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- <https://travelmelodies.com/festivals-of-india/>
- <https://in.pinterest.com/pin/327003622937917049/>
- <https://clixplatform.tiss.edu/58c4a40d5a162d0157f0f89d/course/activity/detail/58c533515a162d0155e0a023>
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- <https://in.pinterest.com/pin/tripura-takes-pertinent-steps-towards-offering-better-market-opportunities--737816351450348276/>
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 - https://www.google.com/imgres?imgurl=https%3A%2F%2Fwww.rajasthanboard.com%2Fanswer%2Fclass-10-english%2Fimg%2F273-1.jpg&tbnid=SMoIovmfz_N3BM&vet=1&imgrefurl=https%3A%2F%2Fwww.rajasthanboard.com%2Fanswer%2Fclass-10-english%2F273.html&docid=w5_V0K-zSf3xAM&w
 - <https://uk.pinterest.com/pin/drawing-scenery-winter-drawings-scenery-drawing-for-kids--922182461192340918/>
 - <https://images.app.goo.gl/kCge1UG2x4a3TM6p9>
 - <https://images.app.goo.gl/21vaZFLXFZxVhATb8>

APPENDIX I

SPEAKING SKILLS ACHIEVEMENT TEST

Name -

Roll no. -

Date –

Std - 11

Total marks – 50

Question1. General Introduction (5 marks)

Self-introduction

Introduce yourself by focusing on the following aspects

Your background, family, home, interests, goals, leisure time activities etc...

Question2. “The Talk” (10 marks)

You will be given a topic. You will have one minute to prepare your talk and then you will need to talk for 1-2 minutes.

- 1. A book you have recently read.**
- 2. A time of the day you like.**
- 3. A member of your family you get on well with.**
- 4. A gift you recently gave to someone.**
- 5. An interesting hobby.**
- 6. A song you like.**
- 7. A photograph you like.**
- 8. A sport you would like to learn.**
- 9. Someone you respect.**
- 10. Your fondest childhood memory.**

-
11. Importance of learning through experience.
 12. My favourite travel trip.
 13. Online learning.
 14. Do we need a dress code in school?
 15. If I were a writer.
 16. Importance of friendship.
 17. Impact of smartphones.
 18. Skills and hobbies I learnt in Lockdown.
 19. Punctuality vs Procrastination.
 20. Online Games: Good or Bad?

Question3. Discussion on the problem scenario (5 marks)

You will be given a problem scenario and you will have to discuss it and bring a solution to it with your partner.

1. Some of your classmates are underconfident in speaking English and do not know how to get help. Also, they do not know how to improve their spoken English. With your partner discuss what could be done to help them.

2. Your school's cricket team has been performing badly for a few months and has not won any matches. The morale of the team is very low. With your partner, discuss how this could be improved.

3. Some classmates are persuading you to watch a movie after school hours. Your parents have told you to go straight home after school hours but you are worried the other students will laugh at you. With your partner, discuss what you could do in the situation.

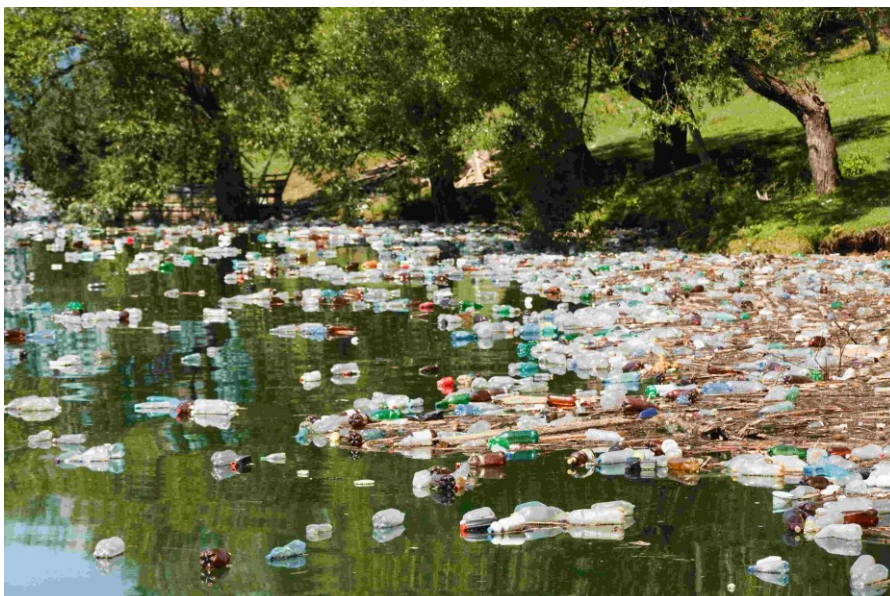
4. You have a friend in your class who wants to learn how to swim but also confesses that he/she is scared of water. With your partner, discuss how this fear can be overcome.

