

GANGA GUIDE

LESSON PLAN

ENGLISH

10



SRI GANGA PUBLICATIONS®

(A unit of **Shyamala** Group)

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PREFACE

We are pleased to know that our publications play an important and key role in helping the teachers on their endeavour to mould and shape the future generations of our country.

It is no doubt that this guide will definitely assist you in your planning for teaching in the class room. This guide has also been meticulously prepared in accordance with the new syllabus.

We feel grateful for your continuous patronage shown towards our publication so far.

Yours,
GANGA Publications
Tirunelveli.

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PROSE

LESSON PLAN

UNIT

1

His First Flight

**Aim**

Make the students understand the given prose piece.

**Learning Outcomes****General Objectives:**

The students will be able to

- ◆ Listen to story.
- ◆ Speak effectively with the help of guidelines given.
- ◆ Plan and organize and present ideas coherently in different kinds of formats and genres.
- ◆ Learn the meaning of new words and use them when speaking and writing.

Specific Objectives:

The students will be able to

- ◆ To obtain the knowledge how the young bird learns to fly.
- ◆ To know the struggles underwent by the young seagull to overcome the fear of flying.

**Teachings aids and Methods**

- ◆ PPTs, QR Codes.
- ◆ Communicative Approach.



Motivation

- ◆ By showing the images of various explorers such as Marco Polo, Coloumbus, Vespucci, ask the students what is common among those individuals?
- ◆ Discuss why it was considered as an adventurous and dangerous thing to travel in those days.
- ◆ Share a memorable trip in your life.
- ◆ Have you ever been on an adventurous journey? If yes, share your experience.
- ◆ Have you ever seen a bird making its first ever attempt to fly?



Presentation

The fear of the young seagull is explained by the teacher. The steps taken by the mother seagull is vividly explained. How the young seagull managed to find in his search for food on the ledge is also presented. The care and affection of the mother seagull is also explained. The teacher has to give a model reading and then ask the students to have silent as well as loud reading. Line by line explanation is done in the class room.



New Words

New lexical competencies such as new words and their different parts of speech are introduced to the students.

- | | |
|---------------|-------------------------------|
| ⇒ Ledge | - a narrow shelf |
| ⇒ Cackle | - a sharp, broken noise |
| ⇒ Plaintively | - sadly |
| ⇒ Trot | - to run at the moderate pace |

- Swoop - to move quickly
- joyful - adjective; joy - noun; joyfully - adverb

Pictures with elaborate illustrations are shown to the students to acquire different parts of speech.



Evaluation

The students are made to answer the following simple questions.

1. Why did the seagull fail to fly?
2. What was the first catch of the young seagull's older brother?
3. Did the mother bird offer any food in the young bird?
4. How did the bird feel when it started flying for the first time?



Assignment

- ◆ How did the parents support and encourage the young seagull's brothers and sister?
- ◆ Give an instance that shows the pathetic condition of the young bird.
- ◆ Do you think that the young seagull to fly finally?
- ◆ What prompted in the young seagull to fly finally?



Follow up Activities

The students are asked to write a paragraph in about 150 words to describe the struggles underwent by the young seagull to overcome its fear of flying.



POEM

LESSON PLAN

UNIT

1

Life

**Aim**

Make the students enjoy and appreciate the poem.

**Learning Outcomes****General Objectives:**

The students will be able to

- ◆ Listen to the poem.
- ◆ Listen critically to understand content and distinguish main points from supporting details.
- ◆ Discuss author's intent / purpose or ideas.
- ◆ Discuss texts using own knowledge and experience.

Specific Objectives:

The students will be able to

- ◆ To obtain the theme of the poem.
- ◆ To enjoy the poem in the form of aesthetic pleasure.

**Teachings aids and Methods**

- ◆ PPTs, QR Codes.
- ◆ Direct Method.

**Motivation**

- ◆ Do you know what life is?
- ◆ What kind of life do you want to lead?

