

GANGA GUIDE

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LESSON PLAN

ENGLISH

9



SRI GANGA PUBLICATIONS®

(A unit of **Shyamala** Group)

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PREFACE

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

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

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

Yours,
GANGA Publications
Tirunelveli.

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PROSE

LESSON PLAN

UNIT

1

Learning the Game

**Aim**

Make the students understand the given prose piece.

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

The students will be able to

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

Specific Objectives:

The students will be able to

- ◆ To obtain the knowledge of the biography of Sachin Tendulkar.
- ◆ To know the struggles underwent by Tendulkar and his feat.

**Teachings aids and Methods**

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



Motivation

- ◆ Make a future plan with the time line.
- ◆ Do you like to play?
- ◆ What outdoor game do you like to play?
- ◆ Why are boys so interested in Cricket?
- ◆ Who is your favorite cricketer?



Presentation

Life of Sachin Tendulkar is vividly explained. How he had developed interest in the game cricket is also explained. The teacher has to give a model reading and then ask the students to have silent as well as loud reading. Line by line explanation is done in the class room.



New Words

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

- **passion** - strong desire
- **melee** - a confused crowd of people
- **deteriorated** - became worse
- **transpire** - revealed
- **peer** - person of same age, status or ability
- **survive** - endure

Pictures with elaborate illustrations are shown to the students to acquire the knowledge of Homonyms.

**Motivation**

- ◇ List out the emotions of human beings.
- ◇ Do you get anger?
- ◇ Is getting angry a good quality?
- ◇ How do you control your anger?

**Presentation**

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

**New Words**

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

- | | |
|-------------|-----------|
| ⇒ wrath | - anger |
| ⇒ foe | - enemy |
| ⇒ deceitful | - cunning |
| ⇒ wiles | - tricks |
| ⇒ veiled | - covered |

**Evaluation**

The students are made to answer the following simple questions.

1. How did the anger of the poet come to an end?
2. How is it watered?
3. How did the poet feel in the morning?
4. Who is the foe referred to here?

**Assignment**

- ◆ Why was the foe found lying outstretched beneath the tree?
- ◆ What does apple signify?
- ◆ What grew both day and night?
- ◆ Who does 'I' refer to?

**Follow up Activities**

The students are asked to write a paragraph in about 150 words to describe the effect of the poisonous fruit on the enemy.



SUPPLEMENTARY

LESSON PLAN

UNIT
2

The Fun They Had

**Aim**

To comprehend the story.

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

The students will be able to

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

Specific Objectives:

The students will be able to

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

**Teachings aids and Methods**

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

**Motivation**

- ◆ Discuss what do you think have come true in the present century.
- ◆ Share your views about the changes that you and your classmates expect in your school and classroom in about 20 to 50 years.



Presentation

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



Evaluation

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



Assignment

Describe Margie's mechanical teacher and her classroom in your own words.



Follow up Activities

The students are asked to write a paragraph on the strangeness about the book and also state the reason why Margie found it strange.



GRAMMAR

LESSON PLAN

UNIT
2

Degrees of Comparison

**Aim**

To acquire the knowledge of degrees of comparison in the language usage.

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

The students will be able to

- ◆ Practice the positive, comparative and superlative degrees in speaking and writing.
- ◆ To have a better proficiency in English language.

Specific Objectives:

- ◆ To comprehend the usage of degrees of comparison in a sentence.
- ◆ To analyze the usage of degrees of comparison in English language.

**Teachings aids and Methods**

- ◆ PPTs, Quiz.
- ◆ Degrees of Comparison - ICT Corner QR Code.
- ◆ Inductive method.



Motivation

- ◆ What is an adjective?
- ◆ How do you compare yourself with your elder brother or sister?
- ◆ If you are the first born in your family, how do you say about your position in your family?



Presentation

Comparison can be made using the three forms of an adjective. Adjective is a word that describes or qualifies a noun. It gives more information about a noun.

eg: The tiger is a strong animal.

There are three degrees of comparison.

- ◆ **Positive** - eg: Kumar is a kind man.
- ◆ **Comparative** - eg: A tsunami is more destructive than a cyclone.
- ◆ **Superlative** - eg: Mount Everest is the highest peak in the world.