Question4. Look at the image cards given to you and describe them. 2 X10=20 marks

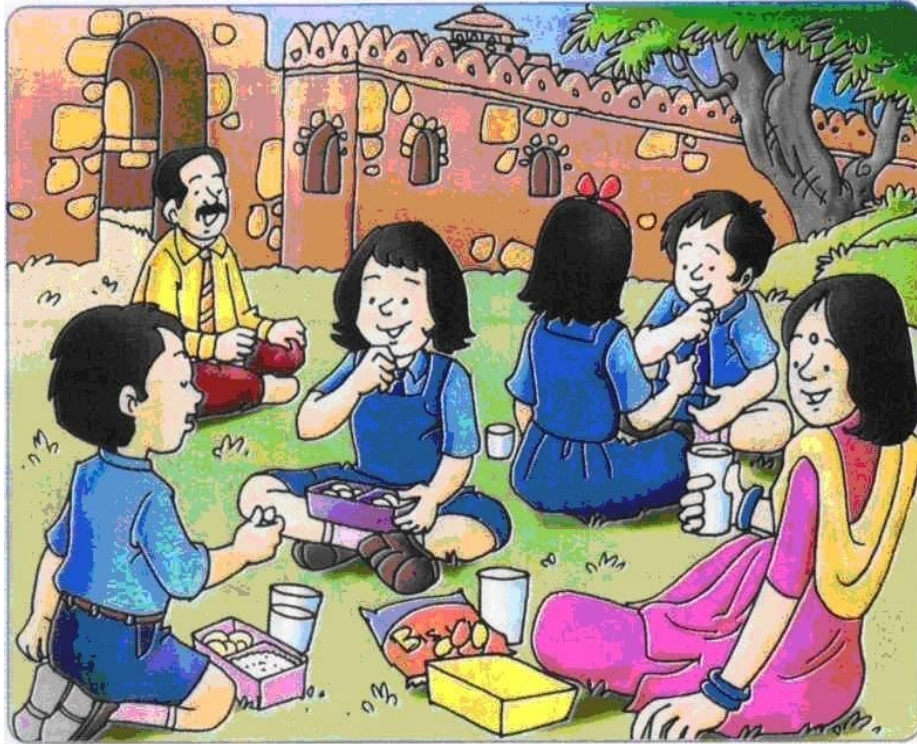
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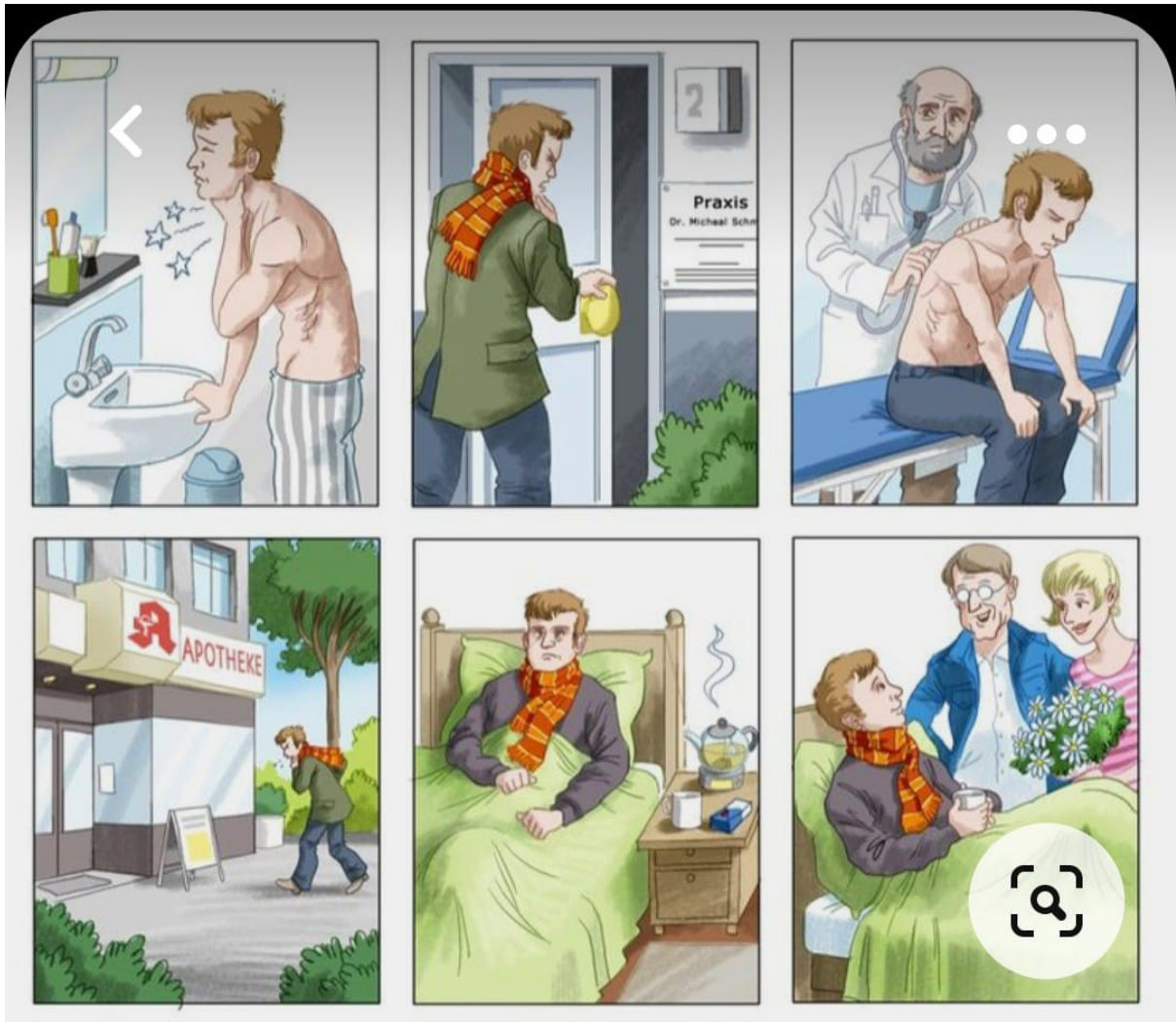


