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Sew + III
English

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3	I	The town child	7 th	13-07-2016	
4	I	The country child	7 th	20-07-2016	R. Sugun
5	I	The new blue dress	7 th	21-07-2016	R. Sugun
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MARCH



TEACHING



SPECIFIC

LESSON PLANS



MACRO TEACHING PRACTICE LESSON PLAN - I

Preliminary information:

Name of the teacher trainee : P. K. Prathiba

Subject : English

Roll No : 23

Class : 8th class

Unit : IV

Topic : An Adventure

Time : 45 m

Date : M-7-2016

Method : Direct & Grammatical translation

Name of the school : Hindu college & High school

Name of the supervisor : Sre - G. Venkateswari Gaur



* Expected outcome / Academic standards:

I. Pre-Reading:

- * To sensitize the pupils towards the theme
- * To elicit of their inner passion, what they think about the picture
- * To enable them take about the picture
- * To make them an intelligent prediction on the passage
- * To develop their ability to describe the picture

II. Reading:

- * To make the pupils read individually and see their own speed of reading
- * To make them understand the passage using glossary, dictionary etc.
- * To minimize the list of new words with the help of peers
- * To share their ideas/views in groups through collaboration
- * To develop the ability to generate own text

III. Post Reading:

- * To enable the children use appropriate vocabulary and grammar in oral and written discussions / communication activities
- * To facilitate language acquisition and make them independent users of language
- * To develop the extensive reading
- * To understand the passage and share their views in groups

- * To express their ideas for given questions
- * To enable the children involve freely in the transaction of activities

* Language Activities:

- * ~~Structure~~ beside
- * Vocabulary
 - Active Vocabulary some of favourite
 - Passive Vocabulary ^{eg} cave, crocodiles
- * Speaking
 - oral exercises
- * Reading
 - True / false
- * Writing
 - written exercises / mind mapping
- * Project / Practicum: Related to the theme "An Adventure"
 - others charts, pictures, real objects, collage board etc.

"An Adventure"

(4)

"Let's go," said Seema. "Or it will be time for lunch before we know it." "Yes, let's go towards the old temple," said Aun, her cousin. As always, they had come to Vishnupur on a vacation to their grand parents. It was a small quiet town surrounded by green hills and some ancient ruins. They particularly loved going for walks and spent hours exploring the old temple in a forest nearby. Some times they pretended to be rulers of an ancient kingdom. At other times they played hide-and-seek.

"Catch me if you can," shouted Aun, and he ran a head. "I'll catch you in a minute," replied Seema. As they followed Aun was soon out of sight as he went round the corner. Seema knew his favourite hiding place and smiled to herself thinking, "He won't escape me." She ran down the hill towards the old temple where she knew Aun would be hiding. But he wasn't there!

"He must have gone to the cave," she thought. This was another favourite place for them - a cave hidden behind some creepers.

Steps	Academic standards	Objectives	Teacher activity	Pupil's activity	T.L.M	B.B.M	Evaluation
substitution table		To give the students through picture of the structural item "beside"	2. What you see beside the mountain? 3. What you see in the picture? 4. Where are the houses?	• rivers • houses • beside the field			
active vocabulary	Listening and speaking	The pupils I shall ask the following questions to the pupils					
oral presentation		meanings of the word 1. How many vehicles in your village? 2. Do you know, how many vehicles travel so many/more on the road everyday?		number of			

The school

temple

The home beside field

The Park

river

some =

number of what?

unknown the

of son

Picture
Presentation:
Listening
and
Speaking

Pupils get practice in using the word 'some'

1. What do you see in the picture?
2. How are the flowers? nice / beautiful
3. How many flowers are there in the picture?
⇒ number of, unknown also called as 'some'

Favourite
Oral
Presentation
Listening
and
Speaking

The pupils learn the meaning of the word 'favourite'

1. What is your aim? become a police
2. Why do you like mahesh? my favourite hero

Picture
Presentation:
Listening
and
Speaking

Pupils get practice in using the word 'favourite'

3. What do you see in the picture? playing / cricket
4. Can you tell me the names of players? Rohit, Dhoni
5. Why you like Dhoni? he is my favourite player.



favourite = what a favourite person or thing means



Steps	Academic standards	Objectives	Teacher activity	Pupils activity
passive vocabulary "cave" actively lesson	Pupils add new words to their vocabulary.	To enable the pupils understand meaning of word "cave"	I shall show a picture and ask the following questions to the pupils 1. what do you see in the picture? 2. what observe in the picture? 3. can you tell me where the trees?	hills small trees, hills beside hills
motivation	To make the pupils think in different angles	To enable the pupils express their ideas	1. what is this? 2. what the man doing in the picture? 3. can you do this? 4. why children? 5. what do we call the people who make difficult dangerous jobs? so, today we shall learn the lesson in adventure	circas playing with tiger NO, sir that animal is very dangerous adventure



"An adventure"

Steps	Academic standards	Objectives	Teacher activity	Pupil's activity	T.L.M	E.B.W	EVA
Pre-reading	Reading comprehension	To develop the skill of reading and time to own reading	I shall ask the pupils to read the passage individually	pupils read the passage	content slides		What you have
collaborative reading	expression according to his reading comprehension	To make sense of reading of the passage through collaboration	I shall ask the pupils to read in groups and discuss among themselves after few minutes I shall ask one of them to say what they have understood.	pupils read in groups and share their ideas pupils come and say what they understood.			line stc thru passa
model reading	listening to a good model	pupils listen to a good reading	I shall read the passage twice with correct articulation and explain the content	pupils listen to one carefully			
Post reading	To develop the habit of reading	To understand the passage without the help of the teacher	I shall ask the pupils to read the passage silently and come to an idea about that	pupils will read the passage silently and better understand the passage	..		

Steps	Academy's standards	Objectives	Teacher's activity	Pupil's activity	Time	Resources
Introduction	Thinking and understanding Don't try to speak out their ideas	To enable them to recall the subject the important points from the passage	1. What kind of a town was Vishnupuri? 2. What did Seema find out? 3. What are the names of brother-sister in the lesson? 4. What place Seema favoursite?	- small, green hills and some ancient ruins - creepers - allun and Seema - cave	10	green hills allun Seema cave lunch, cousin, hills, escape etc
Word communication	creative expression	Pupils come to know the phonetic concept of some unorthodox words	I shall give some words and ask the pupils to speak these words	- ghost - containing - communication - words		

Written
discussions

Mind mapping
match the
following/
missing/
fill in the blank
etc.

To express
their ideas
freely in
written
form

I shall ask the
pupils to express
their ideas for
missing letters.

Pupils will freely
express their ideas

C-C-Pe.
Ad-e-t-x-
C-V-

Project
work

Thematically
related
project

To make
the learners
involve them
selves as
independent
users of
language

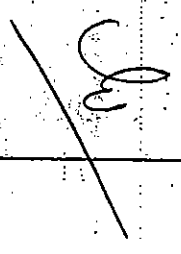
collect different
types of adventures
which are you see
prepare them.

pupils grasp and
plan for the activity
and get higher order
thinking skills

Roller
board

collect
different
types of
adventure

Project work



Preliminary information:

Name of the teacher trainee : P. Kashyap

Subject : ENGLISH

Roll NO : 23

Class : 7th

Unit : III

Topic : The magic of silk

Time : 45 min

Date : 12/07/2016

Method : Direct & Grammar translation

Name of the school : Hindu college and High school

Name of the supervisor : G. Venkateswulu Galla

* Expected outcome/ Academic standards:

* Expected outcome/ Academic standards:

I. Pre-Reading:

- * To sensitize the pupils towards the theme
- * To elicit of their inner passion, what they think about the picture
- * To enable them talk about the picture
- * To make them an intelligent prediction on the passage
- * To develop their ability to describe the picture

II. Reading:

- * To make the pupils read individually and see their own speed of reading
- * To make them understand the passage using glossary, dictionary etc.
- * To minimize the list of new words with the help of peers
- * To share their ideas/views in groups through collaboration
- * To analyse the information and link it with their personal experience

III. Post-Reading:

- * To enable the children use appropriate vocabulary and grammar in oral and written discusses activities
- * To facilitate language acquisition and make them independent users of language
- * To develop the extensive reading
- * To assess their ideas for given questions

Language Activities:

- * structure and
- * vocabulary : Active vocabulary : lived, some
Passive vocabulary : weak
- * speaking oral exercises
- * Reading : True/False
- * writing : written exercises / mind mapping
- * Project : Related to the theme "The magic of silk"
- * others : pictures, flash cards, roller board etc.

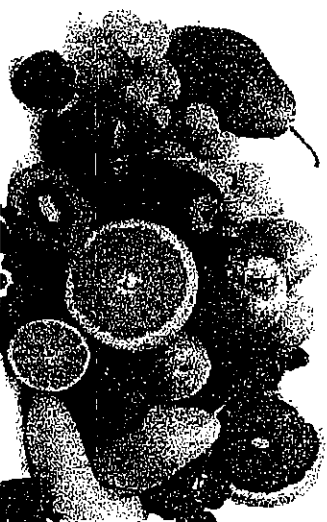
THE MAGIC OF SILK

This is a story from China. A long, long time ago, there lived an old woman in a hut in the forest. Her husband had been killed by a tiger some years ago. She was old and weak. Life was difficult for her and her daughter, Siu Mei.

Siu Mei did all the cooking and cleaning herself. She also looked after the silk worms in their garden. The worms gave them fine thread to make beautiful silk. Siu Mei sold the silk to travellers in the village market. In this way, she got enough money to buy food and other things.

One day as Siu Mei was returning home, it started to rain heavily. It was getting dark, too. Siu Mei ran into the first hut she saw. The door was open and there was no one inside.

Steps	Academic standards	Objectives	Teacher activity	Pupils activity	T.L.M	B.B.W	Class
Face sheet picture interaction	Interaction with Pupils facilitating language learning	TO develop their ability to describe the picture	Good morning children! How are you all? I shall show the picture and ask the following questions to the pupils.	Good morning sir fine, thank you sir			
	TO elicit of their inner passion, what they think about the theme in the picture		1. What do you see in the picture? 2. How he looking? 3. How she looking?	- A man and women talking - he is looking like aged man - she is looking like bussiness woman.			
Language work	Pupils get sufficient exposure to the language listening	TO help the pupils understand the usage of the structural item 'and'	I shall show a picture and ask the following questions to the pupils: 1. What you see in the picture? 2. Which faults are there?	faults Apple, Banana and mango's		Picture and = used to connect words	in t n e s e e



W
e
a
k
i

"The magic
of silk"

Picture Presentation	Listening and Speaking	Pupils get practice in using the word "some"	1. What do you see in the Picture? 2. What their names? 3. How many fruits in Picture? 1. What do you see in the Picture?	fruits Apple, mango, Banana number of women aged/old stentless/weak
Passive vocally Weak Picture Presentation	Pupils add new words to their vocabulary	To enable the pupils under- stand the meaning of the word "weak"	2. How is his face look? 3. How is she looking? 4. Stentless also called	weak
Motivation	To make the pupils think in different angles	To enable the pupils express their ideas	1. do you know any differ- ent type of clothes? 2. Can you tell me their names? 3. Which type of cloths you wearing in summer? 4. Which type of cloths you wearing in rainy season	yes cotton, allen, silk cotton cloths silk cloths
announce entire the people			So today we shall learn the lesson The magic of silk	

Steps	Academic standards	Objectives	Teacher activity	Pupil's activity	T.L.M	BS/IS/W	Unit
pre-reading	Reading comprehension	To develop the skill of reading and time to own reading	I shall ask the pupils to read the passage individually	pupils read the passage	content clips	18	
collaborative reading	EXP session according to full reading comprehension	To make sense of reading the passage through collaboration	I shall ask the pupils to read in groups and discuss among themselves After few minutes I shall ask one of them to say what they have understood.	pupils read in groups and share their ideas pupils come and say what they understood			
model reading	Listening to a good model	pupils listen to a good reading	I shall read the passage twice with correct articulation and explain the content.	pupils listen to one carefully			
Post reading	To develop habit of reading	To understand the passage without the help of the teacher	I shall ask the pupils to read the passage silently and come to an idea about that.	pupils will read the passage silently and better understand the passage.			

steps	academic standards	objectives	Teacher Activity	Puply activity	T.L.M	B.G.M	Eve
Questions Think and and interaction comprehension- try to speak out their ideas		to crable them recallly reflect the important points from the passage	1. where is this story taken from? 2. where is old woman lived? 3. what is the name of old woman daughter? 4. From the womans what get the siemmel? 5. At that heavy rain siemmel what see first?	from china small hut in forest siemmel fine thread to make beautiful silk her house/hut		china small hut in forest	
oral disccuse	creative exp session grammatial awareness	free exp session to give pupils change of free expression	I shall give some sentences and ask the pupil to speak those sentences using 1st case "work hard you'll get success"	if you work hard you will get success		if you work hard you will get success	

steps	Academic standards	Objectives	Teacher activity	Pupil activity	T.L.M	B.B.W
Written discuss	mind mapping match the following/ missing/ jumbled words/Fill in the blanks	to express their ideas freely in written form	I shall ask the pupil's to express their ideas for missing letters	pupil will freely guess their ideas		f-r-st m-g-i- s-i-u-e- m-i-s-e-
Project work	Thematically to make related project	the learners evolve them selves as independent users of language	If you were scientist pupil group and how would you feel? Plan for the tell me reasons tomorrow?	activity and get higher order thinking thinking skills	Roller board	If you were scientist me, how would you feel?

If you
were
scientist
with
me
would
you
feel?

She

* Preliminary information:

Name of the teacher trainee : P. Kasthuri

Subject : ENGLISH

Roll NO : 23

Class : 7th

Topic : The town child

Unit : 1

Date : 13-07-2016

Time : 4:30 PM

Method : Direct

Name of the school : Hindu College & High School

Name of the supervisor : Sri. G. Venkateswara Rao

Academic standards / Expected outcomes:

- ⇒ To enjoy the Poetry
- ⇒ To understand the theme of the Poem
- ⇒ To feel the images in Poetry
- ⇒ To appreciate the Poem
- ⇒ To develop aesthetic sense
- ⇒ To cultivate love towards Poetry
- ⇒ To help children set music to the poem
- ⇒ To explain the contextual meaning of new words like tams, meadows, lambs, smoke, plenty

Teaching aids:

pictures, real objects, charts and flash

Reference books:

class text book, oxford advanced dictionary

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The town child

I live in the town
in a street;
it is crowded with traffic
And feet;
There are buses and motors
And trams
I wish there were meadows
And lambs

The houses all wait
in a row;
There is smoke everywhere
That I go.
I don't like the noises
I hear -
I wish there were woods
Very near.

