongoing of student progress
- Community and cooperation
- Student independence, ownership, and responsibility.

2. Read Aloud Session

- Selection is appropriate for the age and interests of students
- Uses a variety of types of text for reading aloud
- Teacher models reading strategies through “think alouds”
- Occurs every day
- Students are 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 the teaching point
- The text read repeatedly.

4. Guided Reading

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

7. Guided Writing (Writing Workshop)

- May begin with mini-lesson (this may also be part of the modelled/shared/interactivewriting components)
- Students writing, practising 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: 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 andbeneath** 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 learnto 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 storyby a famous writer or a paper by one of your classmates — is the result of a process and the product of acontext. 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 writingis 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 organise 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 encouragedto 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 experimentwith 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 haveread 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 senseof what the text is about and how it is organised 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 organisation, and identifying the rhetorical situation.

- **Contextualising:** 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 contextualise, 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 areaccustomed 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 fromparts of the paragraph.

- **Reflecting on challenges to your beliefs and values:** Examining your personal responses. The readingthat 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 pointwhere 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 summarising:** Identifying the main ideas and restating them in your own words. Outlining and summarising are especially helpful strategies for understanding the content and structure of a reading selection. Whereas outlining reveals the basic structure of the text, summarising synopsizes 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 summarising is being able to distinguish between the main ideas and the supporting ideas and examples. The main ideas form the backbone, the strand that hold 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.

  Summarising 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 ownwords 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. Allwriters make assertions that they 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 judgement, 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 wayhe 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 criticising 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 thismaterial?
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 interpretationof 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 andthe 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 credible?
   - 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 numericalrelationships?
   - 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 textis 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. Whenyou 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 remembermain 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 yournotes.

- **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 andafter the point you are reading can give you good ideas.

- **Try to analyse 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 tomake connections of their ideas in a logical way.

Summarise & Paraphrase.

When you have finished reading a paragraph or a portion of the text, stop and try to summarise in yourown 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 youare finished reading, you may not understand very much of what you have read. Also, you may not havedeveloped your English very much, either.

When you read, you must be actively involved in the reading process in order to understand mosteffectively. 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 understandingof 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 atquestions 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 focuson 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. Donot 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 thetext a second time.
- Try to answer the questions.

Recite

Studies have suggested that students remember 80% of what they learn, if they repeat the informationverbally. 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 summarise themain 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 memorise 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 keepthe information fresh in your mind.

Strategies for Teaching Reading

StrategiesModes of Reading

Different modes of reading offer varying levels of support for students, from having the teacher read the
entire text aloud to have students read the text independently. It is frequently appropriate to combineseveral 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 onereading or may continue reading a longer text over a period of time. Reading aloud is used to developbackground 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 orall 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 whatwas 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 readsthe 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 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, practise strategic reading skills, and increase their vocabularies by spending sustained periods of in-class time engaged in independent reading. Books may be self-selectedor teacher assigned, but are at the students' independent reading levels. Time for this fluency practice mustbe 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 appropriateindependent 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 ofeach 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 andother students. Working in small groups, students practise 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;
- summarising, 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 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, organisation, 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 studentsreceive 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 andbecome 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.