

LESSON PLAN

CLASS: XII ENGLISH

TOPIC: TWO GENTLEMEN OF VERONA

DATE: 03.06.2019 - 07.06.2019

AIM: To understand the untold sufferings undergone by the siblings.

GENERAL OBJECTIVES:

- To familiarize the new idioms and phrases in the text.
- To know more about the Scottish novelist, A.J.Cronin.

SPECIFIC OBJECTIVES:

- To analyse the mature behavior of two young brothers – Nicola and Jacopo.
- To recognize the rays of hope for human society through the lives of two boys.

TEACHING AIDS: Power Point Presentation, QR Code



TEACHING METHOD: Direct Method.

MOTIVATION:

The pictures of foothills of Alps and Verona were shown to introduce the background of the story. Verona is a city in Northern Italy. It is famous for being the setting of Shakespeare's "Romeo and Juliet" and "Two Gentlemen of Verona".

PRESENTATION:

The characters – the narrator and his companion, two boys – Nicola and Jacopo was introduced to the students. The meeting of narrator with the two boys in the outskirts of Verona was explained. The impression that was left by the two boys upon the narrator was explained to the students vividly. The two boys are embodiment of patience, love and sacrifice. Their willingness to work hard at anytime of the day is a model for the society. One should face one's adversities' with courage and determination was the message of the story that was delivered to the minds of students. The hard words in the lesson were introduced to the students.

- Shrugged – raise one’s shoulders lightly
- Hawked – selling things by crying out loudly
- Deserted – uninhabited
- Emigrate – take up citizenship of another country
- Vestibule – lobby

New idioms and phrases in the lesson were introduced to the students.

- Set up – to start
- Put up – to tolerate a situation
- Break down – to lose control of your feelings
- Put off – to postpone
- Turn down – to refuse
- Turn to – to try to get help

EVALUATION:

Making the students to read the text and asking them to answer simple questions.

- What did the two boys sell?
- What was the name of two boys?
- Who asked the narrator to drive them to Poleta?
- Who was Lucia? Where was she?
- What impressed the narrator?

FOLLOW-UP:

Asking the students to write a short summary on “Two Gentlemen of Verona”

**ENGLISH PG
GHSS, LOWERCAMP**

LESSON PLAN

CLASS: XII ENGLISH
TOPIC: THE CASTLE – EDMUND MUIR
DATE: 10.06.2019 - 14.06.2019

AIM: To appreciate the beauty of the language.

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 narrator's lamentation over the disloyalty of the warder.
- To analyse the fall of formidable castle caused by betrayal of soldiers within.

TEACHING AIDS: Power Point Presentation, QR Code



TEACHING METHOD: RECITATION METHOD.

MOTIVATION:

The students were made to fill the missing phrases on listening to the audio played; thereby to introduce the theme of the poem "The Castle" to the students. The model recitation of the poem was read aloud in the class to make the students to feel the poem in its totality

PRESENTATION:

For the second time, the poem was read aloud and asked the students to repeat it. Then the difficult words or phrases which create hindrance in the comprehension of the poem were explained to the students.

- Torrent wall – a small tower on top of a castle
- Mowers – people who trim grass and level the lawns
- Friendly allies – supporting nations
- Bait – something intended to entice someone to do something

- Wicket gate – small gate
- Wizenard – an old guard

The students were asked to read the poem silently to grasp the theme of the poem.

EVALUATION:

Appreciation questions were asked on the appreciation of beauty of language, thought, emotions and images of the poem.

- Pick out the Rhyming words.
Lay – hay – away
Wall - all
- Find the rhyming scheme of the poem
abaab
- To underline the alliterated words.
“A little wicked wicket gate” - **wicked wicket**

FOLLOW-UP:

The students were asked to write the summary of the poem “The Castle” in their own words.

**ENGLISH PG
GHSS, LOWERCAMP**

LESSON PLAN**CLASS:** XII ENGLISH**TOPIC:** GOD SEES THE TRUTH, BUT WAITS**DATE:** 17.06.2019 - 21.06.2019**AIM:** To create interest in reading books.**GENERAL OBJECTIVES:**

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

SPECIFIC OBJECTIVES:

- To comprehend Aksinov's strong faith in God.
- To analyse Aksinov's act of forgiving Makar who ruined his whole life.

TEACHING AIDS: Questionnaire, QR Code**TEACHING METHOD:** SELF LEARNING METHOD.**MOTIVATION:**

The students were made to express their views on forgiveness. The students were able to analyse forgiveness as a Divine quality.

PRESENTATION:

The students were divided into smaller groups. They were made to read the story silently. A questionnaire was handover to the groups to find out the relevant answers. The hard words or phrases were explained when the students are in need.

QUESTIONNAIRE

- Where do Aksinov live?
- Where did Aksinov meet another merchant?
- Why was Aksinov arrested?

- How long was Aksinov imprisoned?
- What happened to Aksinov in prison?
- What was the name of new convict who came from Vladmir?
- What did Makar do to escape from prison?
- Did Aksinov tell the official who dug the hole?
- Did Makar confess his guilt to Aksinov?
- Did Aksinov forgive Makar?

EVALUATION:

The group of students who were completed the answers for questionnaire was applauded. The answers for questionnaire were discussed in the class. Video was displayed in the class.

FOLLOW-UP:

The students were asked to write the summary of the story “God sees the truth, but waits” in their own words.

**ENGLISH PG
GHSS, LOWERCAMP**

LESSON PLAN

CLASS : XII ENGLISH
TOPIC : A NICE CUP OF TEA – GEORGE ORWELL
DATE : 01.07.2019 – 05.07.2019

AIM: To enhance the awareness of social iniquity expressed in the prose of George Orwell.