There is only one thing
That I love,
And that is the sky
Far above,
There is plenty of room
In the blue
For castles of clouds
And me, too!

—Irene Thompson

Steps	Academic standards	Objectives	Teacher activity	Pupils activity	T.L.M	E.B.W	24	Evaluation
Pupils previous knowledge interesting	Pupils get sufficient exposure to the poem for enjoyment	Pupils recall their previous knowledge	Good morning children How are you all? What is your name? Where are you coming from? Your living place Village or city? How is your village? Where would you prefer to live? Can you tell me some names of cities?	Good morning Sir fine, thank you. * Sri Latha * Lakshmi Pulam. * Village				
announce ment of the topic			So, today we are going to know about the city's/Town's	* Guntur, Visayawada, Dilli/Mumbai				

The Town
 Child
 - Irene
 Thompson

steps Academic standards
face that Teaching
interaction the value
involved in
the poem

Objectives
to help
pupils learn
the theme

Teaching activity
I shall show a picture
related to the theme of
poem and ask the
following questions to
the pupils

Pupils activity
Pupils observe the
picture and come to
an understanding
about the theme of
poem.

T.L.M

B.B.W

EUR

1. what do you see in
the picture?

one boy hanging
the bag and walk

2. what else you observe? big roads/vehicles

It is a city, there
are roads, building,
cars, buses and etc.

3. can you tell me what
do you understand
about the picture?

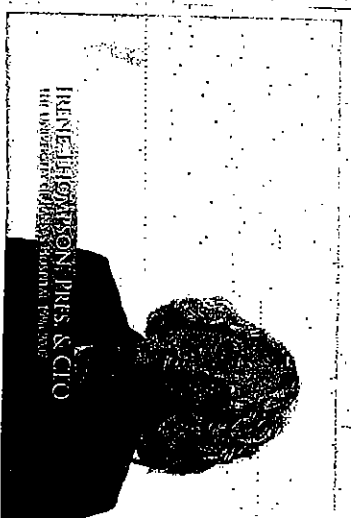
the
city.
so many
people
living



introduction of
the poet

Pupils learn
about the
poet
know about
the poet

The poem "The Townchild"
was written by Irene
Aronson.



IRENE ARONSON, PRES. & CEO
THE UNIVERSITY OF TEXAS AT AUSTIN

steps	Academic standards	Objectives	Teacher activity	Pupil activity	T.L.M	B.B.W	eval
representation of new words.	pupils get sufficient exposure to the meanings of the language of difficult words by listening contextually	1. shall show a picture and ask the following questions to the pupils. 2. what do you see in the picture? 3. what are these people doing? 4. where they are walking. 5. on the road/street	1. where are you coming from? 2. do you know vehicles? 3. can you tell me some	people walking			



feet = people who walk in streets

Team:
oral
discusses

1. where are you coming from?
2. do you know vehicles?
3. can you tell me some

steps	Academic standards	Objectives	Teacher activity	Pupils activity	T.L.M	B.B.W	evaluation
Model reading by the teacher	TO develop the skill of listening through enjoyment	to enable the pupil understand the significance of poet's rhythm and to enjoy the music of the poem	I will read the poem loudly with correct rhyme and rhythm	Pupil listen to the poem and enjoy			
Re-reading by the children	collaborative reading Expression according to their understanding	to enable the pupil to develop the reading skill	I shall ask the pupil to read the stanzas one by one in different groups	3 groups will read the poem stanza by stanza			
Study of the poem	control idea of poem	Pupil get the control idea and facts about the poem	I shall explain the poem by showing the painting and related to the poem	Pupil listen and understand the poem	Painting of the poem		

Steps	Academic standards	Objectives	Teacher activity	Pupils activity	T.L.M	B.B.W	EVAL
Questions on comprehension	Listening and speaking	To test the pupils understanding	I shall ask the following questions.				

1. What is the poem about?

city/town

town

2. Who is the poet of this poem?

Irene Thompson

Irene Thompson

3. What is the wish of town child?

Lived in villages

villages

4. Which vehicle contained in cities?

Buses / train, motors.

BUS, train, motors

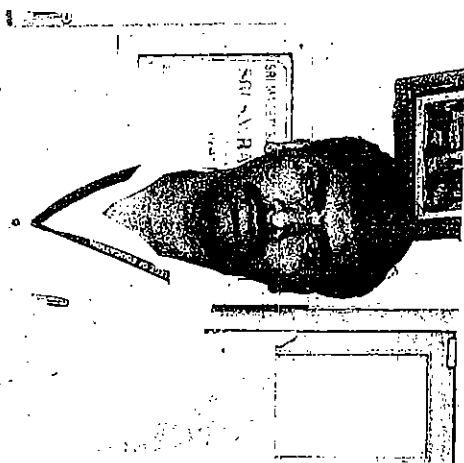
Rhyming words	Pupils identify the rhyming pattern in the poem	To enable the pupils appreciate the rhyme of the poem	I shall ask pupils to identify the rhyming words from the poem and write them on the black board.	90 - row blue - too near - dear bright - night	90 - row blue - too near - dear bright - night

Steps	Academic standards	Objectives	Teacher's activity	Pupil activity	Time	Resources	Evaluation
Turning and choreographing of the poem	Choreograph the pupil try to tune the poem	I shall ask the pupil to try to tune and choreograph the poem	Pupil try to tune and choreograph the poem				Tune the poem and try to
Object	Thematically related - project	TO make the pupils evolve them selves as independent uses of language	I shall ask the pupil try to write a parallel poem about animal of their choice	Pupil grasp and plan for the activity and get higher order thinking skills	Roller board	Try to write a parallel poem in city of their choice	Choreograph

Thank you children

So

THE UNIVERSITY OF CHICAGO

[illegible]

MACRO Teaching Internship Lesson PLAN - I

*Preliminary information:

Name of the teacher trainee : P. Karthika
Subject : ENGLISH
Roll NO : 23
class : 7th
Unit : 1
Topic : The country child
Time : 45 M
Date :
method : Direct
Name of the school : Hindu college & High school

* Academic standards / expected outcome:

- * TO enjoy the enjoy Poetry
- * TO understand the theme of the poem
- * TO feel the images in Poetry
- * TO appreciate the poem
- * TO develop aesthetic sense
- * TO cultivate love towards Poetry
- * TO help children set music to the poem
- * TO develop the concept of rhyming words
- * TO explain the contextual meaning of new words like quiet, lonely, wonderful

* Teaching Aids: Picture, real objects, charts

* Reference books: class Text book, oxford advanced dictionary

The country child

My home is a house

Near a wood

The lanes are so quiet,

Oh, dear!

I do wish that someone

Lived near

There is no one to play with

At all,

The trees are so high

And so tall;

And I should be lonely

For hours,

Were it not for the birds

And the flowers.

I wish that I lived
In a town -

To see all the trams

Going down

A twinkling street

That is bright

With wonderful colours

At night!

— Irene Thompson

Steps	Academic standards	Objectives	Teacher's activity	Pupils activity	T.L.M	B.B.W	E.B.
Motivation	Pupils get sufficient exposure to previous poem for knowledge enjoyment	Pupils recall Good morning children? How are you all?	1. What is your name? 2. Where are you coming from? 3. How is your city? 4. Where would you prefer to live? 5. Why you like villages?	Good morning Sir x x x x Guntur local Very busy roads, small corner Villages cool and nice natures simple relations. Nice person are there in villages.			
Testing pupils previous knowledge							
Announcement of the topic			Yes, so today we are going to know about the qualities of villages by the beautiful poem "The country child"				
Face sheet interaction	Teaching the value involve in the poem	To help pupils learn the theme	I shall show a picture related to the theme of picture and ask the following questions to the pupils	Pupils observe the poem and come to an understanding about the theme of poem			
The country child - Irene Thompson							

Picture Presentation

steps	Academic standards	Objectives	Teacher's activity	Pupils activity	T.L.M	G.B.W	evaluation
			1. what do you see in the picture? 2. what else do you observe? 3. what do you understand about picture?	A boy / student small houses, field, trees, small roads, nature. small village			
			i shall show the picture and ask the following questions to the pupils 1. what do you see in the picture? 2. what she doing? yes, no noise also called "quiet"	Teacher she says silent / no noise			



Lonely

To enable the pupils understand the meaning of the word

"Lonely"

1. what do you see in the picture?
 2. How she looking?
 3. do you know why?
 4. Yes, her feeling was very sad, no friends also called "Lonely"
- Girl / lady / woman
 - Very sad
 - she have no friends / no money



Wonderful

oral presentation

To enable the pupils understand the meaning of the word & which subject do "Wonderful"

1. What is your name? x x x x x
 2. How many marks do you get in English?
 3. How many marks do you get in English?
 4. While your father see your progress
- social / maths / English
 - 87. I am the class first
 - Very happy and he says very good my son / nice boy

Wonderful = very good / remarkable

Steps	Academic standards	Objectives	Teacher's activity	Pupils activity	T.L.M	B.G.M	evaluate
Model reading by the teacher	to develop the skill of listening through enjoyment	to enable the pupils understand the significance of poet's rhythm and to enjoy the music of the poem	I will read the poem loudly with correct rhyme and rhythm	pupils listen to the poem and enjoy			
Pre-reading	Reading by the children	to enable the pupils to develop the reading skills	I shall ask the pupils to read the stanza one by one in different groups	2 groups will read the poem stanza by stanza			
collaborative reading	expression according to their understanding	to enable the pupils share their ideas	I shall ask the whole class to read the poem rhythmatically and share their ideas	pupils will read and share their ideas			
scaffolded reading	students think and extrapolate the text	to enable the pupils think deeply about the poem	I shall lead the discussion through questions	pupils express their ideas about the poem			

Questions on
comprehension
listening and
speaking

To test the
pupil's understanding

I shall ask the following
questions.

1. What is the wish of
the country child?

* He wants to live in
town

2. What is the inner
feeling of country child?

He should be lonely.

3. What is the meaning of
quiet?

No noise / silent

4. Why are night clothes
fit in towns?

A twinkling street

A twinkling
street

Rhyming
words

Pupil's idea - To enable the
pupil to identify the
rhyming pattern in
the poem.

I shall ask pupils to
identify the rhyming
words from the poem
and write them on
the black board.

Pupils identify them

bright - night
dear - near
hours - flowers

bright - night
dear - near
hours - flowers

steps	Academic standards	Objectives	Teacher's activity	Pupils activity	F.L.M	B.B.W	Evaluate
running and choreograph-ing of the poem	choreograph to make the pupils try to tune the poem	I shall ask the pupils to try to tune and choreograph the poem	Pupils try to tune and choreograph the poem				Tune the poem and try to choreograph
Project work	Thematically related project	to make the pupils evolve them selves as independent uses of language	I shall ask the pupils try to write a parallel poem about an villages of their choice	pupils grasp and plan for the activity and get higher order thinking skills	Roller board	Try to write a parallel poem about an villages of their choice	Try to write parallel poem about an villages of their choice

Thank you children

MACRO Teaching Internship Lesson Plan - II

Preliminary information:

Name of the teacher trainee : P Kaeethu

Subject : ENGLISH

Roll NO : 23

Class : 7th

Unit : 1

Topic : The New Blue Dress

Unit : 1

Time : 45m

Date :

Method : Direct & Grammatical translation

Name of the school : Hindu College of High School

Expected outcome / Academic standards:

41

Pre-Reading:

- * To sensitize the pupils towards the theme.
- * To elicit of their inner passion, what they think about the picture.
- * To enable them talk about the picture.
- * To make them an intelligent prediction on the passage.
- * To develop their ability to describe the picture.

Reading:

- * To make the pupils read individually and see their own speed of reading.
- * To make them understand the passage using glossary dictionary etc.
- * To minimize the list of new words with the help of peers.
- * To share their ideas/views in groups through collaboration.
- * To develop the ability to generate own text.

Post-reading:

- * To enable the children use appropriate vocabulary and grammar in oral and written discussions/communication activities.
- * To facilitate language acquisition and make them independent users of language.
- * To develop the extensive reading.
- * To understand the passage and share their views in groups.
- * To express their ideas for given questions.
- * To enable the children involve freely in the transaction of activities.

Activities:

- * structure
- * on
- * vocabulary : Active vocabulary : ugly.
- * vocabulary : ^{so} Passive vocabulary : Pavement
- * speaking : oral exercises
- * Reading : True / false
- * writing : written exercises
- * Project : Related to the theme "The blue dress"
- * others : pictures, real objects, roller board etc.

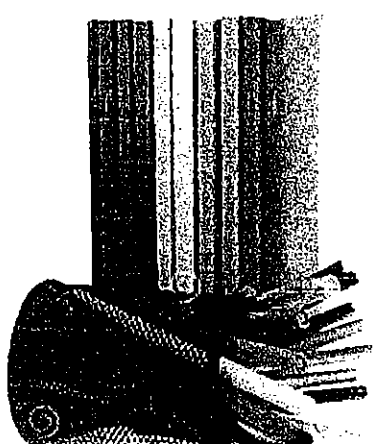
THE NEW BLUE Dress:

When spring came to the city of Cleveland in 1909, it did not change Gates Avenue. People who lived on the pretty streets near Gates Avenue were making gardens and painting their houses. But Gates Avenue continued to look dirty and ugly.

Gates Avenue was a short street, but it seemed longer because it was so ugly. Most of the families who lived there had very little money. They never expected to have any more.

Their houses had not been painted in many years, and they did not even have running water. The streets itself was ugly too. There was no pavement, there was no street light, and the railroad at the end of Gates Avenue added noise and dirt.

Steps	Academic standards	Objectives	Teacher's activity	Pupil Activity
the sheet	interaction with pupils	to develop their ability to describe the picture	Good morning children? How are you all?	Good morning sir. fine, thank you sir.
reaction for learning	can guide			
	to elicit of their inner passion, what they think about the theme in the picture			
			1. What do you see in the picture?	Teacher, children.
			2. What is this?	class room
			3. What is the teacher doing?	gave to dress to children
			4. do you know why teacher gave to dress to her?	we think her birthday/ class first/ good girl.
language ok.	pupils get sufficient exposure to the language listening	to help the pupils understand the usage of the structural stem "on"	I shall ask show a picture and ask the following questions to the pupils.	1. what do you see in the picture? Book, Pen, Pencils, table 2. where are the these items? on the bench



on =
position
gradually

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substitution table:

to give the students through practice of the structural item "on"

Active vocabulary
Listening and speaking

The pupils learn the meaning of word "ugly"

I shall ask the following questions to the pupils.