- ◆ Do you want to live happy life or sorrowful life?
- ◆ Do you consider life as a journey?



Presentation

At first the biography of the poet will be explained. Then the central idea of the poem is to be introduced. Model reading and silent reading are appreciated. Line by line explanation will be done in the class room.



New Words

New lexical competencies such as new words are introduced to the students.

- **mourning** - sadness
- **veils** - to hide or cover
- **crown** - a prize or position offered for being the best
- **quest** - a long search
- **unreluctant** - willing to do something



Evaluation

The students are made to answer the following simple questions.

1. What kind of life does the poet want to lead?
2. Why do you think the poet is not in a hurry?
3. Is the poet afraid of future?
4. How is the way of life?



Assignment

- ◆ How should be the journey of life?
- ◆ What is the poet's hope?

SUPPLEMENTARY

LESSON PLAN

UNIT
2

Zig Zag

**Aim**

To comprehend the story.

**Learning Outcomes****General Objectives:**

The students will be able to

- ◆ Read short stories and other longer, standard literary pieces.
- ◆ Read for pleasure and general understanding.

Specific Objectives:

The students will be able to

- ◆ Read literary books in English, interpret, evaluate and respond to the characters, plot and setting.
- ◆ To sketch the characters of the play.

**Teachings aids and Methods**


- ◆ PPTs, QR Codes, relevant videos if any.
- ◆ Narration method.

**Motivation**

- ◆ Do you love pet?
- ◆ What pet do you have?
- ◆ List out some domestic animals.
- ◆ Why are they termed pet?

 **Presentation**

The story in brief is narrated to the students. Gradually the characters are slowly introduced to the students. The teacher will give the model reading. Then the students are asked to read loudly one by one in turn. Then the students are asked to read silently so as to enable them comprehend the story. Seminars can be conducted among the students. The best performer can be awarded.

 **Evaluation**

The students are made to answer in test questions and global comprehension questions.

 **Assignment**

Narrate the story of zigzag in your own words.

 **Follow up Activities**

The students are asked to write a passage in your own words on various commotions by Zigzag at Dr.Krishnan's residence.



GRAMMAR

LESSON PLAN

UNIT
2

Articles

**Aim**

To acquire the knowledge of articles in the language usage.

**Learning Outcomes****General Objectives:**

The students will be able to

- ◆ Practice the articles in speaking and writing.
- ◆ To have a better proficiency in English language.

Specific Objectives:

The students will be able to

- ◆ To comprehend the usage of articles 'A', 'an' and 'the' in a sentence.
- ◆ To analyze the usage of Articles in English language.

**Teachings aids and Methods**

- ◆ PPTs, Quiz.
- ◆ Articles – ICT Corner QR Code.
- ◆ Inductive method.

**Motivation**

- ◆ Numerous picture are shown to the students and made them recognize the pictures.

- ◆ Recognized pictures are written on the black board such as a book, an orange, a rabbit, a school, an aeroplane, etc.

Presentation

The students are made to understand the usage of articles before a noun. The students are made to analyse the usage a when it precedes a word that begins with consonant and the usage of 'an' when it precedes a word that begins with a vowel. The students are given a brief description on the indefinite article that a noun referred to a general idea rather than a particular thing. The indefinite article only appears with singular nouns. The definite article is the word 'the'. It limits the meaning of a noun to one particular thing. Numerous examples are given with wide illustrations to the students.

Evaluation

The students are made to response the online quiz using QR codes. Scores of the students will be tracked and the wrong responses will be corrected through discussion in the class.

Follow up Activities

The students are asked to complete the worksheets and textual exercises.



PROSE

LESSON PLAN

UNIT
3Empowered Women
Navigating the World**Aim**

Make the students understand the given prose piece.

**Learning Outcomes****General Objectives:**

The students will be able to

- ◆ Listen to story.
- ◆ Speak effectively with the help of guidelines given.
- ◆ Plan and organize and present ideas coherently in different kinds of formats and genres.
- ◆ Learn the meaning of new words and use them when speaking and writing.