Question 5. Now please look at the pictures below. I'd like you to tell me the story that the pictures show. Please take one minute to look at the pictures and think about the story. Do not begin the story until I tell you to do so. (05 marks)




Image 2





Question 6. Respond to the questions using the information given. (The examiner will relevant questions to the students to elicit proper responses i.e. can you please tell me about the program mentioned? what is the schedule for it? What are the takeaways of the workshop? Etc.(5 marks)

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One Day Seminar on
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A Seminar on Personality Development which would put an impression on the mind to reflect sincerity in your job/activity and people would take you seriously.

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Asst. Professor school of Pharmacy

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VENUE
Block-B Room No. 201
School of Pharmacy
Date : 25.10.2019
Time : 9:00-9:45

Prompts- can you please tell me the program mentioned?

What is the schedule for it ?

What are the takeaways of the workshop?



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Understand the why and how behind baking. Building a foundation base of knowledge will up your baking game.

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Prompts – can you please tell me the program mentioned?

What is the schedule for it ?

What are the takeaways of the workshop?



ART EXHIBITION

**THE SRVUSD HIGH SCHOOL
STUDENT RECOGNITION PROJECT**

JUNE 18 ^{TO} JULY 3

**233 FRONT STREET
DANVILLE, CA 94526**

The Town of Danville Village Theatre Art Gallery's first year to feature the SRVUSD High School Student Recognition Project award winners in the art categories of visual, digital and film photography, applied design, and fashion design. The Town of Danville is very excited to give the public an opportunity to view and acknowledge all talented students and their winning projects.

Opening Artists' Reception
June 18, 2010 6:30-8:30 pm

GALLERY HOURS

Monday - Wednesday **BY APPT. ONLY**
Thursdays and Fridays **2 pm - 6 pm**
Saturday **10 am - 4 pm**
Sunday **12 pm - 4 pm**



**VILLAGE
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FOR MORE INFORMATION CALL (925) 314-3400 OR VISIT www.villagetheatreartgallery.com

Prompts- can you please tell me the program mentioned?

What is the schedule for it?

What are the takeaways of the workshop?

APPENDIX II

LISTENING SKILLS ACHIEVEMENT TEST

TASK 1

You will hear five short extracts of teachers talking about the importance of discipline in schools. Read the statements given, then listen to the extracts and match each statement 1 – 5 to each teacher's concept of discipline Madhvi, Mukund, Jaideep, Vineeta, and Jagruti. You will hear the recording twice.

(5 marks)

1. Discipline promotes the well-being of an individual.
2. Time management is possible only if students follow discipline.
3. Students don't have playful nature they can choose their direction in life.
4. Implementation of discipline should not be rigid.
5. Discipline in school should be learner-centric.
6. It is the duty of parents to inculcate a sense of discipline among their children.
7. Discipline is self-improvement practice.