GENERAL OBJECTIVES:

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

SPECIFIC OBJECTIVES:

- *To understand the recommended eleven golden rules to make a cup of good tasting tea.
- * To analyze critically the prose piece of art .

TEACHING AIDS:

VIDEO, QR Codes



TEACHING METHOD: COMMUNICATIVE APPROACH

MOTIVATION:



The students are allowed to listen the SIGNIFICANCE OF TEA that given in the text book page no.40. The students are made to response the questions through google forms online quiz. Thereby the topic “A CUP OF TEA” is introduced to the students.

PRESENTATION:

The correct ways of handling the essences of drinking tea is explained to the students. The title “A CUP OF TEA” is itself an idiomatic expression, which is emphasized with examples to the students.

A Cup Of Tea – (one’s favourite). The teaching of English Language is my **cup of tea**.

Connotation based words are explained to the students in a lucid style. “Tea out of an urn is always **tasteless** while army tea, made in a cauldron tastes **grease and whitewash**” – to show aversion towards the utensils that used in making of tea. **Capitalization of words** in sentence structure is described to the students –such as “WITHOUT SUGAR”- to emphasize the writer’s precaution to the readers not to add sugar to tea is highlighted to the students. **The usage of Imagery** in the prose piece is described to the students. “**No strainers, muslin bags or other devices to imprison the tea**” – the filtration of tea leaves is picturized as if tea leaves is in imprisonment. **Comparisons in the prose** are explained to the students. “**Equally reasonable to put on pepper or salt**” - Disapproval of adding sugar to tea is compared of adding pepper or salt to tea.

EVALUATION:

The students are made to answer the simple questions –

- Mention the countries in which tea is a part of civilization?
- Which tea does the writer prefer?
- How does army tea taste?
- Do tea lovers generally like strong tea?

FOLLOW UP:

The students are asked to write a paragraph on George Orwell’s eleven golden rules to make a cup of good tasting tea.

**ENGLISH PG
GHSS, LOWERCAMP.**

LESSON PLAN

CLASS : XII ENGLISH
TOPIC : OUR CASUARINA TREE – TORU DUTT
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 nostalgia of poetess, Toru Dutt.
- * To analyse the usage of literary technique - zoomorphism.

TEACHING AIDS:

VIDEO , QR CODE



TEACHING METHOD: RECITATION METHOD

MOTIVATION:



The students are made to answer the questions based on their listening to a poem that given in the textbook page no.56. Expressing the magnificent nature in poem is the tendency of the poet’s work and it is vividly focused 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 reminiscence of the poetess' casuarina tree is explained vividly. The poetess' communication with nature is analysed through the figurative usage of **zoomorphism**.

“Like a huge python, winding round and round” – describing the vine in animal terms (as a python). Zoomorphism is used to illustrate the movement, making the tree seem more actively alive and to provide subtle indication of the process of life. The picturization of magnificent nature in lucid style is highlighted to the students. The immortalizing of the tree is explained with reference to Wordsworth who had sanctified Yew tree.

EVALUATION:

Simple questions are asked to the students.

- What is the creeper compared to?
- Which tree is referred in the poem?
- Who is the giant in the poem?
- Name the word that sings in the poet's garden?
- What has Wordsworth sanctified in his poem?

FOLLOW UP:

The students are asked to write a critical appreciation of the poem “Our Casuarina Tree” in simple words.

**ENGLISH PG
GHSS, LOWERCAMP.**

LESSON PLAN

CLASS: XII ENGLISH
TOPIC: LIFE OF PI – YANN MARTEL
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 interpret the author's intention of his writings.
- * To analyse the choice of words in the text.

TEACHING AIDS:

QUERIES, QR CODE



TEACHING METHOD: TEXT-READER INTERACTION METHOD

MOTIVATION:

The students are motivated to read the text in their own by providing queries such as –

- * Who is telling the story?
- * Is the writer a character in the story?
- * How do you know the writer is the narrator of the story?

A healthier interaction among the students has been undergone in the classroom.

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 59) 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 59:

- What happened to the narrator?
- Who is Richard Parker? How do you find?

Page 60:

- Which game does the writer refer in his story?
- Why does the writer refer Christ in his narration?

Page 61:

- Who is the ugly foul creature?
- Why was not the great beast behaving like a great beast?

Page 62:

- Why does the writer refer festivals in his writings?
- Did the narrator find the drinking water?

Page 63:

- Mention the choice of words that used for water?
- Mention the comparisons made in the text?

Page 64:

- Did the narrator want Richard Parker to die?
- How do you know that?

EVALUATION:

The students are made to arrange the sentences logically that was given in the text book page no.65.

FOLLOW UP:

The students are asked to write the summary of the story “LIFE OF PI” in simple words.

**ENGLISH PG
GHSS, LOWERCAMP.**

LESSON PLAN**CLASS:** XII ENGLISH**TOPIC:** IN CELEBRATION OF BEING ALIVE – DR.BARNARD**DATE:** 29.07.2019 – 02.08.2019**AIM:** To comprehend the real perspective of one's life in this world.**GENERAL OBJECTIVES:**

*To acquire the knowledge of new words and idioms in the text.

* To know more about the author, C.N.Barnard.

SPECIFIC OBJECTIVES:

*To comprehend the successful and meaningful lives of human beings.

* To analyse the narrator's experience which has changed his perspective of life altogether.