Specific Objectives:

The students will be able to

- ◆ To obtain the knowledge about the empowerment of women in Navy.
- ◆ To know the struggles underwent by the women to achieve their feats.

**Teachings aids and Methods**

- ◆ PPTs, QR Codes.
- ◆ Communicative Approach.



Motivation

- ◆ Discuss the role of women in building family.
- ◆ What do you think of the status of women in the modern society?
- ◆ Compare the status of women in the past with the present.
- ◆ Discuss the role of women in modern society.



Presentation

INSV is explained to the students. The role of women in the Navy is also vividly explained. The achievement of All Indian Women Crew is narrated to the students / The teacher has to give a model reading and then ask the students to have silent as well as loud reading. Line by line explanation is done in the class room.



New Words

New lexical competencies such as new words and Idioms and Phrases are introduced to the students.

- ⇒ **indigenously** - naturally
- ⇒ **expedition** - journey or voyage made for war or exploration
- ⇒ **apprehensive** - anxious
- ⇒ **anticipate** - to foresee
- ⇒ **ran out** - to use completely
- ⇒ **lend an ear** - listen

Pictures with elaborate illustrations are shown to the students to acquire varieties of Idioms and phrases.

**Evaluation**

The students are made to answer the following simple questions.

1. What does INSV stand for?
2. Who is Tara Tarini?
3. Where did the crew undergo the training?
4. Which skill is considered important in the selection process?

**Assignment**

- ◆ What challenging tasks did the team face during their voyage?
- ◆ Mention the celebrations which the crew enjoyed during their expeditions.
- ◆ What does the term circumnavigation mean?
- ◆ How did the crew members work as a team to make their expedition successful?

**Follow up Activities**

The students are asked to write a paragraph in about 150 words to highlight the factors responsible for the all Indian Women Navy Crew to carry out their expedition.



POEM

LESSON PLAN

UNIT
3

I am Every Woman



Aim

Make the students enjoy and appreciate the poem.



Learning Outcomes

General Objectives:

The students will be able to

- ◆ Listen to the poem.
- ◆ Listen critically to understand content and distinguish main points from supporting details.
- ◆ Discuss author's intent / purpose or ideas.
- ◆ Discuss texts using own knowledge and experience.

Specific Objectives:

The students will be able to

- ◆ To obtain the theme of the poem.
- ◆ To enjoy the poem in the form of aesthetic pleasure.



Teachings aids and Methods

- ◆ PPTs, QR Codes.
- ◆ Direct Method.



Motivation

- ◆ What is the status of modern women?
- ◆ Are today's women take part in all fields?

- ◇ How do you want a modern woman to be?
- ◇ Mention the characteristics of modern women.



Presentation

At first the biography of the poet will be explained. Then the central idea of the poem is to be introduced. Model reading and silent reading are appreciated. Line by line explanation will be done in the class room.



New Words

New lexical competencies such as new words are introduced to the students.

- ⇒ innate - inborn and natural
- ⇒ stake - risk
- ⇒ persistence - determination
- ⇒ moans - grieves
- ⇒ groans - complains and grumbles



Evaluation

The students are made to answer the following simple questions.

1. What does the phrase 'spring will come again' mean?
2. How does today's woman deal with the adversities in life?
3. Is she complaining about the problems of life?
4. What is the tone of the author?

**Assignment**

- ◆ How should a woman be treated?
- ◆ Is the poet talking about the women of the previous generation?
- ◆ What do the word thaw and saw mean?
- ◆ What does the word summer mean?

**Follow up Activities**

The students are asked to write a paragraph in about 150 words to mention the qualities which made heaven more powerful.



SUPPLEMENTARY

LESSON PLAN

UNIT
3

The Story of Mulan

**Aim**

To comprehend the story.