Oral presentation

1. children do you know meaning of

Yes, Sir

ugly =

ugly?

2. Can you tell me meaning of ugly?

Not beautiful/not nice

unpleasant or unattractive in appearance

3. Yes, can you tell me Ramu is looking like ugly

ugly

Yes, not attractive also

called "ugly"

on =
position
of adverb
in contact
with and
supported
by a surface

The pen The pen
The book On The table
Gita sit The bed
Room Walk The room

T.L.M

B.B.W

Enah

Steps	Academic standards	Objectives	Teacher's activity	Pupil's activity
1. Add new vocabulary words to their vocabulary	Pupils add new words to their vocabulary	To enable the pupils understand the meaning of the word "pavement"	1. I shall show a picture and ask the following questions to the pupils. What do you see in the picture?	1. Pupils answer the questions
2. Add new vocabulary words to their vocabulary	Pupils add new words to their vocabulary	To enable the pupils understand the meaning of the word "pavement"	2. Where are the people walking?	2. Pupils answer the questions
3. Add new vocabulary words to their vocabulary	Pupils add new words to their vocabulary	To enable the pupils understand the meaning of the word "pavement"	3. People walking on the road, do you know what that route is called?	3. Pupils answer the questions



Motivation To make the pupils think in different angles

To enable the pupils express their ideas

1. children do you know colours? yes

2. can you tell me some names of colours? white, black, yellow, red

3. which colours do you like? Red colour most?

4. which colour dress do you like? Red colour dress

Have more?

So, today we shall learn the lesson "The new blue dress"

"The new blue dress"

Page 55

5
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d
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a
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f
n
g
5?

pre-reading reading
comprehension

to develop the I shall ask the pupils
skill of reading to read the passage
and tune to
own reading individually

pupils read the
passage

collaborative expression
reading according to

to make sense I shall ask the pupils to
of reading the passage
the passage through
collaboration - pupils After find min-
utes I shall ask one
of them to say what
they have understood

pupils read in groups
and share their ideas
pupils come and say
what they understood.

model
reading

listening-
and
model

pupils listen
to a good
reading

I shall read the
passage twice with
correct articulation
and explain the content

pupils listen to one
carefully

object

reading to develop
the habit of the passage
reading

to understand
with out the
help of the
teacher

I shall ask the pupils
to read the passage
silently and come
to an idea about that
passage
pupils will read the
passage silently and
better understand the
passage

Steps	Academic standards	Fea objectives	Teacher's activity	Pupils activity	T.L.M	B.G.W	EVALU
Questions on pronunciation	Think and interact try to speak out their ideas	to enable them recall reflect the important points from the passage	1. What is the name of the city? 2. What is the street name? 3. How to look gates avenue? 4. Which type of street gates avenue? 5.	Cleveland Gates Avenue dirty and ugly A short street NO Pavement, rail road			
Word pronunciation	creative expression	Free expression to give pupils chance of free expression	I shall give some word and ask the pupils to speak for correct pronunciation	noise dirty street,			

written
discuss
mind mapping
missing/
jumbled/
fill in the
blanks

to express
their ideas
freely in
written form
I shall ask the pupils
to express their ideas
for missing letters
express their ideas

project
work
related
project
The matrically
to make the
write about you
learnness evolve
themselves as
independent
users of
language

Pupils grasp and plan
for the activity and
get higher order
thinking skills.

P-et-y.
li-l-
s-x-e-
d-x-y
write
about you
street how
you main-
ted that
village
st-
ye
ab
is

Preliminary information:

MACRO TEACHING INTERNSHIP LESSON PLAN - III

Name of teacher trainee : P. Kasthish

Subject : ENGLISH

Roll No : 23

Class : 7th

Unit : I

Topic : THE NEW BLUE DRESS

Date :

Method : Direct & Grammatical translation

Name of the school : Hindu college & High school

* Expected outcomes / Academic standards:

Pre-reading:

- * To sensitize the pupils towards the theme
- * To elicit of their inner passion what they think about the picture
- * To enable them talk about the picture
- * To make them an intelligent prediction on the passage.

Reading:

- * To make the pupils read individually and see their own speed of reading
- * To make them understand
- * To minimize the list of new words with the help of Pecos.
- * To share their ideas/views in groups through collaboration
- * To develop the ability to generate own text

Post-Reading:

- * To enable the children use appropriate vocabulary and grammar in oral and written discourses/communication activities
- * To facilitate language acquisition and make them independent users of language
- * To develop the extensive reading
- * To understand the passage and share their views in groups
- * To express their ideas for given questions
- * To enable the children involve freely in the transaction of activities.

* Language Activities:

* structure : "in"

* Vocabulary : Active Vocabulary : pretty

so
Passive Vocabulary : untidy

* speaking : oral exercises

* Reading : True / False

* Writing : written exercises

* Project : related to the theme "The new blue dress"

* others : pictures, flash cards, roller boards etc.

THE NEW BLUE DRESS

The other girls in the school near Gates Avenue wore new and pretty clothes that spring. But the little girl from Gates Avenue still wore the dirty dress that she had worn all winter. Probably that was the only dress she owned.

Her teacher was unhappy. The little girl was so nice! She always worked hard in school; she was always friendly and polite. Her face was dirty and her hair was untidy, but anyone could see that she was pretty under the dirt.

One day the teacher said, "Wash your face before you come to school tomorrow morning! Please do that. Just for me."

The next morning the child's pretty face was clean and her hair tidy. Before the little girl went home that afternoon, the teacher said, "Now, dear, please ask your mother to wash your face."

steps
language
book

academic
standards
pupils get
sufficient
exposure to
the language
listening

objectives
to help the
pupils under-
stand the
usage of the
structural
items "in"

Teacher's activity
I shall show a picture
ask of the following
questions to the
pupils.

Pupils activity

1. what do you see in
the picture?
animals

2. which animals you see.
find at the picture?
lion, elephant, monkey

3. can you tell where
these animals are lived?
They lived in forest



in =
expressing

active
vocabulary
poetry
presentation

listening
and
speaking

The pupils
learn the
meaning of
the word
"poetry"

I shall ask the follow-
ing questions to the
pupils.

1. childrens do you
know film heroines?

yes.

2. Tell me some heroines.
samantha, Kajol, etc
names?

3. who is your favourite
heroine?
samantha

4. why do you like
samantha?

she is very fairly
beautiful / attractive

Poetry =

having an
attractive
face, fairly

Academic standards	Objectives	Teacher's activity	Pupil's activity	T.L.M	BBW	53
Listening and speaking Pupils add new words to their vocabulary. Pupils understand the meaning of the word "untidy".	Pupils get practice in using the word "tidy" 3. tidy is also called as "tidy".	1. What do you see in the picture? 2. How she looking? 3. tidy is also called as "tidy".	1. Baby / small girl 2. very nice / tidy			
Pupils add new words to their vocabulary. Pupils understand the meaning of the word "untidy".	1. I shall show a picture and ask the following questions to the Pupil 2. What do you see in the picture? 3. How he looking?	1. very illegible 2. not neat / not nice 3. can you tell me another word of 'illegible'? yes, not inclined to be neat is also called as "untidy"	1. very illegible 2. very illegible			
Pupils add new words to their vocabulary. Pupils understand the meaning of the word "untidy".	1. I shall show a picture and ask the following questions to the Pupil 2. What do you see in the picture? 3. How he looking?	1. very illegible 2. not neat / not nice 3. can you tell me another word of 'illegible'? yes, not inclined to be neat is also called as "untidy"	1. very illegible 2. very illegible			
Pupils add new words to their vocabulary. Pupils understand the meaning of the word "untidy".	1. I shall show a picture and ask the following questions to the Pupil 2. What do you see in the picture? 3. How he looking?	1. very illegible 2. not neat / not nice 3. can you tell me another word of 'illegible'? yes, not inclined to be neat is also called as "untidy"	1. very illegible 2. very illegible			

Good, today continue the lesson. The new blue dress.

re-reading Reading To develop the pupil's reading comprehension skill of reading and tune to own reading

collaborat- expression To make sense I shall ask the pupil to read in groups and discuss among themselves after few minutes I shall ask one of them to say what they have understood.

model listening pupil listen to I shall read the passage to a good a good reading model twice with correct articulation and explain the content

best To develop TO understand I shall ask the pupil to read the passage silently and come to an idea about that the habit the passage without the help of the teacher

pupil's will read the passage silently and better understand the passage

steps	Academic standards	Objectives	Teacher's activity	Pupil's activity	T.L.M	B.B.W	evaluation
Questions on comprehension	Think and interact try to sort out their ideas	To enable them recall the important points from the passage	1. How other girls looking in gates avenue 2. How little girl looking from gates avenue? 3. How many dresses she have owned? 4. What is the feeling of the teacher about that girl? 5. What said the teacher to little girl?	new and pretty clothes that spinning wore still dirty dress only one dress un happy wash your face before you come to school tomorrow morning		new and pretty clothes	
word pronunciation	creative expression	free expression to give pupil's chance of free expression	I shall give some words and ask the pupil to pronounce the words clearly	pupil's pronounce the words correctly		pretty, spinning, polite, untidy	

written mind to express I shall ask the pupils Pupils will freely
discourse mapping/ their ideas to express their ideas express their ideas
match the freely in for match the followings
following/ written form on "The new blue dress"
missing
letters/
jumbled
words

Teacher
Little
Baby
half

unhappy
pretty
untidy

Project
Work

Thematically to make the what you understand Pupils grasp and
related learner evolve the theme of the poem Plan for the activity
Project themselves as passage make a report and get higher order
ideas independent of your own words thinking skills
- don't use words of language

What you understand the theme of the passage

Preliminary information:

MACRO Teaching INTERNSHIP Lesson Plan - IV

54

Name of the teacher trainee : P Karthik

Subject : ENGLISH

Roll NO : 23

Class : 7th

Unit : I

Topic : The new blue dress

Time : 45 min

Date :

Method : Direct & Grammar translation

Name of the school : Hindu college & Hindu High school

* Expected outcome / Academic standards:

I. Pre-reading:

- * To sensitize the pupils towards the theme
- * To elicit of their inner passion, what they think about the picture
- * To enable them talk about the picture
- * To make them an intelligent prediction on the passage
- * To develop their ability to describe the picture

II. Reading:

- * To make the pupils read individually and see their own speed of reading
- * To make them understand the passage using glossary, dictionary etc
- * To minimize the list of new words with the help of peers
- * To share their ideas/views in groups through collaboration
- * To develop the ability to generate own text

III. Post-reading:

- * To enable the children use appropriate vocabulary and grammar in oral and written discourses / communication activities
- * To facilitate language acquisition and make them independent users of language
- * To develop the extensive Reading
- * To express their ideas for given questions
- * To enable the children involve freely in the transaction of activities

Language Activities:

* Structure

: In

* Vocabulary

: Active vocabulary : excitement

or

Passive vocabulary : ashamed

* Speaking

: oral exercises

* Reading

: True/false

* Writing

: written exercises

* Project

: Related to the theme "The New Blue Dress"

* Others

: charts, pictures, flash cards, Rolles Brands etc.

THE NEW BLUE DRESS:

The girl continued to wear the same dirty dress. "Her mother is probably not interested in her," the teacher thought. So she bought a bright blue dress and gave it to the little girl. The child took the gift eagerly and rushed home.

The next morning she came to school in the new blue dress, and she was very clean and tidy. She told her teacher, "My mother couldn't believe her eyes when she saw me this morning in my new dress. My father wasn't at home, but he'll see me at supper tonight. She was full of excitement."

When her father saw her in new blue dress, he was amazed to find that he had a very pretty girl. When the family ate supper, he was even more amazed to see a cloth on the kitchen table. The family had never used a table cloth before. "We're going to begin to be

tidies here, his wife said "I'm ashamed to be dirty when our daughter is so clean. After supper, the mother began to wash the kitchen floor. Her husband watched silently for several moments. Then he went out side and began to repair the fence. The next evening, with the family's help, he began to make a garden.

steps	academic standards	objectives	Teacher's activity	Pupil's activity	T.L.M	B.B.W	eth
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language work
Pupils get sufficient exposure to the language listening

to help the Pupils understand the usage of the structural item "in"

1. What do you see in the picture?
2. Can you tell me these names?
3. How many animals in the picture? some animals
4. Where these animals live? in forest



substitutional table

to give the students through practice of the structural item "in"	Pupils understand the structural item "in"	animals people in fish lived	The forest The hole The water
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Pupils understand the structural item "in"

animals people in fish lived

The forest The hole The water

steps	Academic standards	Objectives	Teacher's activity	Pupil's activity
1. Pre-reading vocabulary excitement oral presentation	Listening and speaking	the pupils learn the meaning of the word "excitement"	1. What is your favourite subject? 2. How many marks do you get in English? 3. How you feel now?	English 88 marks Very great
2. While-reading presentation listening and speaking		Pupils get practice in using the word "excitement"	1. What do you see in the picture? 2. Can you tell me what do you observe in the picture? 3. Can you tell me an other word of happy feel?	A man He feel happy A feeling great/ eagerness
3. Post-reading presentation			Yes, A feeling great/ eagerness also called as excitement	



Passive
vocabulary
"ashamed"

pupils add new
words to their
vocabulary

to enable the
pupils under-
stand the
meaning of
the word
"ashamed"

I shall show a picture
and ask the following
questions to the pupils

1. what do you see in the picture?
A man get down his head
2. do you know why?
He lose money/job
3. he failed in english subject; do you know how he feel?
shy / guilty



Feeling

motivation
to make the

pupils think in

different
angles

regarding
pupils
previous
knowledge
to
related to
lesson

1. what lesson we are
discourse yesterday?
The new blue dress

2. How many dresses
little girl have owned?
one dress only

3. what is the feeling of
the teacher about that
little girl?
un happy

4. How little girl looking?
wore and dirty

yes, continues the
lesson today even also

The New
Blue
Dress

Steps	Academic standards	Objectives	Teacher's activity	Pupils activity	T.L.M b3 B.B.W ealu
Collaborative ELT session reading according to their reading comprehension model reading good model	Reading comprehension to develop the skill of reading and tune to own reading	To make sense of reading the passage through collaboration Pupil listen to a good reading To understand the habit of reading To understand the passage with out the help of the teachers	I shall ask the pupils to read in groups and discuss among them selves after few minutes I shall ask one of them to say what they have understood. I shall read the passage twice with correct articulation and explain the content.	Pupil read in groups and share their ideas. Pupil come and say what they understood. Pupil listen to one carefully. Pupil will read the passage silently and better understand the passage.	

questions think and
on interact try to
comprehend speak out their
-nition ideas

to enable them recall
reflect the important
points from the passage

1. What is the teacher's thought about girl?
2. Which colour teacher gave to little girl?

Her mother is Rebecca - but not interested in her.

