

LESSON PLAN

TOPIC: THE PORTRAIT OF LADY – KUSHWANT SINGH

AIM: To understand the positive influence of elders upon the younger.

GENERAL OBJECTIVES:

- To comprehend the bond between grandmother and grandson.
- To identify the personal relationship with their own grandparents.

SPECIFIC OBJECTIVES:

- To respect the old people and learn human qualities of kindness.
- To understand the old people's attitude towards young.

TEACHING AID: PPT – (slideshare.net.robbyhepzi – lesson 1, synonyms, antonyms, compound words)

TEACHING METHOD: DIRECT METHOD

MOTIVATION:

The pictures of nuclear family and joint family are shown to the students. They are made to describe those family types and its benefits. It is noted in the textbook page no .1 in warm-up activity.

PRESENTATION:

The bond between the author and his loving grandmother is brought out vividly in the classroom. The author's reminiscence of village school is explained briefly. The portrayal of the author's grandmother's appreciation of village education than urban education is highlighted. The sentimental exposure of author's grandmother in her last stage of life is highlighted to the students. New words are introduced.

- Absurd – illogical
- Hobbled – walked unsteadily
- Expanse – wide area
- Snapped – broke out

- Bedlam – noisy confusion
- Rebuke – scolding

EVALUATION:

Simple questions are asked to the students.

- Why was the author left with his grandmother in the village?
- Where did the author study in his childhood?
- What was the happiest time of the day for grandmother?
- What was the daily routine of the grandmother at home?

FOLLOW UP:

The students are asked to write a paragraph on grandmother's appearance and her attitude towards the end of her days.

**ENGLISH PG
GHSS, LOWERCAMP**

LESSON PLAN

CLASS: XI ENGLISH

TOPIC: ONCE UPON A TIME – GABRIEL OKARA

AIM: To appreciate the beauty of the poem.

GENERAL OBJECTIVES:

*To comprehend usage of the fake cordiality of pleasantries in the poem.

* To know the rhyming scheme and figurative usage of the poem.

SPECIFIC OBJECTIVES:

*To analyse the expressions that indicate conflicting ideas.

* To capture the poet desires' to unlearn and relearn from his son.

TEACHING AIDS: QR CODE FOR VIDEO



TEACHING METHOD: DIRECT METHOD

MOTIVATION:



The students are made to hear Edgar Albert Guest's poem "father" and to tick the right answers that is given in the textbook page no: 24. The admiration of a father by a child is highlighted in the poem. Thereby the poem "once upon a time" where a father wants to learn something from the son is introduced to the students.

PRESENTATION:

The poem is read aloud in the class. The poet's painful condemning the masks displayed by adults is explained. The expressions that indicate conflicting ideas are introduced.

- Laugh with their eyes – laugh with the teeth while ice block cold eyes
- Shake hands with their hearts – Shake hands without hearts

- Feel at home – thrice ...doors shut
- Goodbye – good-riddance
- Glad to meet you – without being glad
- Nice talking to you - being bored

The usage of poetic devices is highlighted.

- While their ice block cold eyes – **Metaphor**
- Like dresses home face – **Simile**
- Like a fixed portrait smile – **Simile**
- Shows only my teeth like a snake’s bare fangs - **Simile**

EVALUATION:

Simple questions are asked to the students.

- Who are “they”?
- Explain: ice-block-cold eyes?
- Why does the poet want to relearn how to laugh?
- Whom does the poet want to relearn from?
- How is the poet’s laugh reflected in the mirror?

FOLLOW UP:

The students are asked to write a paragraph on Gabriel Okara’s “Once upon a Time” in simple words.

ENGLISH PG
GHSS, LOWERCAMP.

LESSON PLAN

CLASS: XI ENGLISH
TOPIC: AFTER TWENTY YEARS – O' HENRY
AIM: To comprehend the story of the text.

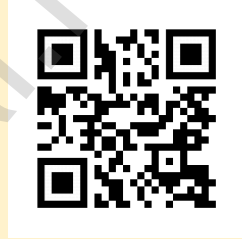
GENERAL OBJECTIVES:

- *To develop the skill of reading.
- * To practice skimming and scanning.

SPECIFIC OBJECTIVES:

- *To analyse the bond of friendship between Bob and Jimmy.
- * To know the strengths and weaknesses of Jimmy from Bob.

TEACHING AIDS: QR CODE ON VIDEO



TEACHING METHOD: SELF LEARNING METHOD

MOTIVATION:

The students are motivated to think on the following question in the class.

- * What do you expect your close friends to do for you?

The answers of the students are asked to beautify the petals in the warm up column in the text book page no 27. Thereby the story is introduced to the students.

PRESENTATION:

The students are made to divide into smaller groups. Each group consists of five students. The students are made to read the passage silently. Each group is encouraged to fill up the questionnaire given to them. The students are given a good time to read and discuss among the group.

Questionnaire

1. The friends grew up together in the city of -----.
2. The friends parted one night after dining at ----- together.
3. The streets were devoid of -----.
4. ----- was the tall man.

5. Jimmy gave Bob -----.
6. Big Joe's Brady's restaurant was pulled down -----.
7. Jimmy Wells was Bob's -----.
8. Bob went to the ----- to make fortunes.
9. The two friends parted exactly at ----- pm.
10. Bob and Jimmy were raised in -----.

EVALUATION:

The students are made to state whether the statements are true or false that was given in the text book page no.31.

FOLLOW UP:

The students are asked to write a paragraph on "compare and contrast the character of Jimmy and Bob" - in simple words.

