

# **Class 12 English Lesson**

**2021 – 22**

**Term 1**

## **LITERATURE**

### **Flamingo – Prose**

- 1) The Last Lesson
- 2) Lost Spring
- 3) Deep Water

### **Flamingo - Poetry**

- 1) My Mother At Sixty Six
- 2) Elementary School Classroom In A Slum
- 3) Keeping Quiet

### **Vistas**

- 1) The Third Level
- 2) The Enemy

## **WRITING**

- 1) Notice
- 2) Classified Advertisements
- 2) Editorial Letter
- 3) Article Writing

## **READING**

Comprehension

# **TERM 2**

## **LITERATURE**

### **Flamingo – Prose**

- 1) The Rattrap
- 2) Indigo

### **Flamingo – Poetry**

- 1) A Thing Of Beauty
- 2) Aunt Jennifer's Tigers

### **Vistas**

- 1) Should Wizard Hit Mommy
- 2) On the Face of it
- 3) Evans Tries an O-Level

## **WRITING**

- 1) Invitations and Replies
- 2) Job Application
- 3) Report Writing

## **READING**

Comprehension

# LESSON PLAN (TERM – 1 )

## Flamingo - Prose

### \*Topic : The Last Lesson \*

( Alphonse Daudet )

#### **\*Objectives\* :**

To enhance fluency , intonation , stress and language function

\*To introduce new words for better vocabulary .

\*Selecting and extracting ideas from the text , that can be compared with the present time .

\* Inculcating a spirit of pride in one's language .

**\*Teaching Aids\* :-** NCERT textbook and

<https://youtu.be/CFzYCGZTsT0>

**\*Time required\*:-** 3-4 periods

## **PROCEDURE**

### **P.K testing:\***

Q1. What happens to a linguistic minority in a state?

Q2. Is it possible to carry pride in one's language too far?

Q3. Can linguistic chauvinism be a matter of concern?

Q4. How is national language different from mother tongue ?

### **\*Vocabulary used:\***

Apprentice, thunderclap, solemn, in unison, thumbed at the edges etc.

### **\*Reading and explanation \***

1. The chapter will be partially read by the teacher and partially by the students.

2. Meanings of the difficult words and explanation of the difficult lines and phrases will be given to the class.

3. The textual questions will be discussed and the students will be encouraged to create the answers on their own.

### **\*Participation of the students:\***

1. Reading of the chapter will be partially done by students.

2. The students will be actively involved in a group discussion on ' Linguistic human rights'.

3. The students will be encouraged to present their views in the class.

### \*Recapitulation\*:

The class will be involved in an OTBA based on the chapter for a quick recap.  
Assignment will be given

## The Last Lesson

(Alphonse Daudet)

### Reference:-

While I was wondering about it all, M. Hamel mounted his chair, and, in the same grave & gentle tone which he had used to me, said, "My children, this is the last lesson I shall give you. The order has come from Berlin to teach only German in the schools of Alsace and Lorraine. The new master comes tomorrow. This is your last French lesson. I want you to be very attentive."

- 1) Who is 'I' here?
- 2) What was 'I' wondering?
- 3) How was the tone of M. Hamel?
- 4) Why did M. Hamel want everyone to be attentive?
- 5) Which word in the extract means solemn?

### Questions

- 1) "What a thunderclap these words were to me!"  
What were the words that shocked and surprised the narrator?
- 2) How does M. Hamel pay a tribute to the French Language?

## **\*Topic :- Lost Spring \***

( Anees Jung )

### **\*Objectives\*:-**

1. Fluency development
2. Social awareness - Making the students aware of the paradoxes in the society we live in

**\*Time Required\*:-** 4 periods

**\*Teaching Aids :-** NCERT textbook and

<https://youtu.be/INwsoEPyjcM>

### **\*Procedure\*:-**

#### **\*P.K Testing\***

The following question will be asked to build up the topic .

1. What do we mean by child labour?
2. What is poverty and exploitation?
3. How are the children victim to the world of exploitation?

\*

#### **Reading and explanation\*:-\***

The chapter will be read aloud by the teacher. New words and phrases will be discussed and explained. Detail explanation of the chapter will be taken up.

\*

#### **Vocabulary used \***

mirage , hovels , shack , frail , veil , lineage , drab , soldering , sanctity , hauled up , apathy , stigma , hurtling

\*

#### **Recapitulation\*:-**

- 1)What is the irony in Sahib's name?
- 2)How are the tennis shoes a dream come true for sahib?
- 3)Describe the atmosphere in the glass factories?
- 4)Why do Bangle makers remain in perpetual poverty?

Assignment will also be given :-

## ASSIGNMENT- LOST SPRING

I. Read the extracts given below and answer the questions that follow each:

(1) "I have nothing else to do," he mutters, looking away.  
"Go to school," I say glibly, realising immediately how hollow the advice must sound.

- (a) Who is 'he' in the first line of the extract?
- (b) Why does 'he' have nothing else to do?
- (c) Who is 'I' in the second line of the extract? What advice does he/she give?
- (d) Why does the advice seem to be hollow?

(2) It seems that for children, garbage has a meaning different from what it means to their parents.

- (a) Who is the narrator of this instance?
- (b) Who are the children mentioned by the narrator?
- (c) What is the meaning of garbage for children?
- (d) What does garbage mean to the parents of these children?

(3) None of them know that it is illegal for children like him to work in the glass furnaces with high temperatures, in dingy cells without air and light.

- (a) Who are 'them' and 'him' respectively in the above extract?
- (b) Although illegal, why do children work in hot glass furnaces?
- (c) What is manufactured in the glass furnaces mentioned here?
- (d) How does working in the glass furnaces affect children ?