The positive degree is used to express or describe a quality. The comparative degree is used when two things or two sets of things are compared. The superlative degree is used when more than two things are compared.

eg: Prabhu is **young**. (*positive degree*)

Prabhu is **younger** than Amirtha. (*comparative degree*)

Prabhu is **the youngest** of all. (*superlative degree*)

**Evaluation**

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

**Follow up Activities**

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



PROSE

LESSON PLAN

UNIT
3

Old Man River



Aim

Make the students understand the given prose piece.



Learning Outcomes

General Objectives:

The students will be able to

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

Specific Objectives:

The students will be able to

- ◆ To obtain the knowledge of how the members of a family manage to escape when their house is surrounded by flood waters.
- ◆ To have a knowledge of the characters viz Jim Hall, Tom Peters, Miss Marsh



Teachings aids and Methods

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



Motivation

- ◆ Discuss on the natural disasters such as Tsunami, cyclone, floods and earthquakes on the causes, damages and precautions.
- ◆ What health hazards are caused when water stagnates around your place?
- ◆ When there is a power shut down for long hours during floods, what will you do?
- ◆ What precautions would you take if there is an announcement about flooding in your area.



Presentation

Old Man River is a drama that shows how the members of a family manage to escape when their house is surrounded by flood waters. Amy and Betty are at home with the neighbours Rose and Sara. Their parents are away from them and it keeps raining for three days. There is a cloudburst and the melting of the snow causes the river level to rise. It is late afternoon. Jim Hall, a 17 year old neighbour comes to the rescue of the children. He organizes a disaster rescue team and keeps things ready for an emergency. Tom Peters and Miss Marsh come there in a rescue boat.

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



New Words

New lexical competencies such as new words and different functions of a word are introduced to the students.

- pitcher - a large jug
- cloudburst - a sudden violent rainstorm
- shudder - shiver
- hark - listen, pay attention
- thumping - hitting or striking heavily
- stamping - bring down one's foot heavily on the ground

Pictures with elaborate illustrations are shown to the students to acquire varieties of words with different functions.



Evaluation

The students are made to answer the following simple questions.

1. What were the girls doing in the living room?
2. Why was Mother not able to come home?
3. How did Jim want the girls to get organized?
4. Where did Jim want the girls to climb up? How was it going to help them?



Assignment

- ◆ Who came to rescue the children?
- ◆ Who is Miss Marsh? How does she help Sara?
- ◆ How does Red Cross help the children?
- ◆ Who were taken in the boat? Who were left behind?



Follow up Activities

The students are asked to write a paragraph in about 150 words to briefly narrate the happenings of the play.



POEM

LESSON PLAN

UNIT
3

On Killing a Tree

**Aim**

Make the students enjoy and appreciate the poem.

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

The students will be able to

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

Specific Objectives:

The students will be able to

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

**Teachings aids and Methods**

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

**Motivation**

- ◆ What is a tree?
- ◆ Why are trees important for our survival?

- ◆ How long does it take a tree to grow to its full size?
- ◆ How much time does it take to cut down a tree?



Presentation

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



New Words

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

- ⇒ jab - to poke
- ⇒ crust - the brown, hard outer portion or surface
- ⇒ leprous - covered with scales
- ⇒ hide - the strong thick outer skin
- ⇒ miniature - very small



Evaluation

The students are made to answer the following simple questions.

1. Can a simple jab of the knife kill a tree?
2. How has the tree grown?
3. What does the tree feed from the crust?
4. What will happen to the bleeding bark?



Assignment

- ◆ What will rise from close to the ground?
- ◆ Why should the root be pulled out?

- ◆ What does 'anchoring earth' mean?
- ◆ What does the phrase 'leprous hide' mean?

Follow up Activities

- ◆ The students are asked to write a paragraph in about 150 words.
- ◆ 'A tree doesn't grow in a day' - Explain it with reference to the poem.

○○□□○○

SUPPLEMENTARY

LESSON PLAN

UNIT
3

Earthquake

**Aim**

To comprehend the story.

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

The students will be able to

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

Specific Objectives:

The students will be able to

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

**Teachings aids and Methods**

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

**Motivation**

- ◆ Do you have helping tendency?
- ◆ What do you think about help?
- ◆ When was the last time you helped someone?
- ◆ Write a few instances of your act of kindness.

GRAMMAR

LESSON PLAN

UNIT
4

Modals

**Aim**

To understand the effective usage of Modal Auxiliaries.

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

The students will be able to

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

Specific Objectives:

- ◆ To create more complex sentences using the suitable modals in a sentence.
- ◆ To analyze the usage of Modals in English language.