3. After wearing the Blue Dress, how she looking?

Very clean and tidy

4. When her father saw her in her new Blue Dress what he feel?

He was amazed

5. What family ate?

Supper

oral discourse

creative expression

grammatical awareness

free expression I shall give some sentence to give pupils chance of free expression

1. work hard you'll get success

If you work hard you will get success

2. Don't tease the dog, it will bite you

If you tease the dog, it will bite you

If you work hard you will get success

If you tease the dog, it will bite you

Steps	Academic standards	Objectives	Teacher's activity	Pupil's activity	T.L.M	B.B.W
written course	mind mapping/ match the following/ missing/jumble -led words	to express their ideas freely in writing form	I shall ask the pupil to express their ideas freely missing letters	pupils will freely express their ideas	x-s-e- s-p-e- a-a-ed, d-x--	
ject work	Thematically related project	To make the learned evolve themselves as independent users of language	When her father said her in her new blue dress what he felt?	pupils grasp and plan for the activity and get higher order thinking skills	when her father said her in her new blue dress what he felt?	when her father said her in her new blue dress what he felt?

he
in
he
blue
dress
what
he
felt?

* preliminary information:

MACRO Teaching EXPERIENCE Lesson Plan - II

Name of the Teacher Trainee : P. Kalithi

Subject : ENGLISH

Roll NO : 23

Class : 7th

Unit : I

Topic : The New Blue Dress

Time : 45 min

Date :

Method : Direct & Grammatical translation

Name of the school : Hindu college & Hindu High School

* Expected outcome / Academic standards:

Pre-Reading:

- * To sensitise the pupils towards the theme
- * To elicit of their inner passion, what they think about the picture
- * To enable them talk about the picture
- * To make them an intelligent prediction on the passage
- * To develop their ability to describe the picture

During Reading:

- * To make the pupils read individually and see their own speed of reading
- * To make them understand the passage using glossary, dictionary etc.
- * To share their ideas/views in groups through collaboration
- * To minimise the list of new words with the help of peers
- * To develop the ability to generate own text

Post-Reading:

- * To enable the children use appropriate vocabulary and grammar in oral and written discourses / communication activities
- * To facilitate language acquisition and make them independent users of language
- * To develop the extensive reading
- * To understand the passage and share their views in groups
- * To express their ideas for given questions

* Language activities:

* structure :

* Vocabulary : Active Vocabulary :

or

Passive Vocabulary:

* speaking

oral exercises

* Reading

True/false

* writing

written exercises

* Project

related to the theme "The new blue dress"

* others

pictures, real objects, flash cards, roller board etc

THE NEW BLUE DRESS:

After supper the mother began to wash the kitchen floor. Her husband watched silently for several moments. Then he went outside and began to repair the fence. The next evening, with the family help, he began to make a garden.

During the following week the man in the next house watched what his neighbour was doing. And by the end of the week the man began to plant his house. For the first time in ten years a few days later the young minister of a church near Gates Avenue passed these two houses and saw two men working. For the first time he noticed that there was no pavement on Gates Avenue, and no streetlight, and no running water. "People who are trying so hard to make decent homes here deserve help," the minister thought. He asked some important citizen in the city to help them.

Academic standards	Objectives	Teacher's activity	Pupil activity	G.L.M	B.B.W	Final
Steps Language pupils get work sufficient to be possible to use the language	standards pupils get work sufficient to be possible to use the language	Teacher's activity I shall show a picture and ask the following questions to the pupils	Pupil activity 1. What do you see in the picture? 2. Can you tell me where the house is? 3. Where are the field? Yes, at or to the back also called as "behind" I shall give some examples using of the word "behind".	house / field behind field Back of the river	69 behind = at or to the back or far side	
Objective Vocabulary "Garden" Listening and oral presentation Speaking	standards pupils get work sufficient to be possible to use the language	Teacher's activity I shall ask the following questions to the pupils 1. What you like most flowers or plants? 2. Where will we see garden?	Pupil activity pupils understand the meaning of the word "behind". pupils understand the meaning of the word "behind".		Garden = a piece of ground next to or around a house	

Picture
Presentation
-tion.
listening
and
speaking

Passive
vocabulary
decent
to their
vocabulary
Presentation

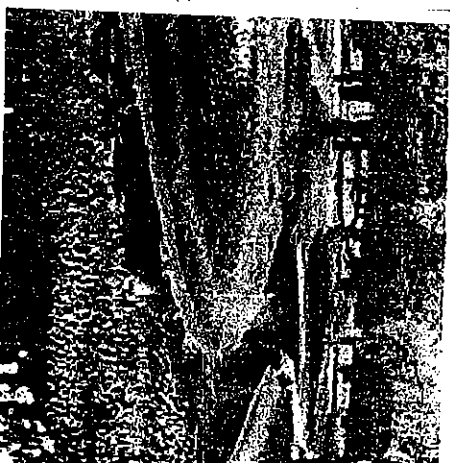
Where do we see
the made flowers
what do you see in the
picture?
Where these flowers
grown and protect?
in garden

To enable the
pupils under-
stand the
meaning of
the word
"decent"

1. What do you see in the
picture?
A boy / Beggar
2. Can you tell me what
you observe in the
picture?
A boy help the
beggar
3. What you feel about
to the boy?
Good boy / nice boy

Yes, having a good moral
standards also called as
"decent"

decent =



Steps
Activation

Academic standards
To make the pupil think
pupils think
different angles

Objectives
To enable the pupil express
their ideas

Teacher's activity
Which colour dress
little girl wear?

Pupil activity
Blue dress

T-L-M

B-B-U

71

1. of the see the girl
what her father feel?

Answered

3. What that family etc? • Supper

OK, good today we also
continue this lesson

3-reading Reading

To develop
comprehension the skill of
reading and
tune to own
reading

I shall ask the pupils
to read the passage
individually

pupils read the
passage

collaborative
reading

To make sense
according to
their reading the passage
comprehension
-sion
collaboration

I shall ask the pupils
to read in groups and
discuss among them-
selves after few minutes
I shall ask one of them
to say what they have
understand.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

model Listening to a pupil Listen I shall read the passage Pupil Listen to reading good model to a good reading

twice with correct articulation and explain one carefully the content

Post To develop the habit of reading the pupil will read the passage silently and without the help of the teacher

I shall ask the pupil to read the passage silently and come to an idea about that the passage

Questions Think and on interact try to speak out their ideas to select the important points from the passage

1. At that time what was mother was doing? wash the kitchen floor

2. What father was doing? watched moments

3. After how many years? After 10 years

later he painted his home?

NO pavement

4. What he was noticed first time? ..

word creative free expression I shall give some words and ask the pupil to change

kitchen floor

of free expression Pupil to speak and pronunciation with correct rhythm pavement paint

|--|

* Preliminary information:

MACRO Teaching Internship Lesson Plan - VI

Name of the Teacher trainee : P. KARTHIK

Subject : ENGLISH

Roll No : 23

Class : 7th

Unit : I

Topic : The New Blue Dress

Time : 45 min

Date :

Method : Direct & Grammatical Translation

Name of the school : Hindu College & High School

Expected outcome / Academic standards:

Pre-reading:

- * To sensitise the pupils towards the theme
- * To elicit of their inner passion, what they think about the picture
- * To enable them talk about the picture
- * To make them an intelligent prediction on the passage
- * To develop their ability to describe the picture

Reading:

- * To make the pupils read individually and see their own speed of reading
- * To make them understand the passage using glossary, dictionary etc.
- * To minimize the list of new words with the help of peers
- * To share their ideas/views in groups through collaboration
- * To analyse the information and link it with their personal experience
- * To develop the ability to generate own text

Post-Reading:

- * To enable the children use appropriate vocabulary and grammar in oral and written discussions/communication activities
- * To facilitate language acquisition and make them independent users of language
- * To develop the extensive reading
- * To understand the passage and share their views in groups
- * To enable the children involve freely in the transaction of activities

Language Activities:

* Language Activities:

- * structure
- * vocabulary : Active vocabulary : organise
passive vocabulary : ^{eg} campaigns
- * speaking : oral exercises
- * Reading : True/False
- * writing : written exercises
- * project : related to the theme "The new Blue Dress"
- * others : charts, pictures, real objects, roller board etc.

THE NEW BLUE DRESS:

A few months later, because of the young minister, there was a pavement on Gates Avenue. There was a street light on the corner, and the houses had running water. Six months after the little girl got her new blue dress, Gates Avenue had become a tidy street where respectable citizens lived.

When people in other places heard the story of Gates Avenue, they began to organise their own 'clean up' campaigns. Since 1913, more than seven thousand towns and cities have organised campaigns for painting and repairing homes and making better lives for the people who live in them.

| Steps | Academic standards | Objectives | Teacher's activity | Pupil's activity | T.L.M | B.B.W | evaluation |
|---------------|--|---|--|--|---|--|--|
| Language work | Pupils get sufficient exposure to the language listening | To help the pupils understand the usage of the structural item "with" | <p>I shall show a picture and ask the following questions to the pupils?</p> <p>1. I came <u>with</u> you.</p> <p>2. I am <u>with</u> you.</p> <p>3. I live <u>with</u> my family.</p> <p>4. I gave to him pen <u>with</u> love.</p> | <p>Pupils understand the meaning of the word "with" through by practice.</p> <p>Pupils understand the meaning of the word "with"</p> | <p>1. do</p> <p>2. you</p> <p>3. the</p> <p>4. with</p> | <p>with = in the same direction as in relation to</p> <p>I came with you</p> <p>I am with you</p> <p>I live with my family</p> | <p>How the</p> <p>else</p> <p>the</p> <p>with?</p> |

Picture presentation
listening and speaking

pupils get practice in using the word "organise"

2. while you come to school who make you food?
yes to make also "organise"

my mother

children and mother

mother



3. what mother was doing for her child?

to make food

4. do you know another meaning of make?
yes, to make, prepare also called "organise"

prepare

campaigns pupils add picture new words to their vocabulary

to enable the pupils understand the meaning of the word "campaigns"

I shall show a picture and ask the following questions to the pupils
1. what do you see in the picture?

dolls/vodafone add

2. can you tell me why we use that?

publicity

yes, do something for activity called "campaigns"



| Steps | Academic Standards | Objectives | Teacher's Activity | Pupil Activity | T.L.M | B.B.U | evaluation |
|-------|---|---|--|---|-------|-------|------------|
| | motivation to make the pupils think in different angles | recenable the pupils express their ideas | I shall ask some questions from yesterday's lesson for motivate the children | | | | |
| | | | 1. At that time what mother was doing? | clean the floor | | | |
| | | | 2. who help the city's for cleaning? | important citizens | | | |
| | | | 3. what father noticed first time on road? | There was no pavement | | | |
| | | | yes, good children today we are also continue the lesson the new blue dress. | | | | |
| | pre-read- Reading ing | to develop comprehension the skill of reading and tune to own reading | I shall ask the pupils to read the passage individually | pupils read the passage | | | |
| | collaboration- expression of reading according | to make sense of reading | I shall ask the pupils to read in groups and | pupils read in groups and share their ideas | | | |

| | | | | | | |
|----------------------------------|--|--|---|--|------------------------------|--|
| Model
reading | listening
and
model | the passage
through
comprehension collaboration | discuss among themselves
- after minutes I shall
ask one of them to say
what they have under
stood. | pupils come and say
what they under stood. | | |
| Model
reading | listening
and
model | pupils listen
to a good
reading | I shall read the
passage twice with
correct articulation
and explain the content | pupils listen to me
carefully | | |
| Post
reading | to develop
the habit of
reading | to understand
the passage
without the
help of the
teacher | I shall ask the pupils
to read the passage
silently and come to
an <u>idea</u> about that. | Pupil will read the
passage silently and
better understand
the passage. | | |
| Questions
on
comprehension | Think and
interact to
speak out
their ideas | to enable
them recall
reflect the
important
points from
the passage | 1. you make the
pavement at on gates
avenue?
2. what houses had
punning? | A young minister
water | A young
minister
water | |

| Steps | Academic standards | Objectives | Teacher's activity | Pupil's activity | T.L.M | B.R.W | Evaluation |
|-------------------|---------------------|---|---|--|-------|---|---|
| | | | 3. Who lived in Gates Avenue?
4. What is moral of this story?
5. What is the lesson name? | 3. respectable citizens
4. responsibility | | 3. respectable citizens
4. responsible
The New Blue Dress | 1. respectable citizens
2. A moral of the story? |
| 10rd | creative expression | free expression to give pupil chance of free expression | I shall give some words and the pupil to speak and pronunciation | | | 3. respectable citizens
4. clean up
5. organise | |
| Written discourse | missing letters | TO express their ideas freely in written form
I shall ask the pupil to express their ideas for missing letters | Pupil will freely express their ideas
C-T-Z-N,
O-g-n-se,
t-d-
s-p-es, | | | | |

Important Information: To make the ...

protect work

Thematically related protect

To make the learning evolve themselves as independent users of language

who knows what happen when a teacher gives a little girl a new blue dress;

Pupils grasp and plan for the activity and get higher order thinking skills

Roller Board

who know what will happen when a teacher gives a little girl a new blue dress.

with an who will have had a new blue dress

* Preliminary information:

MACRO Teaching Internship Lesson PLAN - VII

Name of the teacher trainee : P. KARTHICK

Subject : ENGLISH

Roll NO : 23

Class : 7th

Unit : II

Topic : CV Raman, the pride of India

Time : 45 min

Date :

Method : Direct & Grammatical Translation

Name of the school : Hindu College & Hindu High School

* Expected outcome / Academic standards:

I. Pre-reading:

- * To sensitize the pupils towards the theme
- * To elicit of their inner passion, what they think about the picture
- * To enable them talk about the picture
- * To make them an intelligent prediction on the passage
- * To develop their ability to describe the picture

II. Reading:

- * To make the pupils read individually and see their own speed of reading
- * To make them understand
- * To minimize the list of new words with the pupils help of peers
- * To share their ideas/views in groups through collaboration
- * To develop the ability to generate own text

III. Post-reading:

- * To enable the children use appropriate vocabulary and grammar in oral and written discourses / communication activities
- * To facilitate language acquisition and make them independent users of language
- * To develop the extensive reading
- * To understand the passage and share their views in groups
- * To express their ideas for given questions

* Language Activities:

- * structure : of
- * vocabulary : active vocabulary: rushed
passive vocabulary: ^{so} cultivation
- * speaking : oral exercises
- * Reading : True / false
- * writing : written exercises
- * Project : Related to the theme "C.V. Raman, The Pride of India"
- * others : pictures, real objects, flash cards, roller board etc.