(4) "Can a god-given lineage ever be broken?" she implies. Born in the caste of bangle makers, they have seen nothing but bangles.

- (a) Who is 'she' in this extract?
- (b) What is the 'god-given' lineage here?
- (c) Where does this 'caste of bangle makers' live?
- (d) Why haven't the people born in 'the caste of bangle makers' seen anything other than bangles?

II. Answer the following questions in 30 – 40 words each.

- 1. What advice does Anees Jung give Saheb-e-Alam? Why does it sound hollow to her?
- 2 "Through the years, it has acquired the proportions of a fine art." What does 'it' refer to here? Why has it been called a fine art?
- 3. How will Saheb's job at the tea-shop affect his life adversely?
- 4 Why does Anees Jung say that bangle making families like that of Mukesh live in primeval state?
- 5. What does Anees mean by 'baggage'? What baggage does Mukesh have and why can't he put it down?

III. Answer the following questions in 125-150 words each.

- 1. What issue does Anees Jung highlight with the example of Saheb-e-Alam? What different reasons does she identify for the plight of children like Saheb? What solution, if any, does she suggest?
- 2. Why do children like Mukesh have to work in dingy cells without air and light? Why is the law protecting them often not enforced? What can be done to better the lot of young children like Mukesh and Saheb-e-Alam

**\*Topic:- Deep water\***  
( William Douglas

**\*Objectives\*:-**

To help the students to understand that it is not death but the fear of death that brings terror and anxiety in minds.

Deliberate planned efforts can help in getting over the feelings of fear.

**\*Time required\*:-** 4 periods

**\*Teaching Aid\*:-** NCERT Textbook and  
[https://youtu.be/8el\\_zv4CYCM](https://youtu.be/8el_zv4CYCM)

**\*Procedure\*:-**

**\*P.K testing\***

- 1) What do you mean by fear or phobia ?
  - 2) Name some fears or phobias known to you .
  - 3) What should be done to come out of fear ?
- \*

**\*Reading and explanation\*:-\***

Chapter will be read out to the students , major inputs in the chapter will be explained. Discussion will be done on various kinds of fears .

**\*Vocabulary used\***

aversion , surf , treacherous , bruise , bob , flailed , tinge , oblivion , vestiges

**\*Recapitulation\*:-**

\*What is the misadventure that William Douglas speaks about?

\*Why was Douglas determined to get over his fears of water?

\*What happened at YMCA pool?

Textual Questions will be discussed in the class and assignment will be given

## DEEP WATER - ASSIGNMENT

### 1) Reference to Context

The next I remember I was lying on my stomach beside the pool , vomiting . The chap that threw me in was saying , “ But I was only fooling.” Someone said , “ The kid nearly died.

Be all right now . Let’s carry him to the locker room .” Several hours later , I walked home . I was weak and trembling . I shook and cried when I lay on my bed .

- i) Where was the author lying ?
- ii) Why was the author vomiting ?
- iii) Where was the author carried to ?
- iv) Describe the condition of the author. .

### 1) Answer the following questions :-

- a) What was the series of emotions and fears that Douglas experienced when he was thrown into the pool ? What plans did he make to come to the surface ?
- b) How did the instructor turn Douglas into a swimmer ?
- c) All we have to fear is fear itself . When did Douglas learn this lesson ?
- d) I was frightened , but not yet frightened out of my wits . What does this mean ?

## FLAMINGO – POETRY

### Topic -:\*My Mother at Sixty Six \* ( kamala Das )

**\*Objectives-:** To capture the complex subtleties of human relationship. To feel the love and attachment that binds a mother and her daughter .

**\*Time Required\*:** 2 periods

**\*Teaching Aids** -: NCERT Textbook and <https://drive.google.com/open?id=1bArfjMMQHwGKmYlzd8wzCEyDnF2Aw5rr> **\* Procedure\*:**

**\*P.K Testing\*:** 1. Role of mother in one’s life will be discussed. 2. Students will be asked about their childhood fears (if any)

**\*Reading** The poem will be read aloud by the teacher with proper stress and intonation.

**\*Explanation\*:-** Each stanza will be discussed and explained to the students. The students will also be told about the various poetic devices used in the poem. Summary of the poem will be dictated.

**\*Poetic Devices\*:-\* \*Simile.**

\* (A)her face ashen like that of a corpse (B) wan, pale as a late winter’s moon.

**\*Images and symbols\*** A. Trees sprinting and merry children symbolic of youth, vigour, vitality, life and growth. B. Winters moon symbols of death. **\*Repetition\***: Smile and smile and smile

**\*Recapitulation\***:- Short questions based on the poem will be asked. Textual questions will be discussed in the class. Assignment will be given

Poem - My Mother At Sixty Six  
(Kamala Das)

Reference

..... but soon  
put that thought away, and  
looked out at young  
trees sprinting, the merry children spilling  
out of their homes, .....

- Which thought did the poet put away?
- What do the "sprinting trees" signify?
- What are the merry children spilling out of their homes' symbolic of?
- Why are trees 'young' here?

Questions :-

- How does the poet describe her mother?
- Explain 'pale as a late winter's moon'?
- What do the parting words of the poet and her smile signify?
- What childhood fear do you think Kamala Das speaks of?

**\*Topic :-An Elementary schools class room in slum**

( Stephen spender )

**\*Objectives\*:-** To help the students to understand the harsh realities of life as experienced by slum children.

**\*Time Required\*:** 4-5 periods

**\*Teaching Aids\*:-** NCERT Text book and  
<https://youtu.be/eeU7UvVmmJU>

**\*\*\*Procedure\***

**\*P.K. Testing\*\*\***

- 1) Students will be asked if they know anything about slum and slum children?
- 2) How can they educate the slum children?
- 3) Have they ever helped anyone?

