



## **ONLINE TEACHING MATERIAL**

**ENGLISHSESSION-2020-21**

**CLASS-XII**

### **DAY 1**

Book: Flamingo

Chapter 1: The Last Lesson

### **Justification of The Title**

The story '**The Last Lesson**' highlights the human tendency that there is plenty of time to do things, hence, the man keeps postponing the lessons of life, oblivious to the fact that life is subject to change. The people of Alsace always thought that they had plenty of time to learn the lesson, therefore, they did not give much importance to the school. They preferred their children to work on the farms and mills instead of having them learn the lessons. Even **Franz**, the narrator, always looked for opportunities to skip school and look for birds' nests or go sliding on the banks of the river Saar. However, the unexpected happens and an order is received from Berlin regarding the compulsory teaching of German in the schools of Alsace and Lorraine. It is then that the people of Alsace realize that they would be deprived of what they had not been valuing all this while. The story is aptly titled as it evokes the consciousness in the reader not to put off things and do what one can do that day.

### **Summary**

The story is narrated by a French boy, **Franz**. He is lazy but sensitive and likes to play. He dislikes studying French and hates his teacher **M. Hamel**.

After overpowering their districts of Alsace and Lorraine in France, Berlin has ordered that German language instead of French be taught in the schools there.

It is the last day of their French teacher M. Hamel, who has been there for forty years. He is full of grief, nostalgia and patriotism. As a mark of respect to his hard work, the village men also attend his 'last lesson'. They are sad as they did not learn their mother tongue, French in their childhood.

Franz is shocked to know that it's his last lesson, as he does not know French. Now, suddenly, he gets interested in learning it and understands everything taught on that day!

He develops an instant liking for the teacher, M. Hamel and respects him for his sincerity and hard work.

He feels sad at departing from him and is ashamed for not being able to recite the lesson of participles.

M. Hamel tells them that they all are at fault for not being eager enough to learn, putting it off to the next day. He blames himself for not teaching them sincerely.

His patriotism is reflected in his praise for the French language as being the most beautiful and most logical language in the world. He tells the class to guard their language as being close to one's language is the key to escape from the prison of slavery. It will help them in getting free from the Germans.

They realize the importance of learning their mother tongue and that they have been defeated by the Germans because of their illiteracy.

Franz feels that it is not possible to take away one's language from a person as it is natural to each being, may it be the "coo" to the pigeons or "French" to the Frenchmen.

## **Linguistic Chauvinism**

Linguistic chauvinism is inordinate love for one's own language; this love is so much that one considers one's language to be superior to all the other languages of the world.

The order from Berlin was an example of linguistic chauvinism. The Germans imposed their language on the people of Alsace and Lorraine. They did not think how cruel it was as they were blinded by linguistic chauvinism.

M. Hamel and the people of Alsace were right in loving and defending their own language. M. Hamel appealed to his countrymen to hold fast to their mother tongue to be free from the Prussians. He told his people that the French language was the most beautiful, the clearest and the most logical language in the world. He appealed to his countrymen to guard it and never forget it.

## **Day 2**

### **Character Sketch of Franz**

The narrator of the story, Franz is a young school boy in the French region of Alsace-Lorraine in the nineteenth century. Franz is a dawdler when it comes to schoolwork, preferring to spend time in the woods or by the local river over going to class. He doesn't like learning his French grammar lessons and, when the story begins, is terrified that his negligence will be found out by his teacher, the stern M. Hamel. Franz comes to a new appreciation of his education, however, when Prussian authorities who have occupied his home region announce that school will no longer be taught in French, but in German. Upon hearing this news, Franz feels a great sense of remorse and regrets not taking his French education more seriously while he still had the chance.

## Character Sketch of M Hamel

M. Hamel was a true French man. Teaching at Alsace for forty years, he had become a part of its people. He was an honest teacher. He did not blame his students alone for poor learning. He also held himself responsible for the same. He was very patriotic as he appealed to his countrymen to hold fast to their mother tongue to be free from the Prussians. According to him the French language was the most beautiful, the clearest and the most logical language in the world. He urged on his countrymen to guard it and never forget it. He was deeply attached to the school and all his students. However, he was very brave and strong. He was really regretful for not making sincere efforts to teach French to his countrymen. At the end, he became so emotional that he could not speak.

### **Video Link:**

<https://youtu.be/z7ZRBC8dUEs>

### **Important Questions:**

#### Short Answer Type Questions (30-40 words)

1. "We've all got a great deal to reproach ourselves with", said M Hamel. Comment
2. What did Franz see when he passed the town hall?
3. "This is your last lesson." How did Franz react to this declaration of M Hamel?
4. Franz thinks "Will the make them sing in German, even the pigeons?" What does this tell us about the attitude of the Frenchmen?
5. Mention two things about M Hamel that surprised Franz on his last day at school.

#### Long Answer Type Questions (120-140 words)

1. "Our language is part of our culture and we are proud of it". Describe how regretful M Hamel and the villagers are for having neglected their language, French.
2. What changes did the narrator find in the school when the order from Berlin came?

### **DAY 3**

Book: Vistas

Chapter 1: The Third Level

## Introduction

The Third Level by Jack Finney is about the harsh realities of war. War has irreversible consequences thus leaving people in a state of insecurity. It is also about modern day problems and how common man tends to escape reality by various means. In this story, a man named Charley hallucinates and reaches the third level of the Grand Central Station which only has two levels.