**ENGLISH PG
GHSS, LOWERCAMP.**

LESSON PLAN

CLASS : XI ENGLISH
TOPIC : THE QUEEN OF BOXING – M.C.MARY KOM
DATE : 01.07.2019 – 05.07.2019

AIM: To enhance the knowledge of sports personality, Mary Kom.

GENERAL OBJECTIVES:

- *To develop the basic communicative skills - LSRW.
- * To comprehend the new idioms and phrases in the text.

SPECIFIC OBJECTIVES:

- *To understand the emotional feelings and experiences of Mary Kom.
- * To analyze Mary Kom’s hard work to acclaim the title “Queen of Boxing”.

TEACHING AIDS:

PPT, QR Codes



TEACHING METHOD: COMMUNICATIVE APPROACH

MOTIVATION:

The students are allowed to listen the running commentary that given in the text book page no.40. The students are made to response the questions through google forms online quiz. Thereby the Queen of Boxing, Mary Kom is introduced to the students.

PRESENTATION:

The biography of Mary Kom which is portrayed in the text is explained to them. Mary Kom’s boxing strategies in the Ring and her achievements in the field of Boxing is vividly

focused through power point presentations. New Idiomatic expressions in the world of Boxing are highlighted in the class.

Throw in the towel – (wet towels to wipe the sweat of Boxers) to give up

In our corner – (two opposite angles of Boxing Ring) dispute

On the ropes – (enclosed ropes of Boxing Rings) defeat

Below the belt – (hits below the belt line is illegal in Boxing) unfair behaviour

Square off - (facing each other at the beginning of a match) prepare for conflict

Pictures with elaborate illustrations were given to the students to acquire idiomatic expressions related to sports.

EVALUATION:

The students are made to answer the simple questions –

- In which category was Mary Kom selected for the International Boxing Championships?
- How was Pennsylvania?
- Did Mary Kom like the Chinese food?
- What post did the Manipur Government offer to her?

FOLLOW UP:

The students are asked to write a paragraph on Mary Kom’s achievements in her career.

**ENGLISH PG
GHSS, LOWERCAMP.**

LESSON PLAN

CLASS : XI ENGLISH
TOPIC : CONFESSIONS OF A BORN SPECTATOR – OGDEN NASH
DATE : 08.07.2019 – 12.07.2019

AIM: To appreciate the beauty of the poem.

GENERAL OBJECTIVES:

- *To read the poem with proper rhythm and intonation.
- * To appreciate the figurative usage and style of the poem.

SPECIFIC OBJECTIVES:

- *To comprehend the poet's admiration on athletes.
- * To analyse the satisfaction of poet – being a spectator than an athlete.

TEACHING AIDS:

PPT, VIDEO, QR CODE



TEACHING METHOD:

RECITATION METHOD

MOTIVATION:



The students are made to answer the questions based on their listening to the passage that given in the textbook page no.56. Thereby the poet's admiration upon sports and the talents of athletes are introduced to the students. The model recitation of the poem is read aloud in the class.

PRESENTATION:

The poem is read aloud for the second time and the students are asked to repeat it. The poet's justification of his view that he never wishes to exchange places with the athletes is analyzed briefly. The poet's establishment of the victory of common sense over ego is highlighted to the students. The students are made to complete the table given in page no.55 with suitable rhyming words.

enter	center	score	floor
Jockey	hockey	please	these
admire	hire	fist	wrist
Pomp	romp	demands	stands
feeds	deeds	radium	stadium

EVALUATION:

Simple questions are asked to the students.

- Whom does the poet admire?
- What pleases the ego?
- For what reasons do the athletes sweat?
- Do the athletes play rough games?
- Why are athletes often rough during play?

FOLLOW UP:

The students are asked to write a critical appreciation of the poem "Confessions of a Born Spectator".

**ENGLISH PG
GHSS, LOWERCAMP.**

LESSON PLAN

CLASS: XI ENGLISH

TOPIC: A SHOT IN THE DARK - SAKI

DATE: 15.07.2019 – 19.07.2019

AIM: To comprehend the story of the text.

GENERAL OBJECTIVES:

- *To develop the students as skilled readers.
- * To practice skimming and scanning.

SPECIFIC OBJECTIVES:

- *To understand that “seeing is believing” is disproved in the story.
- * To analyse the irony of the situation in the story.