* C.V. Raman, THE PRIDE OF INDIA:

ON The busy Bowbazar street in Calcutta there was an old building. It was the headquarters of the Indian Association for cultivation of science. In December, on a fine evening in 1927, there was much excitement in one of its laboratories. Chandrasekhara Venkata Raman was showing a visitor some of his instruments when a young man British rushed in and announced, "Professor Compton has won the prize."

Raman was equally delighted. "Excellent news," he said, smiling at the visitor and then he was lost in thought. "But look here, Krishnan," he said, turning to the young man, "if this Compton Effect is true of X-rays, it must be true of light too."

| Academic standards | Objectives | Teacher's activity | Pupils activity |
|--|---|--|--|
| <p>ce sheet interaction with pupils</p> <p>reaction facilitating language trigger for learning</p> | <p>to develop their ability to describe the picture</p> | <p>Good morning children how are you all?</p> <p>I shall show the picture and ask the following questions to the pupils.</p> <p>1. what do you see in picture?</p> <p>2. can you name these scientists?</p> <p>3. Tell me, what you know about them?</p> <p>4. Do you want to be a scientist? Why?</p> | <p>Good morning sir</p> <p>Fine, thank you sir</p> <p>Abuadil kalam, sirindivan Ramam, Jann, C.V. Rammam etc.</p> <p><u>kalam</u>: he's a great scientist, great man, former indian president. HE is came from Tamil nadu.</p> <p>Yes, I want be a</p> |



I want to discover
New things.

2. Srinivasa Ramanujan

He was a great Indian
mathematician. He
made extraordinarily
contribution to maths
analysis.

3. Albert Einstein

He was a Great German
physicist. His theory
of relativity showed
that mass and energy
are different forms
of each other.

4. Isaac Newton

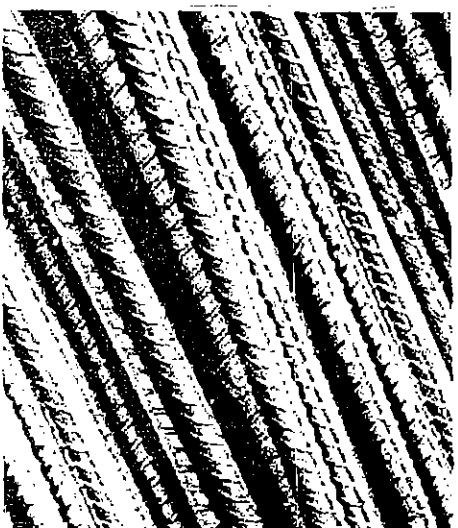
He discovered that
sunlight is a mixture
of a rain bow. Tele-
scope through which he
saw the moons of Jupiter.

5. Alexander Fleming

biologist. Penicillin 1928
Nobel - 1945



| Steps | Academic standards | Objectives | Teacher's activity | Pupil's activity | T.L.M | B.B.W | Evaluate |
|------------------------|--|---|--|---|-------|-------|----------|
| Language words | Pupils get sufficient exposure to the language listening | To help the pupils understand the usage of the word of "rushed" | I shall give some oral illustration to pupils using the word structural item "of" | | | | |
| Active vocabulary | Listening and speaking | The pupils learn the meaning of the word "rushed" | 1. Sita is the wife of Rama
2. Rathis is friend of Sita
3. Latha is sister of Bansi | pupils understand the meaning and using of the word | | | |
| Oral presentation | | | I shall ask the following questions to the pupils
1. What is this?
2. Which material was used for making this table? | Bench/chair
Wood | | | |
| Picture representation | Listening and speaking | Pupils get practice in using the word "rushed" | 1. What do you see in the picture?
2. What is the use for iron? | Iron rod
making for gates, using buildings | | | |



rushed =
water
plant used

3. Can you tell me use of iron in making

passive
vocabulary
cultivation
picture
representation

pupils add
new words
to their
vocabulary

to enable the
pupils under
stand the
meaning of
the word
"cultivation"

3. Can you tell me use
of iron?
Yes, a iron used in
making gates, buildings
etc also called as 'wushad'

It used in making
gates and build
bridges etc.

Cultivation=
use land and
crop or

1. What do you see in the
picture?

flowers

2. How is these flowers
looking?

Very nice/beautiful

3. Where we are see the
flowers?

in houses/parks etc

4. Where these flowers
particularly grow up?

Parks/garden

Yes, flowers gain a pat-
tern quality develop in

gardens. a gain pattern
quality called
"cultivation"



| Steps | Academic standards | Objectives | Teacher's activity | Pupil's activity | GLM | BSM | Evaluators |
|------------|--|--|--|--|-----|-----|------------|
| motivation | to make the pupils think in different angles | recognable the pupil's concept these ideas | 1. what is your name?
2. who discovered the TV?
3. okay, do you have cell phone?
4. do you know you discover the phone?
5. can you tell me, what we call him?
6. good, he discovered the phone. That's why we call him scientist. | • x x x x x
• I don't know.
• no, my father Hallye | | | |

so, today we shall learn the lesson
Great scientist.
"CV Raman, the pride of india"

CV Raman
"The pride of india"

nouncement
it of
the
Topic

| | | | | | |
|-------------------------------|--|--|---|--|--|
| pre-reading
reading | Reading
comprehension | To develop
the skill of
reading to
own reading | I shall ask the Pupil's
to read the passage
individually | Pupil's read the passage | |
| collabora-
tive
reading | expression
according to
their reading
comprehension | To make
sense of
reading
the passage
through
collaboration | I shall ask the Pupil's
to read in groups and
discuss among themselves
After few minutes I shall
ask one of them to say
what they have under-
stood | Pupil's read in groups
and share their ideas.
Pupil's come and say
what they understand | |
| model
reading | listening
and a good
model | Pupil's
listen to a
good reading | I shall read the passage
twice with correct
articulation and explain
the content | Pupil's listen to one
carefully | |
| post
reading | To develop
the habit
of reading | to under-
stand the
passage
without the
help of the
teacher | I shall ask the Pupil's
to read the passage
silently and come to an
idea about that | Pupil's will read the
passage silently and
better understand the
passage | |

| Steps | Academic Standards | Objectives | Teacher's activity | Pupil's activity | T.L.M | BS.W | evaluation |
|---|--|--|---|---|-------|----------|------------|
| Questions on comprehension to speak out their ideas | think and interact + try to speak out their ideas | to enable them recall reflect the important points from the passage | 1. where is the busy Bowbatal street?
2. what is the name of young scientist?
3. who won the Nobel?
4. what does Compton effect tell us?
5. what was Raman advice to young man. | . Calcutta
. K. S. Krishnan
. C.V. Raman
. about X-rays.
. if this Compton effect is true of X-rays, it must be true of light to. | | Calcutta | |
| word onnula-
Creative expression | free expression to give pupils chance of free expression | I shall give some words and ask the pupils speak and correct pronunciation using free expression | | pupils pronounce the these words. | | Calcutta | |

cultivation,
 equally,
 EFFECT,
 Nobel
 prize
 etc

of the's
 Compton
 effect is
 true of X-rays
 it must be
 true of
 light too.

about X-rays
 C.V. Raman
 K. S. Krishnan

written
discourse

mind mapping

to express their ideas freely in written form on "C.V. Roman"

pupils will freely express their ideas.

Scientist

Nobel Prize

Compton effect

protect
work

thematically to make related protect

the learners evolve themselves as independent users of language

How many Indian

scientists get Nobel Prize and why prefer them names.

pupils grasp and plan for the activity and get higher order thinking skills.

Roller
board

How many

HO

Indian scientists get Nobel Prize and why prefer them names? why

from non

MACRO TEACHING INTERNSHIP LESSON PLAN - VII

Preliminary information:

Name of the Teacher Trainee : P. Kothur

Subject : ENGLISH

Roll NO : 23

Class : 7th

Unit : II

Topic : C.V. Raman, The Pride of India

Time : 45 min

Date :

Method : Direct & Grammatical translation

Name of the school : Hindu College & High School

Expected outcome / Academic standards:

I. Pre-reading:

- * To sensitize the pupils towards the theme
- * To elicit of their inner passion, what they think about the picture.
- * To enable them talk about the picture.
- * To make them an intelligent prediction on the passage
- * To develop their ability to describe the picture.

II. Reading:

- * To enable the children use appropriate vocabulary and grammar in oral and written discourses / communication activities
- * To facilitate language acquisition and make them independent users of language
- * To develop the ability to generate own text
- * To make them understand
- * To make the pupils read individually and see their own speed of reading.

III. Post-reading:

- * To enable the children involve freely in the transaction of activities
- * To express their ideas for given questions
- * To develop the extensive reading
- * To understand the passage and share their views in groups

* Language activities:

95

* structure : "inside"

* vocabulary : Active vocabulary : discovery

by
Passive vocabulary : sophisticated

* speaking : oral exercises

* Reading : True/False

* Writing : written exercises

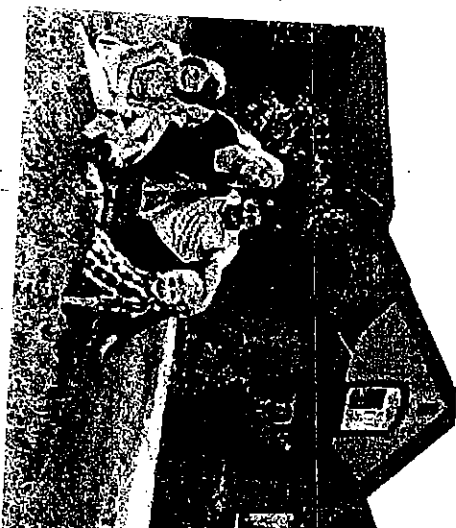
* Project : Related to the theme "C.V. Raman, Pride of India"

* Others : charts, pictures, real objects, flash cards, collage board etc.

C.V. Raman, Pride of India

A few years earlier, A.H. Compton had shown that the nature of X-rays changes when passed through matter. The change was dependent on the kind of matter. This effect was called the Compton effect.

could light also change its nature when passed through a transparent medium? That was the question that Raman asked himself. For five years he had been doing research in optics. The science of light. No sophisticated equipment was available in his laboratory but Raman was confident that he could find the answer with some modifications in his equipment. Four months later, on March 16, 1928, Raman announced his discovery of new radiation at an assembly of scientists at Bangalore.

| Steps | Academic standards | Objectives | Teacher's activity | Pupils activity | T.L.M | B.B.W | Eval |
|--------------------|--|---|--|---|--|--------|------|
| Language work | pupils get sufficient exposure to the language listening | To help the pupils understand the passage of the structural item "inside" | <p>I shall show picture and ask the following questions to the people.</p> <ol style="list-style-type: none"> 1. what do you see in the picture? 2. where that family lived? 3. where that family was standed? <p>Yes, inside also called as inside.</p> <p>I shall give some examples to pupils with the word using "inside"</p> | <p>A family</p> <p>At home</p> <p>inner side of home</p> |  | inside | |
| substitution table | To develop the pupils abilities in speaking the language age | To enable the pupils get more practice with the structural item "inside" | <p>Please stay</p> <p>The man</p> <p>The animal</p> <p>The people</p> | <p>the house</p> <p>the bus</p> <p>the River</p> <p>the Train</p> | | | |

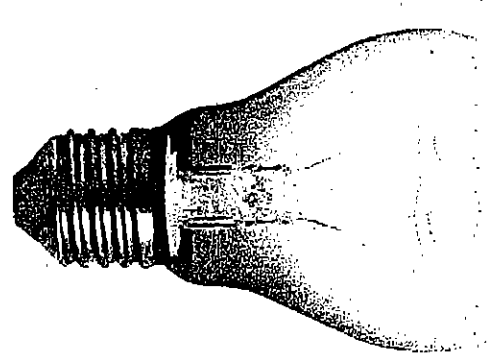
| steps | Academic standards | objectives | Teacher's activity | Pupil's activity | TLM | 3-5 W | evaluation |
|-------------------------------|------------------------|---|---|---|-----|-------|---|
| Active vocabulary | listening and speaking | The pupil learn the meaning of the word | I shall ask the following questions to the pupil. | | | | discovery- the process of finding something that was not known about before |
| "discovery" oral presentation | | "discovery" | 1. do you like oceans?
2. How do you play at oceans?
3. In the way of oceans who finding the india country? | yes.
playing cricket, bath so and so.
Vaygadiyana | | | |

Puplle presentation
listening and speaking

Pupls get practice in using the word

"discovery" 3. who find out the bulbue that was not known about before?
yes, the process of finding something that was not known about before calledas "discovery"

- Bulbue
- shining/litling
- adison



Passive pupils add vocabulary new words sophisticated to their vocabulary

To enable the pupils understand the meaning of word sophisticated

I shall ask the question after the following with picture seeing

1. What do you see in the picture?
- Robo

2. It is man?
- NO

3. What is that?
- machine

4. How to use it?
- Not now in future

5. What we call that future using this machine?

Yes, advance and capable

Also called as sophisticated

1. Who won the Nobel prize?
- C.V. Raman

2. What is the name of the young scientist?
- K.S. Kelshman

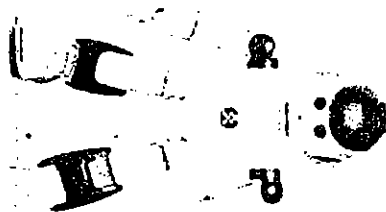
3. What is the component?
- It is tube of X Rays

Effect?
- today we still continues the same reason

Today we still continues the same reason

Today we still continues the same reason

Today we still continues the same reason



sophisticated

| Steps | academic standards | Objectives | Teacher's activity | Pupils activity | T.L.M | G.S.W | Eval |
|-----------------------|---|--|---|--|-------|-------|------|
| Pre-reading | Reading comprehension | To develop the skill of reading and time to own reading | I shall ask the pupils to read the passage individually | pupils read the passage | | | |
| Collaborative reading | Expression according to their reading comprehension | To make sense of reading the passage through collaboration | I shall ask the pupils to read in groups and discuss among themselves after few minutes I shall ask one of them to say what they have understood. | pupils read in groups and share their ideas. Pupils come and say what they understood. | | | |
| Model reading | Listening to a good model | Pupils listen to a good reading | I shall read the passage twice with correct articulation and explain the content. | pupils listen to one carefully. | | | |
| Post reading | To develop the habit of reading | To understand the passage without the help of teacher | I shall ask the pupils to read the passage silently and come to an idea about that. | pupils will read the passage silently and better understand the passage. | | | |

questioning
on comprehensive

think and to enable
instructing them recall
to speak reflect the
out their important
ideas points from
the passage

1. who shown the nature
of x-rays?

