

MINIMUM LEARNING PACKAGE

Class 12

DAY ONE

Topic/Gist	Learning Objectives	Activities/ Exercises	Learning Outcome
1. PRONUNCIATION (A) Difference between vowels & consonants (B) 26 letters are there but 44 sounds are produced.	A) Ability to pronounce the word correctly with proper stressed so as to convey accurate meaning. B) To understand the difference between stressed and unstressed syllable. C) Where to give stress in a particular word.	A) Teacher can take help of internet, E-board & play as a role model for the accurate pronunciation of some typical words. DRILLING SESSION A) Students will be passive listeners B) Students will be active participants in drilling session.	A) Accuracy of pronunciation and fluency of speech. B) Confidence is developed and inhibitions are removed while speaking English.

ACTIVITY

Let's practice these words together:

- 1) Listen to the word. (Wait for one second)
- 2) Say the word with me.
- 3) Say the sentence with me.

Are you ready?

1. **Format** Use the correct format for the letter
2. **Martyr** Today is the day to remember the martyr of the country
3. **Mortal** Man is mortal, the spirits are immortal .
4. **clothes**
Put on warm clothes before you head outside today.
5. **order**
The order of these words is not important.
6. **murder**
A man was charged of murder over the holidays.
7. **air**
The air is so cold that you can see your breath.
8. **literature**
You can download classic literature for free online.
9. **language**
English is a difficult language to learn.
10. **onomatopoeia**
Onomatopoeia refers to words that sound like their meaning.

11. **deterioration**

It is difficult to watch the deterioration of a friend's health.

12. **Boat**

To cross the river we need a boat

13. **assailant**

The assailant was caught by the police.

14. **catastrophic**

A catastrophic earthquake struck the centre of the city.

15. **alter**

Don't alter your plans just because I can't go.

16. **exclamation**

One exclamation mark is enough to get your point across.

17. **crocodile**

Captain Hook was petrified of the crocodile in the movie Peter Pan.

18. **unfortunate**

It is unfortunate that the weather has delayed our trip.

19. **Examination**

We could consider that examination is opportunity to judge cureless .

20. **development**

The development of new technology has allowed us to receive information very quickly.

21. **decision**

It wasn't my decision to have a picnic in the rain.

22. **ambulance**

When you hear an ambulance ,you must pull over to the side of the road.

23. **Husband**

Today her husband came late from his office.

24. **Black Board**

Change the blackboard with green one .

DAY TWO

Topic/Gist	Learning Objectives	Activities/ Exercises	Learning Outcome
Grammar (Parts of Speech) A) A part of speech is a category of words (or, more generally, of lexical items) which have similar grammatical properties. The parts of speech are noun, verb, adjective, adverb, pronoun, preposition, conjunction, interjection, and sometimes article or determiner.	A) To develop inferential skill after reading the sentence and deriving its meaning by its usage in the given context. B) To explain different parts of speech through class room interaction with one example for each and recognition of each part clearly.	A) New word formation with the help of suffix and prefix. B) To give them practice of punctuation marks by giving them a short passage.	A) Ability to recognize the usage of the word in accordance with parts of speech. B) Vocabulary enhancement.

Name the parts of speech of the word underlined.

- The peace hath her where no less renounced the war
- Spring has spread her mantle of green over the earth
- There is little time for preparation
- This is Grammar of the English language
- The female lion is called lioness, she has no mane.
- The man who is honest is trusted
- What will all the neighbors say?
- All the friends laughed at him.
- He is good enough for my purpose.
- She says pretty well.
- Here is the watch that you asked for
- Rama is a rather lazy boy
- The dog was quite dead.
- He is slow but sure.
- Neither a borrower , nor a lender be
- Ah ! Have they gone?
- Hush ! Don't make a noise
- Still waters run deep
- The up train is late
- It weighs about a pound .

DAY 3

Topic/Gist	Learning Objectives	Activities/ Exercises	Learning Outcome
A) Tenses/Translation A tense is a form taken by a <u>verb</u> to show the time of an action. There are three main tenses: B) Present tense: things that are true when the words are spoken or written; or are generally true; or for some	<ul style="list-style-type: none"> Students will understand that verbs change form depending on their relationship to time. Students will be able to recognize the past, present, and future tenses of regular and irregular verbs. 	A) Practice of different tenses with the help of translation method. 1.राम विद्यालय जाता है। 2.राम विद्यालय गया। 3.राम विद्यालय जायेगा। And further	A) Ability to frame meaningful and grammatically correct sentences. B) Clarity in expression. C) This will enhance the quality of creative writing & textual portions.

<p>languages will be true in the future</p> <p>C) <u>Past tense</u>: things that were true before the words were spoken or written</p> <p>D) <u>Future tense</u>: things that will or might be true after the words are spoken or written</p> <p>E) The tense can be shown in the verb. For example, <i>am, is,</i> and <i>are</i> always present tense, and <i>was</i> and <i>were</i> are always past tense. Or the tense can be shown by adding words to the verb. In English, the words that we add to the verb are "helping verbs" or "auxiliaries", like <i>be, have, shall, will,</i> and so on. So we get the continuous present with <i>is taking</i>, the future with <i>will take</i>, and so on.</p>		<p>branches /classification of the main tense</p> <p>C) Jumbled –up words –Formation of meaningful sentences.</p>	
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Write the correct form of verb in the blanks given below:-

1. The rose..... (gives) out a sweet smell
2. I..... (finish) my work, when you came
3. They came to Mumbai in 1980 and (live) here ever since.
4. You..... (sit) idle since last two hours
5. Whenever I (try) to contact him, he evaded.
6. Our team..... (win) the match by two goals last week.
7. A Speeding truck crashed to death while she(cross) the road.
8. When I opened the door, I found that the burglar(break) open the safe.
9. I never..... (forget) what you have told me .
10. We (attend) a function tomorrow evening we will come back by ten.
11. The peon..... (ring) the bell when you reach school.
12. We..... (complete) our course by the end of January
13. It is now..... (believe) by some people that politics is a dirty game.
14. My purse has been.....(steal) right now
15. The news was (publish) in the paper.
16. The make will be surely.....(win) by our tram .