**Learning Outcomes****General Objectives:**

The students will be able to

- ◆ Read short stories and other longer, standard literary pieces.
- ◆ Read for pleasure and general understanding.

Specific Objectives:

The students will be able to

- ◆ Read literary books in English, interpret, evaluate and respond to the characters, plot and setting.
- ◆ To sketch the characters of the play.

**Teachings aids and Methods**

- ◆ PPTs, QR Codes, relevant videos if any.
- ◆ Narration method.

**Motivation**

- ◆ Do you like reading stories?
- ◆ If so what type of stories do you read?
- ◆ What do you know about classic story?

- ◆ Do you know the legend of Hua Mulan?
- ◆ Define legend.



Presentation

The story in brief is narrated to the students. Gradually the characters are slowly introduced to the students. The teacher will give the model reading. Then the students are asked to read loudly one by one in turn. Then the students are asked to read silently so as to enable them comprehend the story. Seminars can be conducted among the students. The best performer can be awarded.



Evaluation

The students are made to answer in test questions and global comprehension questions.



Assignment

Do you agree with Mulan's decision to go to war? Justify.



Follow up Activities

The students are asked to write the detailed character sketch of Mulan.



GRAMMAR

LESSON PLAN

UNIT
3

Tenses

**Aim**

To understand the effective usage of Tenses.

**Learning Outcomes****General Objectives:**

The students will be able to

- ◆ Use tenses in an accurate structure.
- ◆ To have a better proficiency in English language.

Specific Objectives:

The students will be able to

- ◆ To create more complex sentences using the suitable tense forms in a sentence.
- ◆ To analyze the usage of tenses in English language.

**Teachings aids and Methods**

- ◆ PPTs, Quiz.
- ◆ Tenses - ICT Corner, QR Code.
- ◆ Inductive method.

**Motivation**

Ask the students various questions so as to enable them use some correct forms of verbs in their response.

 **Presentation**

The definition of tenses will be explained. Tenses represent the time. The students are made to understand the different usages of tenses.

Tenses:

Tenses are a means of putting a sentence into a time frame.

According to these times, there are three kinds of tenses which are:

- ◆ Present (the time that is running)
- ◆ Past (the time that is gone)
- ◆ Future (the time that is to come)

These tenses indicate the time in which the action is taking place. Each tense has four sub-kinds that exactly express the degree of completion of an action. They are as follows:

- ◆ Simple tense
- ◆ Continuous tense
- ◆ Perfect tense
- ◆ Perfect Continuous tense

 **Evaluation**

The students are made to response the online quiz using QR Codes. Scores of the students will be tracked and the wrong responses will be corrected through discussion in the class.

 **Follow up Activities**

The students are asked to complete the worksheets and textual exercises.



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PROSE

LESSON PLAN

UNIT

4

The Attic



Aim

Make the students understand the given prose piece.



Learning Outcomes

General Objectives:

The students will be able to

- ◆ Listen to story.
- ◆ Speak effectively with the help of guidelines given.
- ◆ Plan and organize and present ideas coherently in different kinds of formats and genres.
- ◆ Learn the meaning of new words and use them when speaking and writing.

Specific Objectives:

The students will be able to

- ◆ To obtain the knowledge about the story prescribed.
- ◆ To know how to realize the self mistakes committed by human beings.



Teachings aids and Methods

- ◆ PPTs, QR Codes.
- ◆ Communicative Approach.



Motivation

- ◆ Pick out the qualities you possess.
- ◆ What are the qualities that you expect from your siblings / friends?
- ◆ Find out the mutual qualities that you and your friend share.
- ◆ Discuss on the need of human values.



Presentation

The story in brief is narrated to the students. Introduction of main character is done. The teacher has to give a model reading and then ask the students to have silent as well as loud reading. Line by line explanation is done in the class room.



New Words

New lexical competencies such as new words and Compound words and affixes are introduced to the students.