A. H. Compton

A. H. Compton

10

2. what is the name of
x-rays change called?

Compton effect

Compton effect

11

3. which type of
equipment they need?

sophisticated

sophisticated

12

4. when Raman announced
his discovery?

march 16, 1928

march 16, 1928

13

5. what is the Raman's
discovery name?

New Radiation

New Radiation

14

6. where Raman tell
about his effect?

at Bengulur

at Bengulur

15

I shall give some
sentences and ask the
pupils to speak these
words using

pupil grasp the
meaning of pronounce
the new words

equipment,
discovery,
effect,
radiation,
etc

16

creative
expression

free
expression
to give
pupils chance
of free
expression

etc

17

word

comprehensive

etc

18

comprehensive

etc

etc

19

comprehensive

etc

etc

20

comprehensive

etc

etc

21

comprehensive

etc

etc

22

comprehensive

etc

etc

23

comprehensive

etc

etc

24

comprehensive

etc

etc

25

comprehensive

etc

etc

26

comprehensive

etc

etc

27

comprehensive

etc

etc

28

comprehensive

etc

etc

29

comprehensive

etc

etc

30

| steps | Academic standards | Objectives | Teacher's activity | Pupil's activity | T.L.M | B.B.W | eval |
|-------------------|---------------------------------------|---|--|--|---------------|--|----------------------------|
| Written discourse | Fill in the blank etc missing letters | To express their ideas freely in writing form | I shall ask the pupils to express their ideas for missing letters. | | | e-f-c-t.
d-s-o-e-g.
R-d-a-on.
B-n-l-x-
C-m-on. | c
o
l
e
t |
| Project work | Thematically related project | To make the learners evolve themselves as independent users of language | collect scientists, what they finding something new/ discovery. | Pupil grasp and plan for the activity and get higher order thinking skills | Poster board. | collect different types scientists, what they finding something new + discovery. | +
+
c
s
t
d |

Annule for chapter
see your tomorrow

Scini
-1873
what
they
find
new
disca

* Preliminary information.

MACRO TEACHING INTERNSHIP LESSON PLAN - IX

Name of the Teacher Trainee : P. KARTHIK

Subject : ENGLISH

Roll No : 23

Class : 7th

Unit : II

Topic : C.V. Raman, The pride of India.

Time : 45m

Date :

Method : Direct & Grammar translation

Name of the School : Hindu college & High school.

Expected outcome / Academic standards:

I. Pre-Reading:

- * To sensitise the pupils towards the theme
- * To elicit of their inner passion, what they think about the picture
- * To enable them talk about the picture
- * To make them an intelligent prediction on the passage
- * To develop their ability to describe the picture.

II. Reading:

- * To make them pupils read individually and see their own speed of reading
- * To make them understand the passage using glossary, dictionary etc.
- * To minimize the list of new words with the help of peers.
- * To share their ideas/views in groups through collaboration.
- * To develop the ability to generate own text.

III. Post-reading:

- * To enable the children use appropriate vocabulary and grammar in oral and written discussions/communication activities.
- * To facilitate language acquisition and make them independent users of language.
- * To develop the extensive reading.
- * To understand the passage and share their views in groups.
- * To express their ideas for given questions.
- * To enable the children involve freely in the transaction of activities.

* Language Activities:

- * Structure :
- * vocabulary : Active vocabulary :
passive vocabulary :
- * speaking : oral exercises
- * Reading : True/false
- * writing : written exercises
- * Project : Related to the theme "C.V. Raman: the pride of India"
- * Others : pictures, charts, flash cards, Roller board.

C.V. Raman, The pride of India:

The world hailed the discovery as the 'Raman effect' for scientific research in this country. It was a red-letter day. His discovery caught the attention of the world, with equipment worth hardly Rs 200/- and limited facilities. Raman was able to make a discovery which won him the Nobel Prize in Physics in 1930.

Raman was born on November 7, 1888 at Thiruvirupali Tamil Nadu. His father was a college physics teacher. He was a brilliant student right from the start when Raman was passing his matriculation. His parents were keen to send him abroad for higher studies. But the medical boards, a British surgeon advised them against it and Raman stayed in the country to do the M.A course at Presidency College in Madras.

| Steps | Academic standards | Objectives | Teacher's activity | Pupil's activity | T.L.M | B.B.U | Evaluation |
|---|---|--|--|---|-------|-------|-------------------------------------|
| Language
MOB. | Pupil get sufficient exposure to the language listening | to help the pupil understand the usage of the structural term "in" | I shall show a picture and ask the following questions to the pupil
1. what do you see in the picture?
2. where are they? | animals
they are in the forest. | | | |
| Verbal illustration | | Pupil understand using of the word "in" | The family lived in the home:
1. fish lived in the water.
2. dolphin lived in the ocean. | The pupil grasp the meaning and using the word "in" | | | |
| active vocabulary and "abroad" speaking | | The pupil learn the meaning of the word "abroad" | 1. I shall ask the following questions to the pupil.
Children tell me some country names.
2. After your normal education, where you are going to higher education. | America, Canada, South Africa etc. | | | abroad = in or to a foreign country |

Article Listening Pupil get what are you see in the ...

Picture listening and pronunciation speaking

Pupils get practice in using the word "abroad"

- * What do you see in the picture?
- * do you know which country of this?
- * what is our country name?
- * In future maybe you going to America, some body asking you where are you going, than what you say?
- Yes, to a foreign country also called as "abroad"
- I shall show a picture and ask the following questions to the pupils.
- What you see in the picture?
- Can you tell me what we called them?
- High buildings/life
- Rivers/water
- America
- India
- I am going to foreign country.



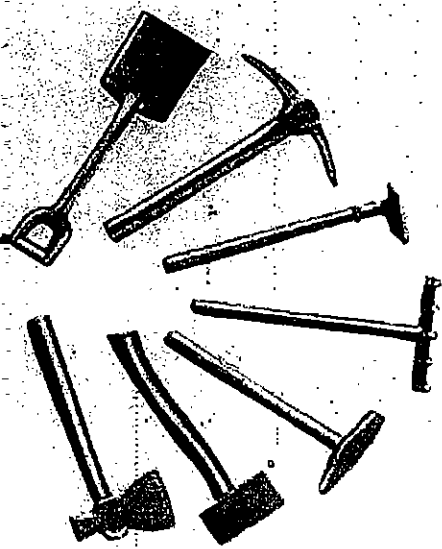
of Amco

Passive Pupil's add vocabulary new words to their vocabulary

To enable the pupils understand the meaning of the word "equipment"

- * what you see in the picture?
- * Can you tell me what we called them?

- * Hema saw ladder
- * tools



Academic Standards Objectives Teacher's activity

3. why do you use tools?

yes, this things that are needed for a particular activity also called as equipment

motivation to make the pupils think in different angles to enable the pupils express their ideas 2. what is the Roman's discovery name? 3. which type of equipment they need?

Ok today continued the lesson

Pre-Reading to develop I shall ask the pupils reading comprehension - the skill of to read the passage - sion reading and time to own individually reading

T. L. M. S. B. W. Credit

what is the Roman effect

collaborative expression to make
-ative according to sense of
reading their reading the
comprehension

passage through
-gh collaboration
-ation

I shall ask the pupils
to read in groups and
discuss among them -
selves after five min-
utes I shall ask one of
them to say what they
have understood.

model
reading listening
to a good
model

pupils listen
to a good
reading

I shall read the
passage twice with
correct articulation
and explain the
content

pupils listen to
one carefully

Post
reading to develop

the habit stand the
of reading passage

with out the
help of the
teacher

I shall ask the pupils
to read the passage
silently, and come to
an idea about that

pupils will read
the passage silently
and better under
stand the passage

steps
Academic
standards
Questions
on
compre-
-hension
think and
interact
to speak
out
their ideas

Objectives
to enable
them recall
reflect the
important
points from
the passage

Teacher's activity
when and where
was Raman born?
What was Raman's father's?
How was Raman's life
from the start?

Pupil activity
November 7, 1888
Tiruchirappalli in T.N.
He was a college
physics teacher.
He was brilliant

G.L.M
B.S.W
November 7,
1888
Physics
teacher
brilliant

4. What were Raman's
parents keen to?

send abroad for
higher studies

5. Where Raman study
wholly in India?

yes he did
yes India

6. Where Raman study
his PG?

Madras
Chennai

oral
discourse
Creative
expression
Grammatical
awareness

free expression
-sion to
give pupils
chance of
free expres-
-sion

I shall give some sentences
and ask the pupils to
speak those sentences
using "I" clause.
If you work hard,
you will get success.

If you work
hard, you will
get success.

Don't tense the day if it will ruin the day.

Written
discourse:

match the
following

to express
their ideas
freely in
written form

I shall ask the pupils
to express their ideas
for matching.

If you walk fast,
you will catch the bus.
Pupils will freely
express their ideas

2. Don't tease the dog, it
will bite you.
3. Walk fast, you'll
catch the bus.

Roman - brilliant
teacher - parents
father - abroad
send Roman - father

Project
works

Thematically
related
project

to make
the learns
evolve
themselves as
independent
users of
language

prepare Roman's life
how so far

pupils grasp and
plan for the activity
and get higher order
thinking skills

Rollers
board

Picasso
Roman's
life

Picasso
Roman's
life

Preliminary information:

MACRO TEACHING INTERNSHIP LESSON PLAN - 2

Name of the Teacher Trainee : P. Kathuria

Subject : ENGLISH

Roll NO : 23

Class : 7th

Unit : II

Topic : CV Raman, the pride of India

Time : 45 M

Date :

Method : Direct or Grammar Translation

Name of the school : High School of Hindi

Expected outcome / Academic standards:

I. Pre-reading:

- * TO sensitize the pupils towards the theme.
- * TO elicit of their inner passion, what they think about the picture
- * TO enable them talk about the picture
- * TO make them an intelligent prediction on the passage
- * TO develop their ability to describe the picture

II. Reading:

- * TO make the pupils read individually and see their own speed of reading
- * TO make them understand the passage using glossary, dictionary etc.
- * TO minimize the list of new words with the help of peers
- * TO share their ideas/views in groups through collaboration
- * TO develop the ability to generate own text.

III. Post Reading:

- * TO enable the children use appropriate vocabulary and grammar in oral and written discourses/communication activities
- * TO facilitate language acquisition and make them independent users of language
- * TO develop the extensive reading
- * TO express their ideas for given questions
- * TO enable the children involve freely in the transaction of activity
- * TO understand the passage and share their views in groups.

Activity:

* structural : and

* Vocabulary: Active vocabulary; harmonious

passive vocabulary: "flag"

* speaking : oral exercises

Reading : True/False

Writing : written exercises

Project : Related to the theme "Civil Ravwar, the pside of indra"

04/11/85 . . . pictures, real objects, roller board etc

C.V. Raman, The pride of india:

Science had already made an impression on him and he began to write research papers for science journals. When he was only 19, he became a member of the Indian Association of Cultivators of Science. Meanwhile, respecting his Parents' wishes, he took up an administrative job in the Finance Ministry in Calcutta. His interest in science, however, did not flag. He used to spend his hours off in the lab of the Association working throughout the night.

In his youth, Raman was mainly interested in acoustics. The science of sound he studied how stringed instruments like the Violin and the Sitar could produce harmonious music.

He was elected to the Royal Society of London in 1924 and the British Government made him a knight of the British Empire in 1929. It was a high honour for any great scientist.

any great scientist.

steps
language
words

Academic
stands

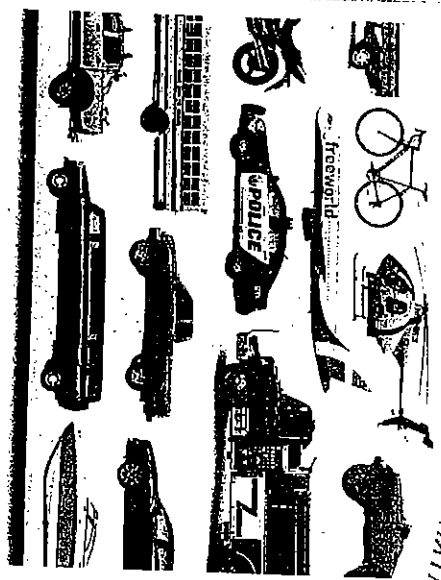
Pupils get
sufficient
exposure to
the language
listening

Objectives

To help
the pupils
understand
the usage
of the
studied
item and
I shall show a picture
and ask the following
questions to the pupils.
What do you see in the
picture?
Can you tell me these
vehicles names?

Pupils activity

vehicles
car, bike, bus, bus etc



substitutional
table

To give the
students
through
picture
the student
will item

Active
vocabulary

listening
and
speaking

The pupils I shall ask the following
questions to the pupils.
How is today's weather?
How is today's climate?

Nice/cool

of word

harmoniously which type climate

very cool climate

Personal
response

How is yesterday's
climate?