**Teachings aids and Methods**

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

**Motivation**

- ◆ Ask the students various questions so as to enable them use some modals in their response like
- ◆ Can you speak English?
- ◆ What would you like to drink?

 **Presentation**

The definition of Modals will be explained. Modals represent the mood of the speaker. They do not represent any time of action. The students are made to understand the different usages of modals through a tabular column.

A modal verb is used to indicate modality (that expresses a speaker's general intention) i.e. likelihood, ability, permission, request, capacity, suggestions, order, obligation, advice etc.

We use modals to show if we believe something is certain, probable or possible.

Modals are can, could, may, might, will, would, shall, should, must, ought to, need, used to & dare to.

Modals do not change with the person or number of the subject.

 **Evaluation**

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

 **Follow up Activities**

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



PROSE

LESSON PLAN

UNIT
5

Water - The Elixir of Life



Aim

Make the students understand the given prose piece.



Learning Outcomes

General Objectives:

The students will be able to

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

Specific Objectives:

The students will be able to

- ◆ To obtain the knowledge about the consumption of water.
- ◆ To obtain the knowledge about the different types of irrigation and how to use the natural resources for farming.



Teachings aids and Methods

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



Motivation

- ◆ Do you think the living organisms in this planet can survive without water? Why?
- ◆ Where do you get your drinking water from?
- ◆ Is the drinking water you use in your home treated?
- ◆ If not, how do you purify it?



Presentation

The importance of water, an important natural resource is explained to the students. Also the need for saving water is emphasized to the students. The teacher has to give a model reading and then ask the students to have silent as well as loud reading. Line by line explanation is done in the class room.



New Words

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

- ⇒ **teeming** - abundantly filled
- ⇒ **crust** - a hard outer covering of something
- ⇒ **barges** - a long boat
- ⇒ **catchment** - reservoir
- ⇒ **trickling** - to flow slowly

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



Evaluation

The students are made to answer the following simple questions.

1. What is the imaginary elixir of life?
2. What is the real elixir of life according to the writer?
3. How does the water in rainfed tanks get its colour?
4. What other factors add to the erosion of precious soil?



Assignment

- ◆ What makes water one of the most powerful and wonderful things on earth?
- ◆ How does water help in the formation of fertile lands?
- ◆ How does soil erosion happen and what are its main causes?
- ◆ What are some measures that are used to prevent soil erosion?



Follow up Activities

The students are asked to write a paragraph in about 150 words to explain that life cannot exist on earth without water.



POEM

LESSON PLAN

UNIT
5

The River

**Aim**

Make the students enjoy and appreciate the poem.

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

The students will be able to

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

Specific Objectives:

The students will be able to

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

**Teachings aids and Methods**

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

**Motivation**

- ◆ Have you ever been to a river?
- ◆ Describe the beauty of the river you have seen.
- ◆ Do you think rivers have life like human beings?



Presentation

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



New Words

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

- ⇒ foliage - a cluster of leaves
- ⇒ impetuous - acting quickly
- ⇒ tending - going in a particular way
- ⇒ eternity - endless life



Evaluation

The students are made to answer the following simple questions.

1. How does the river flow?
2. What is meant by 'foilage'?
3. What are the surfaces the river flow through?
4. Where does the rose grow?



Assignment

- ◆ Why does the poet mention the river to be swelling?
- ◆ Which stage of man is compared in the poem?
- ◆ Where is the river flowing to?
- ◆ What does the poet mean by 'mortal prime'?



Follow up Activities

The students are asked to write a paragraph in about 150 words to describe how the poem clearly describes about the features, functions and destructive power of the river.

SUPPLEMENTARY

LESSON PLAN

UNIT
5Little Cyclone:
The Story of a Grizzly Cub**Aim**

To comprehend the story.

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

The students will be able to

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

Specific Objectives:

The students will be able to

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

**Teachings aids and Methods**

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

**Motivation**

- ◆ Why are some animals endangered?
- ◆ Why do wild animals from the forest often enter the human living spaces?

- ◆ Are wild animals happy in rehabilitation centers?
- ◆ Can a rehab animal survive in the wild?
- ◆ How many types of bear do you think are there living in the world today?



Presentation

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



Evaluation

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



Assignment

Describe the confrontation between Little Czar and Little Cyclone.



Follow up Activities

'If any of you fellows think there is anything coming to you from me, come and take it' How did Little Cyclone prove this?