- ⇒ **crumbled** - broken
- ⇒ **bifurcated** - divided into two
- ⇒ **ascertained** - confirmed
- ⇒ **dilated** - widened than usual
- ⇒ **unperturbed** - undisturbed
- ⇒ **affluent** - wealthy

Pictures with elaborate illustrations are shown to the students to acquire varieties of compound words and affixes.

**Evaluation**

The students are made to answer the following simple questions.

1. When did Aditya leave the school?
2. What did Aditya visit?
3. Who were Aditya's ancestors?
4. Besides tea, what did Nagen uncle have in his shop?

**Assignment**

- ◆ Write a few lines about the owner of the shop.
- ◆ What was the daily routine of Sanyal?
- ◆ Why did Aditya decide to visit his ancestral home?
- ◆ "Your grievances are absolutely justified" Who says this to whom? Why?

**Follow up Activities**

The students are asked to write a paragraph in about 150 words to give a detailed account of all thoughts and questions in the narrator's mind while accompanying Aditya from the tea shop to Sanyal's house?





Motivation

- ◆ Do you like to read poem?
- ◆ How do you operate machines?
- ◆ Are you careful of handling of the machines?
- ◆ Mention the characteristics of modern machines.



Presentation

At first the biography of the poet will be explained. Then the central idea of the poem is to be introduced. Model reading and silent reading are appreciated. Line by line explanation will be done in the class room.



New Words

New lexical competencies such as new words are introduced to the students.

- ⇒ wrought - beaten out of shape
- ⇒ haul - pull or drag
- ⇒ vanish - disappear suddenly or completely
- ⇒ comprehend - grasp, understand



Evaluation

The students are made to answer the following simple questions.

1. Who are the speakers and listeners of this poem?
2. What metals are obtained from ores and mines?
3. Mention a few machines which are hammered to design.
4. Are machines humble to accept the evolution of human brain?

**Assignment**

- ◆ Do the machines serve us twenty four hours a day?
- ◆ Mention the names of few machines that run on water, coal or oil.
- ◆ Mention a few machines used for pulling, pushing, lifting, driving, printing, ploughing, reading, writing etc.
- ◆ Whose task is referred to as our task?

**Follow up Activities**

The students are asked to write a paragraph in about 150 words to write the feeling evoked in us by the machines in the poem “The Secret of the Machines”.



SUPPLEMENTARY

LESSON PLAN

UNIT
5A day in 2889 of an
American Journalist**Aim**

To comprehend the story.

**Learning Outcomes****General Objectives:**

The students will be able to

- ◆ Read short stories and other longer, standard literary pieces.
- ◆ Read for pleasure and general understanding.

Specific Objectives:

The students will be able to

- ◆ Read literary books in English, interpret, evaluate and respond to the characters, plot and setting.
- ◆ To sketch the characters of the play.

**Teachings aids and Methods**

- ◆ PPTs, QR Codes, relevant videos if any.
- ◆ Narration method.

**Motivation**

- ◆ What does this story speak on?
- ◆ Do you know any other work written by Jules Verne?
- ◆ What is the genre of this story?

 **Presentation**

The story in brief is narrated to the students. Gradually the characters are slowly introduced to the students. The teacher will give the model reading. Then the students are asked to read loudly one by one in turn. Then the students are asked to read silently so as to enable them comprehend the story. Seminars can be conducted among the students. The best performer can be awarded.

 **Evaluation**

The students are made to answer in test questions and global comprehension questions.

 **Assignment**

Give three instances of how mechanization has changed life at home in 2889.

 **Follow up Activities**

How is advertising in this age different from what we have today?



GRAMMAR

LESSON PLAN

UNIT
5

Reported Speech

**Aim**

To understand the effective usage of reported speech.

**Learning Outcomes****General Objectives:**

The students will be able to

- ◆ Use reported form in an accurate structure.
- ◆ To have a better proficiency in English language.

Specific Objectives:

- ◆ To create more complex sentences using the suitable reported speech forms in a sentence.
- ◆ To analyze the usage of direct and indirect speech in English language.