TEACHING AIDS: VIDEO, PPT, QR CODE**TEACHING METHOD:** DIRECT METHOD**MOTIVATION:**

The pictures of Beethoven, Demosthenes, Helen Keller, Mariyappan Thangavelu, Mozart, John Milton and Sudha Chandran with a brief description are shown to the students. The students are asked to complete the table given in the textbook page no 67. The students are able to understand these personalities' who had fought great odds and lived a life of blazing achievements. Thereby Dr .Christian Barnard who was the first doctor to perform a heart transplant surgery is introduced to them.

PRESENTATION:

The details of the statics of the sufferings of children are focused to the students. The sufferings of children are also discussed among the students. Dr. Barnard's feelings when he was hospitalized after an accident are narrated briefly to the students. The description of two boys and their

entertainment are elucidated to the students. The two boys' casual incidents in a hospital help Dr. Barnard to perceive a new dimension of life is discussed among the students. Hard words are introduced to them.

- Consideration – careful thought
- Prevalent – common
- Agony – suffering
- Solace – comfort
- Finale – climax
- Malignant – harmful
- Profound – very great

The profound lesson of the business of living that learnt by the author is deeply analysed in the class. The business of living is the celebration of being alive is highlighted to the students.

EVALUATION:

Simple questions are asked to the students.

- When and where did the accident occur?
- How was the unattended trolley put to use?
- What roles did the duo take up?
- Who encouraged them? How?

FOLLOW UP:

The students are asked to write a paragraph on “- these two children had given me a profound lesson” – Elucidate in their own words.

**ENGLISH PG
GHSS, LOWERCAMP.**

LESSON PLAN

CLASS: XII ENGLISH
TOPIC: ALL THE WORLD'S A STAGE - SHAKESPEARE
DATE: 05.08.2019 – 09.08.2019
AIM: To appreciate the beauty of the poem.

GENERAL OBJECTIVES:

- *To know the different stages in the life of man.
- * To understand the Shakespearean usage of words.

SPECIFIC OBJECTIVES:

- *To interpret the poetical lines of Shakespeare.
- * To analyse the historical perspective of the poem.

TEACHING AIDS:

DUMB CHARADE GAME, QR CODE

**TEACHING METHOD:** DRAMATIZING METHOD**MOTIVATION:**

Dumb charade game is played in the classroom. The students are divided into two groups. A number of words such as middle aged man, actors, stage, child, baby, lover, young man, old man, last stage of man are displayed in a card and placed in a box. One student from each group is asked to pick out a card and to do the action related to the words. The opponent group is asked to find out the right word and is awarded marks. A healthier interaction among the students has been undergone in the classroom.

PRESENTATION:

The dramatizing of the poem is done in the classroom. The poem is recited with action and sound effects. The historical perspective of the poem is revealed. This piece is not a poem; it is a monologue

(loud speech to oneself) from Shakespeare’s play “AS YOU LIKE IT” which is said by melancholy Jacques in ACT II, SCENE VII. The seven stages of man’s life are discussed by comparing with the actions done by the students. Two major poetic devices – simile and metaphor is vividly analysed.

Simile: creeping like a snail, sighing like furnace, bearded like a pard.

Metaphor: world – a stage, men and women – players

Repetition is another figure of speech used in this poem. Words like
sans, age – are repeated.

The note of optimistic thought is hinted in the poem. The short life we spend in this world is not worth it if we have a close observation of it. So spend it bravely, eagerly; be not a passerby.

EVALUATION:

The students are made to complete the table based on their understanding of the poem that was given in the text book page no.93.

FOLLOW UP:

The students are asked to describe the various stages of man’s life in the “ALL THE WORLD’S A STAGE” in simple words.

**ENGLISH PG
GHSS, LOWERCAMP.**

LESSON PLAN

CLASS: XII ENGLISH
TOPIC: THE HOUR OF TRUTH – PERCIVAL WILDE
DATE: 13.08.2019 – 17.08.2019
AIM: To understand the theme of the play.

GENERAL OBJECTIVES:

- *To know the new idiomatic usage in the play.
- * To comprehend the story of the play.

SPECIFIC OBJECTIVES:

- *To analyse the bond of friendship between Baldwin and Gresham.
- * To comprehend the honesty of the protagonist in his crucial situation of testing his ethical principles.

TEACHING AIDS:

WALLET, QR CODE

**TEACHING METHOD:** ROLE PLAY METHOD**MOTIVATION:**

A wallet is placed in front of the students. The students are made to answer, what they will do, if they pick up the wallet without knowing whose wallet it is. The students are made to write their reaction of picking the wallet. A heated discussion is made upon their answers. Thereby the play “THE HOUR OF TRUTH” is introduced to them, which describes a situation where the honesty of protagonist is put to a crucial test in the play.

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 new idiomatic usage in the dialogues is explained to them.

- Save one's skin - to protect oneself from difficulty
- Make both ends meet – manage one's expenses within one's income
- A bolt out of a clear sky – a sudden unexpected event or news
- Go to grave - to exit the world
- Have the whip hand –to be the most powerful
- Under a cloud – viewed the suspicion and distrust

EVALUATION:

The students are asked to match the idioms with their meanings that are given in the text book page no.109.

FOLLOW UP:

The students are asked to write the summary of the story “THE HOUR OF TRUTH” in simple words.

**ENGLISH PG
GHSS, LOWERCAMP.**

LESSON PLAN

CLASS: XII ENGLISH

TOPIC: THE SUMMIT – EDMUND HILLARY

DATE: 19.08.2019 – 23.08.2019

AIM: To comprehend the travelogue of Hillary and Tenzing on the Summit.

GENERAL OBJECTIVES:

- *To read the passages and infer the meaning of the context.
- * To grasp the meanings of new idioms.