**\*Reading and explanation\*:-**

The poem will be read out to the students with proper stress and rise and fall of tone .The poem will be explained in detail.

**\*Literary Devices\*:-\***

### **Simile**

Like rootless weeds  
Like bottle bits on stone father's gnarled disease  
Like catacombs  
tree room  
Slums as big as doom

### **Metaphor**

rat's eyes , lead sky, spectacles of steal

**\*Recapitulation\*:-**

Short questions based on the poem will be asked to check the understanding of the students.Paraphrasing will be given to the students. Questions based on poem will be discussed.

Assignment will be given

## Assignment - XII

### An Elementary School Classroom in a Slum

#### \* Reference

1) Surely, Shakespeare is wicked, the map a bad example,  
With ships and sun and lone tempting them to  
steal - For lines that slyly turn in their  
champed holes from fog to endless night?

- a) Why is Shakespeare described as wicked?
- b) Explain 'from fog to endless nights'.
- c) How is 'map' a bad example?
- d) What do 'ships', 'sun' and 'lone' symbolise?

2) Break O break open till they break the town  
And show the children to green fields, and make  
their world

Run azure on gold sands, and let their tongues  
Run naked into books the white and green leaves  
open

History theirs whose language is the sun.

- a) What hope does the poet see in these lines?
- b) What does 'green fields' and 'gold sands' symbolise?
- c) Explain 'let their tongues run naked into books.'
- d) Explain the last line of the extract.

**\*Topic:- Keeping quiet\* ( Pablo**

**Neruda)**

**\*P .K . TESTING \***

1. How is earth important for all living beings?
2. What happens when one species overpower the other on this planet?
3. Which is the most dangerous animal in the world today?
4. How can introspection help in protecting this world.

**\*Vocabulary used:\***

Exotic, single\_ minded, green wars, clean clothes,

**\*Aids and innovation ideas used:\***

Text book and

<https://photos.app.goo.gl/WgUgkFfGQbm7P6jH9>

**\*Procedure\*:**

1. The class will be introduced to poetic devices like hyperbole ,synecdoche, pun , symbolism , Personification, alliteration and metaphor.
2. The class will be asked to do silent reading of the poem so that they are able to comprehend the poem.
3. The students will be involved in the loud reading of the poem and in the explanation of the poem.
4. The teacher will assist the class in comprehending the poem and in finding the poetic devices.
5. The summary will be given by the teacher to the class.

**\*Participation of the students:-\***

1. The class will be actively involved in the reading and explanation of the poem.
2. The students will be encouraged to find out the poetic devices used in the poem.

**\*Recapitulation\*:-**

Extracts from the poem will be taken up for a quick recap.

Assignment will be given

(11)

Poem - Keeping Quiet  
(Pablo Neruda)

Reference :-

- (i) Those who prepare green wars,  
wars with gas, wars with fire,  
victory with no survivors,  
would put on clean clothes  
and walk about with their  
brothers in the shade, doing nothing

- a) who are 'those' here?
- b) what are green wars, wars with gas, wars with fire?
- c) what does Neruda mean by 'victory with no survivors'?
- d) Which poetic device is used in the third line of the extract?

- (ii) Perhaps the Earth can teach us  
as when everything seems dead  
and later proves to be alive.

Now I'll count up to twelve  
and you keep quiet and I will go.

- a) What does the earth teach us?
- b) What does the poet mean to achieve by counting up to twelve?

- (20)
- c) What is the significance of 'Keeping quiet'?
  - d) What is the poetic device used in the first line?

Questions :-

- 1) According to Pablo Neruda, how would keeping quiet be an exotic moment?
- 2) Explain - I want no truck with death.
- 3) What is man 'single-minded' about?
- 4) "Under the apparent stillness there's life".  
Justify this statement giving an example from the poem.
- 5) Explain, 'sadness of never understanding'

# VISTAS

## **\*Topic: The Third Level\***

**( Jack Finney )**

**\*Objective\* :-**

**\*To enhance fluency , intonation, stress and language function .**

**\* To introduce new words for better vocabulary .**

**\* Selecting and extracting ideas from the text , that can be compared with the present time .**

**\*Time required \*- 3-4 periods**

**\*Teaching Aids\* - Textbook and**

**<https://youtu.be/pmd-3nGcdrc>**

**\*Procedure\***

**\*P.k testing:\***

1. Have you ever experienced something curious which others find hard to believe?

2. What was your reaction after that curious experience?

3. How do you cope up with strange experience or knowledge ?

**\*Vocabulary used:\***

Rail roads, refuge, psychiatrist etc.

**\*Reading and explanation \***

The class will be actively involved in the reading and explanation of the chapter.

The teacher will guide them in reading the chapter and will even provide meaning of the difficult words and phrases.

The teacher will discuss the questions and will make them write their answers.

**\*Participation of students:\***

1. The students will be involved in the reading and explanation of the text.

2. The class will be engaged in writing an article on 'What keeps us going even in the most troubled times'.

**\*Recapitulation\***

Question volleyball will be conducted where in the students will answer a volley of question based on the chapter for a quick recap.

Assignment will be given

**\*THE THIRD LEVEL - ASSIGNMENT \***

1. Read the following lines and answer the given questions:

a. Well, maybe, but my grandfather didn't need any refuge from reality; things were pretty nice and peaceful in his day, from all I hear, and he started my collection.

i. Who is the speaker?

ii. What does "my collection" refer to?

iii. When were the days nice and peaceful?

iv. Name the chapter and the author.

b. I got to wishing that you were right. Then I got to believing that you were right.

And, Charley, it's true; I found the third level!

i. Who is the speaker?

ii. What was the speaker wishing to be true?

iii. Where is the speaker now?

iv. Where did the speaker find the third level?

