

# LESSON PLAN

<b>Subject</b>	English	<b>Date</b>	dd/mm/yyyy
<b>Textbook</b>	Hornbill	<b>Class</b>	XI
<b>Topic</b>	Chapter – The Portrait of a Lady (Prose)	<b>Duration</b>	40 minutes

## 1 Learning Outcomes:

By the end of the lesson, the students will be able to -

- 1.1. develop an independent attitude in thought and action.
- 1.2. improve working relations and respect for identities in relation to other people.
- 1.3. show care and concern for animals.
- 1.4. accept and manage the situations with patience and tolerance.
- 1.5. respect the relations in the family.
- 1.6. know the expressions used in the lesson and their usage.
- 1.7. understand the use of past perfect tense.
- 1.8. develop responsibility and sensitivity towards the sufferings of other.
- 1.9. know the sacrifices and support given by the grandparents in the family.

## 2 Learning Objectives:

- 1.1 To cite certain characteristics of Grandmother.
- 1.2 To tabulate some differences in city life and village life.
- 1.3 To infer different relationships in a family.
- 1.4 To observe the feelings of parents and grandparents.
- 1.5 To learn to adapt in family, developing cooperation, care and concern, tolerance, respect, acceptance and responsibility.
- 1.6 To ensure that distancing due to circumstances never affects relations.
- 1.7 To interpret the expressions used in the lesson and their usage.
- 1.8 To support the situation of Grandmother in the family.
- 1.9 To cope up with adverse conditions in family calmly.
- 1.10 To enhance and enrich vocabulary.

## 3 Learning Resources:

- 3.1 Text book (Hornbill)
- 3.2 Flash Cards
- 3.3 Images of senior citizens etc.
- 3.4 Video clips
- 3.5 Smart Board/ Chalk Board

## 4 Previous Knowledge Assumed:

It is assumed that-

- 4.1 students already know about basic sentence formation, parts of speech and basic to intermediate lexical terms and idioms.
- 4.2 students already know about the basic structure of family in which grandparents are always full of affection, care and love. 😊


## 5 Previous Knowledge Testing:



5Es	Teacher's Activity	Students' Response
Engage	How many members are there in your family?	Students will answer accordingly.
	Whom do you love the most in your family?	Students may answer: mother/father/brother/sister/ grandfather/grandmother/uncle/ aunt etc.
Explore	Why do you love your grandmother the most?	Because she is always supportive, loving, caring and affectionate.
	Do you know something about Khushwant Singh's grandmother?	No response.

## 6 Announcement of the Topic:

Well dear students, today we will discuss the chapter '*The Portrait of a Lady*' which is chapter number 1 of your book '*Hornbill*'.

## 7 Presentation:

5Es	Teacher's Activity	Students' Activity	Chalkboard/Interactive Board Work
Explain	<p>Let us first of all discuss about the author of the lesson '<b>Khushwant Singh</b>':</p> <p><b>Khushwant Singh</b> (born <b>Khushal Singh</b>, 2 February 1915 – 20 March 2014) was an Indian author, lawyer, diplomat, journalist and politician. His experience in the 1947 Partition of India inspired him to write <i>Train to Pakistan</i> in 1956 (made into film in 1998), which became his most well-known novel</p>	<p>Students are carefully listening to the teacher and writing main points in their notebooks. After the teacher completes his/her explanation, students ask their doubts (if any).</p>	<p><b>Topic –</b> Chapter 1 – The Portrait of a Lady By – Khushwant Singh</p> 