SPECIFIC OBJECTIVES:

- *To understand the storyline of the adventure of Hillary and his exploration of Summit.
- * To learn the formidable spirit of trekkers who overcome the difficult obstacles in their journey.

TEACHING AIDS: VIDEO QR CODE



TEACHING METHOD: DIRECT METHOD

MOTIVATION:



The students are made to hear a passage on “The Reason for Success” and to complete the statements given in the textbook page no: 119. Thereby the prose “THE SUMMIT” is introduced to the students.

PRESENTATION:

The achievements of Edmund Hillary and Tenzing are explained to them. The candid and vastly entertaining autobiography of Hillary and his remarkable explorations are focused in the class. The fascination with the perils

and triumphs of mountain climbing is vividly portrayed in the class. New idiomatic usage in the passages is explained.

- Wait for the dust to settle – to wait for a situation to become clear
- Get / have all your ducks in a row – to have made all the preparations needed to do something.
- Fetch and carry – to do a lot of little jobs for somebody.
- Do the math – to think carefully about something before doing it.
- Round the corner – very near
- Icing on the cake – something extra and not essential but is added to make it even better.
- Break the ice – to make people more relaxed

EVALUATION:

Simple questions are asked to the students.

- What did Hillary do with his wet boots?
- Name the equipments carried by the climbers?
- What did Hillary find in a tiny hollow?
- What did Tenzing gift to the God of lofty Summit?

FOLLOW UP:

The students are asked to write a paragraph on “THE SUMMIT” in their own words.

**ENGLISH PG
GHSS, LOWERCAMP.**

LESSON PLAN

CLASS: XII ENGLISH

TOPIC: ULYSSES – ALFRED TENNYSON

DATE: 26.08.2019 – 30.08.2019

AIM: To enjoy the beauty of the dramatic monologue.

GENERAL OBJECTIVES:

- *To understand the blank verse of dramatic monologue.
- * To analyse the main stay of Victorian poetry.

SPECIFIC OBJECTIVES:

- *To appreciate the figurative usage of the poet in his poem.
- * To comprehend the new genre – “Crisis Lyric” of Romantic period.

TEACHING AIDS: VIDEO QR CODE



TEACHING METHOD: DIRECT METHOD

MOTIVATION:



The students are made to hear George Gould’s poem “Wander Thirst” and to complete the sentences given in the textbook page no: 134. Thereby the poem “Ulysses” and his inquisitive spirit of adventure are introduced to the students.

PRESENTATION:

The poem is read aloud in the class. **Tennyson’s literary fame** is introduced. “Ulysses” was published in 1842. The poem is seventy lines of blank verse and is garnered praise from contemporaries – including T.S.Eliot who called it a “perfect poem”. **Greek Mythology** is explained to the students. The poem “Ulysses” is spoken by a Greek hero of Trojan War.

Line 16: “Ringing plains of windy Troy” – Refers the Trojan War.

Line 53: “Strove with Gods” – During the Trojan War, the gods – Athena, Ares, Venus, etc., frequently took part in battle.

Line 63-64: “Happy Isles/ And see the great Achilles” – Achilles, the greatest of the Greek Heroes who fought at Troy and resides in Greek Isles –sort of paradise for Greek Heroes who lived virtuous lives.

The figurative usage in the poem is highlighted.

Personification: Attributing human traits to non-living things

Line 11: “Vext the dim sea” – vex means to upset, trouble attributing human traits to Hyades (constellation stars)

Line 45: “Vessel puffs her sail” – the ship can’t puff its own sail. The wind is probably doing it.

Metaphors:

Line 6: “drink / Life to the Lees” – old version of live life to the fullest. Living life is compared to drinking something from bottle.

Line 12: “Roaming with a hungry heart” – Ulysses portrays himself as predatory animal.

Line 19: “all experience is an arch” – life is compared to an arch.

Line 20: “untraveled world” – some kind of planet or luminous world.

Line 59: “smite / the sounding furrows” – compares the act of rowing to hitting something that makes a sound.

Simile:

Line 31: “like a sinking star” – star is compared to the knowledge Ulysses is seeking.

Synecdoche:

Line 46: “souls that have toiled” – the “soul” is part of a body which stands in for the whole (the mariners).

Line 57: “to seek a newer world” – ‘newer world’ is standing in for a host of potential places that Ulysses might visit.

Meter usage is explained vividly to the students. The standard meter of English – iambic pentameter (unstressed syllable followed by stressed syllable – “To **strive** / to **seek** / to **find** / and **not** / to **yield**) is followed in the poem. The usage of spondee and Trochee is also used by the poet.

Spondee: (two stressed syllable in a row is called spondee)

Line 67: “**Moved earth** / and **heaven** / that **which** / **we are** / **we are**”

Line 69: “**Made weak** / by **time** / and **fate** / but **strong** / in **will**”

Trochee: (stressed syllable is followed by unstressed)

Line 7: “Life to / the lees /all times /I have /enjoyed

The new genre “Crisis Lyric” is discussed among the students. “Crisis Lyric” – the poem presents a crisis and an attempt to resolve that crisis. In “Ulysses” – the crisis is due to old age and which is unavoidable; to resolve that crisis – Ulysses seeks not death, but life in death; enduring challenge to venture out an exploration of newer world. The poem is ended with the optimistic note. “To strive, to seek, to find, and not to yield”.

EVALUATION:

Simple questions are asked to the students.

- What does Ulysses do?
- Did he enjoy what he was doing?
- What do ‘thunder’ and ‘sunshine’ refer to?
- How long would Ulysses venture last?