2. Answer the following questions choosing the most appropriate option:

a. Reason given by Charley's friends about his hobby of stamp collection was that it was

i. His escape from his demanding family ii. His tribute to his grandfather

iii. Temporary refuge from reality

iv. None of the above

b. A first day cover is a self - addressed envelope containing a

i. Letter

ii. Postcard

iii. Blank paper

iv. Stamp

3. Answer the following questions in 30-40 words:

a. What does Charley compare Grand Central Station to? Why?

b. Give a description of the third level.

4. Answer the following questions in about 150 words:

a. What do you infer from Sam's letter to Charley?

b. Bring out the contrast between the world Charley lived in and the one that he

## **\*TOPIC : The Enemy \***

( Pearl .S. Buck )

**\*Objectives\* :**

**\*Encouraging Fluency and Intonation**

**\*Bringing out deglorification of War and its effects on humans with reference to the text.**

**\*To make the students realize the essential worth of human life and universal brotherhood.**

**\*To help them think beyond countries and continents and races and wars.**

**\*Time Required:\* 5 Periods**

**\*Teaching Aids:\* NCERT Text book &**

**[https://youtu.be/bl9e\\_XigtQ](https://youtu.be/bl9e_XigtQ)**

**Resource :** Documentary on the services of Doctors and Nurses during War times.

**\*Procedure\***

**\*P.K Testing\* :** The following questions will be asked from the students

- Have you ever been to a social country and faced social discrimination ?
- Have you ever faced or shown revolt or resistance explain ?
- Have you ever helped to save someone's life? Narrate.

**\*Reading And Explanation\***

The session would start with an interactive session on the services of a doctor. The title of the lesson would be opened for class interpretation. The background of the author would be given. The lesson would be read aloud and explained. The historical background of the story and war related issues would be discussed.

**\*Vocabulary used\***

Difficult words would be listed out and discussed:-

heedlessly , staggered , leaned,spiked ,solemn,beachcomber ,stanch ,strewed ,stupor, battered,pallor ,menace ,persistence ,sustained ,ebbing ,retching ,cardinal ,incisions,vial ,contemptuously ,

assuage

**\*Students Participation:\*\***

The students will listen to the teacher and comprehend the story. They will learn and interpret the ideas based on the theme and message of the story. Further a group

discussion will be conducted in the class so that students can bring forth their views and opinions.

**\*Recapitulation\*:** The students will be asked the following questions:

- Why was Sadao not sent with the troops at war?
- How did harboring the Prisoner became a source of tension for Sadao and Hana ?
- .How did the General plan to help Sadao to get rid of the Prisoners?
- Textual Questions will be discussed.

Discussion Assignment

True humanity overpowers prejudices and has no barriers .Write your opinion with reference to the chapter "The Enemy"

**\*THE ENEMY - ASSIGNMENT \***

1) Answer the following questions

- a) Why Dr.Sadao was not sent aboard with the Japanese troops ?
- b) What dilemma did Dr.Sadao and his wife have to face soon after the wounded American sailor was identified ?
- c) How did the old gardener react when sadao told him about the wounded American sailor ?
- d) Which two things happened on the seventh day after the wounded American was brought into the house by Sadao ?
- e) How did the General offer to help Sadao get rid of the American ?
- f) Describe the mental state of Dr.Sadao during the three nights when he was waiting for the private assassins of the General .
- g) How did Dr.Sadao help the American prisoner to escape ? What precautions did he want the man to take ?

**Writing Section:**

**Notice:**

Topic – Notice Writing

Procedure:

Format of Notice will be given to the students.

Points to be remember:

- ❖ Word limit 50 words
- ❖ First person pronoun and second person pronoun should not be used
- ❖ Use definite article 'The' to begin the article
- ❖ To be written in a box

FORMAT

NAME OF THE ISSUING AUTHORITY

NOTICE

DATE      HEADING

C

O      What

When

N      Where

By Whom

T.      Follow Up

E

N

T

Name

(Designation)

Language Outcomes : Students will be able to

- analyse any notice shown to them on the basis of knowledge imparted to them.
- frame any notice about any event

2.Topic – Advertisement

Advertisements are of two types

- 1 ) Classified advertisements
- 2 ) Display advertisements

### **CLASSIFIED ADVERTISEMENTS**

Previous Knowledge Testing:

Children will be asked the following questions:

- ❖ Do you read newspaper ? What types of Ads are given there
- ❖ How are Television Ads different from those given in the newspaper?

Teaching Aid:

Blackboard & Cutouts of different ads given in the newspaper will be shown to the

Classified Advertisement are of following types :-

- 1) Situation Vacant
- 2) Situation Wanted
- 3) For Sale
- 4) To-let
- 5) Matrimonials
- 6) Appeal
- 7) Missing
- 8) Change of name
- 9) Tour and travels
- 10) Lost and found
- 11) Educational Institutions

## **FORMAT**

### **HEADING**

C

O

N

T

E

N

T

Sample Advertisement: of each category will be given to the students.

Assignment:

Two questions of each category will be given as H.W.

## **Topic - Letter to the Editor**

### OBJECTIVES-

- Students will be able to compose a well structured letter, effectively and creatively..
- Students will be able to improve social skills-saying 'thank you' and offering help or support.
- Students will be able to exchange their ideas and opinions with others.

### PREVIOUS KNOWLEDGE TESTING-

Following questions will be asked from the students-

Name some means of communication.

Which method of communication do you feel is the best?

What is the need to write an editorial letter?

### Teaching Aids

Grammar Book, BBC, Audio Visual,, Brain Storming. Links-  
<https://www.perfectyourenglish.com>

### PROCEDURE –

Concept of writing an Editorial Letter will be discussed in the class. Format of Editorial letter will be discussed to the students. Important value points will be discussed in the class.