	<p><b>Introduction of the chapter:</b>          ‘The Portrait of a Lady’ is the story of the author. He describes his relationship with his grandmother over the years. He pens down her daily activities and how she evolved as a character as time passed by. He explains her appearance which helps create an image in the reader’s mind.</p>	<p>Students are listening carefully and clarifying their doubts (if any).</p>	<p><b>Topic –</b>          Chapter 1 – The Portrait of a Lady          By – Khushwant Singh</p> 
<p>Elaborate</p>	<p>Now dear students, let us discuss the chapter.</p> <p><b>Paragraph</b></p> <p><i>My grandmother, like everybody’s grandmother, was an old woman. She had been old and wrinkled for the twenty years that I had known her. People said that she had once been young and pretty and had even had a husband, but that was hard to believe. My grandfather’s portrait hung above the mantelpiece in the drawing-room. He wore a big turban and loose-fitting clothes. His long, white beard covered the best part of his chest and he looked at least a hundred years old. He did not look the sort of person who would have a wife or children. He looked as if he could only have lots and lots of grandchildren. As for my grandmother being young and pretty, the thought was almost revolting. She often told us of the games she used to play as a child. That seemed quite absurd and undignified on her part and we treated it like the fables of the Prophets she used to tell us.</i></p> <p><b>Explanation:</b>          The author talks about his grandmother. He had known her for the past twenty years and she had always been old and wrinkled. He was told that she was once young and pretty and had a husband. His grandfather’s portrait hung on the wall, in which he wore loose fitted clothes, a turban and had a long, white- coloured beard that reached his chest. He also appeared very old and the author thought that he was someone who could have many grandchildren but not a wife or children. The author could never imagine that once his grandmother was young and pretty. He could not connect to this idea. She used to tell him and his cousins about her childhood memories like the games she used to play as a child. They found these stories illogical and disrespectful because it was beyond their imagination to think that grandmother was once a child and played such games. They thought that her life’s stories were like the other</p>	<p>Students are listening carefully and clarifying their doubts (if any). They are also reading the chapter along with the teacher. The students are taking notes and writing word meanings in their fair notebooks.</p>	<p><b>Word-meanings:</b></p> <ul style="list-style-type: none"> <li>• <b>Wrinkled-</b> having lines or folds</li> <li>• <b>Portrait-</b> painting or picture</li> <li>• <b>Mantelpiece-</b> a structure of wood, marble, or stone above and around a fireplace.</li> <li>• <b>The thought was almost revolting-</b> it was very hard for the author to believe</li> <li>• <b>Revolting –</b> unpleasant</li> <li>• <b>Absurd –</b> Illogical</li> <li>• <b>Undignified-</b> disrespectful</li> <li>• <b>Fables-</b> fictitious stories with a moral teaching</li> <li>• <b>Prophets-</b> saints</li> </ul> 

moral stories which she used to tell them.

### Paragraph

*She had always been short and fat and slightly bent. Her face was a criss-cross of wrinkles running from everywhere to everywhere. No, we were certain she had always been as we had known her. Old, so terribly old that she could not have grown older, and had stayed at the same age for twenty years. She could never have been pretty; but she was always beautiful. She hobbled about the house in spotless white with one hand resting on her waist to balance her stoop and the other telling the beads of her rosary. Her silver locks were scattered untidily over her pale, puckered face, and her lips constantly moved in inaudible prayer. Yes, she was beautiful. She was like the winter landscape in the mountains, an expanse of pure white serenity breathing peace and contentment.*

#### **Explanation of the paragraph:**

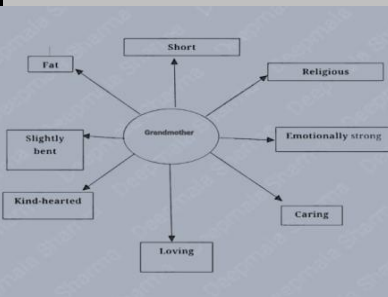
His grandmother was short, fat, slightly bent in posture and her face had lots of wrinkles. She seemed so old and she had been the same for the past twenty years. According to the author, she was beautiful but not pretty. She walked around the house in an awkward way, wearing spotless white clothes with beads of the rosary hanging from one hand and the other hand rested on her back for support. She had silver-colored hair which was not neatly combed and was disorganized. She was constantly chanting prayers. He compares her to the winter landscape in the mountains which has a peaceful and calm feel. She was a live example of a pure, white, peace – emitting entity.



Students are listening carefully and clarifying their doubts (if any). They are also reading the chapter along with the teacher. The students are taking notes and writing word meanings in their fair notebooks.