FOLLOW UP:

The students are asked to write a summary on “Ulysses” in their own words.

**ENGLISH PG
GHSS, LOWERCAMP.**

LESSON PLAN

CLASS: XII ENGLISH
TOPIC: THE MIDNIGHT VISITOR – ROBERT ARTHUR
DATE: 03.09.2019 – 06.09.2019
AIM: To understand the story conveyed in “The Midnight Visitor”.

GENERAL OBJECTIVES:

- *To know the term espionage and its agencies of some countries.
- * To explore the mystery genre of fiction.

SPECIFIC OBJECTIVES:

- *To analyse appropriacy of the title of the story.
- * To enable the students to think quickly and act wisely in the situation of danger and surprise.

TEACHING AIDS:

PPT, QR CODE



TEACHING METHOD: SUGGESTOPEDIA

MOTIVATION:

Slides to describe the term “espionage” (the practice of spying) and its popular agencies of some countries are shown to the students. The famous detective writers in Tamil and English are also exhibited to the students. Thereby the mystery genre of fiction is introduced to the students.

PRESENTATION:

Intriguing insight into the life of detective agent is explained in the class. The mystery genre of fiction is introduced to the students. A mystery is a story that has five basic elements – the characters, the setting, the plot, the problem and the solution. The characters – Ausable (Secret agent), Fowler (writer) and Max (Rival spy) are introduced to the students. The action takes place in the sixth

floor, is framed a setting. The plot that revolves around the midnight visitor is highlighted. The problem in the story is the arrival of Max to get secret documents, is explained. The clever agent outwitted Max is portrayed as the solution of the mystery fiction. Resolving the mystery with an optimistic conclusion is focused to the students.

EVALUATION:

The students are asked to match the expressions with their meanings that are given in the text book page no.138.

FOLLOW UP:

The students are asked to sketch the character of Ausable in simple words.

**ENGLISH PG
GHSS, LOWERCAMP.**

LESSON PLAN

CLASS: XII ENGLISH

TOPIC: THE CHAIR – K.RAJANARAYANAN

AIM: To understand the writings of karisal kaddu (black soil region around Kovilpatti)

GENERAL OBJECTIVES:

- *To know about the folklorist, k.Rajanarayanan.
- * To analyse the style of the narration of karisal kaddu folk stories.

SPECIFIC OBJECTIVES:

- *To recognize the innocent villagers life in rural areas.
- * To analyse the writer’s amusing account of the absence of a chair in a house and the arrival of a new chair in a house.

TEACHING AIDS: VIDEO - QR CODE



TEACHING METHOD: NARRATIVE METHOD

MOTIVATION:

Tamil folklorist, k.Rajanarayanan has been introduced to the students. His style of writing of karisal kaddu and the dialects of karisal region is introduced. Ki.Ra’s work on Nattupura kadhai kalanjium (collection of Tamil folktales) is explained. Thereby the short story “The Chair” – translation of Preetham Chakravarthy is highlighted to the students.

PRESENTATION:

The pun on the word “agenda” is vividly explained to the students.

A house without a chair becomes an ideological plan of a family in a village. The arrival of a sub judge and the funny incident about the stool is humorously narrated to the students. The need of chair for the house and the arrangement of making a chair for their own are discussed based on the narration of the writer, in account of the suggestions given by the family members. The ordeal of the chair is highlighted to the students. The funeral ceremony of villagers is pictured vividly. The trick of pedanna and the decision of Maamanar are narrated; the cunningness of youngster and the generosity of old village man is analysed by relating it with the students of modernity.

EVALUATION:

Simple questions are asked to the students.

- What was put on family agenda?
- Who visited the family?
- What was offered to Maamanar by their mother?
- When did the children shy away from the chair?
- Why were the two chairs compared to Rama – Lakshmana?

FOLLOW UP:

The students are asked to narrate the humourous incident that happened in the author's home before and after the arrival of chair.

**ENGLISH PG
GHSS, LOWERCAMP.**

LESSON PLAN

CLASS: XII ENGLISH

TOPIC: A FATHER TO HIS SON – C.A.SANDBURG

DATE: 03.09.2019 – 11.09.2019

AIM: To appreciate the beauty of the poem.

GENERAL OBJECTIVES:

*To understand the poet's advice to his son who is at the threshold of the manhood.

* To analyse the poetic devices employed in the poem.

SPECIFIC OBJECTIVES:

*To comprehend the suggestion implied upon the title "A Father to His Son".

* To know the universal idea hidden in the poem.

TEACHING AIDS:

VIDEO, QR CODE



TEACHING METHOD: DISCUSSION METHOD

MOTIVATION:

The students are asked to response the question, "What kind of advice do they frequently receive from their parents?" The students are made to fill their views in the bubbles given in the textbook page no.161. The students are made to tick the advice which they like to follow and also to give the reasons which they do not like to follow. Thereby the poem "A Father to His Son" is introduced to the students

PRESENTATION:

The suggestion that implied upon the title of the poem is explained to them. In **Denotations** (literal meaning) – the title suggests that the poem is about a father advising his son; In **Connotations** (Figurative meaning) – a father passing his experiences and worldly wisdom to his son. The worldly wisdom given by a father to his son is highlighted to the students. The

poem which can be divided into three parts – a) **Father's motivation**, b) **Father's advice** c) **Father's belief** and it is vividly explained to the students. In the first part, the father motivates his son to be like a hard rock and withstand life's challenges and sudden betrayals. In the second part, the father advises his son that Goodman also have fallen prey in quest for easy money. He advises his son not to hesitate to admit his shortcomings. Finally in the third part, the father believes his son may need lazy days to find his inherent abilities, to seek what he is born for. He will then know how free imaginations bring changes to the world, which resents change.