Format-

Sender's Address

Date(with year)

Receiver's Address

Salutation

Subject-

## Content

3 to 4 paragraphs

Introduction

Problems

Solution

Conclusion

## Subscription

Yours Sincerely

XYZ(NAME)

Students will be asked to write a letter to the editor of the newspaper. In this letter, they will state a general problem which they are facing in their area and tell the editor to publish in the newspaper. The students will put letter in an envelop and paste it in their notebook. They will also cut editorial letters from newspaper and paste it in their notebook.

A sample of editorial letter will be given and students will note down in their note books. They will also write format of letter in the notebook.

#### ASSIGNMENT- LETTER TO EDITOR

Do any two-

1. Write a letter to the Editor of 'the Hindustan Times' complaining about the nuisance created by the rickshaw pullers and auto drivers at metro stations.
2. Write a letter to the Editor of the 'Times of India' regarding the frequent traffic jams on the roads of your city because of poor road conditions.
3. Write a letter to the Editor of the 'The Tribune' regarding shortage of drinking water in your area.
4. Write a letter to the editor of 'The Times of India' complaining about the nuisance created by the use of loudspeakers. You are Piyush Sharma, a resident of Sector 15, Vasundhara Enclave, New Delhi.

#### Topic - Article Writing

Previous Knowledge Testing:

Students will be asked the following questions:

- ❖ Have you read articles given in newspaper and magazines?
- ❖ Give examples of articles read by you

Teaching Aid: Blackboard

Resource: Magazine, newspaper, displaying blogs of various writers

Procedure:

The teacher will give some guidelines which will help the students to write an effective articles.

- ❖ It should be descriptive
- ❖ Body - 4-5 paragraphs - each paragraph deals with only one main idea
- ❖ Plan - Before writing an article read the topic and instructions carefully. Make use of the hints provided.

FORMAT OF ARTICLE (NEWSPAPER)

TITLE

(In Capital Letter, More than one word, Underlined)

Name

C

O Introduction

N. Problem

T Solution

E. Conclusion

N

T

#### **4.FORMAT OF ARTICLE (SCHOOL MAGAZINE)**

TITLE

(In Capital Letters, More than one word, Underlined)

Name

Class/Designation

C

O

N Introduction

T. Problem

E Solution

N. Conclusion

T

A sample article will be given to the students.

Learning Outcomes:

- The students will develop an interest towards writing.
- Their planning and organizing techniques would be enhanced.  
Their interpreting and equalization skills would be strengthened

## **LESSON PLAN TERM – 2**

### **FLAMINGO - PROSE**

**Topic: The Rattrap** -\*

( Selma Lagerlof )

#### **\*Objectives**

The essential goodness in a human being can be awakened through understanding and love .

To enhance fluency , intonation , stress and language function .

**\*Time required \*** - 4 periods

**\*Teaching Aids\*** - NCERT Textbook and

<https://youtu.be/QFObwSI2hvw>

## **Procedure**

### **\*P.K .testing\***

Q.what traps of material benefit do we have around us which attract humans all the time?

Q. What essential human qualities can protect us from being trapped?

Q. How can essential goodness be awakened in a human being?

### **\*Vocabulary used:-\***

Vagabond, unwonted, crofter, kronor, impenetrable, clatter, forge, slouch etc.

### **\*Reading and explanation**

1. The class will be actively involved in the reading and explanation of the chapter.

2. The teacher will guide them in reading the chapter and will even provide meaning of the difficult words and phrases.
3. Textual questions and Characters sketch of Peddler and Edla Willmansson will be discussed.

**\*Participation of the students:\***

1. The students will be involved in the reading and explanation of the text.
2. The class will be engaged in discussion on 'The human tendency to redeem one self from dishonest ways' and will be encouraged to present their ideas.

**\*Recapitulation\***

Short questions will be given for a quick recap.  
Assignment will be given

**The Rattrap - Assignment**

1) Reference to context

He walked and walked without coming to the end of the wood , and finally he realized that he had only been walking around in the same part of the forest . All at once he recalled his thoughts about the world and the rattrap . No his phone turn had come . He had left himself be fooled by a bait and had been caught .

- a) Who is he here ?
- b) What was he doing in the woods ?
- c) What did he realize then ?
- d) Now his own turn had come . Explain

2 ) Answer the following questions:-

- i) Why didn't the stranger tell the ironmaster that he was not Nils Olof ?
- ii) Why did the peddler think that the world was a rattrap ?
- iii) What hospitality did the peddler receive from the Crofter ?
- iv) why did the crofter show the 30 Kronos to the peddler ?
- v) What doubts did Edla have about the peddler ?
- vi) why did the peddler sign himself as captain Von Stahle ?
- vii) what made the peddler finally change his ways ?

**\*Topic :- Indigo \***

( Louis Fischer )

**\*Objective\*:-**

Factual understanding of events.

Making the students think about issues such as freedom, freedom for fear, leadership qualities.

**Time required :-** 4/5 periods

**\*Teaching Aids :-** Textbook and  
<https://youtu.be/QFObwSI2hvw>

**\*Procedure\*:-**

**\*P.K Testing.\***

\*Students will be asked about Gandhi Ji and other freedom fighters

\*Various movements started by him.

\* Student will be asked to give some reasons that why they think Britishers could rule over India for such a long time .

**\*\*Reading and explanation:- \*\***

The chapter will be used explained by the teacher , stress will be laid on pronunciation and expression.