TEACHING AIDS: MIND-MAP, QR CODE



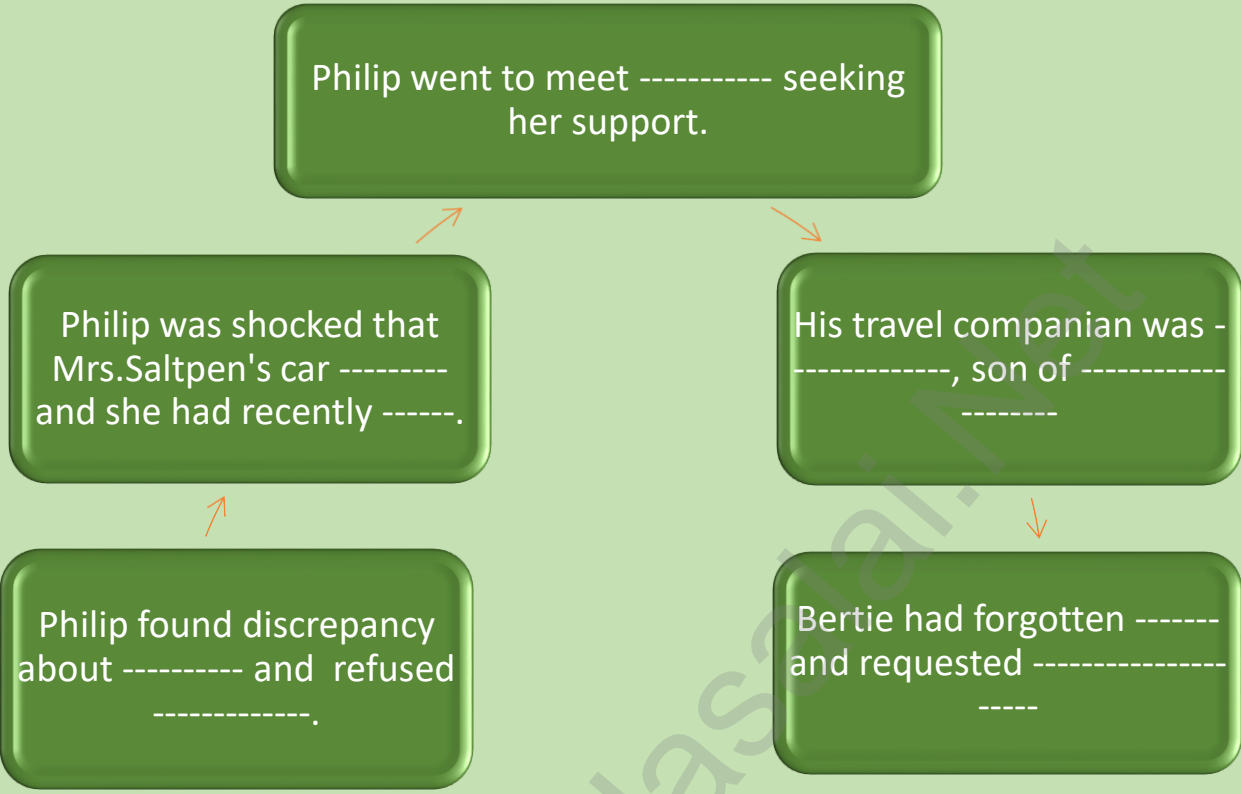
TEACHING METHOD: DRA (DIRECTED READING ACTIVITY) METHOD

MOTIVATION:

The students are made to spot ten differences between the pictures given in the textbook page no.58. The student who has spotted first is applauded in the classroom. Thereby the story “A Shot In The Dark” is introduced to the students. The setting of the story is also introduced to them.

PRESENTATION:

The text has been parted into three parts based on the conversation of characters and the setting of story. The first part is the conversation between club mate and Philip Sletherby (1-4 paragraphs) and the setting of the story is taken place in Railway Station. The second part is the conversation between Bertie and Philip Sletherby (5-13 paragraphs) and the setting of the story is taken place in Train. The third part is the conversation between Claude People, K.C. and Philip Sletherby (14-21 paragraphs) and the setting of the story is taken place in car journey. The students are made to read each part and are encouraged to complete the mind map.



EVALUATION:

The students are made to arrange the sentences logically that was given in the text book page no.63.

FOLLOW UP:

The students are asked to write the summary of the story “A SHOT IN THE DARK” in simple words.

**ENGLISH PG
GHSS, LOWERCAMP.**

LESSON PLAN

CLASS: XI ENGLISH
TOPIC: FORGETTING – ROBERT LYND
DATE: 29.07.2019 – 02.08.2019
AIM: To comprehend the efficiency of human memory.

GENERAL OBJECTIVES:

- *To know the new words and idioms in the text.
- * To analyse the effects of forgetfulness.

SPECIFIC OBJECTIVES:

- *To realize the absentmindedness of fellow beings.
- * To seek ways of improving one's memories.

TEACHING AIDS: VIDEO, QR CODE



TEACHING METHOD: INTERACTION METHOD

MOTIVATION:

Thirty words are read aloud in the class. The students are asked to listen carefully and also to write “N” (for new) when they heard the new word for the first time and “R” (for repeated) when they heard repeated words in the textbook page no 66.

river	car	pool	stream	box	hen
pen	purse	light	book	flower	money
wheel	pocket	weight	train	mud	hot
pool	box	hen	football	box	pen
medal	night	telephone	pot	whistle	sun

The sharpness of the student's memory is tested and thereby the lesson “forgetting” is introduced to them.

PRESENTATION:

Absent mindedness of human beings are listed out from the words of Robert Lynd – i.e., prescription of medicine, posting letters, leaving articles in taxis and in trains, fishing rod by Anglers. “Is absentmindedness a virtue” – the sensible question is logically analysed among the students in the classroom. Hard words are explained to them.

- Vintage – wine of high quality
- Antipathy – strong dislike
- Reluctant – unwilling
- Exploits – heroic acts
- Prosaic - dull

The plight of the baby on its day out is narrated vividly and a general discussion is made on it.

EVALUATION:

Simple questions are asked to the students.

- What does Lynd actually wonder?
- Name a few things that a person remembers easily.
- What is the commonest type of forgetfulness?
- What are the articles the writer forgets most often?

FOLLOW UP:

The students are asked to write a paragraph on “Is forgetfulness a result of carelessness or preoccupation” in simple words.

**ENGLISH PG
GHSS, LOWERCAMP.**

LESSON PLAN

CLASS: XI ENGLISH
TOPIC: LINES WRITTEN IN EARLY SPRING - WORDSWORTH
DATE: 05.08.2019 – 09.08.2019
AIM: To appreciate the beauty of the poem.

GENERAL OBJECTIVES:

- *To understand the poet's feelings towards Nature.
- * To know the rhyming scheme and metre of the poem.

SPECIFIC OBJECTIVES:

- *To analyse Wordsworth's the world of Nature with human behaviour.
- * To acquire knowledge of Wordsworth's Lyrical Ballads.