The figurative usage in the poem is highlighted to the students. The poem is of **free verse** (no rhyming scheme); **Hypophora** – (Asking a question and then immediately answering it - “**what shall he tell that son?**”) is employed in the poem. **Anaphora** – (the repetition of a word or phrase at the beginning of successive clauses – “**Tell him** too much ...”, “**Tell him** time as a stuff...”, “**Tell him** to be a fool...”) and **Epiphora** - (the repetition of a word or phrases at the end of successive clauses – “Tell him to be alone often and get at **himself** / And above all tell himself no lies about **himself**”) is employed in the poem. **Antithesis** – (emphasizes the idea of contrast – “The growth of a **frail flower** in a path up / has sometimes shattered and **split a rock.**”) and **Transferred Epithet** – (a modifier usually an adjective qualifies a noun other than a person or thing it is actually describing – “**dead years**”, “**lazy days**” “**world resenting**” - the epithet “dead”, “lazy” actually describes the kind of years or the days the speaker experienced i.e., wasted his life.) are intellectually used by the poet in the poem to appeal the emotions of the readers to persuade, inspire, motivate and encourage them.

EVALUATION:

The students are made to fill the blanks based on their understanding of the poem that is given in the text book page no.163.

FOLLOW UP:

The students are asked to explain how the poet guides his son who is at the threshold of manhood, to face the challenge of life.

ENGLISH PG
GHSS, LOWERCAMP.

LESSON PLAN

CLASS: XII ENGLISH
TOPIC: ALL SUMMER IN A DAY – RAY BRADBURY
DATE: 14.10.2019 – 19.10.2019
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 discuss the plot of the story.
- * To analyse the mind set of Margot and her classmates.

TEACHING AIDS:

QUERIES, QR CODE



TEACHING METHOD: SELF LEARNING METHOD

MOTIVATION:

The students are motivated to read the text in their own by providing queries such as –

- * Do you think Earth is the only living planet?
- * Name a few things that make the Earth a unique planet?

The students are made to classify the movies based on the categories that is given in the textbook page no.168

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 169) 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. The student who provided the right response is applauded in the class.

Page 169:

- Where do the children live?
- What does Margot write on sun?

Page 170:

- Why do the children play no games?
- When does Margot arrive from Earth?

Page 171:

- Who was locked in the closet?
- What did the children see when the rain stopped?

Page 172:

- How long can the children see the sun?
- What did the girl have in her palm?

Page 173:

- How long do the children have to wait to see the sun again?
- Did the children regret having locked Margot in a closet?

EVALUATION:

The students are made to encircle the words in the word grid given in the text book page no.175. And also to complete the sentences with the words identified from the grid that is given in the textbook page no.176.

FOLLOW UP:

The students are asked to write the summary of the story “ALL SUMMER IN A DAY” in simple words.

**ENGLISH PG
GHSS, LOWERCAMP.**

LESSON PLAN

CLASS: XII ENGLISH

TOPIC: ON THE RULE OF THE ROAD – A.G.GARDINER

AIM: To understand the importance of responsible public behaviour respecting the liberty of others.

GENERAL OBJECTIVES:

- *To know the real meaning of liberty.
- * To analyse the foundation of social conduct.

SPECIFIC OBJECTIVES:

- *To recognize the personal freedom that affect public liberty.
- * To analyse the narrator’s amusing anecdote of old lady.

TEACHING AIDS: VIDEO - QR CODE



TEACHING METHOD: NARRATIVE METHOD

MOTIVATION:



The students are asked to listen a audio on an interesting story relating freedom with limitations and to answer the questions given in the textbook page no. 181. Thereby the students are introduced the essay “On the Rule of the Road”.

PRESENTATION:

The idea of personal liberty as a social contract is explained to the students. The anecdote of an old lady is narrated to the students. The old lady is walking in the middle of the road and causing problems with traffic; when she is asked to follow the road rules, she has spoken of liberty. The writer focused

the old lady's anecdote in a figurative meaning. **The individual liberty would become a social anarchy.** The usage of traffic laws as a metaphor for the rules of road is explained to the students. The individual liberty and the social freedom as the matter of behavior are highlighted to the students. Everybody has the right to live according to their will and freedom but it shouldn't interfere on another person's liberty. The curtailment of liberty is explained to the students. The crucial technical term used in the essay is vividly explained.

- **Liberty drunk** – people are concerned about their own liberties and ignoring their limitations of liberty.
- **Rule of the Road** – to preserve the liberties of everybody, the liberties of everyone must be curtailed.
- **Social contract** – Government or society defines its rights and duties.

EVALUATION:

Simple questions are asked to the students.

- Define Liberty as perceived by the author?
- How can we sweeten our life's journey?
- What is the foundation of social conduct?
- What does the traffic policeman symbolize?

FOLLOW UP:

The students are asked to write a paragraph on A.G.Gardiner's "On the Rule of the Road" in their own words.

**ENGLISH PG
GHSS, LOWERCAMP.**

LESSON PLAN

CLASS: XII ENGLISH
TOPIC: INCIDENT OF THE FRENCH CAMP – ROBERT BROWNING
DATE: 04.11.2019 – 08.11.2019
AIM: To appreciate the beauty of the poem.

GENERAL OBJECTIVES:

- *To know the act of chivalry, gallantry, patriotism and sacrifice of young French soldier.
- * To understand the background of the incident of the French camp.

SPECIFIC OBJECTIVES:

- *To interpret the poetical lines of Robert Browning.
- * To analyse the historical perspective of the poem.