## Summary

The story revolves around a 31 year old man named Charley, who experienced something weird. One day after work coming from the Subway, he reached the third level of the Grand Central station (which doesn't actually exist). He reminisces the entire experience with his psychiatrist friend Sam. Charley thought he experienced time travel and had reached somewhere in the eighteen-nineties, a time before the world saw two of its most deadliest wars. As soon as he realised what time he is in, he immediately decided to buy two tickets to Galesburg, Illinois; one for himself and the other for his wife. Unfortunately, the currency used in that century was different. Thus, the next day he withdrew all his savings and got them converted even if it meant bearing losses. He went looking for the third level but failed to find it. It worried his wife and the psychiatrist Sam who told him that he is hallucinating in order to take refuge from reality and miseries of the modern world which is full of worry. Charley thus resorts to his stamp collection in order to distract himself when suddenly one day he finds a letter from his friend Sam who had gone missing recently. Sam wrote that he always wanted to believe in the idea of third level and now that he is there himself, he encourages Charley and Louisa to never stop looking for it.

## DAY 4

### About Charley

Charlie was a young man living in New York. He was married to Louisa. Charlie's hobby was stamp-collection (philately). Charlie appeared to be suffering from fear, insecurity and fear of the war-ridden world. He was looking for an escape from this world. His longing for some idyllic and peaceful place like Galesburg made

him stray to a corridor at Grand Central Station that took him to the Third Level of the station from where one could take train to the past, year 1894.

When he shared this incidence with his wife, she felt angry at it; she asked him to see his psychiatrist friend, Sam. Sam explained the unique experience to be Charlie's waking dream wish fulfilment. He further explained it could have happened because of his unhappiness or hobby of stamp collection.

## Sam's Letter to Charley

One can notice that Sam's letter to Charley is engulfed with series of mysteries. When Charley was fussing with his stamp collection in the night, he comes across an envelope among his oldest first day covers. In a way it should not have been there, but it was there. He had not seen that envelop before. It was there because someone had mailed it to his grandfather at his home in Galesburg, Illinois and it had been there since July 18, 1894. The post-mark revealed that the stamp was a six cent with a picture at President Garfield.

Generally, the first day cover has only a blank paper in the envelope but there the paper was written and signed by Sam. It was only addressed to Charley. Sam had written that he had found **Third Level**. It means that Charley was correct about the **Third Level**. Further he had been putting up at Galesburg, Illinois for two weeks where people had been enjoying a romantic life. He asked Charley and Louisa to go there. They should keep looking till the found the **Third Level**.

It is rather much astonishing how such a letter was never noticed earlier. It is all the more surprising how Sam disappeared and nobody knew his whereabouts. But Charley had doubts about his (Sam's) presence in Galesburg. It is also mysterious that the letter is written by Sam and is addressed to Charley on July 18, 1894. It is also strange to note that Sam is not else except Charley's psychiatrist.

Link:

[https://www.google.com/url?sa=t&source=web&rct=j&url=https://academicseasy.com/2019/06/the-third-level-vistas-xii-english-core-cbse.html&ved=2ahUKEwiMkY\\_Au8LoAhVJbysKHeRxArwQFjABegQICRAG&usg=AOvVaw3sfwYLNjgxr35egTvQzgFZ&cshid=1585580497507](https://www.google.com/url?sa=t&source=web&rct=j&url=https://academicseasy.com/2019/06/the-third-level-vistas-xii-english-core-cbse.html&ved=2ahUKEwiMkY_Au8LoAhVJbysKHeRxArwQFjABegQICRAG&usg=AOvVaw3sfwYLNjgxr35egTvQzgFZ&cshid=1585580497507)

Important Questions:

Short Answer Type Questions (30-40 words)

1. What does the Third level refer to? What is the significance of the Third Level?
2. What convinced Charley that he had reached the Third Level at Grand Central Station and not the second level?
3. How does Charley, the narrator describe the Third Level at Grand Central Station?
4. How did Charley make sure that he was not in the present time?
5. How did Charley often get lost on the Grand Central Station?

## Long Answer Type Questions (120-140 words)

1. How did Charley reach the Third Level of Grand Central? How was it different from the other level?
2. Do you think that the Third Level was a medium of scape of Charley? Why?

## DAY 5

## WRITING SECTION

Let us talk about **ADVERTISEMENT**

### Points to be kept in mind

- Advertisements should always be drafted in such a way that they attract the readers to go through them.
- Advertisements should always be meaningful and interesting, so that they can attract the attention of readers.
- Advertisements should always have simple and effective language.
- Advertisements should always be brief and to the point.
- The name of the advertiser and the advertised product or service should be properly highlighted.

Advertisements are of two types

A. Classified Advertisement

B. Display Advertisement

### A. Classified Advertisement

The main characteristics of classified advertisements are:

1. They are classified into columns according to different classes.
2. They are brief and occupy less space.
3. They are economical.
4. They are written in short phrases and words.
5. The language is simple and concise, factual and formal.

### Types of Classified Advertisement

1. Situations Vacant/Wanted
2. Sale and Purchase (Property/Vehicle/Household/Office Goods)
3. To Let

4. Lost and Found
5. Missing (Persons and pets)
6. Change of name/Address/Other information

Here is an example of a classified advertisement. Notice the format, Content and Expression.

Example:

SITUATION VACANT/WANTED
<p>Required <b>Semi –Qualified Audit Assistants &amp; Computer Operators with 2 years’ experience</b> for Account &amp; Finance CA Firm Higher Salary for Deserving Candidates Apply with detailed resume within 7 days to  <b>B.N.Jha</b>  Jha &amp; Sons 1/107. Park Street, Kolakata</p>

Now attempt the following questions neatly in a notebook.

1. You are General Manager of Ivory Software Solutions, Agra Cantt. Agra. You need a software engineer for your organisation. Draft an advertisement in not more than 50 words. To be published in ‘The Times of India’ under the classified columns.
2. You plan to sell your flat. Draft a suitable advertisement to be published in the classified columns of a daily, giving all necessary details of the flat.