TEACHING AIDS:

PPT, QR CODE FOR VIDEO



TEACHING METHOD: **CLIPS** (context- language- imagery- personal influence - structure) **METHOD**

MOTIVATION:

The students are listened to an audio of William Blake's poem "TO AUTUMN" and are asked to fill the missing words given in the textbook page no: 88. Moreover, students are asked to describe the scene of nature that reflected in the listening activity. Thereby the students are introduced to the poem "LINES WRITTEN IN EARLY SPRING".

PRESENTATION:

The poem is read aloud in the class. Its landscape that concerned with nature is explained to the students. The **context** of the poem is focused. This poem was first published in the collection of Lyrical Ballads in 1798. The **language** used by the poet is in lucid style. Simple words even the rustics can understand the poem. The poem is rich in its **Imagery** and it is highlighted. **Personification** (Human characteristics are given to the elements of Nature) and **Aphorism** (truth about life) are explained to them. The background of the poem in relating with poet's **personal** (Wordsworth wrote his poem on a walk near the village of Alford and he focused the cruelty of French revolution in his writings) is explained to them. The phrase "man has made of man" is explained vividly. The poet describes the unnatural aspect of human industry: the wars, strife and grief which lead to human suffering and unhappiness. The **structure** of the poem is focused to the students. The poem consists of **six quatrains** with **abab** rhyme scheme. It is also written in **iambic** (unstressed syllable followed by stressed) feet.

EVALUATION:

Simple questions are asked to the students.

- What is poet's faith?
- What did the poet notice about the twigs?
- What does "heaven" refer to?
- Why does the poet call it "holy" ?

FOLLOW UP:

The students are asked to write a paragraph on Wordsworth's "LINES WRITTEN IN EARLY SPRING" in simple words.

**ENGLISH PG
GHSS, LOWERCAMP.**

LESSON PLAN

CLASS: XI ENGLISH
TOPIC: THE FIRST PATIENT – C.V.BURGESS
DATE: 13.08.2019 – 17.08.2019

AIM: To enjoy the humorous Interlude.

GENERAL OBJECTIVES:

- *To understand the humorous situation in a dental clinic.
- * To interpret the theme of the play.

SPECIFIC OBJECTIVES:

- *To analyse the emotion of the characters in the play
- * To know the humorous elements involved in the play.

TEACHING AIDS: PPT, QR CODE ON VIDEO



TEACHING METHOD: ROLE PLAY METHOD

MOTIVATION:

A list of tools is shown to the students. The students are asked to associate them with the appropriate profession. Then the students are made to complete the table given in the textbook page no: 90.

PRESENTATION:

The students are made to take up the roles of characters. The play is staged in the class. The students are given the practice of reading the dialogues with the intonation mark. The reaction of the characters is focused. The situational humour is intensified the emotions of the characters in the play. Hard words or new words are explained to the students.

- Groaning – crying in pain
- Ice- lollies – ice cream on a stick

- Gas – anesthesia
- Writhing – twisting the body from side to side
- Queer - strange

EVALUATION:

The students are made to complete the Graphic Organiser that was given in the text book page no.100.

FOLLOW UP:

The students are asked to write the summary of the play “THE FIRST PATIENT” in simple words.

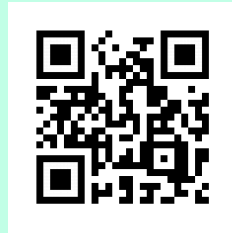
**ENGLISH PG
GHSS, LOWERCAMP.**

LESSON PLAN**CLASS:** XI ENGLISH**TOPIC:** TIGHT CORNERS - E.V.LUCAS**DATE:** 03.10.2019 – 11.10.2019**AIM:** To comprehend the theme of struggle, risk and good fortune in the story “Tight Corners”.**GENERAL OBJECTIVES:**

- *To learn the need for wisdom to tackle things when in a crisis.
- * To know the usage of phrasal verbs in sentences.

SPECIFIC OBJECTIVES:

- *To analyse that mental tight corners are worse than physical tight corner.
- * To identify the new idiomatic expressions in the text.

TEACHING AIDS: VIDEO, QR CODE**TEACHING METHOD:** NARRATIVE METHOD**MOTIVATION:**

A student is made to introduce himself as auctioneer. Daubigny’s Barbizon pictures are displayed in the projector. A mock auction is bid in the classroom. Other students are acted as buyer and a higher price is quoted by each student. The auctioneer closed the deal with the highest price. Thereby the setting of the story “Tight Corners” is introduced to the students.

PRESENTATION:

The major five components of narrative structure - the characters, the setting, the plot, the conflict and the resolution are narrated to the students. The narrator’s rescue from humiliation at an auction house, by a sudden stroke of luck is narrated to the students. New idiomatic expressions in the text are explained to the students.

- Tight corner – difficult situation.

- Run any risks – unfortunate outcome
- Sign of life – evidence of alive
- Shot his belt – exhaust one’s effort
- In a nice pickle – troublesome situation
- ‘dree this weird – to endure one’s fate
- Have cold feet – feel nervous
- Letters of fire in heart – mystical insight

EVALUATION:

Simple questions are asked to the students.

- What is a tight corner?
- With whom did the narrator visit Christie’s?
- What was the narrator’s financial condition?
- What was the bidder’s offer to the narrator?

FOLLOW UP:

The students are asked to narrate a paragraph on the circumstances that led to the narrator getting into a tight corner, by his own folly.

**ENGLISH PG
GHSS, LOWERCAMP.**

LESSON PLAN

CLASS: XI ENGLISH
TOPIC: MACAVITY – THE MYSTERY CAT – T.S.ELIOT
DATE: 14.10.2019 – 19.10.2019
AIM: To appreciate the beauty of the poem.

