

Subject : English

Topic: The Hack Driver

Pre-Content/content Post-Content	Learning Outcome/Objectives	
	General	Specific
<u>Precontent</u> Talk about being a victim to any prank. Think about the reasons why some people befool others.	The students will be able to: connect and respond to bring out the theme of the chapter	The students will be able to: share their experience when somebody befooled them and share a plausible reason for it.
Content Comprehension	comprehend the text locally and globally	substantially answer factual, inferential, extrapolative and reference to context questions empathise and react to the feelings of an individual internalize the importance of being completely prepared before going on a job
Flow Chart	put events in sequential order	arrange the places, that the narrator visits with Bill, and the events of the story in chronological order
Characterization	analyse the qualities of the central characters	draw out the character sketch of the narrator and Lutkins
Speaking Skills	communicate their perception on the given topic.	assess the topic to put forth arguments convincingly thus building on inter-personal skills collaboratively. Topic - “Our awareness is the key. It is our awareness more than our work effort that gets the right result
<u>Post Content</u> Diary writing (Activity)	improve upon their analytical and inferring skills	explore appropriate language and expression associated with writing a diary

Home Work /Assignments: 1. The Hack Driver misguided the narrator and took him to so many different place. How could the narrator be proactive?

MONTH: October

CLASS: X

Teacher's Activity	Students' Activity	Teacher's Observation and Remedial action taken
Teacher will initiate a discussion on pranks. Ask the introductory questions to students. show a video and explain the significant portions of the text and discuss the activities/ questions given in the textbook give them the handout for the flowchart and the events in jumbled order (Annexure A) guide the students to classify the character traits of Lutkins and the narrator. hold a discussion in the class provide a prompt for diary writing (Activity: Chronicle Your Thoughts- Annexure B)	Students will share anecdotes from their own experience, emphasizing on how they felt at that moment. answer the questions orally and then attempt them in the notebook. mention the ways in which Lutkins befooled the narrator write the important events of the story in sequential order in the given flow chart. (Annexure) draw a character sketch of the narrator and Lutkins and exemplify with instances from the text. express their opinion on the topic write an investigative diary on the given situation (Activity: Chronicle Your Thoughts)	Teacher will write her observations after completion of the topic

Teaching Aids: blackboard, textbook/ e- book, worksheets, interactive board

Methodology/ innovative methods: reading, interactive discussion, brainstorming, dictionary work

Interdisciplinary Links: Psychology, Life Skills (Decision Making)