1	Jagruti
2	Vineeta
3	Jaideep
4	Mukund
5	Madhavi

Task 2

Listen to the poem carefully then read the sentences given and write true or false in the brackets given. (10 marks)



Task_2.wav

1. The speaker is trying to write. ()
2. Something else is moving besides the clock's loneliness. ()
3. The speaker is talking about the forest in the morning time. ()
4. The speaker talks about the eyes, nose and paw prints of the fox. ()
5. The tone of the poem is mournful. ()
6. The poet uses the fox as a metaphor for poetic inspiration. ()
7. In the poem, the fox sniffs the tree branch. ()
8. At the end of the poem the page is torn. ()
9. It enters the dark hole of the head. ()
10. The poem's climax occurs when the speaker finishes the poem. ()

Task 3

You will hear a talk given by a famous writer Chitra Mukherjee on the topic: "Benefits Of Reading every day" to inspire young learners. Read the questions given below, then listen to the extract and fill the blanks given in the following statements. You will hear the recording twice.



TASK 3 LISTENING
TEST.MP3

Fill the blanks. (8 marks)

1. Losing yourself in a book is the ultimate _____.
2. Reading helps in the _____ of the individual.
3. Reading of thriller novels develops _____ skills.
4. As you read about people living in challenging circumstances you develop _____ for them.

-
5. Expansion of vocabulary goes _____ to development of writing skills.
 6. Reading also fosters _____ thinking.
 7. According to the speaker readers are _____.
 8. Antonym of ordinary is _____.

Task 4

Listen to the audio carefully. Now answer the questions in a phrase or a sentence. (9 marks)



Task 4 listening
test.MP3

1. Give a suitable title to this passage.
2. What are the three qualities needed for becoming a cartoonist?
3. According to the cartoonist which cartoons are hardest to make?
4. Cartoonist Uday Shankar works with which newspaper?
5. According to the passage, which group of people is of the opinion that one cannot learn to make a cartoon in institutions?
6. Cartoon making cannot be taken for_____.
7. According to celebrated cartoonist cartoon making is not_____.
8. Write one word from the passage which means very amusing.
9. Write one adjective to describe the passage.

Task 5

Listen to the conversation and select\tick true or false. (9 marks)



TASK 5.mp4

1. The Pomodoro Technique was invented in the 1980s.

True

False

2. Students and workers can use the technique.

True

False

3. The technique is a bit complicated to use.

True

False

4. You need to break down your tasks into smaller sections.

True

False

5. Each break is called a 'Pomodoro'.

True

False

6. Arohi uses an app on her mobile to time herself.

True

False

7. After four or five short breaks you can have a longer break.

True

False

8. Arohi takes less time to do his homework these days.

True

False

9. Pomodoro is the Italian word for Tomato.

True

False

Task 6

You will listen to a job interview. Listen to it carefully and complete the notes given. (09 marks)



Task_6.wav

- 1. Name of the Interviewer _____**
- 2. Name of the Interviewee _____**
- 3. The interviewer is the manager of _____ company.**
- 4. The interviewee saw the advertisement of the job on _____.**
- 5. The interviewee has Bachelor's degree in _____ and Master's degree in _____.**
- 6. The interviewee has developed interest in _____ development.**
- 7. Strengths of the interviewer _____.**
- 8. Weakness of the interviewer _____.**
- 9. Interviewer vision for the next five years _____.**

APPENDIX III

REACTION SCALE

Put tick below numbers accordingly for

Strongly Agree : 5 ; Agree : 4 ; Un decided : 3 ; Disagree : 2 ; Strongly Disagree : 1

Name:

Std:

Roll No.:

Sr. No.	Statement	SA	A	UD	D	SD	Intensity Index
1.	The drama activities to teach English were new.						
2.	I was keen to understand the new way of learning English.						
3.	The drama activities used for learning lessons made language learning very interesting and joyful.						
4.	The various drama activities used were different from each other.						