**Teachings aids and Methods**

- ◆ PPTs, Quiz.
- ◆ Reported Speech - ICT Corner QR Code.
- ◆ Inductive method.

**Motivation**

Ask the students various questions so as to enable them use correct structure of reported speech in their response.

 **Presentation**

When the reporting verb is in past tense, then the tense in direct speech will change as follows in reported speech.

Direct Speech	Indirect Speech (Reported speech)
present tense	past tense
past tense	past perfect tense
future tense	past future (would + present)
present perfect	past perfect
past perfect	past perfect
future perfect	would + present perfect
present continuous	past continuous tense
past continuous	past perfect continuous
future continuous	would be + ing form
present perfect continuous	past perfect continuous
past perfect continuous	past perfect continuous
future perfect continuous	would have been + ing form

 **Evaluation**

The students are made to response the online quiz using QR Codes. Scores of the students will be tracked and the wrong responses will be corrected through discussion in the class.

PROSE

LESSON PLAN

UNIT
7

The Dying Detective



Aim

Make the students understand the given prose piece.



Learning Outcomes

General Objectives:

The students will be able to

- ◆ Listen to story.
- ◆ Speak effectively with the help of guidelines given.
- ◆ Plan and organize and present ideas coherently in different kinds of formats and genres.
- ◆ Learn the meaning of new words and use them when speaking and writing.

Specific Objectives:

The students will be able to

- ◆ To obtain the knowledge about the sickness of the great detective Sherlock Holmes.
- ◆ To obtain the knowledge about how Watson helped his master who was seriously ill.



Teachings aids and Methods

- ◆ PPTs, QR Codes.
- ◆ Communicative Approach.



Motivation

- ◆ What do you mean by investigation?
- ◆ Have you read any detective stories?
- ◆ Have you met any detective?
- ◆ Do you want to be a detective?



Presentation

A brief introduction about the detective Sherlock Holmes is given. The story in brief will be narrated to the students. The teacher has to give a model reading and then ask the students to have silent as well as loud reading. Line by line explanation is done in the class room.



New Words

New lexical competencies such as new words and Homophones are introduced to the students.

- ↻ **gaunt** - lean
- ↻ **twitched** - gave short, sudden jerking movements
- ↻ **plague** - a contagious bacterial disease
- ↻ **frail** - weak and delicate

Pictures with elaborate illustrations are shown to the students to acquire varieties of Homophones.



Evaluation

The students are made to answer the following simple questions.

1. How did Watson feel when he heard of Holmes' illness?

2. Why didn't the landlady call the doctor?
3. What according to Holmes was the disease he was suffering from?
4. What were the instructions given by Holmes to Watson?

**Assignment**

- ◆ Why did Holmes plead with Smith?
- ◆ Who did Watson see when he entered the room?
- ◆ Who was responsible for the death of Victor Savage?
- ◆ What was the evidence for it?

**Follow up Activities**

The students are asked to write a paragraph in about 150 words : How did Watson help his friend to arrest the criminal?



POEM

LESSON PLAN

UNIT
7

The House on Elm Street



Aim

Make the students enjoy and appreciate the poem.



Learning Outcomes

General Objectives:

The students will be able to

- ◆ Listen to the poem.
- ◆ Listen critically to understand content and distinguish main points from supporting details.
- ◆ Discuss author's intent / purpose or ideas.
- ◆ Discuss texts using own knowledge and experience.

Specific Objectives:

The students will be able to

- ◆ To obtain the theme of the poem.
- ◆ To enjoy the poem in the form of aesthetic pleasure.



Teachings aids and Methods

- ◆ PPTs, QR Codes.
- ◆ Direct Method.



Motivation

- ◆ Who is the poet?
- ◆ How do you react with your friends and relatives?
- ◆ Do you live in a separate house or compound house?

 **Presentation**

At first the biography of the poet will be explained. Then the central idea of the poem is to be introduced. Model reading and silent reading are appreciated. Line by line explanation will be done in the class room.

