

LESSON PLAN



DLF Public School

THE LEARNING ACADEMY

Managed By Darbari Lal Foundation

Teacher Name	Class	Subject	Time	Period	Lesson	Topic
	IX	English	30+30 mins	1+2	If I Were You	Vocab activity and Reading

Expected Learning Outcome:

Learners will be able to :

- Augment their vocabulary.
- Enhance their dramatic skills while enacting the play
- Comprehend the text by answering to the proposed questions.

Expected skill development:

Thinking skills, Collaboration skills, Creativity, Speaking

TIME (in mins)	PEDAGOGY	CONTENT	
Day 1 5	Warm Up: Vocab Activity: (Textbook)	ONE WORD SUBSTITUTION: Match the following words with the meanings given.	
		Cultured	an informal expression for a fashionable vehicle
		count on	unnecessary and usually harmful
		Engaged	exaggerated
		Melodramatic	sophisticated; well mannered
		to be smart	here, a tone of voice
		Inflection	avoid
		wise guy	an unexpected opportunity for success
		a dandy bus	trap
		Tradespeople	a Christian religious teacher who teaches on Sundays in Church
		Gratuitous	(American English) a person who pretends to know a lot
		Dodge	depend on; rely on
		lucky break	(American English) an informal way of saying that one is being too clever
		Sunday-school teacher	occupied; busy
		Frame	merchants
25	Role play	2 Advanced learners will be given the part of Gerard and Intruder and they will enact the same. One student will be the narrator	
Day 2	Warm up	A smart man makes a mistake, learns from it, and never makes that mistake again. But a wise man finds a smart man and learns from him how to avoid the mistake altogether. This quote will be discussed with the students and theme of	

5mins	Think line	the chapter will be deduced.
20	Worksheet	Students will attempt the given worksheet (below), with reference to the story.
5 mins	Discussion	The worksheet will be discussed.

Evaluation/Assessment:

Classroom Interaction

Proposed Questions

Role play

worksheet

Materials needed/Resources:

Blackboard, Chalk, Dictionary, worksheet

Common Misconceptions:

Meaning of the line:

“A question of inflection... your voice is unfamiliar.”

Addressing the misconceptions:

‘Inflection’ here means ‘a tone of voice’. Gerrard says that since the intruder’s voice was unfamiliar, he couldn’t know whether he was asking a question or telling something..

Worksheet- Day 2

Comprehension questions will be asked from LOWs

I’m glad you’re pleased to see me. I don’t think you’ll be pleased for long. Put those paws up!

a) Who is speaking these lines and to whom? Where is the conversation taking place?

b) Why is the speaker’ so sure that ‘his listener’ won’t be pleased for long?

c) What does ‘paws’ mean here?

d) Why is the speaker asking the listener ‘to put those paws up’?

Thanks a lot. You’ll soon stop being smart. I’ll make you crawl. I want to know a few things, see.

a) Who is the speaker? Why is he thanking the listener?

b) Why does the speaker think that the listener is trying to be smart?

c) Why does the speaker expect the listener to soon stop being smart?

d) What does the speaker mean by ‘I’ll make you crawl’?

At last a sympathetic audience.”

(i) Who says this?

(ii) Why does he say it?

(iii) Is he sarcastic or serious?

I’m sorry. I thought you were telling me, not asking me. A question of inflexion; your voice is unfamiliar.

a) Who is the speaker and who does he speak to?

B) What had the listener asked the speaker?

c) What do these lines tell us about the speaker?

d) What does 'inflexion' mean here? What logic does the speaker give for misinterpreting the inflexion of his voice?

That's a lie. You're not dealing with a fool. I'm as smart as you and smarter, and I know you run a car. Better be careful, wise guy!

a). Who is the speaker? Which 'He' is he talking about?

b) Why did the speaker think he was smarter than the listener?

c) Why did he warn the listener to be careful?

d) What does the extract reveal about the intruder?

I could tell you plenty. You think you're smart, but I'm the top of the class around here. I've got brains and I use them. That's how I've got where I have.

a) Who speaks these words to whom and in what context?

b) Why does the speaker say "I could tell you plenty"?

c) What does he mean by 'the top of the class around here'?

d) How does the speaker use his brains? Where has he got to by using his brains?