5.	I was interested in participating in the drama activities.						
6.	The drama activities were interesting and joyful.						
7.	The drama activities helped me to understand the subject effectively.						
8.	The drama activities for listening were not interesting.						
9.	The drama activities for Speaking were not interesting.						
10	I always felt that it was a usual regular class only with some drama activities.						
11.	The syllabus of English was completed on time even while teaching						

	with the drama activities.						
12.	The classroom management was effective even with the participation of the students in drama activities.						
13.	I was interested in participating in only few drama activities done in the class.						
14.	The drama activities were effectively linked with the chapters.						
15.	The drama activities helped enhance my listening and speaking skills in English.						
16.	I would want the drama activities to be integrated into						

	my English language class regularly.						
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APPENDIX – IV

LIST OF EXPERTS FOR VALIDATION OF LISTENING SKILLS ACHIEVEMENT TEST

Sr. No.	Name of Expert	Designation and Address of the expert
1.	Prof. Charul Jain	Department of English, Faculty of Arts The Maharaja Sayajirao University of Baroda Vadodara
2.	Prof. Vandana Talegaonkar	Associate Professor, Department of Liberal Studies and Education Navrachna University Vadodara
3.	Pravin Mahale	PGT, English AES- AG Higher Secondary School, Ahmedabad
4.	Fatima Shaikh	PGT, English Best High School, Ahmedabad
5.	Prapti Simon	PGT, English

		Nutan Ahmedabad Vidyalaya,
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APPENDIX V

LIST OF EXPERTS FOR VALIDATION OF AND SPEAKING SKILLS ACHIEVEMENT TEST

Sr. No.	Name of Expert	Designation and Address of the expert
1.	Prof. Charul Jain	Department of English, Faculty of Arts The Maharaja Sayajirao University of Baroda Vadodara
2.	Prof. Vandana Talegaonkar	Associate Professor, Department of Liberal Studies and Education Navrachna University Vadodara
3.	Pravin Mahale	PGT, English AES- AG Higher Secondary School, Ahmedabad
4.	Fatima Shaikh	PGT, English Best High School, Ahmedabad

5.	Prapti Simon	PGT, English Nutan Vidyalyaya, Ahmedabad
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APPENDIX VI

LIST OF EXPERTS FOR VALIDATION OF REACTION SCALE

Sr. No.	Name of Expert	Designation and Address of the expert
1.	Prof. Charul Jain	Department of English, Faculty of Arts The Maharaja Sayajirao University of Baroda Vadodara
2.	Prof. Vandana Talegaonkar	Associate Professor, Department of Liberal Studies and Education Navrachna University Vadodara

APPENDIX VII

LESSON PLANS

Date: 29/07/2022

Type of lesson – Prose

Name of lesson - The Portrait of a Lady

Prerequisites – Students have had experiences of human relationships

General Objectives

- **Students will be able to enhance their listening and speaking skills**
- **Students will be able to increase their understanding of changing human relationships.**

Specific Objectives

- **Students will be able to speak about the importance of relationships.**

Approach – Communicative

Method - Communicative Language teaching (CLT)

Resources – Two chairs

Teacher activity

Introduction

The teacher asked questions related to the discussion of the previous class to the students.

(1) Why does the Grandmother disapprove of the education given in city schools?

Students gave the answers i.e. she was very religious, she was traditional, etc. Then the teacher continued with the rest of the chapter.

Model reading of the chapter was done (When I decided to go abroad ----- crumbs into the dustbin.)

Silent reading of the paragraphs by the students.

Discussion of the teaching points was done (1) Khushwant Singh goes abroad for higher education. (2) Grandmother celebrates the homecoming of Khushwant Singh. (3) Grandmother's death.

Student Activity

The teacher asked the students to perform 'Hot seating' drama activity. The teacher briefed the students about this activity. Hot-seating is a drama strategy in which a character or characters, played by the teacher or a child, are interviewed by the rest of the group. It invites children to recount a specific event and explore motivation and multiple perspectives/experiences related to a theme, topic, event, or idea within a story. Two students were seated as Grandmother and Khushwant Singh they shared their experiences about the discussion points. Students asked relevant questions.

The listening worksheet was provided as a listening activity to each group of students and they answered it.

Listening Worksheet

1. What was special about the writer and his grandmother's relationship during his childhood?

2. What does the writer like most about his grandmother?

3. How much importance does the writer give to his grandmother in his life?

4. What were the grandmother's thoughts on education?

5. Did the grandmother prefer city life or village life? And why?

Date: 02/08/2022

Type of lesson – Poetry

Name of lesson – A photograph

Prerequisites – Students have had experiences of happy and sad memories with their parents/family & friends.

General Objectives

- **Students will be able to enhance their listening and speaking skills**
- **Students will be able to understand the sense of loss and grief of losing a family member.**

Specific Objectives

- **Students will be able to speak about their personal happy and sad memories.**

Approach – Communicative

Method - Communicative Language teaching (CLT)

Resources – Open space

Teacher activity

Introduction

The teacher asked a few students to read out the poem they had read and come. Then the teacher read and explained the remaining part of the poem. Figures of speech and textual questions were discussed.