GRAMMAR

LESSON PLAN

UNIT
5

Tenses

**Aim**

To understand the effective usage of Tenses.

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

The students will be able to

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

Specific Objectives:

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

**Teachings aids and Methods**

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

**Motivation**

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



Presentation

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

Tenses:

Tenses are a means of putting a sentence into a time frame. According to these times, there are three kinds of tenses which are:

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

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

- ◆ Simple Tense
- ◆ Continuous Tense
- ◆ Perfect Tense
- ◆ Perfect Continuous Tense

Evaluation

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



Follow up Activities

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



PROSE

LESSON PLAN

UNIT
6

From Zero to Infinity

**Aim**

Make the students understand the given prose piece.

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

The students will be able to

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

Specific Objectives:

The students will be able to

- ◆ To obtain the knowledge about the life history of genius mathematician.
- ◆ To obtain the knowledge about the biography of Ramanujam and how did he achieve the talent.

**Teachings aids and Methods**

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

PROSE

LESSON PLAN

UNIT
7

A Birthday Letter

**Aim**

Make the students understand the given prose piece.

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

The students will be able to

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

Specific Objectives:

The students will be able to

- ◆ To obtain the knowledge about the letters written by Nehru to his daughter Indira.
- ◆ To obtain the knowledge of Nehru's ideology.

**Teachings aids and Methods**

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



Motivation

- ◆ Have you ever received a personal letter from your friends or relatives?
- ◆ If yes, from whom and about what?
- ◆ Have you ever written a personal letter to anyone?
- ◆ If yes, to whom and about what?



Presentation

A brief introduction about the first Prime Minister Jawaharlal Nehru is given. The advice given by Nehru to his daughter is clearly explained. The teacher has to give a model reading and then ask the students to have silent as well as loud reading. Line by line explanation is done in the class room.



New Words

New words are introduced to the students.

- **fascinated** - attracted
- **deed** - a brave or noble act
- **starving** - suffering or dying from hunger
- **serene** - peaceful and calm

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



Evaluation

The students are made to answer the following simple questions.

1. From which prison did Nehru write this letter?

2. Did Nehru send any presents to Indira?
3. Which historical character inspired young Indira?
4. What helps the ordinary men and women to become heroes?

**Assignment**

- ◆ Who is addressed as “Babuji”?
- ◆ What should the soldiers of India respect?
- ◆ What does history tell us?
- ◆ What does the phrase ‘great drama’ refer to?

**Follow up Activities**

The students are asked to write a paragraph in about 150 words to explain the important elements in Nehru’s letter.



POEM

LESSON PLAN

UNIT
7

The Stick-together Families



Aim

Make the students enjoy and appreciate the poem.



Learning Outcomes

General Objectives:

The students will be able to

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

Specific Objectives:

The students will be able to

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



Teachings aids and Methods

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



Motivation

How is your relationship with

- ◆ Your parents
- ◆ Your siblings

- ◆ Your neighbours
- ◆ Your friends



Presentation

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



Evaluation

The students are made to answer the following simple questions.

1. Where are the gladdest people living?
2. Where do they gather?
3. What can break their unity?
4. When do the people have their family gatherings?



Assignment

- ◆ What do the rich and poor folk imagine themselves to be?
- ◆ Why do they roam?
- ◆ Who are the gladdest people?
- ◆ Who does 'they' refer to?



Follow up Activities

The students are asked to write a paragraph in about 150 words to bring out the difference between the children of the joint family and nuclear family.



SUPPLEMENTARY

LESSON PLAN

UNIT
7

The Christmas Truce

**Aim**

To comprehend the story.

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

The students will be able to

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

Specific Objectives:

The students will be able to

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

**Teachings aids and Methods**

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

**Motivation**

- ◆ Name the festival which you like most.
- ◆ How do you celebrate that festival?
- ◆ Narrate a memorable incident which happened during that celebration.

**Presentation**

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

**Evaluation**

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

**Assignment**

Narrate the Christmas celebration as happened in the war field.

**Follow up Activities**

Do you envision a similar truce taking place in any wars of fighting today? Explain.



GRAMMAR

LESSON PLAN

UNIT
7

Reported Speech

**Aim**

To understand the effective usage of reported speech.

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

The students will be able to

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

Specific Objectives:

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

**Teachings aids and Methods**

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

**Motivation**

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

 **Presentation**

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

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

 **Evaluation**

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

**Follow up Activities**

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



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NOTES

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