**\*Vocabulary used :-**various expressions and words from the chapter will be explained.

Urge the departure , emaciated , resolute , tenacity , chided , thugs ,  
Conflict of duties , hitherto , vehement, deceitfully, Seek a prop , etc

**\*Recapitulation\*:-**

Students will be asked short questions from the chapter.

\*List the places that Gandhi ji visited between his first meeting with Shukla and his arrival at Champaran.

\*What did the peasants pay the British landlords as rents?

\*What would be the impact of synthetic indigo on the prices of natural indigo?

Long textual questions will be discussed and important questions will be dictated and assignment will be given

**\*INDIGO - Assignment \***

1) Reference to context

Gandhi decided to go first to Muzaffarpur , which was en route to Champaran , to obtain more complete information about conditions than Shukla was capable of imparting . He accordingly sent a telegram to Professor J. B Kriplani , of the Arts College In Muzaffarpur , whom he had seen at Tagore's Shantiniketan school.

i) Why did Gandhi go to Muzaffarpur?

ii) Whom did he contact in Muzaffarpur ?

iii) Where did Gandhi first meet J.B . Kriplani?

iv) How did he travel to Muzaffarpur?

2) Answer the following questions:-

a) The battle of Champaran is won ! What led Gandhi Ji to make this remark ?

b) What were the terms of the Indigo contract between the British landlords and the Indian peasants ?

c) why did Gandhi agree to the settlement of 25% refund to the farmers ?

d) why do you think Ghanehi considered the Champaran episode to be a turning point in his life ?

e) why did Gandhigiri considered freedom from fear more important than legal justice for the poor peasants of Champaran ?

f) Who is Charles Freer Andrews ? Why did Gandhiji turn down his offer to stay in Champaran ?

g) How did Mahatma Gandhi uplift the peasants of Champaran ?

## FLAMINGO – POETRY

\*Topic - A Thing of Beauty\* ( John Keats )

\*Objectives\*:- To sensitize the students to the beauty of nature and the effect it has on human beings. To develop and interpret the understanding of poetic expression.

\*Time Required\*:- 2 periods. \*Teaching aid\*:- Text book and [https://youtu.be/b\\_vESQ4rkJQ](https://youtu.be/b_vESQ4rkJQ) \*

Procedure\*:- \*

P.K Testing\*:- The students will be asked the following questions:-

1) How does nature affect our mood?

2) Can we find solace in nature? How?

3) What qualities do you think make something beautiful ?

4) What do we love to do to bring ourselves out from a pensive state of mind ?

\*Vocabulary Used\* bower , wreathing , dearth , despondence, rills , grandeur

\*Reading and Explanation\*:-\*

The poem will be read aloud by the teacher using proper pronunciation, Stress and intonation . Each stanza will be explained to the students.

\*Poetic devices\*:-\* \*

Metaphor\*:- a) an endless fountain of immortal drive.

b) Some shape of beauty removes away. c) will keep a bower quiet for us.

\*Alliteration\*:-

a) of noble natures.

b) such the sun

c) a cooling covert

**\*Participation of the students \***

- 1) Students will be fully involved in the reading and explanation of the poem .
- 2) Students will be encouraged to find information about 'Romanticism' in English literature and speak on it .

**\*Recapitulation\*\* -:**

Short questions based on the poem will be asked. Textual questions will be discussed and extract for reference to context will be taken up for recapitulation . \*

**Topic :-Aunt Jennifer's Tiger's \***  
( Andrienne Rich ) \*

**Objectives\*:** To help the children to understand the desolating effects of patriarchy and life should be free from gender conflicts

**\*Teaching Aid-\*:** Text book and <https://youtu.be/AdDNI58XVmk> **\*Time Required-\*:** 2 periods

**\*Procedure\*:-**

**\*P.K Testing\***

- 1) What do you understand by Gender - bias ?
- 2) What is the role of woman in a society?
- 3) Why do we have male dominated society ?

**\*Reading and explanation-\*:** The poem will be read out by the teacher with proper stress and intonation. The poem will be explained with the help of poetic devices.

**\*Poetic Devices-\*:**

**\*Alliteration\*-:** fingers fluttering Prancing and proud

**\*Symbols\*-:** Tigers- dominating ,free masculine figures Wedding band- stands for the restrictions of married life Fluttering fingers shows nervousness

Summary will be dictated to the students. Textual questions will be discussed in the class.

**\*Recapitulation\***

Short questions based on the poem will be asked. Assignment will be given

## **Assignment**

Question.1. Read the extracts given below and answer the questions that follow.

When Aunt is dead, her terrified hands will lie  
Still ringed with ordeals she was mastered by  
The tigers in the panel that she made  
Will go on prancing, proud and unafraid

- (a) Who is the aunt mentioned here?
- (b) Why is she "ringed with ordeals"?
- (c) What is the difference between her and the tigers?
- (d) Why has Aunt Jennifer created the tigers so different from her own character?

or

- (a) Why are Aunt Jennifer's hands terrified?
- (b) Why did she make the tigers?
- (c) What will happen to her tigers after her death? (Delhi 2012; Modified)
- (d) How are Aunt Jennifer's tigers different from her?

Question.2. Read the extract given below and answer the questions that follow.

Aunt Jennifer's tigers prance across a screen,  
Bright topaz denizens of a world of green  
They do not fear the men beneath the tree,  
They pace in sleek chivalric certainty

- (a) How are Aunt Jennifer's tigers described?
- (b) Why are they described as denizens of a world of green?
- (c) Why are they not afraid of the men? (Delhi 2010; Modified)
- (d) What are her tigers symbolic of?

# VISTAS

## **\*Topic- SHOULD WIZARD HIT MOMMY \***

( John Updike )

### **\*Objective\***

- To encourage comprehension of the text .
- Integrating Grammar with literature
- Making students realize the fact that the parents always know and wish the best for the children .