Model Recitation of the poem was done by the teacher.

Oral Recitation of the poem was done.

Discussion of the teaching points was done (1) Meaning and importance of the photograph for the daughter. (2) Death of poet's mother (3) Difficult words were discussed i.e. wry – ironic

Students Activity

Poetry brought alive

In this drama activity, students were divided into groups of five.

Each group was given key phrases or sentences from the poem they were asked to enact the key phrases from the poem and they were asked to add lines between them and speak them out.

Important Sentences/ Phrases selected

- **The cardboard shows me how it was**
- **She laughed at the snapshot**

Most of the students participated in the drama activity.

Home assignment

- **Students will write a poem based on their favourite photograph.**
- **The remaining groups were asked to prepare their performances for the next class.**

Date: 05/08/22

Type of lesson – Prose

Name of the lesson – We are not afraid to die if we are together

Prerequisites – Students know about sea voyagers like James Cook, Vasco da Gama, Columbus etc.

General Objectives

- **Students will be able to enhance their listening and speaking skills**
- **Students will be able to understand the challenges faced by the sailors during sea voyages.**

Specific Objectives

- **Students will be able to speak about the difficulties faced by the narrator during the sea voyage.**

Approach – Communicative

Method - Communicative Language teaching (CLT)

Resources – Few chairs and Open space

Teacher Activity

Introduction

The teacher asked the students questions about the previous class. (1) What changes took place from the 25th of December to 2nd of January at the sea? Students answered that the weather was atrocious; the waves were huge and water seeped inside the boat.

Model Reading was done (By morning on January 3 ----- who was not afraid to die.)

Silent reading of the paragraphs by the students

Discussion of the teaching points 1. The condition of the water level in the ship on 3rd January. 2. The relentless efforts by the narrator and his crew to handle the situation. 3. The optimism and resilience shown by the children.

Students Activity

The teacher asked questions to the students i.e. what were the measures taken by the narrator to control the water flooding in the ship? Discussion was generated, and students interacted and answered the questions.

After the discussion, the teacher introduced the Hot-seating drama activity. The teacher asked the students to volunteer to play the characters. A few students volunteered and the teacher assigned characters to them. This drama activity was used to explore the character's motivation in the story. Then the characters were hot-seated one by one and they shared their experience at the sea – voyage.

List of characters who were hot-seated

- **The Narrator**
- **Larry Vigil**
- **Herb Seigler**

Students listened carefully to the hot-seated characters and they asked questions to the hot-seated characters, i.e. The sailors Larry Vigil and Herb Seigler were asked about their experience of the sea voyage.

As a listening activity, Inter-Questioning was done where some students asked questions to others on the problems faced by the narrator and his crew in the sea voyage. i.e. Why you decided to take your family in this sea adventure ?,What problems did you face due to atrocious weather?

Home Assignment

Students will write a short note on the value of courage. The remaining students who were assigned the characters of Mary, Susan and John were asked to prepare for the next day.

DATE - 10/08/22

Type of lesson – Prose

Name of the lesson - The Summer of The Beautiful White Horse

Prerequisites – Students know about tribes and communities of India.

General Objectives

- **Students will be able to enhance their listening and speaking skills**
- **Students will be able to understand the importance of values in a tribe.**

Specific Objectives

- **Students will be able to speak about the Gharoghlanian tribe of Armenia.**

Approach – Communicative

Method - Communicative Language teaching (CLT)

Resources – Open space

Teacher Activity

Introduction

The teacher revised the chapter studied until now. In the last class, it was discussed that Mourad is just like his uncle Khosrove. He is crazy, unpredictable and compassionate towards animals.

Model reading of the chapter was done (We rode and ----- pay no attention to it).

Silent reading of the paragraphs by the students.

Discussion of the teaching points was done i.e. (1) John Byro visits Aram's house. (2) Aram asks Mourad to keep the horse till he learns horse riding (3) Difficult words from the chapter were discussed. E.g. trot – proceed with something, streak – race.

Student Activity

The teacher asked students i.e., (1) Why Mourad was considered a natural descendant of his uncle Khosrove? (2) Why was honesty important for the Gharoghlanian family? Discussion was generated, students interacted and they answered the questions.

The teacher introduced the drama activity “Alley of Opinion” to the students. It is also known as a Decision Alley, a Thought Tunnel or a Conscience Alley. The words conscience, decision and thought indicate this strategy's link with thinking skills. It enables students to collaboratively generate a character's inner (and possibly conflicting) thoughts, usually at a key moment of indecision within a drama. The character may be in a dilemma, weighing the pros and cons of taking a particular course of action.