GENERAL OBJECTIVES:

- *To comprehend the physical and personality traits of the feline species.
- * To know the rhyming scheme and figurative usage of the poem.

SPECIFIC OBJECTIVES:

- *To analyse the character of cats.
- * To capture the mysterious qualities of the cat in the poem.

TEACHING AIDS:

PPT, QR CODE FOR VIDEO
<https://www.slideshare.net/ROBYHEPZI/macavity-the-mystery-cat-tseliot>

**TEACHING METHOD:** CLIPS METHOD**MOTIVATION:**

The students are listened to an audio of limericks and are asked to fill the missing words given in the textbook page no: 131. Moreover, students are asked to describe the unique qualities of animals that are given in the textbook page no.126. Thereby the students are introduced to the poem “MACAVITY – THE MYSTERY CAT”.

PRESENTATION:

The poem is read aloud in the class. The most remarkable thing about Macavity is explained to the students. The **context** of the poem is focused. This poem is best known of T.S.Eliot's "**Old Possum's Book of Practical Cats**". This is the only book Eliot wrote for younger audience. The **language** used by the poet is in lucid style. The physical appearance of the cat is highlighted. The crimes of Macavity are focused to the students. The poem is rich in its **Imagery** and it is highlighted. **Personification** (Human characteristics are given to cat) and **Anthropomorphism** (make an animal behave or appear like human) are explained to them. The background of the poem in relating with poet's **personal** (T.S.Eliot created the poem after he got inspired by the character of Professor **James Moriarty**, the famous villain of Sherlock Holmes) is explained to them. The phrase "Napoleon of crime" is explained vividly. The **structure** of the poem is focused to the students. The poem is a **lyric poem** with **aabb** rhyme scheme. The poet uses a cat as the main character and attributes human qualities to it.

EVALUATION:

Simple questions are asked to the students.

- What is Macavity's nickname?
- Which law does Macavity break?
- What is Macavity blamed for?
- Why Macavity is called the Hidden Paw?

FOLLOW UP:

The students are asked to write a paragraph on T.S.Eliot's "MACAVITY – THE MYSTERY CAT" in simple words.

**ENGLISH PG
GHSS, LOWERCAMP.**

LESSON PLAN

CLASS: XI ENGLISH
TOPIC: WITH THE PHOTOGRAPHER – STEPHEN LEOCOCK
DATE: 21.10.2019 – 25.10.2019
AIM: To comprehend the unforgettable experience of the narrator in a studio.

GENERAL OBJECTIVES:

- *To understand the humorous situation in a studio.
- * To interpret the theme of the play.

SPECIFIC OBJECTIVES:

- *To analyse the emotion of the narrator with the professional photographer.
- * To know the annoying experience of the narrator in a studio.

TEACHING AIDS: QR CODE ON VIDEO



TEACHING METHOD: DISCUSSION METHOD

MOTIVATION:

The students are motivated to have a healthy discussion on the following questions in the class.

- * What are the occasions when photographs are taken?
- * Why are photographs taken?

The answers of the students are asked to note down in the warm up column in the text book page no 132.

PRESENTATION:

The students are made to divide into smaller groups. Each group consists of five students. The students are asked to prepare script on their own after reading the story to enact the scene of taking photograph in the studio. Each group is encouraged to present their skit in the class. The students are given a

good time to practice their skit .The script of the students are evaluated before their stage performance. The model of the script is also given to the students.

Model Script

SCENE 1

(Narrator enters the studio)

Narrator: I want my photograph taken.

Photographer: sit down.

(Narrator waits for long time)

Photographer: come in and sit down.

(Photographer crawls in to the machine and comes out)

Photographer: The face is quite wrong. (Twists narrator's head)

Photographer: Open your mouth. (Narrator opens the mouth)

Photographer: Close it. (Narrator closes the mouth)

Photographer: Ears are bad. Droop them (Narrator droops the ear)

Photographer: Roll your eyes under the lid. (Narrator rolls the eyes)

Photographer: put the hands on knees. (Narrator puts hands on knees)

Photographer: Hump the neck. (Narrator humps his neck)

Photographer: twist your hip in. (Narrator twists his hip in but lose his balance ;)

Narrator: This face is my face. It is not yours, it is mine.(gets up in anger)

(Photographer snicks the machine)

Photographer: I think I caught the features in a moment. Come back on Saturday.

EVALUATION:

The students are made to complete the summary of the story that was given in the text book page no.136.

FOLLOW UP:

The students are asked to write a paragraph on narrator's visit to the studio and his annoying experience in simple words.

**ENGLISH PG
GHSS, LOWERCAMP.**

LESSON PLAN

CLASS: XI ENGLISH

TOPIC: CONVOCATION ADDRESS – Dr.ARIGNAR ANNADURAI

DATE: 04.11.2019 – 08.11.2019

AIM: To understand the sublime qualities of Annadurai's speech.

GENERAL OBJECTIVES:

*To know Annadurai's cosmopolitan message in his speech.

* To comprehend Annadurai's masterly analysis on

Universities and students.

SPECIFIC OBJECTIVES:

*To capture the worthy quotations of Annadurai in his speech.

* To acquire the rich vocabulary of the language.

TEACHING AIDS: VIDEO QR CODE



TEACHING METHOD: LECTURE METHOD

MOTIVATION:

The students are asked to study the list given in the textbook page no.138. The students are made to classify the items as individual and common facilities and also to tick the appropriate source that provide the common facilities. Thereby the students are able to understand that society creates common facilities for student's welfare and in turn students have their responsibility to give back to society. And then the famous address made by the great leader Arignar Anna at the Annamalai University on convocation is introduced to the students.