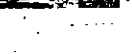
Very Hot

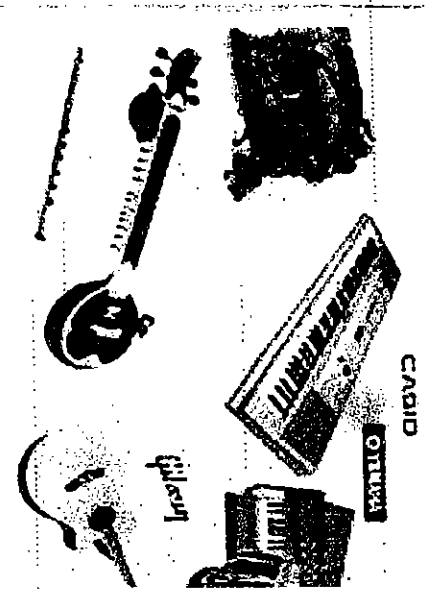
harmoniously =
very pleasant

beek, pen
Kashish, Venkat and
Pencils are
on the table

| steps | Academic stands | objectives | Teacher's activity | Pupil's activity | | | |
|----------------------|------------------------|--|---|---|--------|--------|------------|
| picture presentation | listening and speaking | Pupils get practice in using the word "harmonious" | I shall ask the following questions.
1. What do you see in the picture?
2. Why do we use these instruments?
3. Which type of music give to us these instruments? | instruments
for music
...
very nice/pleasant | 4. L.M | 5. P.M | evaluation |





Passive vocabulary: Pupils add new words to their vocabulary.

Active vocabulary: Pupils get practice in using the word "harmonious".

Teacher's activity: I shall show the picture and ask the following questions:
1. What do you see in the picture?
2. Why do we use these instruments?
3. Which type of music give to us these instruments?
Yes, very pleasant also called as "harmonious"

Pupils activity: 1. What do you see in the picture?
2. Why do we use these instruments?
3. Which type of music give to us these instruments?
Yes, very pleasant also called as "harmonious"

Teacher's activity: I shall show the picture and ask the following questions:
1. What do you see in the picture?
2. Why do we use these instruments?
3. Which type of music give to us these instruments?
Yes, very pleasant also called as "harmonious"



flag = become

motivational to make me, a class? 1. What was known? 2. He was a college

motivation to make the to enable pupils think the pupils in different express angles their ideas

1. what was Raman father? He was a college physics teacher

2. where Raman studying in india study?

3. where Raman study channel his PG?

4. How was Raman bright. He was brilliant from the start?

Good children. Today also continues the lesson on Raman

Reading Reading comprehension the skill of reading and time to own reading

I shall ask the pupils to read the passage individually

To develop the skill of reading and time to own reading

Expression according to their reading comprehension

To make sense to reading the passage through collaboration

I shall ask the pupils to read in groups and discuss among them - I shall ask one group to say what they have understood

pupils read in groups and share their ideas pupils come and say what they understood

| Steps | Academic standards | Objectives | Teacher's activity | Pupil's activity | G.L.M | B.R.L | evaluation |
|---------------|---------------------------------|---|--|---|-------|-------|--|
| model reading | Listening and too good model | Pupil listen to a good reading | I shall read the passage twice with correct articulation and explain the content | pupls listen to one carefully | | | what you have understand from the passage? |
| post reading | To develop the habit of reading | To understand the passage with the help of the teacher an idea about that | I shall ask the pupil's to read the passage silently and come to silently and about that | pupils will read the passage silently and better understand the passage | | | |

Questions think and to enable
 On interact by them recall
 comprehension to speak out their ideas

1. which notes impression the Ramon? Science
2. when he was a member of cultivated Science? he was only 19
3. where he get admini. Finance ministry -statative Job? in Calcutta.
4. In his youth what he made interested? in acoustics, the science of sound.
5. What is the great honour he Ramon? he elected to Royal Society of London in 1924 British G.V.I.

Finance ministry in Calcutta in acoustics, the science of sound. Royal Society of London

word creative free school give some cultivation

| | | | | | | |
|--------------------|--|---|--|--|-------------|---|
| word pronunciation | creative expression | free expression to give pupils chance of free expression | I shall give some sentences and ask the pupils to speak word pronunciation | | | cultivation, interest, harmonious, Empire, |
| written discusses | mind mapping to express match the their ideas following/ freely in missing written turnbled words from | I shall ask the pupils to express their ideas for missing letters | pupils will freely express their ideas | | | P-o-u-e,
B-i-i-s-
S-c-e-y,
V-o-in. |
| project work | thematically to make related project | the learns evolve themselves as independent users of language | What is the great honour for C.V. Raman. | pupils grasp and plan for the activity and get higher order thinking skills. | Rolls board | what is the great honour for C.V. Raman |
| | | | | | .. | what is the great honour for C.V. Raman |

Preliminary information:

MACRO TEACHING INTERNSHIP LESSON PLAN - XI

Name of the teacher trainee: P. Kallid

Subject: English

Roll No: 23

Class: 7th

Unit: II

Topic: C.V. Raman, the pride of India

Time: 45m

Date:

Method: Direct & Gammas translation

Name of the school: High school & Hindu college

Expected outcome/academic standards:

S. Pre-reading:

- * To sensitize the pupil towards the theme
- * To elicit of their inner passion, what they think about the picture
- * To enable them talk about the picture
- * To make them an intelligent prediction on the passage
- * To develop their ability to describe the picture

II. Reading:

II. Reading:

- * To make the pupil read individually and see their own speed of reading
- * To make them understand
- * To minimize the list of new words with the help of peers
- * To share their ideas/ views in groups through collaboration
- * To develop the ability to generate own text.

III. Post-reading:

- * To enable the children use appropriate vocabulary and grammar in oral and written discourses/communication activities.
- * To facilitate language acquisition and make them independent users of language
- * To develop the extensive reading
- * To process their ideas as given questions
- * To enable the children involve freely in the transaction of activities.
- * To understand the passage and share their views in groups.

* Language Activities:

structure :

* Vocabulary : Active vocabulary :

Passive vocabulary :

* Speaking : Oral exercises

* Reading : True/false

* Writing : Writing exercises / mind mapping.

* Project : Related to the theme "C.V. Raman, the pride of India"

* Others : Charts, Pictures, Real objects, flash cards, roller balls etc.



100



at the house

great with
super normal
quality



advice
guidance

father
and
son

| | | | | | |
|-----------------------------|--|--|--|--|--|
| Active vocabulary | Listening and speaking | The pupils learn the meaning of the word "great" | I shall ask the following questions to the pupils. | | |
| oral presentation | | | 1. Who is your favourite hero?
Allu arjun / mahesh | | |
| | | | 2. Can you tell me why do you like allu arjun?
He is super dances. | | |
| Picture presentation | Listening and speaking | Pupils get practice in using the word "great" | 1. What do you see in the picture?
Cricket is | | |
| | | | 2. What is his name?
Virendra sehwag | | |
| | | | 3. Do you know which country from him?
India | | |
| | | | 4. Do you like him?
Yes | | |
| | | | 5. Why do you like him?
He is super Batsman's | | |
| Possible vocabulary | Pupils add new words to their vocabulary | To enable the pupils understand the meaning of the word "advice" | I shall show the picture and ask the following questions to pupils.
What do you see in the picture?
Two peoples. | | |
| advice picture presentation | | | Can you guess what | | |

| steps | academic standards | objectives | teacher's activity | Pupil's activity |
|-------|--------------------|------------|---|--|
| | | | relation between both of them? | friends/father/son |
| | | | 3. what father was doing? | - talking |
| | | | 4. can you guess what father talking? | about his study/future/money |
| | | | 5. father what says to another person? | give some guidance |
| | | | yes, guidance also call as advice | |
| | | | 1. where Raman got administrative job? | finance ministry in calcutta |
| | | | 2. in his youth, Raman what he have more interest? | in acoustics, the science of sounds. |
| | | | 3. what is the great honour for Raman? | he elected to Royal society of london in 1934 British empire |
| | | | Good. Today we also also continue the lesson CV Raman | |



C.V. Raman
the pride of India

Topic - Reading to develop I shall ask the pupils with word in passage

Announcement of the topic.

C.V. Raman
the pride of India

Reading to develop the skill of reading comprehension

content steps

reading and time to own reading

collaborative Expression to make according to sense of their reading passage comprehension through collaboration-ates I shall ask one of them to say what they have understood.

I shall ask the pupils to read in groups to read in groups and share their ideas discuss among them. Pupils come and say what they understand.

model Listening Pupils listen to a good to a good reading model

I shall read the passage twice with correct articulation and explain the content.

to develop the habit of reading to understand the passage silently and come to an idea about that

with out the help of the teacher

| Steps | Academic standards | Objectives |
|---------------------------------|---|---|
| Questions on comprehension - on | think and interact try to speak out their ideas | to enable them recall reflect the important points from the passage |

| Teacher's activity | Pupil activity |
|---|--|
| 1. who won first indian nobel prize?
2. what is the great award for Ramana?
3. when he passed away? in 1970 november 21
4. when Ramana effect was discovered?
5. what is the special national science day of feb 28 th ? | - C V Ramana
- first Asian and the first non-white to win |

| P.L.M | B.B.W | eva |
|-------|---|--|
| | - C V Ramana
- first Asian and the first non-white to win in 1970 NOV-21
feb-28 th | who is the special day national science day
advice, Ramana effect, national, achievement. |

Written
discusses
mind mapping
match the
following/
fill in the
blanks/
summed
sentences
etc.

I shall ask the
pupils to express
their ideas
freely in
written
form.

pupils will freely
express their
ideas.

- ① Archaeology [] ② The study of man
- ③ Zoology [] The study of earth
- ④ Geology [] The study of animals
- ⑤ Physiology [] The study of body's

Project
works

The material to make
related
project
evolve
themselves
as independent
users of
language

If you were a
scientist, what
would you like to
invent/discover

pupils understand
plan for the
activity and get
higher order
thinking skills

police
If you were a scientist
what would you like to
invent

If you were a scientist
what would you like to
invent

MACRO TEACHING INTERNSHIP LESSON PLAN - XII

127

Preliminary Information:

Name of the Teacher Trainee: P. K. Kishore

Subject: English

Class: 7th

Topic: Grammar

Time: 45m

Date: _____

Method: Direct method

Name of the school: Hindu College of High School

Academic standards / expected outcome:

- * To make the children use grammar in different contexts
- * To learn the grammar always beyond the text books / sentences
- * To use the given structure in a right context
- * To apply the experience concepts in creative speaking fluently
- * To help the pupils understand the meaning of prepositions
- * To help the pupils understand the usage of prepositions
- * To help the pupils form their own sentences using prepositions by following appropriate grammatical rules.

→ Teaching aids: Real objects, pictures, charts

→ Reference books: Class Room Text books, Oxford dictionary, word and meaning Grammar

At Pg. _____ | Teacher's name: _____ | To be signed by: _____ | Date: _____

Steps of presentation by introduction of prepositions in English language.

Academic standards

Teacher's activity
Good morning children
How are you all?
I shall show a picture
and ask the following
questions to the
pupils.

Pupils activity
Good morning Sir.
Fine. Thank you Sir.

T.L.M B.B.MI
Evaluation



To make the pupils better understand the usage of prepositions.

What are these things?
What are they called?
Who makes furniture?
What material is used
to make furniture?
Can you name it and
sentence use by and with

No
A tree and a farmer
He is cutting the tree
An axe
A tree and a farmer
He is cutting the tree
An axe

A tree is cut with an axe
by the farmer
table, chair etc
furniture
carpenter, wood
The furniture is
made by the
carpenter with
wood.

| steps | Academic standards | Teacher's activity | Pupil activity | Fill in | CBSE | marks |
|---|--|--|--|--|---|-------|
| practice-II
<u>at</u>
<u>and</u>
<u>in</u> | To help the pupils understand the different types of propositions and their usage. | I shall show a picture and ask the following questions to the pupils:
1. who is he in this picture?
2. where did he born?
3. where is Porbandar?
can you frame it in a sentence by using <u>at</u> and <u>in</u> ? | at Porbandar
in Gujarat state
No | Picture
1.29 | Mahatma Gandhi was born <u>at</u> Porbandar in Gujarat state. | 1 |
| motivation
and
introduction | To test the previous knowledge and to create interest to learn propositions. | I shall ask the following questions to the pupils:
1. what is your name?
2. which class are you studying in?
3. which subject do you like most? | x x x x
x x x x
English | How many types of TOPICS are there in English? | when are they? | 1 |

What are they?

Prepos. Prepos. Prepos.

What part do you like? Poetry

What about Grammar? No

Why? It is difficult.

Can you tell me some elements of Grammar?

Active & Passive Voice, Direct & Indirect Speech, Parts of Speech etc.

Can you tell me what are the parts of speech?

Noun, Pronoun, Verb, Conjunction, Preposition, etc.

Words like, By, through, in, since belongs to

Prepositions.

Which part of speech?

Announcement of Prepos. But sufficient to show that

Prepos. Usage

Part of speech that is Preposition.

Definition: A Preposition

is a word that shows the relationship between a noun

By: By is used to indicate the agent of an action.

Preposition

Definition:

A preposition is a word that shows the relationship between a noun and some thing.

steps Academic standards

Teacher's activity

Pupil's activity

13)

with the instrument

At: At is used as a point of time, rate, etc.

In: In is used for a period of time.

Since: It is used to indicate a time from the past till now.

From: It is used for both time and place.

I shall ask the pupils to read the definition and types of prepositions individually.

I shall ask the pupils to read in groups and share their ideas with in the group.

collaborative expression according to their reading comprehension to make sense of reading together through collaboration

So I shall ask the

chart

At: At is used for a point of time, rate, etc.

In: In is used for a period of time.

From: It is used for both time and place.

model
reading

pupils listen to a
good reader

say what they have
understood.
I shall read and pupils listen
explain about 980-90-
sitions carefully

scattered
reading

children think and
extra relate the text

I shall display a pupils read the
chat containing a set
of analytical, reflective
and inferential ques-
tions to make the
the learners think
about that.

questions [I shall ask the pupils
on to find prepositions
from the following
sentences X] speaking
think and interpret they
reflect on the text they
have read.

1. Ravi has been sleeping
since 6 o'clock

since

2. We draw water from
the well.

from

3. The lion was killed by
the farmer with his gun

by so with

at
ding
no enable the pupils read
variety of discusses
with comprehension.

I shall ask the pupils to
read the exercises given
he has been working as
p.m since 2002

He has been
working as p.m
since 2002

2. Lions is the strong and
used animal among

steps
oral
discourse

Academic standards

Teacher's activity

Pupil activity

133

He is suffering from fever

all the animals
Ramya is studying
between Sabal and Isha

He is suffering from
fever

To give Pupil a
chance for free
creative expression
I shall ask the Pupil Pupil actively listen
to observe the following and participate
and identify the
proposition

1. He was born at
Pantipadur in Guntur

2. The Pulpity class
divided between
the two watching
3. They are quarrelling
among themselves

between
among

written to enable the pupils to write independently with correct usage

I shall ask the pupils to place correct prepositions in the following statements.