Situations on which Conscience Alley was conducted

- **Mourad's Dilemma – whether he should return the horse to John Byro**
- **John Byro's dilemma – whether he should complain about the children to the family members.**

The character in the role listened to the voices and decided the situation.

Few students agreed with the decision taken by the character, while few others disagreed. Most of the students asked further questions for clarification. The students discussed the decision taken by the characters i.e. Mourad and John Byro via Alley of Opinion.

As a listening activity Discussion was conducted in which students were asked to discuss Mourad's dilemma of returning the horse portrayed through the drama activity Alley of Opinion.

Home Assignment

Students were asked to write answers to the textual questions.

DATE – 17/08/22

Type of lesson – Prose

Name of the lesson - Discovering Tut: the saga continues

Prerequisites – Students know about the different ancient civilisations of the world, i.e. Harappan civilisation, Mesopotamian civilisation, Egyptian civilisation.

General Objectives

- **Students will be able to enhance listening and speaking skills**
- **Students will be able to develop an understanding of Egyptian rulers and their kingdom**
- **Students will be able to understand the importance of advanced technology I the field of archaeology.**

Specific Objectives

- **Students will be able to describe the life and rituals of ancient pharaohs.**

Approach – Communicative

Method - Communicative Language teaching (CLT)

Resources – Few chairs

Teacher Activity

Introduction

The teacher discussed the drama activity Hot -Seating of the previous class and asked the students to continue with the activity of the remaining characters.

Model reading No model reading for this class.

Discussion of the textual questions and answers after the completion of the drama activity

Student Activity

The drama activity continued from the previous class. The following characters were hot-seated for character exploration.

- 1. Tutankhamun**
- 2. A.R.Williams**
- 3. Labourer**

The remaining students asked questions to the hot seated characters to better understand their motivations. Then the teacher asked the students to answer the following true or false question based on their listening of the concluded drama activity.

The Listening Activity Sheet was given to the students which consisted of the following questions.

True or False

- 1. Howard Carter was a scientist. ()**
- 2. The labourer's were working under low temperatures. ()**
- 3. Tutankhamun's body was subjected to CT scanner. ()**

Home Assignment

Students will write the textual questions and answers.

Date: 19/08/2022

Type of lesson – Poetry

Name of lesson – The Laburnum Top

Prerequisites – Students have read poems on trees in earlier classes.

General Objectives

- **Students will be able to enhance their listening and speaking skills**
- **Students will be able to develop sensitivity towards nature and its close association with its elements.**

Specific Objectives

- **Students will be able to recite the poem with correct pronunciation and stress.**
- **Students will be able to speak on the interdependence of nature and its elements in the poem.**

Approach – Communicative

Method - Communicative Language teaching (CLT)

Resources – Not required

Teacher activity

Introduction

The teacher asked questions based on the previous class. How does the Laburnum tree perceive the arrival of the Goldfinch bird? The teacher also discussed the figures of speech used in the poem.

Model Recitation of the poem was done by the teacher.

Oral Recitation of the poem by the students.

**Discussion of the teaching points was done (1) The goldfinch bird brings the tree to life.
(2) Difficult words were discussed i.e. abrupt – sudden, unexpected; eerie – strange.**

Student Activity

The drama activity ‘Poetry brought alive’ was continued from the previous class.

Important Sentences/ Phrases selected

- **It is the engine of the family**
- **And the Laburnum subsides to empty**

Lines of poetry are brought to life with clear recitation and accompanying gestures and movements.

As a listening activity students were asked to summarise various themes that were reflected through the activity “Poetry brought alive”

- **Trees as a Habitat**
- **Coexistence of plants and animals**
- **Change in seasons and its impact on nature**

Home assignment

**Students will write the summary of the poem and the figures of speech used in the poem.
Students will write the textual questions and answers.**

DATE - 31/08/22

Type of lesson – Prose

Name of lesson – The Address

Prerequisites – Students know about the causes and effects of the Second World War.

General Objectives

- **Students will be able to enhance their listening and speaking skills**
- **Students will be able to develop an understanding of the terrible effects of war on people’s psychological behaviour.**
- **Students will be able to develop an understanding towards people who have survived wars.**

Specific Objectives

- **Students will be able to speak about the challenges faced by the people due to war.**

Approach – Communicative

Method - Communicative Language teaching (CLT)

Resources – Not required

Teacher Activity

Introduction

The teacher will ask questions based on the previous class e.g. Why did the narrator wait for a long time to go to Mrs. Dorling’s house? The students answered and then the teacher continued the chapter from the previous class.