PRESENTATION:

The extempore speeches of Anna are introduced to the students. They are perfect specimens of fine oratory. The picturesque **portrait of the common man** by Anna is explained to them. He claims to represent the common man in all his ruggedness. The trace of the **development of universities** is briefly explained to the students. Anna lucidly sets forth three aims of university education. They are the knowledge – aim, the service – aim and the livelihood –

aim respectively. **The duties and responsibilities of students** that emphasized by Anna is focused to the students. It is the earnest desire of Anna that students should imbibe good qualities such as fearlessness, truthfulness, broad – mindedness, respectability, tolerance and reciprocity. Anna’s speech that is painted with the **worthy quotation of Dr.Radhakrishnan** is focused to the students.

Dr.S.Radhakrishnan says, “Universities can develop the true spirit of democracy and adjustment through discussions. They in turn out responsible citizens”.

Anna’s usage of **rich vocabulary** in his speech is highlighted.

- Conferred – granted a title
- Enunciated – spoke clearly
- Ruggedness - strength
- Cloistered - restricted
- Tillers – cultivators
- Toilers - workers

EVALUATION:

Simple questions are asked to the students.

- Who does the speaker claim to represent?
- In what ways have universities improved the society?
- Why are Universities necessary for a society?
- What was the role of scholars and poets in olden days?

FOLLOW UP:

The students are asked to write a paragraph on the speech of Annadurai’s convocation address in simple words.

**ENGLISH PG
GHSS, LOWERCAMP.**

LESSON PLAN

CLASS: XI ENGLISH
TOPIC: EVEREST IS NOT THE ONLY PEAK - KULOTHUNGAN
AIM: To appreciate the beauty of the poem.

GENERAL OBJECTIVES:

- *To comprehend the human virtues.
- * To know the rhyming scheme and figurative usage of the poem.

SPECIFIC OBJECTIVES:

- *To analyse the real property of manhood.
- * To capture the poet's perspective on the greatness of human virtues.

TEACHING AIDS:

PPT, QR CODE FOR VIDEO
<https://www.slideshare.net/ROBYHEPZI/everest-is-not-the-only-peak-kulothungan-by-robyhep>

**TEACHING METHOD: DIRECT METHOD****MOTIVATION:**

Few slides of personalities are shown to the students. The students are asked to identify the field of their achievement that is given in the textbook page no 156. The noble qualities of the greatest achievers are discussed in the class. Then the poem is introduced to them.

PRESENTATION:

The poem is read aloud in the class. Human virtues are explained to them. The main theme of the poem is focused to the students. The poet means that climbing the highest peak is not the only achievement. Even in small jobs, we must do our best and achieve success.

The main aim of the human is highlighted to the students. People who are true and stand on their own are great leaders and they help the society to march forward and climb great heights. The duty of the mankind is discussed in the classroom. Man's duty is to respect competence and merit as their ladders for rise of man. The poet ends his poem with optimistic note – whatever be the position held by man it should be held with pride and the work should be done with devotion and dedication. The poem is a **blank verse** which has **no regular** rhyme scheme. The repetition of the line “we are proud and feel so tall” insists that man can feel proud in what he does, however small it might be.

EVALUATION:

Simple questions are asked to the students.

- Who does “we” refer to?
- How do we react to defeat?
- What is the speaker proud of?
- Who are considered rich?
- Who is adored as a king?

FOLLOW UP:

The students are asked to write a paragraph on kulothungan's “Everest is not the only peak” in simple words.

**ENGLISH PG
GHSS, LOWERCAMP.**

LESSON PLAN

CLASS: XI ENGLISH
TOPIC: THE SINGING LESSON – KATHERINE MANSFIELD
DATE: 11.11.2019 – 15.11.2019
AIM: To comprehend the delicate and tender feelings of a young music teacher.

GENERAL OBJECTIVES:

- *To develop the students as skilled readers.
- * To practice skimming and scanning.

SPECIFIC OBJECTIVES:

- *To understand the attitude of an aggrieved music teacher undergoes a drastic change in keeping with her moods.
- * To analyse the temperament change of mood of mankind.

TEACHING AIDS: VIDEO QR CODE



TEACHING METHOD: DRA (DIRECTED READING ACTIVITY) METHOD

MOTIVATION:

The students are made to discuss on the mood of mankind and the temperament change of mood under all circumstances. The behavior of mankind under the spell of different moods is discussed among the students. Thereby the story “THE SINGING LESSON” in which the attitude of a music teacher undergoes a drastic change in accordance with her mood is introduced to the students. The setting of the story is also introduced to them.

PRESENTATION:

The text has been parted into several parts based on the number of pages. The students are made to read the first part of the page (i.e., page 160) by themselves and are provided sufficient time to response the queries. Similarly each part of the page is made to read by them providing good responses to the queries.

Page 160:

- Who carried a baton?
- Who stopped Miss Meadows?

Page 161:

- Who is Miss Meadows' favourite?
- What did Mary Beazley give to Miss Meadows?

Page 162:

- Why was Miss Meadows upset?
- What had Miss Meadows chosen as the lesson that particular day?

Page 163:

- How old was Miss Meadows?
- Who was Basil?

Page 164:

- Why did Miss Wyatt summon Miss Meadows to her room?
- What was the cause of Miss Meadows' joy at the end?

EVALUATION:

The students are made to complete the mind map logically that is given in the text book page no.166.

FOLLOW UP:

The students are asked to write the summary of the story "THE SINGING LESSON" in simple words.

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LESSON PLAN

CLASS: XI ENGLISH

TOPIC: THE ACCIDENTAL TOURIST – BILL BRYSON

AIM: To understand the humorous narration of the incidences where the narrator acts strangely.