Life skill/value education: Importance of human beings

H.O.D

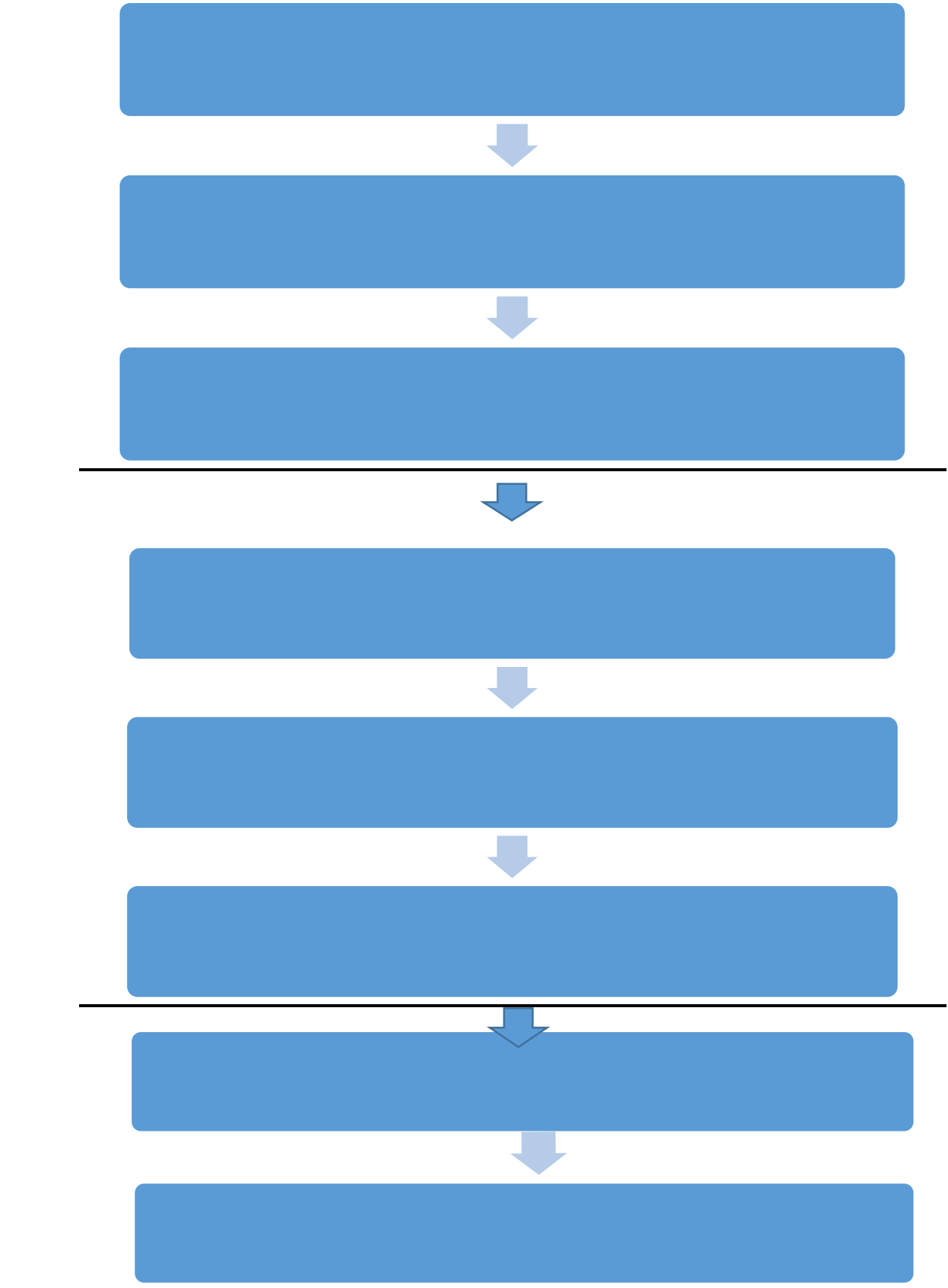
Coordinator

Vice-Principal

Principal

Annexure A

Fill the flow chart putting the given events in the sequential order.



- ❖ From there he drove the narrator to Lutkins' mother's place
- ❖ Narrator is happy that he is sent out of town to serve summons to Oliver Lutkins
- ❖ Bill took him to Fritz place.
- ❖ He meets a delivery man named Bill at the railway station
- ❖ He then drove him to the pool room
- ❖ On his second visit, the narrator finds out that Bill is Oliver Lutkins
- ❖ Narrator couldn't find Oliver Lutkins and returns home disappointed
- ❖ He then drove him to Gustaf's barber shop

Annexure B

Lesson: The Hack Driver

Activity name	Chronicle Your Thoughts- Diary Writing
Level	X
Skill	Inferencing, Analysing, Diary Writing
Time	40 minutes
Grouping of students	Pair
Material	Pen, paper

Learning outcome: The students will be able to:

- develop and improve their analytical and inferring skills.
- improve functional writing skills
- discuss, connect and find a solution
- express ideas in clear and grammatically correct English.

Teacher's activity: the teacher will:

- give students the topic for diary writing. Let the pairs talk and discuss the situation before they begin writing.
- give students twenty minutes to write the diary entries.

Students' activity: the students will:

- brainstorm on the given topic.
- try to make logical connections.
- read out their diary entries to the class.

Stages:

- Setting up (giving instructions – guidelines, objectives, rules, time limit): 5 minutes
- Writing time: 20 minutes
- Presentation: 10 minutes
- Discussion and feedback: 5 minutes

Use the given topic below to create a diary

Imagine you are the lawyer in the story, ‘The Hack Driver.’. Write a diary entry in 100-120 words wondering whether you should have carried out an investigation about the hack driver based on your experience with him. Base your suspicions on evidence from the text.

When you are discussing the topic with your partner, keep in mind and discuss when the driver is unreliable, what do you think a passenger can do, in today’s age of smartphones?

Worksheet

Using the notes written in your diary, prepare an investigative diary to be submitted to your boss in the given format

DATE	TIME	CASE NO./ ENTRY NO.	DETAILED INVESTIGATIVE DIARY

Signed