Model reading of the chapter was done (My mother will be back soon.....that would be the easiest).

Silent reading of the paragraphs by the students.

Discussion of the teaching points was done i.e. (1) Narrator's reaction when she sees her objects at Mrs. Dorling's house. (2) The narrator resolves to let go of her possessions. (3) Difficult words from the chapter were discussed. E.g. Pewter plate – metal made of tin and lead.

Student Activity

The teacher asked the students to continue the drama activity from the previous class. The scenes to enact in this class were as follows.

- 1. The narrator's reaction when she sees her objects at her first visit to Mrs. Dorling's house.**
- 2. The narrator's reaction when she sees her objects at her second visit to Mrs. Dorling's house and she resolves to let go of her possessions.**

One of the members of the group will tap the character on their shoulders and they voice out their thoughts.

As a listening Activity students were told to Summarise the scenes in which drama activities were conducted.

Home Assignment

Students will write answers to textual questions.

DATE - 02/09/22

Type of lesson – Prose

Name of lesson – Ranga’s Marriage

Prerequisites – Students are familiar with stories with themes of love and romance. (The proposal by Anton Chekov in class 10)

General Objectives

- **Students will be able to enhance their listening and speaking skills**
- **Students will be able to develop an understanding and appreciation of the theme of the story and identify the theme of the style.**
- **Students will be able to develop an understanding of societal norms and obligation.**
- **Students will be able to appreciate the timeless significance of the institution of marriage.**
- **Students will be able to understand the place of English language in India and be apprised of gender stereotyping.**

Specific Objectives

- **Students will be able to speak about marriage as a relationship. It has a social responsibility.**

Approach – Communicative

Method - Communicative Language teaching (CLT)

Resources – Open space

Teacher Activity

Introduction

The teacher asked the students about the discussion of the previous class. The teacher asked students about the metaphors the author has used to convey the feelings of the characters.

Model reading of the chapter was done (That afternoon.....I must go. I have work at home.).

Silent reading of the paragraphs by the students.

Discussion of the teaching points was done i.e. (1) The narrator's matchmaking ability. (2) Ranga's attraction towards Ratna. (3) Influence of English. (4) Difficult words and phrases from the chapter were discussed. E.g. Melted away – dispersed; Peeped in – looked in.

Student Activity

The teacher introduced the drama activity 'Freeze frames and Thought Tracking' to the students. The teacher divided the students into groups of five. The teacher assigned a student from each group to play the character. The teacher also assigned crucial moments of the story for the groups to enact. These points were as follows.

1. Ranga's attraction towards Ratna.

- Two students volunteered from the class to play the role of Shyama and Ranga.
- They enacted the scene wherein Ranga comes to Shyama's house and hears a girl singing.
- The character of Ranga will freeze as he is mesmerized by the singing, while Shyama will tap him on his shoulder and this will mark the follow-up activity of freeze frame, i.e. thought tracking where the character verbalizes his thoughts.

Home Assignment

Students will write a paragraph on "Astrologers' perceptions are based more on hearsay and conjecture than what they learn from the study of the stars."

DATE - 15/09/22

Type of lesson – Prose

Name of lesson - The Browning Version

Prerequisites – Students are familiar with the school atmosphere so they can easily relate to the text as it is about a teacher and students.

General Objectives

- **Students will be able to enhance their listening and speaking skills**
- **Students will be able to appreciate drama as a literary form and its attributes.**

Specific Objectives

1. **Students will be able to speak about the importance of relationships in the lives of people and how over a period of time they change.**
2. **Students will be able to listen to each other carefully.**

Approach – Communicative

Method - Communicative Language teaching (CLT)

Resources – Open Space

Teacher Activity

Introduction

The teacher asked the students to name their favourite teachers and the reasons why they liked them. The teacher asked the students a follow up question as to did they talk about all the teachers among themselves or a select few teachers. The teacher also asked if they had ever performed a mimicry of any of the teachers.

Model reading of the chapter was done (Frank: “Do I know you share their pleasure”). Students were given roles and they enacted the play.

Discussion of the teaching points was done i.e. (1) Taplow meets Frank the science teacher. (2) Difficult words from the chapter were discussed. E.g. Slacker – a person who avoids work or effort; Muck – dirt, garbage.

Student Activity

The teacher asked students i.e., Whether the students were able to relate to the characters of the play. Discussion was generated, students interacted and they answered the questions.

Role play was implemented in this lesson plan.

Listening skills were observed in the discussion activity done by students on the role play.

Home Assignment

Students were asked to read the play named “Refund” based on a similar theme.

APPENDIX VIII