GENERAL OBJECTIVES:

- *To enrich the active and passive vocabularies.
- * To comprehend the passage and grasp its meaning

SPECIFIC OBJECTIVES:

- *To analyse the great embarrassment of Bryson to himself.
- * To make the students to enjoy the humour in the story.

TEACHING AIDS: VIDEO QR CODE



TEACHING METHOD: LECTURE METHOD

MOTIVATION:

The students are asked to think of examples of people doing silly things without actually meaning to like – such as tripping and falling; dropping things and breaking them; forgetting important things and getting into trouble. Thereby the lesson “The Accidental Tourist” is introduced to the students. The narrator offers himself up for laughter. He describes his lack of grace or skill when travelling.

PRESENTATION:

Bryson’s the state of confusion while travelling is explained. Bryson never had a pleasant journey. He feels living in the real world is perhaps most difficult things. Bryson’s trip to England at Easter is vividly narrated to the students. Bryson went to England with family on a big trip at Easter.

He forgot the frequent flyer programme card at Logan Airport, though the card was in his carry-on-bag. The jammed zip and Bryson's brutal force to open the bag are dramatized to the students. Bryson's catastrophes while travelling is analysed in the class. The usage of rich **active and passive vocabulary** in lesson is highlighted.

- Self locking – automatic lock
- Consternation - worry
- Dumbstruck - surprised
- Cascade – sudden down pour
- Exasperation – great irritation
- Suave - valued

EVALUATION:

Simple questions are asked to the students.

- Give a few instances of Bryson's confused acts?
- What were the contents of the bag?
- Why did the author's concern over tobacco shift to his finger?
- What was Bryson's worst accident on a plane?

FOLLOW UP:

The students are asked to write a paragraph on the "accidents" encountered on the flight by Bryson in simple words.

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LESSON PLAN**CLASS:** XI ENGLISH**TOPIC:** HOLLOW CROWN - WILLIAM SHAKESPEARE**AIM:** To appreciate the beauty of the poem.**GENERAL OBJECTIVES:**

*To comprehend the mocking of death at the ruler's power and pomp.

* To know the rhyming scheme and figurative usage of the poem.

SPECIFIC OBJECTIVES:

*To analyse the king who leads glorious life but had fallen to disgrace.

* To capture the historical background of the play King Richard II.

TEACHING AIDS: QR CODE FOR VIDEO**TEACHING METHOD:** DIRECT METHOD**MOTIVATION:**

The introduction of William Shakespeare is given in the class. His writings about 37 plays which are broadly categorized under three heads, namely tragedies, comedies and histories are explained to the students. The historical background of "Richard II" is highlighted. The historic play "Richard II" is the only play written entirely in verse. Then the poem is introduced to them.

PRESENTATION:

The poem is read aloud in the class. King Richard's feelings when he was defeated by his cousin Bolingbroke are vividly focused. The mortality of kings and their power is explained. The eternal truth of death certainty is discussed in the class. The usage of poetic devices is highlighted.

Internal rhyme – (when rhyming words are used within single line)

“Death means graves, worms, epitaphs” – these internal rhyme explains death is inevitable.

Rhetorical Question - (question is formed to make a point)

“And yet not so – for what can we bequeath
Save our deposed bodies to the ground?” – The rhetorical question reiterates death.

Personification – (human traits are given to non human or inanimate objects)

“Keeps Death his court, and there the antic sits,”

“Scoffing his state and grinning at his pomp”

“Bores through his castle wall, and farewell king!” – Personification is used to refer death as human.

Interrogation device is used to emphasize he was a common man and not a king.

“How can you say to me, I am a king?”

EVALUATION:

Simple questions are asked to the students.

- Who does “small model” refer to?
- Are all deposed Kings slain by the deposer?
- What does the crown of rulers stand for?
- What mocks the ruler’s power and pomp?
- Who is Bolingbroke?

FOLLOW UP:

The students are asked to write a paragraph on Shakespeare’s “Hollow Crown” in simple words.

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LESSON PLAN**CLASS:** XI ENGLISH**TOPIC:** THE NEVER NEVER –NEST – CEDRIC MOUNT**AIM:** To enjoy the play based on the theme of purchases on instalments.**GENERAL OBJECTIVES:**

*To understand the harsh reality of modern living..

* To interpret the theme of the play.

SPECIFIC OBJECTIVES:

*To analyse the double negative in the title of the play

* To know the humorous elements involved in the play.

TEACHING AIDS: QR CODE ON VIDEO**TEACHING METHOD:** DRAMATIZING METHOD**MOTIVATION:**

The students are asked to plan on the essentials one need to lead a comfortable life. Then the students are made to fill the empty bubbles given in the textbook page no: 190. The students are also asked to complete the tabular column by listing six gadgets that they want to purchase and write the reasons for their priorities. Thereby the play based on the purchase on instalments is introduced to them.

PRESENTATION:

The life of Jack and Jill in a cosy house with all amenities purchased on hire is explained. The visiting of Aunt Jane to the house of Jack and Jill is dramatized before the students. The scene is mono-acted to the students. Finally a brief discussion is made on the topic: “Is EMI (Equated Monthly

Instalment” – a boon or bane to middle class families?”. Hard words or new words are explained to the students.

- Lounge – living room
- Cosy - comfortable
- Absurd - meaningless
- Thingummies - small articles the names of which are not remembered

EVALUATION:

The students are made to hear the views of a leading economist R.Azhagarasan about EMI in an interview and answer the questions that were given in the text book page no.196.