ACTIVITY

Change these direct questions into reported speech:

1. "Where is he?"

She asked me _____

2. "What are you doing?"

3. She asked me _____

3. "Why did you go out last night?"

She asked me _____

4. "Who was that beautiful woman?"

She asked me _____

5. "How is your mother?"

She asked me _____

6. "What are you going to do at the weekend?"

She asked me _____

7. "Where will you live after graduation?"

She asked me _____

8. "What were you doing when I saw you?"

She asked me _____

9. "How was the journey?"

She asked me _____

10. "How often do you go to the cinema?"

She asked me _____

11. "Do you live in London?"

She asked me _____

12. "Did he arrive on time?"

She asked me _____

13. "Have you been to Paris?"

She asked me _____

14. "Can you help me?"

She asked me _____

15. "Are you working tonight?"

She asked me _____

16. "Will you come later?"

She asked me _____

17. "Do you like coffee?"

She asked me _____

18. "Is this the road to the station?"

She asked me _____

19. "Did you do your homework?"

She asked me _____

20. "Have you studied reported speech before?"

She asked me _____

DAY 4

Topic/Gist	Learning Objectives	Activities/ Exercises	Learning Outcome
<p><u>Reading Comprehension Passage</u></p> <p>Learners must be able to read the text and understand it.</p> <p>Reading comprehension skills require the learner to</p> <ul style="list-style-type: none"> • Decode or recognize the words in the written text • Understand the meaning of the words / sentences • Relate the meaning of the sentence(s) to the rest of the text • Activate prior knowledge and experience about the topic • Use this prior knowledge to infer meaning and support understanding • Monitor understanding of the text continually. 	<p>Learners must be able to make use of what they read to expand their knowledge in subjects at school such as social studies, math, and science.</p> <p>They must be able to understand and make use of the information that they read for a variety of purposes.</p>	<ol style="list-style-type: none"> 1. Read the passage quickly to get the general sense. 2. Read each questions carefully. 3. Re-read the passage selectively, to find answers to question. 4. Concentrate on each question and read only the section dealing with the answer. <p>A) To give practice of small comprehension passage and poems.</p>	<p>A) To develop conceptual understanding.</p> <p>B) Enhance the skill of decoding, analyzing, inferring & interpreting.</p>

Activity

Read the following passage:

The railroad was not the first institution to impose regularity on society, or to draw attention to the importance of precise Timekeeping. For as long as merchants have set out their wares at daybreak and communal festivities have been celebrated, people have been in rough agreement with their neighbors as to the time of day. The value of this tradition is today more apparent than ever. Were it not for public acceptance of a single yardstick of time, social life would be unbearably chaotic: the massive daily transfers of goods, services, and information would proceed in fits and starts; the very fabric of modern society would begin to unravel.

Example I

What is the main idea of the passage?

- A. In modern society we must make more time for our neighbors.
- B. The traditions of society are timeless.
- C. An accepted way of measuring time is essential for the smooth functioning of society.
- D. Society judges people by the times at which they conduct certain activities.

The main idea of the passage is that societies need to agree about how time is measured in order to function smoothly. Therefore, you should choose answer C.

Example II

In line 6, the phrase "this tradition" refers to

- A. the practice of starting the business day at dawn
- B. friendly relations between neighbors
- C. the railroad's reliance on time schedules
- D. people's agreement on the measurement of time

The phrase "this tradition" refers to the preceding clause, "people have been in rough agreement with their neighbors as to the time of day." Therefore, you should choose answer D.

Day 5

Topic/Gist	Learning Objectives	Activities/ Exercises	Learning Outcome
<p>Note Making</p> <p>Note making is a useful skill which comes in handy not only in attempting questions but also in preparing for life. Notes form an essential part of academic life & help us in the many ways.</p>	<ul style="list-style-type: none"> • Notes help us to remember the information we have gathered. • Notes come in handy for making quick revision before exams • Lengthy lessons can be condensed in to short relevant pieces by making notes. • Notes help in understanding the texts better 	<p>Step 1- The students are required to read the passage to get a gist of the passage, to know what it is all about, or what the theme is.</p> <p>Step 2- The main idea or the central theme of the passage should be found out.</p> <p>Step 3- The important points related to the main theme are noted.</p> <p>Step 4- Add the sub-points which supplement the main points. There is no need to give examples</p> <p>Step 5- Pay attention to the way you would like to present the notes, There is a proper format for note making you have to follow it & make your notes in the proper format.</p> <p>Step6- Use abbreviations wherever necessary.</p> <p>Step 7- Use proper indentation to present the notes as shown here (use either or the two given below.)</p>	<ol style="list-style-type: none"> 1. Better understanding of concepts and content. 2. Appreciation of literary conventions. 3. Summarizing and using appropriate format.