**\*Time required\*- 2-3 periods**

**\*Teaching Aids \*** - NCERT Textbook and [https://youtu.be/4G3MTppL\\_Ok](https://youtu.be/4G3MTppL_Ok)

### **\*Procedure\***

#### **\*P .K . Testing \***

- 1) Do you remember listening to tales from your parents or grandparents in your childhood ?
- 2) Which was your favorite story amongst all ?
- 3) Do you believe that parents do not want their authority to be questioned ? Share some personal experience.

#### **\*VOCABULARY USED \***

rite , sly , swamp , scrunching , whining , rheumy , trance , smugly , spank , feigning , skittered off

#### **\*Reading and explanation \***

- 1) The class will be actively involved in the reading and explanation of the chapter .
- 2) The teacher will guide them in reading the chapter and will even provide meaning of the difficult words and phrases .

#### **\*PARTICIPATION OF STUDENTS\***

- 1) The students will be involved in the reading and explanation of the text .
- 2) Mommy's concern for the importance of maintaining one's originality for the development of one's confidence will be discussed .

**\*RECAPITULATION\***

- 1) What was the main plot of all the stories told by Jack ?
- 2) What personal experience did Jack recall while telling the skunk's story ?
- 3) In what way is Roger skunk's story similar and different from other Roger stories ?

**Assignment will be given :-**

### **Short Answer Questions for Practice**

1. Why did Roger Skunk go to the Wizard?
2. Why did Roger Skunk go to visit the owl?
3. How did the Wizard fulfil young Skunk's wish?
4. What was the cause of Roger Skunk's sadness?
5. Why was Skunk happy after meeting the Wizard?
6. What was unique about the story that Jack told?

### **Long Answer Questions for Practice**

What is Jack's way of telling stories? Why is it appealing?

What does Jack want to convey through the story of Roger Skunk?

How is Jack's childhood interwoven in the story of the stinky Skunk?

How does Jack assert his authority as a father over his daughter?

What part of the story did Jack himself enjoy the most? Why?

Why does Jo want the Wizard to hit Mommy? Justify your answer on the basis of the story ?

The parents sometimes do not understand the moral fibre of the children. As a result they feel isolated." Justify the statement in the context of the lesson.

Roger Skunk's mother did not want to retain the changed smell of the young Roger. Why are mothers so strict with their children? Are they justified? Why or why not?

## **\* TOPIC : On the face of it \***

( Susan Hill )

### **\*OBJECTIVES\*:**

1. Encouraging comprehension of the text
2. Discussing the indifferent attitude of the society towards the physically challenged people?
3. To adapt to reality of life bravely
4. To build inner strength and look at the better and brighter side of life .

**\*\*Time required** - \* 3-4 periods

**\*Teaching Aids** \*- NCERT Textbook and [https://youtu.be/Cy\\_WX\\_wNFCw](https://youtu.be/Cy_WX_wNFCw)

### **\*Procedure\***

#### **\*P. K. Testing \***

- 1) Name any famous person who made big in life in spite of being physically challenged .
- 2) What challenges do such people face in life .
- 3) What do you understand by positive approach ?

**\*Vocabulary used** - \*: Scrump , Crab apples , Lamey , trespassing , daft , dribble , thumping , swishes , etc

#### **\*Reading and explanation \***

1. The Chapter will be partially read by the teacher and partially by the students.
2. The students will be actively involved in the explanation of the chapter
3. Meanings of difficult words and explanation of phrases will be given .
4. Discussion on “ Appearances are deceptive will be done in the class .

#### **\*Recapitulation\***

Short questions will be taken up for recapitulation.  
Assignment will be given

### **\*On The Face Of It - Assignment \***

Answer the following questions:-

- 1 ) Who is Mr. Lamb ? How does Derry get into his garden ?
- 2 ) How does Mr. Lamb try to remove the baseless fears of Derry ?

- 3 ) What peculiar things does Derry notice about the old man , Lamb ?
- 4 ) How have people been sermonising to Derek about his burnt face ? How does Derek feel about this sermonising ?
- 5 ) Why doesn't Mr Lamb have any curtains at the windows ?
- 6 ) What is the underlying idea behind Mr. Lamb's observation , " Everything's the same , but everything is different .
- 7 ) Why does Derry suspect that Mr. Lamb has no friends ?
- 8 ) What is it that draws Derry towards Mr. Lamb in spite of himself ?

## **\*\*Topic - Evan Tries An O-Level\*\***

(Colin Dexter)

### **\*Objective\***

\*To listen and comprehend.

\*To enhance the verbal skills

\*To develop the capacity to appreciate literary use of English and also use English creatively and imaginatively.

\*To participate in group discussions, interviews and making short oral presentations on given topics.

**\*Time required** \*- 5-6 periods

**\*Teaching Aids\*** - NCERT Textbook and

<https://youtu.be/Uw25CAXqUMU>

### **\*Procedure\***

#### **\*P .K .testing\*:**

1) What is the role of education in a person's life ?

2) Should the criminals be allowed to improve their qualification ?

The students will be asked that which type of stories they enjoy , some questions on different genres of writing will be discussed. To make the topic interesting some detective stories will be narrated by the students.

**\*Vocabulary used :-\***

Congenital, kleptomania, reaterated incommunicado, smouldered, contemptuous, gullible, haemorrhoids, frisped, impersonating

### **\*Reading and explanation\***

The chapter will be read partially by the teacher and the students . The stress will be laid on proper expression . Meanings of difficult words and phrases will be discussed and explained . Detailed explanation of the chapter will be given .