FOLLOW UP:

The students are asked to write the summary of the play “THE NEVER NEVER - NEST” in simple words.

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LESSON PLAN

CLASS : XI ENGLISH
TOPIC : GRAMMAR – ARTICLES
DATE : 24.06.2019 – 28.06.2019

AIM: To acquire the knowledge of articles in the language usage.

GENERAL OBJECTIVES:

- *To practice the articles in speaking and writing.
- * To have a better proficiency in English language..

SPECIFIC OBJECTIVES:

- *To comprehend the usage of articles “a”, “an”, and “the” in a sentence.
- * To analyse the usage of articles in English language.

TEACHING AIDS:

PPT, ONLINE QUIZ ON ARTICLES – QR
Code



TEACHING METHOD: INDUCTIVE METHOD

MOTIVATION:

Numerous pictures were shown to the students and made them to recognize the pictures. Recognized pictures were written on the board such as – a book, an orange, a rabbit, a school, an aero plane, a mango, an ice cube and a school bus.

PRESENTATION:

The students were made to understand the usage of “a”, and “an” before a noun. The students were made to analyze the usage of “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 were 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 were given with wide illustrations to the students.

EVALUATION:

The students were made to response the online quiz using the QR code. Scores of the students were tracked and their wrong responses were discussed in the class.

FOLLOW UP:

The students were asked to complete the worksheets given in the textbooks.

**ENGLISH PG
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LESSON PLAN**CLASS:** XI ENGLISH**TOPIC:** GRAMMAR – MODALS**DATE:** 22.07.2019 – 26.07.2019**AIM:** To understand the effective usage of modals.**GENERAL OBJECTIVES:**

- *To practice the modals in speaking and writing.
- * To have a better proficiency in English language.

SPECIFIC OBJECTIVES:

- *To create more sentences using the right modals in a sentence.
- * To analyse the usage of modals in English language.

TEACHING AIDS:

PPT, ONLINE QUIZ ON
MODALS – QR Code

**TEACHING METHOD:** DEDUCTIVE METHOD**MOTIVATION:**

The students are encouraged to answer the questions such as “What will you do tonight?” The student will then be likely to answer with “I will watch Big Boss 3.” Retort with, “What should you do tonight?” The appropriate answer should then be “I should do my homework” Thereby modal verbs are introduced to them.

PRESENTATION:

Modal verb is defined to the students as modal verb is a verb that cannot work without another verb. These include can, could,

may, might, must, shall, should, will & would – which modify the mood of the verb saying something about abilities, possibilities, permission, necessity, suggestion, etc. Suitable illustrations are given to them.

ABILITY - CAN	I can dance.
ABILITY IN PAST - COULD	My grandpa could dance when he was young.
POSSIBILITY/ PERMISSION - MAY	May I help you?
POSSIBILITY IN FUTURE - MIGHT	They might enjoy watching the eclipse on telescope.
NECESSITY - MUST	I must go now.
ADVICE - SHOULD	You should stop smoking.
WILLINGNESS - WILL	I will go to museum tomorrow.
SUGGESTION - SHALL	Shall we go together?
POLITE REQUEST - WOULD	Would you please give me your pen?

EVALUATION:

The students are made to response the online quiz from Google forms using the QR code. Scores of the students are tracked and their wrong responses are discussed in the class.

FOLLOW UP:

The students are asked to complete the task (B) given in the textbook page no: 44.

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LESSON PLAN

CLASS: XI ENGLISH

TOPIC: GRAMMAR – VOICE

DATE: 19.08.2019 – 23.08.2019

AIM: To create sentences in active and passive voice.

GENERAL OBJECTIVES:

- *To identify the active and passive voice in a sentence.
- * To distinguish between active and passive voice.

SPECIFIC OBJECTIVES:

*To understand why active or passive voice is appropriate to use in certain context.

- * To convert active voice into passive voice or vice versa.

TEACHING AIDS:

PPT, ONLINE QUIZ ON
VOICE – QR Code



TEACHING METHOD: PLAYWAY METHOD

MOTIVATION:

Slides are shown to describe a process of planting a tree in garden. The sentences followed below are displayed to the students. A pit **is dug** deeply. A mango sapling **is bought** from a nursery. The packing of sapling **is torn**. The mango sapling along the soil **is placed** in the pit. The pit **is closed** using the soil. Water **is sprinkled** upon the mango sapling. Thereby the construction of passive voice in a sentence is introduced.

PRESENTATION:

The reason for the use of passive construction is explained to the students. A passive construction occurs when we make the object of an action into the subject of a sentence. The passive voice is especially helpful in scientific or technical writing or a report where the actor is not really important but the process or principle is being described is of ultimate importance.

A game is introduced to the students. The students are divided into teams. The first team is called in front of the class. **Pen, water bottle, books, a chalk piece and a purse** is placed on the table. The students are asked to notice the objects placed on the table. Then the team is asked to stay away from the class. The objects on the table are misplaced such as **opening the pen cap, drinking water from the bottle, scattering the books, breaking the chalk piece and opening the purse**. The team is asked to enter the class and to find out the changes that were made on the objects. The students didn't know the doer of the action. Hence they are supposed to make sentences in passive form such as –

- The pen cap **is opened**.
- The water in the bottle **is drunk**.
- The water level in the bottle **is reduced**.
- The books **are scattered** on the table.
- The chalk piece **is broken** into pieces.
- The purse **is opened**.

Similarly each team is made to play with some other objects.

EVALUATION:

The students are made to respond to the online quiz from Google forms using the QR code. Scores of the students are tracked and their wrong responses are discussed in the class.

FOLLOW UP:

The students are asked to complete the task (B) given in the textbook page no: 78.

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