#### **Word-meanings:**

- **Criss- cross** – a pattern of intersecting straight lines
- **Hobbled** – walked in an awkward way
- **Spotless white** – she wore clean, white coloured dresses
- **Stoop** – bend one’s body forward
- **Rosary**- a string of beads for keeping count of number of chants made of a religious prayer
- **Locks**- hair
- **Scattered** – disorganized
- **Untidily** – not neat
- **Puckered** – a face contract into wrinkles
- **Inaudible**- unable to be heard
- **Serenity** – the state of being peaceful and calm
- **An expanse of pure white serenity** – refers to the calm, relaxed and peaceful character of the author’s grandmother
- **Contentment** – a

	<p style="text-align: center;"><b>Paragraph</b></p> <p><i>My grandmother and I were good friends. My parents left me with her when they went to live in the city and we were constantly together. She used to wake me up in the morning and get me ready for school. She said her morning prayer in a monotonous sing-song while she bathed and dressed me in the hope that I would listen and get to know it by heart; I listened because I loved her voice but never bothered to learn it. Then she would fetch my wooden slate which she had already washed and plastered with yellow chalk, a tiny earthen ink-pot and a red pen, tie them all in a bundle and hand it to me.</i></p> <p><i>After a breakfast of a thick, stale chapatti with a little butter and sugar spread on it, we went to school. She carried several stale chapattis with her for the village dogs.</i></p> <p><b>Explanation:</b> The author lived with her in the village. They were good friends. His parents left him with her to settle in the city. The author's grandmother used to wake him up every morning and get him ready for school. She would recite her morning prayers while she bathed and dressed him up and he loved her voice but would not try to memorize a word of what she spoke. She would make his things ready like a wooden slate, a tiny earthen inkpot, and a red pen. He would eat a thick stale chapatti with butter and sugar spread on it. They both used to walk to school and his grandmother carried stale chapattis with her to feed the village dogs.</p>	<p>Students are listening carefully and clarifying their doubts (if any). They are also reciting the poem in their minds along with the teacher. The students are taking notes and writing word meanings in their fair notebooks.</p>	<p style="text-align: center;">state of happiness and satisfaction</p> <p><b>Word-meanings:</b></p> <ul style="list-style-type: none"> <li>• <b>Monotonous</b> – dull and boring</li> <li>• <b>Bothered-</b> to be concerned</li> <li>• <b>Fetch</b> – go for and then bring back something for someone</li> <li>• <b>Slate-</b> a flat plate of slate formerly used for writing on in schools</li> <li>• <b>Plastered-</b> covered with a layer of plaster</li> <li>• <b>Earthen-</b> made of baked or fired clay</li> <li>• <b>Stale-</b> no longer fresh and pleasant to eat; hard, musty, or dry.</li> </ul>
<p style="text-align: center;"><b>Evaluate</b></p>	<p><b>Characteristics of grandmother so far...</b> She was a short, fat and slightly bent woman. She was a very kind-hearted, religious, loving, caring and emotionally strong woman.</p>	<p>Students listen carefully and write the given characteristics in their notebooks.</p>	

## 8 Recapitulation:

Teacher's Activity	Students' Response
<ul style="list-style-type: none"><li>• Mention physical traits of author's grandmother.</li><li>• How can you say that author's grandmother was a religious woman?</li><li>• Justify that grandmother loved the author selflessly.</li></ul>	Students will give answers to these questions.

## 9 Homework/Activity:

- 9.1 Imagine yourself as Khushwant Singh. Record the changes that came in your relationship with your grandmother as you grew up to a college student.
- 9.2 Write a short description of an elderly person with whom you have been intimately connected with and who is not there with you now.
- 9.3 Discuss Textual questions/ Extracts/Value based/Character-sketches.
- 9.4 The students may be asked to interview their grandparents on their childhood routine, schooling, favourite pastime, values in life, expectations from their children, future goals, etc.
- 9.5 Organize a debate in the class where students speak on 'Old Age Homes have become necessary in the nuclear family set-up of today's society.'
- 9.6 Prepare notes of 'The Portrait of a Lady' to practice note-making.