The students will be explained that how Evans, a prisoner outwits the police and manages to escape. It shows a clash of wit between a criminal and the law enforcing authorities. If the govt. & law enforcing officials are Vigilant, crime can be detected and criminals can be booked. But criminals like Evans can hoodwink the authorities & escape punishment as long as the officials are slow & lack alertness and wit 'Things are not what they seem to be' and we should not jump on conclusions. English movies can be shown on this story. Learning by doing is a real world experiences. Children can be motivated to learn other languages.

### **\*Recapitulation\*:**

Short questions based on the chapter will be asked.

What kind of a person was Evans? How does Evans escape from the jail? Why was Evans known as 'Evans the Break' by the prison officers?

What made Evans clip his hair short? At what time the exam has to begin and why it was delayed?

A list of MCQ's will be given to the students to test their understanding of the chapter. Some references and pen portrait of Evan and the governor will be also given to the students.

Assignment will be given

### **\*Evans Tries An O- Level - Assignment\***

Answer the following questions:-

- 1 ) Why was Evans known as 'Evans the break' by the prison officers ?
- 2 ) What were the precautions taken for the smooth conduct of the examination ?
- 3 ) What purpose did the question paper and the connection slip serve ? How did they help both the criminal and the Governor ?
- 4 ) What were the contents of the small brown suitcase that McLerry carried ?
- 5 ) How does Evans escape from the jail ?
- 6 ) What idea of governor's personality do you form ? What were the weak and strong points of his character ?
- 7 ) Was Evans really interested in getting some sort of academic qualifications ? Justify
- 8 ) How did the governor manage to reach Evans in the hotel ?
- 9 ) Who is Carter ? What does the governor want him to do and why ?
- 10 ) Why does Evans drape a blanket around his shoulders ? What did Stephan think about it ?

## Writing Section

### Topic - Invitation & Replies

Format

Teaching Period: 3- Periods

Aid:Blackboard

Points to Remember:

- ❖ Invitations are written in third person
- ❖ Subject matter is written in the centre setting
- ❖ Simple present Tense is used
- ❖ Invitation should have:
  - Name of the host
  - Occasion for the invitation
  - Time, date and venue should be clearly given
  - Contract details should be given
  - The abbreviation R.S.V.P. is placed about the contact details
- ❖ Teacher will give one sample invitation to the students.

### REPLIES

Layout is same as in a formal invitation (in a box)

Centre setting

3rd person pronoun

Thank and confirm the details of date/time of function while accepting.

Give a reason for refusal after thanking the host(s) for the invitation

### LAYOUT OF FORMAL INVITATION

Mr. and Mrs. \_\_\_\_\_  
request the presence of your benign presence on the auspicious occasion of

-----

-----

on date -----

at time -----

venue -----

R.S.V.P.

Ph.:

Assignment: Two questions on Invitation and Reply will be given to the students

### Topic - Job Application

Objectives:

- ❖ To attract the person's attention
- ❖ To obtain an interview call
- ❖ To make a request for interview

Time required: 2 periods

Teaching Aid: Blackboard

Procedure:

Job application is divided into two parts

- Cover Letter
- Resume'/Biodata

Application should have the following information

- ❖ Mention the job position for which you wish to apply
- ❖ Sum up your qualifications, specifically talking about your work experience
- ❖ Give reference of people who can support your credentials & qualifications for the post

Resume' should have

- ❖ Personal Information
- ❖ Academic Qualifications
- ❖ Professional qualifications
- ❖ Work experience
- ❖ Special interests
- ❖ Awards
- ❖ References

FORMAT

Cover Letter (same as an official letter)

Resume'

Name: Father's

Name:

Address:

Date of Birth:

Academic Qualification:

Professional Qualification:

Work Experience:

Salary Expected

Special Interest:

References: (2) Write Name & Address

Class Assignment:

Draft an application for the post of an Accountant in star shine International school that was Advertised in the Tenses of India on 6 May 2014. You are Amit.

Home Assignment:

You are Rajan. You have seen an advertisement for the post of an English Teacher in K.K. International school, Panipat. Write an application in response to the advertisement applying for the post.

## • Topic - Report Writing

### Objectives :

- Description of a process or an event by giving step by step account of an activity.
- To enhance the communication skills of the students.
- To build expression and fluency of thoughts .

Time required :- 2-3 periods

Procedure - There are two types of reports -

- 1) Newspaper Report
- 2) School Magazine Report

#### **Newspaper report**

- Subject :- Any matter of public interest
- Written For :- people of all classes and interest
- Length :- Brief and to the point
- Tense :- Simple past or past perfect . Mostly written in passive voice .
- Nature :- Authentic , based on facts

#### **School Magazine report**

- Subject :-Related to school activities, functions or events
- Written For :- Students , staff , parents and management
- Length :- Brief . It is factual but has more details
- Tense :- Past tense
- Nature :- Authentic , cannot be imaginative or distorted

NOTE - It should be brief . It should include pieces of information. Sequence of events should be maintained. It should be a complete report with a follow up .

\*A good report should have the following details :-

- **WHAT** - Venue - What had happened ? Gravity of the event . Details of the event .
- **WHERE** - Venue - Where the event took place ?
- **WHEN** - Date & time of the event .
- **HOW** - Manner in which things happened ?
- **WHO** - People involved .
- **FOLLOW-UP** - Commnts of the concerned people

## FORMAT OF REPORT WRITING

### NEWSPAPER REPORT

HEADING

Name

Our Staff News Correspondence

The Hindu News Service

Place;xx date -

To be written in odd number of paragraphs ( 1/3/5 )

\*\*\*\*\*      \*\*\*\*\*      \*\*\*\*\* \* \* \* SCHOOL MAGAZINE REPORT

HEADING

Name

Class / Designation

To be written in one paragraph only

Example of both types of report will be given and questions for practice will be given





