TEACHING AIDS:

VIDEO QR CODE



TEACHING METHOD: DRAMATIZING METHOD



MOTIVATION:

The students are made to hear John Scott's poem "The Drum" and to fill in the missing words that is given in the textbook page no: 194. Then the students are asked to identify the chess pieces and to complete the table given in the textbook page no.189. Thereby the military forces of ancient days are focused to the students. The interesting background of the Incident of the French Camp is introduced to the students.

PRESENTATION:

The poem is read aloud in the class. The historical perspective of the poem is revealed. The poem is subjective form. The poetic form of dramatic monologue is introduced. Browning paints the picture of an Incident of the French camp in dramatic version. The poem straddles the border between speaking in life and speaking in death. The boy insists that he is dead. He speaks as a dead man and reinforces his status as dead by collapsing in the poem's final line. The pun on "quick" ; in its archaic meaning of "life" underscores the strange Dead – Alive status. Two major poetic devices – simile and synecdoche is vividly analysed.

Simile: "As sheathes / A film the mother-eagle's eye".

Synecdoche is another figure of speech in which a part is made to represent the whole is used in this poem. "We French stormed Ratisbon". The word "French" refers to the country and not the army.

EVALUATION:

The students are made to complete the table based on their understanding of the poem that was given in the text book page no.192.

FOLLOW UP:

The students are asked to justify "Napoleon was a great source of inspiration to his army" in simple words.

**ENGLISH PG
GHSS, LOWERCAMP.**

LESSON PLAN

CLASS: XII ENGLISH
TOPIC: REMEMBER CAESAR (PLAY) – GORDON DAVIOT
DATE: 11.11.2019 – 15.11.2019
AIM: To understand the humorous play.

GENERAL OBJECTIVES:

- *To know the historical succinctly of Julius Caesar.
- * To comprehend the catastrophe of the play.

SPECIFIC OBJECTIVES:

- * To analyse the theme that revolves around a “perceived threat”.
- * To comprehend the character traits of Lord Weston.

TEACHING AIDS:

VIDEO QR CODE,
Mask of Weston and Roger



TEACHING METHOD: DRAMATIZING METHOD

MOTIVATION:

The title of the play is introduced. The assassination of Julius Caesar and the notable phrase “ye tu Brutus” is explained vividly to the students. The story behind the Ides of March in ancient Rome is highlighted in the class. Thereby the play “REMEMBER CAESAR” is introduced to them, which revolves around Weston’s absentmindedness as well as the crux of the play.

PRESENTATION:

The play is mono-acted to the students. Both the roles of Lord Weston and Roger are played perfectly by the teacher with the mask of Weston and Roger. The dialogues of the characters are delivered with the appropriate action and pitched intonation. Each scene is dramatized before the students and the classroom is made as a spectative stage gallery to the students. The new words in the dialogues are explained to them.

- Twiddling my thumbs – being idle

- Charles II - King of England from 1660 to 1685
- Foot pad – highway – man (robber) who goes about on foot.
- Game pie – meat covered with pastry and baked
- Ilex tree – evergreen oak tree

EVALUATION:

The students are asked to complete the graphic organizer suitably that is given in the text book page no.206.

FOLLOW UP:

The students are asked to write the summary of the story “REMEMBER CAESAR” in simple words.

**ENGLISH PG
GHSS, LOWERCAMP.**

LESSON PLAN

CLASS: XII ENGLISH

TOPIC: GRAMMAR – NON FINITE VERBS

DATE: 21.10.2019 – 25.10.2019

AIM: To use the non – finite verbs in a sentence.

GENERAL OBJECTIVES:

*To identify the non-finite verbs in a sentence.

* To distinguish between Gerund and Infinitive.

SPECIFIC OBJECTIVES:

*To understand where to use Gerund and Infinitive in a sentence.

* To construct the correct Gerundial form of the verb and Infinitives.

TEACHING AIDS:

VIDEO QR Code



TEACHING METHOD: DEDUCTIVE METHOD

MOTIVATION:

A box is placed before the students. The box contains cards which has an inscription of verbs (action words) in it. Each of the students is asked to pick one card and do the action of the word that has written on it. Thereby the students are introduced to Non- Finite Verbs.

PRESENTATION:

The categorization of verbs into Finite and Non- Finite verbs are introduced to them. The main difference in the functions of Finite Verbs and Non- Finite verbs are explained with examples to them. Finite Verb is a verb that has a subject and shows tense. Non- Finite Verb is a verb that does not show tense. The three verbal – gerund, infinitive and participles are explained in detail with a vivid illustrations. **Gerund** – function as noun; ends in “-ing”; verb acts as subject, object and object to a preposition.

Jumping is fun. (Jumping – acts as subject)

My friend waited for the meeting. (Meeting – acts as object)

Mrs.Kala has a unique way of teaching. (Teaching – acts object to a preposition “of”)

Infinitives – base form of verb with “to”.

He refuses to talk to me. (To talk – infinitive)

Participle – acts like adjectives (modifies the noun.)

The winning athlete gets a trophy. (Winning – verb modifies the noun- athlete)

EVALUATION:



The students are asked 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 given in the textbook page no: 155.

**ENGLISH PG
GHSS, LOWERCAMP.**

LESSON PLAN

CLASS: XII ENGLISH

TOPIC: GRAMMAR – PREPOSITION

DATE: 22.07.2019 – 26.07.2019

AIM: To understand the effective usage of prepositions.

GENERAL OBJECTIVES:

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

SPECIFIC OBJECTIVES:

- *To create more complex sentences using the apt prepositions in a sentence.
- * To analyse the usage of classified prepositions in English language.

