



**Curriculum**  
**Subject – English (Core) Code- 301**  
**Class – XII**  
**Session 2024-25**

**Books:**

- Flamingo
- Vistas
- BBC Compacta (Reference)

Month	Content	Learning Outcomes	Reading, Listening and Speaking Skill	Writing Skill	Competency based Activity/ Experiential Learning Activity
April	<p><b>Flamingo (Prose)</b> -The Last Lesson</p> <p><b>(Poetry)</b> -My Mother at Sixty Six</p> <p><b>Prose (Vistas)</b> -The Third Level</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• listen and comprehend live as well as record in writing oral presentations on a variety of topics</li> <li>• develop greater confidence and proficiency in the use of language skills necessary for social and academic purpose to participate in group discussions, interviews by making short oral presentation on given topics</li> <li>• perceive the overall meaning and organisation of the text (i.e. correlation of the vital portions of the text)</li> <li>• identify the central/ main point and supporting details, etc. to build communicative competence in various lexicons of English</li> </ul>	<p>Unseen comprehension for Questions</p> <p>Reference to context</p> <p>Listening for specific and general information</p>	-Article	<p>Newspaper Reading</p> <p>Debate</p>
May	<p><b>Flamingo (Prose)</b> -Lost Spring</p> <p><b>(Poetry)</b> -Keeping Quiet</p> <p><b>Prose (Vistas)</b> -The Tiger King</p>	<ul style="list-style-type: none"> <li>• promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities</li> <li>• translate texts from mother tongue (s) into English and vice versa</li> <li>• develop ability and acquire knowledge required in order to engage in independent reflection and enquiry</li> <li>• read and comprehend extended texts (prescribed and non-prescribed) in the following genres: science fiction, drama, poetry, biography, autobiography, travel and sports literature, etc.</li> </ul>	<p>Appreciation of Poetry</p> <p>Able to speak with purpose to compare two characters or themes</p>	-Notice	<p>Flipped Teaching</p> <p>Slide show/ PPT</p>
June	<p><b>Flamingo (Prose)</b> -Deep Water</p> <p><b>(Poetry)</b> -A Thing of Beauty</p> <p><b>Prose (Vistas)</b> -Journey to the end of the Earth</p>	<ul style="list-style-type: none"> <li>• text-based writing (i.e. writing in response to questions or tasks based on prescribed or unseen texts) understand and respond to lectures, speeches, etc.</li> <li>• write expository/ argumentative essays, explaining or developing a topic, arguing a case, etc. write formal/ informal letters and applications for different purposes</li> <li>• make use of contextual clues to infer meanings of unfamiliar vocabulary</li> <li>• select, compile and collate information for an oral presentation</li> </ul>	Group discussion	-Letters to Editor	Picture description of the summary of the poem – “A thing of Beauty”

<p><b>July</b></p>	<p><b>Flamingo (Prose)</b> -The Rattrap</p> <p><b>Prose (Vistas)</b> -The Enemy</p>	<ul style="list-style-type: none"> <li>• produce unified paragraphs with adequate details and support</li> <li>• use grammatical structures accurately and appropriately</li> <li>• write items related to the workplace (minutes, memoranda, notices, summaries, reports etc.</li> <li>• filling up of forms, preparing CV, e-mail messages., making notes from reference materials, recorded talks etc.</li> </ul>	<p>Narrate simple experiences and put ideas in proper sequence</p> <p>-ASL -Project Work</p>		<p>Slogan writing</p>
<p><b>August</b></p>	<p><b>Flamingo (Prose)</b> -Indigo</p> <p><b>(Poetry)</b> -A Roadside Stand</p> <p><b>Prose (Vistas)</b> -On the Face of it</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• listen and comprehend live as well as record in writing oral presentations on a variety of topics</li> <li>• develop greater confidence and proficiency in the use of language skills necessary for social and academic purpose to participate in group discussions, interviews by making short oral presentation on given topics</li> <li>• perceive the overall meaning and organisation of the text (i.e. correlation of the vital portions of the text)</li> <li>• identify the central/ main point and supporting details, etc. to build communicative competence in various lexicons of English</li> </ul>	<p>Unseen comprehension for Questions</p> <p>Reference to context</p> <p>Appreciation of poetry</p>	<p>-Invitation</p>	<p>Assignment on Freedom Fighters</p> <p>Self composed poems</p>
		<ul style="list-style-type: none"> <li>• promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities</li> <li>• translate texts from mother tongue(s) into English and vice versa</li> <li>• develop ability and acquire knowledge required in order to engage in independent reflection and enquiry</li> <li>• read and comprehend extended texts (prescribed and non-prescribed) in the following genres: science fiction, drama, poetry, biography, autobiography, travel and sports literature, etc.</li> </ul>			
<p><b>September</b></p>	<p><b>Flamingo (Prose)</b> -Poets and Pancakes</p> <p><b>(Poetry)</b> -Aunt Jennifer's Tigers</p> <p><b>Prose (Vistas)</b> -Memories of Childhood (part -1) &amp; (part -2)</p>	<ul style="list-style-type: none"> <li>• promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities</li> <li>• translate texts from mother tongue (s) into English and vice versa</li> <li>• develop ability and acquire knowledge required in order to engage in independent reflection and enquiry</li> <li>• read and comprehend extended texts (prescribed and non-prescribed) in the following genres: science fiction, drama, poetry, biography, autobiography, travel and sports literature, etc.</li> </ul>	<p>Listening for specific and general information</p>	<p>-Report</p>	<p>Flipped Teaching</p> <p>Slide show/ PPT</p>

October	<b>Flamingo (Prose)</b> -The Interview	<ul style="list-style-type: none"> <li>• Text-based writing (i.e. writing in response to questions or tasks based on prescribed or unseen texts) understands and responds to lectures, speeches, etc.</li> <li>• write expository/ argumentative essays, explaining or developing a topic, arguing a case, etc. write formal/ informal letters and applications for different purposes</li> <li>• make use of contextual clues to infer meanings of unfamiliar vocabulary</li> <li>• select, compile and collate information for an oral presentation</li> </ul>	Making a group Presentation	-Application for Job with bio data or resume	Interview
November/December	<b>Flamingo (Prose)</b> -Going Places	<ul style="list-style-type: none"> <li>• produce unified paragraphs with adequate details and support</li> <li>• use grammatical structures accurately and appropriately</li> <li>• write items related to the workplace (minutes, memoranda, notices, summaries, reports etc.</li> <li>• filling up of forms, preparing CV, e-mail messages., making notes from reference materials, recorded talks etc.</li> </ul>	Narrate the story/ incident depicted pictorially or in any non-verbal mode  Story prompts -ASL -Project Work		Story Telling  Role Play
<b>Assessments:</b> <ul style="list-style-type: none"> <li>• Project Work</li> <li>• ASL</li> </ul>					