 **Evaluation**

The students are made to answer the following simple questions.

1. What does 'it' refer to?
2. In what way the tree is a mystery?
3. Does the house remain the same every day?
4. What is mysterious about the house?

 **Assignment**

- ◆ Pick out the line that indicates the size of the house.
- ◆ Why does the poet consider the house to be a mystery?
- ◆ Does the poet know what happened in the house?
- ◆ Who does 'I' refer to?

 **Follow up Activities**

The students are asked to write a paragraph in about 150 words on how mystery is depicted in the poem.



SUPPLEMENTARY

LESSON PLAN

UNIT
7

A Dilemma

**Aim**

To comprehend the story.

**Learning Outcomes****General Objectives:**

The students will be able to

- ◆ Read short stories and other longer, standard literary pieces.
- ◆ Read for pleasure and general understanding.

Specific Objectives:

The students will be able to

- ◆ Read literary books in English, interpret, evaluate and respond to the characters, plot and setting.
- ◆ To sketch the characters of the play.

**Teachings aids and Methods**

- ◆ PPTs, QR Codes, relevant videos if any.
- ◆ Narration method.

**Motivation**

- ◆ What do you mean ancestral property?
- ◆ How do you feel when you get the property of your ancestors?

 **Presentation**

The story in brief is narrated to the students. Gradually the characters are slowly introduced to the students. The teacher will give the model reading. Then the students are asked to read loudly one by one in turn. Then the students are asked to read silently so as to enable them comprehend the story. Seminars can be conducted among the students. The best performer can be awarded.

 **Evaluation**

The students are made to answer in test questions and global comprehension questions.

 **Assignment**

Describe briefly the contents of the letter written by Tom's uncle.

 **Follow up Activities**

Explain the efforts taken by Tom to open the iron box. Did he succeed? Why?



GRAMMAR

LESSON PLAN

UNIT
7Transformation of sentences -
Simple, Compound & Complex

Aim

To understand the effective usage of Transformation of sentences.



Learning Outcomes

General Objectives:

The students will be able to

- ◆ Use transformation of sentences in an accurate structure.
- ◆ To have a better proficiency in English language.

Specific Objectives:

The students will be able to

- ◆ To create more complex sentences using the rules of transformation of sentences.
- ◆ To analyze the usage of transformation of sentences in English language.



Teachings aids and Methods

- ◆ PPTs, Quiz.
- ◆ Transformation of sentences - ICT Corner QR Code.
- ◆ Inductive method.



Motivation

Ask the students various questions so as to enable them use correct structure of transformation in their response.



Presentation

Simple sentence:

- ◆ A single sentences consists of only one main clause with or without a phrase.

eg: I got back the money.

They gave him a warm welcome.

Compound sentence:

- ◆ A Compound sentence consists at lust two main clauses and more than but no sub ordinating clauses.
- ◆ These main clauses are looked with co-ordinating conjunctions like but, and, or, otherwise, and so, and immediately.

eg: I got the money back but my friends lost their money.

They gave him a warm welcome and they listened to him with regard.

The following table will help you to transform the sentences:

Complex	Compound	Simple
though/ although/	but/yet/still	inspite of + v + ing
even though		despite of + v + ing

if	and	in case of + v + ing
unless (If ... not)	or/ otherwise	in case of + not + v + ing
after (sub + perfect + tense)	and then	after + v + ing/having + PP
as/since/ because	and so	v + ing
when	and	on + v + ing
as soon as	and immediately	on + v + ing
before	and before that	before + v + ing
till/untill	and till then	till + v + ing
that		of/to
so ... that ... not	very ... and so	too ... to



Evaluation

The students are made to response the online quiz using QR codes. Scores of the students will be tracked and the wrong responses will be corrected through discussion in the class.



Follow up Activities

The students are asked to complete the worksheets and textual exercises.



NOTES

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