TEACHING AIDS:

PPT, ONLINE QUIZ ON
PREPOSITIONS – QR Code



TEACHING METHOD: INDUCTIVE METHOD

MOTIVATION:

The classroom atmosphere is distracted by misplacing certain objects – book under a table, dustbin on the table, sandals inside the room, and the portrait of leader below the board and so on. The students are made to design the classroom together; once finished; their designing of classroom should be described by them. Their descriptions are noted in the Black board.

The book is **under** the table.

The dustbin is **on** the table.

Sandals are left inside the classroom.

The photo is **below** the board.

The book is **on** the table.

The dustbin is **under** the table.

Sandals are left **outside** the classroom.

The photo is **above** the board.

Thereby prepositions such as – under, on, inside, outside, below, above are introduced to them.

PRESENTATION:

The definition of preposition is explained to them.

Preposition is a word that shows a relationship between a noun and another word. The students are made to observe that a preposition is always followed by a noun and never by a verb. Prepositions are classified as prepositions for place, movement, time, purpose, agent- and are introduced by showing relevant images to them.

Preposition for place:	Above (higher position) – Over (horizontally higher); Below (lower position) – Under (horizontally lower)
Preposition for movement:	Along (moving by the side) – Through (moving one side to other side)
Preposition for time:	After (later action in two actions) – Before (earlier action in two actions)

Preposition for purpose:	Since (action continues from the past) – For (action – period of time)
Preposition for agent:	Between (naming distinct items) – Among (part of group)

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 tasks given in the textbook page no: 45.

**ENGLISH PG
GHSS, LOWERCAMP.**

LESSON PLAN

CLASS : XII ENGLISH
TOPIC : GRAMMAR – TENSES
DATE : 24.06.2019 – 28.06.2019

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

GENERAL OBJECTIVES:

- *To practice the tenses in speaking and writing.
- * To develop the skill of speaking and writing with good command of English language.

SPECIFIC OBJECTIVES:

- *To comprehend the twelve forms of tenses.
- * To analyse the usage of tenses in English language.

TEACHING AIDS:

PPT, ONLINE QUIZ ON TENSES – QR Code



TEACHING METHOD: INDUCTIVE METHOD

MOTIVATION:

The students were asked to do some activities by giving instructions such as OPEN THE BOTTLE, DRINK THE WATER, BRING THE BOOK, SWITCH ON THE FAN, GIVE THE PEN and CLEAN THE BLACKBOARD. Words such as OPEN, DRINK, BRING, SWITCH ON, GIVE and CLEAN were written on the board to introduce the term “VERB”. Now the students were able to understand the action word as VERB.

PRESENTATION:

Numerous pictures with sentences were shown to them to understand the first primitive forms of tense i.e., SIMPLE PRESENT, PRESENT CONTINUOUS, PRESENT PERFECT AND PRESENT PERFECT CONTINUOUS TENSE. A tabular column was introduced to the students to comprehend the four forms of PRESENT TENSE.

SIMPLE PRESENT	PRESENT CONTINUOUS	PRESENT PERFECT	PRESENT PERFECT CONTINUOUS
<p>The action takes place at present;</p> <p>Proverbs, scientific facts, and running commentary should be in PRESENT</p> <p>Eg) I go to hotel.</p>	<p>The action takes place at present should continue for a moment.</p> <p>Verb must be written in the form – am/is/are + verb+ing</p> <p>Eg) I am going to hotel.</p>	<p>The action must be completed at present.</p> <p>Verb must be written in the form – have\has + verb(participle form)</p> <p>Eg) I have gone to hotel now.</p>	<p>The action starts earlier but continues in the present.</p> <p>Verb must be written in the form – have/has+ been+verb+ing</p> <p>Eg) I have been going to hotel since from my childhood.</p>

Pictures with elaborate illustrations were given to the students to acquire the four forms of PAST TENSE. A tabular column was introduced to the students to comprehend the four forms of PAST TENSE.

SIMPLE PAST	PAST CONTINUOUS	PAST PERFECT	PAST PERFECT CONTINUOUS
<p>The action was taken place in the past;</p> <p>Eg) I went to hotel.</p>	<p>Two actions take place in the past – in which one action should continue for a moment.</p> <p>Verb must be written in the form – was/were + verb+ing</p> <p>Eg) when I was going to hotel, I met my old friend.</p>	<p>Two actions take place in the past – in which one action must be completed.</p> <p>Verb must be written in the form – had + verb(participle form)</p> <p>Eg) when I went to hotel, I had met my old friend.</p>	<p>The action started in the past, continued in the past and completed in the past</p> <p>Verb must be written in the form – had+ been+verb+ing</p> <p>Eg) I had been going to hotel in my childhood days.</p>

A tabular column was introduced to the students to comprehend the four forms of FUTURE TENSE.

SIMPLE FUTURE	FUTURE CONTINUOUS	FUTURE PERFECT	FUTURE PERFECT CONTINUOUS
<p>The action will take place in the future;</p> <p>Eg) I will go to hotel.</p>	<p>The action takes place in the future will continue for a moment.</p> <p>Verb must be written in the form – will be + verb+ing</p> <p>Eg) I will be going to hotel tomorrow evening.</p>	<p>The action takes place in the future and also completed in the future.</p> <p>Verb must be written in the form – will have + verb(participle form)</p> <p>Eg) In my old age, I will have stopped to go to hotel.</p>	<p>The action will start in the future, will continue in the future and also be completed in the future.</p> <p>Verb must be written in the form – will have+ been+verb+ing</p> <p>Eg) I will have been going to hotel in my old age.</p>

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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