1. Kathuku is clever among all of them

2. He used to come by

3. He built a wall between their houses.

among

by

between

each
all of
them
to
the
house

correct words

Thematicall
related project to make the learners evolve themselves as independent users of language

collect different types of prepositions from the people of your locality and write them in a sentence form

pupils grasp and plan for the activity and get higher order thinking skills

collect different types of prepositions from the people of your locality and write them in a sentence form

collect different types of prepositions from the people of your locality and write them in a sentence form

collect
types of
prepositions
from the
people of
your
locality
and write
them in
sentence
form

Thank you

children

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MACRO TEACHING INTERSHIP LESSON PLAN - XII

155

→ Supplementary information:

Name of the trainee teacher : P. Kasthur

Subject : English

Roll No : 23

Class : 7th

Unit : (II)

Topic : Pura, the Brave

Time : 45m

Date :

Method : Direct & Grammar Translation

Name of the school : Hindu College & Hindu School

* Expected outcome/Academic standards:

5. Pre-Reading:

- * To sensitise the pupils towards the theme.
- * To elicit of their inner passion, what think about the picture
- * To enable them talk about the picture
- * To make them an intelligent prediction on the passage
- * To develop their ability to describe the picture.

5. Reading:

- * To make them pupils read individually and see their own speed of reading

6. Post-Reading:

- * To make them understand the passage using glossary/dictionary etc.
- * To minimize the list of new words with the help of peers.
- * To share their idea/views in groups through collaboration.
- * To develop the ability to generate own text.

III. Post-Reading:

- * To enable the children use appropriate vocabulary and grammar in oral and written discourses/communication activities.
- * To develop the extensive reading
- * To understand the passage and share their views in groups.
- * To express their ideas for given questions.
- * To enable the children involve freely in the transaction of activities.

* Language Activities:

- * structure : under
- * Vocabulary : Active Vocabulary: "Camp"
passive vocabulary: "Bare"
- * Speaking : oral exercises
- * Reading : True/False
- * Writing : written exercises
- * Project : Related to the theme "Pull the Brave"
- * Others : charts, real objects, flash cards etc.

Puru, The Brave

characters:

Alexander: The king of macedonia who conquered Greece, Persia, etc.

Puru: a king of northern india.

Four Greek generals and six soldiers:

The champ of Alexander on the banks of the Jhelum. Alexander is sitting on a high chair and his four generals are sitting on low chairs. Two Greek soldiers are standing at the door. Alexander is having a talk with his generals.

Alexander : The battle of Jhelum will go down in the history of our country.

First General : It'll go down in the history of india, too.

Second General : It'll go down in the history of the world.

Third General : I've never fought such a battle before.

Fourth General : I haven't either. untill last moment. I couldn't believe that we would be able to defeat the army of Puru.

Alexander : yes. It has been a great battle - perhaps the greatest of my life. I must say every indian soldier fought like a tiger.

| steps | Academic standards | Objectives | Teacher's activity | Pupil's activity |
|--------------------------------|--|--|---|---|
| Face sheet picture interaction | interaction with pupils facilitating language for inter-learning | to develop their ability to describe the picture | Good morning children how are you all?
what do you see in the picture?
do you know his name - NO
OK, I will tell you.
he is alexander a great king. | Good morning sir
fine, thank you
king |

language pupils get to help the sufficient pupils understand the language use of the listening structural item "under"

I shall show a picture and ask the following questions on the pupils.

1. what do you see in the picture?
2. where that animals under the trees stating?



under =
extending or
directly below

The cat is
The man is
The cow is

The chair
under the tree
The tree

substitutional table

to give the students enough practice of the structural item under.

oral
discuss

Motivation to make the to enable

pupils think the pupils
in different express their
angels ideas.

1. do you know
any battle?

yes

2. Tell me some kings. Sivas, Akbar, Jahangir,
Names?

3. who participate in. King and soldiers
battle?

4. what are they doing. fight others
in battle?

5. In battle, what
the soldiers have?

They strength/brave/
willing/confident

yes, soldiers have to
do battle they have
bravery.

So, today we will
discuss the lesson
"Puru, the Brave"

"Puru, the Brave"

| Reading Standards | Objectives | Teacher's activity | Activity | Plan | Remarks |
|-----------------------|---|---|---|--|---------|
| Collaborative reading | expression according to their reading comprehension | to make sense of reading the passage through collaboration | I shall ask the pupils to read in groups discuss among themselves after few minutes I shall ask one of them to say what they have understood. | read in groups share their ideas come and say they understood. | |
| Model reading | listening to a good material | pupils listen to a good reading | I shall read the passage twice with correct articulation and explain the content. | listen to one fully | |
| poor reading | to develop the habit of reading | to understand I shall ask the pupils the passage to read the passage without the silently and come help of the teacher to an idea about that. | will read the silently and understand the | | |

Questionnaire and TO ONE BY W. J. E. NG. 10.8

Alexander Wilson

Questions think and
an interest try them recall
comprehension to speak out
-sion their ideas

to enable
them recall
reflect the
important
points from
the passage

1. Who is the king of Alexander in this lesson?
2. Who is Puru?
3. How many Great generals in the lesson?
4. How many soldiers? six
5. Alexander say, what about Indian soldiers?
6. Can you tell me which battle they talking about?

a king of northern India

four

six

like Tiger

Jhelum

Alexander who is
a king of
northern India

four

six

like Tiger

Jhelum

read creative
expression
communication
gamification
awareness

free expression
to give change
of free expression

I shall give some words and ask the pupils to pronounce these words.

charts
containing
pronounced
-on words

Jhelum,
camp,
battle,
soldiers etc

written mind mapping
discuss match the
followings
missing/
jumbled/
Fill in the
blanks etc

to express
their ideas
freely in
written form

I shall ask the pupils to express their ideas for jumbled letters

pupils will freely
express their ideas

keerg,
sadoleisr,
bttael,
nelkekan,

here

| Macro teaching objectives | Teacher's activity | Pupil activity | Material | Assessment |
|---|--|---|--------------|--|
| to make the learners evolve themselves as independent users of language | collect different types of battles names | pupils group and plan for the activity and get higher order thinking skills | Roller board | collect different types of battles names |

Preliminary

information:

Macro Teaching Internship Lesson Plan - XIV

Name of the teacher trainee : P. Kathir

Subject : ENGLISH

Roll No : 23

- Unit : III

Topic : Pull the Brave

Time : 45m

Class : 7th

Method : Direct & Grammatical translation

Name of the school : Hindu College & High School

Received on : 14.04.2023

* Expected outcome / Academic standards:

I. Pre-reading:

- * To sensitize the pupil towards the theme
- * To elicit of their inner passion, what things about the picture
- * To enable them talk about the picture
- * To make them an intelligent prediction on the passage
- * To develop their ability to describe the picture

II. Reading:

- * To make them pupil read individually and see their own speed of reading
- * To make them understand the passage using glossary, dictionary etc.
- * To minimize the list of new words with the help of peer.
- * To share their ideas/ views in groups through collaboration.
- * To develop the ability to generate own text

III. Post-reading:

- * To enable the children use appropriate vocabulary and grammar in oral and written discourse/ communication activities.
- * To facilitate language acquisition and make them independent users of language.
- * To develop the extensive reading.
- * To understand the passage and share their views in groups.
- * To express their ideas for given questions.
- * To enable the children involve freely in the transaction of activities.

Language Activity 5

* structure

* vocabulary: Active Vocabulary:

Passive Vocabulary:

* Speaking: oral exercises

* Reading: true/false

* Writing: written exercises

* Project: Related to the theme "Pull the Brave"

* Others: Pictures, real objects, Roller board etc.

PULL THE BRAVE

First general: They fought like devils, your majesty.

Alexander: The Indians are good soldiers. They know how to fight. They fight better than our men.

Second general: But their generals aren't so good as ours.

Alexander: If you mean they aren't so brave as the Greek generals, I don't agree with you.

Second general: But they aren't very skilful, your highness.

Alexander: I see what you mean, and here I agree with you. The Indian generals are still following the old method for warfare. Their battle plans are faulty and they depend too much upon their elephants. But as fighters they are wonderful. I have the highest respect for them.

| Steps | Academic standards | Objectives | Teacher's Activity | Pupil's Activity | T.L.M | B.B.W | Evaluation |
|-------------------|---|---|--|--|-------|-------|--|
| Language with | Pupils get sufficient exposure to the listening usage of the structural item "at" | To help the pupils understand the usage of the structural item "at" | 1. I shall show a picture and ask the following questions on the pupils.
1. What do you see in the picture?
2. Can you tell me where Gandhi was born?
3. Where Gandhi was study law?
4. I am at the gate using of
5. he was born Ponnulatu Guntur District. | 1. Mohan das Gandhi
2. he was born Porbandar at Gujarat
3. Dabun at south Africa | | | |
| Active vocabulary | Listening and speaking | The pupils learn the meaning of the word "skillful" | 1. do you know any kings?
2. can you tell some names of kings?
3. in your opinion who is great king?
4. why? | yes.
Sivaji / Jahangir / etc.
Sivaji
He is brave and very intelligent king. | | | skill full = intelligence or skillfull |
| oral presentation | | | | | 146 | | |

| Academic standards | objectives | Teacher's Activity | Pupil's Activity |
|--|--|--|------------------|
| Picture observation
"Skillful" listening and speaking | The pupil learn the meaning of the word "Skillful" | I shall show the picture and ask following questions:
1. What do you see in the picture?
2. Which film of this? Baahubali.
3. In Baahubali film how was Prabhas fought. Very intelligent on others?
Yes, intelligent also called as "Skillful" | Prabhas/king |



Passive vocabulary
"Useful" vocabulary

Pupil add new go enable words to their the pupil's vocabulary

understand meaning of the word

I shall show the picture and ask following questions:

1. What do you see in the picture?
soldiers
 2. The soldiers are what doing in the picture?
fighting with others
 3. Why they fighting others?
for our kingdom
- Yes, the act of fighting was also called as "Useful"



107. Which movie is called as "Useful" who is king of in this Alexander

motivation to make the to enable
pupils think the pupils
in different express
angles their ideas

about
discuss

who is King of in this Alexander
lesson?
2. How many Greek generals, four
-als in the lesson?
3. Which battle were we
talking about?
Yes, today also we
continue the pull, the
Babe lesson.

Pre-reading Reading
comprehension to develop the
skill of reading
and time to
own reading

I shall ask the pupils
to read the passage
individually
pupil read the passage
content
slips

collaborative
expression to make
according to sense of
their reading reading the
comprehension
-gr collaboration
-ation

I shall ask the pupils to
read in groups and discuss
among themselves.
after few minutes I shall
ask one of them to say
what they have understood
pupils read in groups and
share their ideas. pupils
come and say what they
understood.

model
reading

listening
and
model
pupils listen
to a good
reading

I shall read the passage
twice with correct articulation
and explain the content
pupils listen to one
carefully

what
you
understand
from
the
passage

| steps | Academic standards | objectives | Teacher's Activity | Pupil's Activity | FLM |
|-------------------------------|---|---|---|--|--|
| 1. Post-reading | To develop the habit of reading | To understand the passage with the help of the teacher | I shall ask the pupils to read the passage silently and come to an idea about that | Pupils will read the passage silently and better understand the passage | FLM |
| 2. Questions on comprehension | Think and interact try to speak out their ideas | To enable them recall the important points from the passage | 1. first generally feeling what about our soldiers?
2. what feel about Indian soldiers for Alexander?
3. what second generally feel about soldiers?
4. where Indian generals more defend?
5. who got more respect from Alexander? | like devils
good soldiers
They are skillful
on elephants
elephants | like devils
good soldiers
They are skillful
on elephants
elephants |
| 3. 10rd communication | Creative expression | Free expression to give pupils change of free expression | I shall give some sentence and words and ask the pupils to speak those words. | chats continuing words | elephants, devils, skillful, Respect |
| 4. Written | Mind mapping | to express | sh u get it with | Pupils will see if | d v l |

Written mind mapping
discusses match the
followings/
missing letters
jumbled/
fill in the
blanks.

I shall give ask the
pupils to express
their ideas for
missing letters.

pupils will freely
express their ideas
freely

d-u-l-
s-i--f-l
R-sp--t
L-K-

Project
work
thematically to make
related
project

the learners
evolve
themselves
as independent
users of
language

what is the feeling
of Alexander about
indian soldiers?

pupils grasp and
plan for the activity
and get higher
order thinking
skills

what is the
feeling of
Alexander about
indian
soldiers?

what
is the
feeling
of
alex
about
indian
sold

MACRO TEACHING INTERNSHIP LESSON PLAN - XV

15

Informationally

Information:

Name of the teacher trainee : P. Kalitha

Subject : ENGLISH

Roll NO : 23

Unit : II

Topic : Public the Brave

Time : 45

Class : 7th

Method : Direct & Grammatical translation

Name of the school : Hindu college & Hindu High school

* Expected outcome / Academic standards:

5. Pre-reading:

- * To sensitize the pupils towards the theme
- * To elicit of their inner passion, what think about the picture
- * To enable them talk about the picture.
- * To make them an intelligent prediction on the passage
- * To develop their ability to describe the picture.

5. Reading:

- * To make them pupils read individually and see their own speed of reading
- * To make them understand the passage using glossary, dictionary etc.
- * To minimize the list of new words with the help of Peds.
- * To develop the ability to generate own text
- * To analyse the information and link it with their personal experience

III. Post-reading:

* To analyse the information and link it with their personal experience.

- * To enable the children use appropriate vocabulary and grammar in oral and written discourse/communication activities.
- * To facilitate language acquisition and make them independent users of language.
- * To develop the extensive reading.
- * To understand the passage and share their views in groups.
- * To express their ideas for given questions.
- * To enable the children involve freely in the transaction of activities.

→ Language Activities:

- * structure : "between"
- * vocabulary : Active vocabulary : "capture"
passive vocabulary : "coward"
- * speaking : oral exercises
- * Reading : True/false
- * Writing : written exercises
- * Project : Related to the "Puss the Game"
- * Others : charts, real objects, collage board etc.

Poem, The Brave

First General : I was amazed to see how Pull fought in the battle of Shelburne.
 Fourth General : He continued to fight even when others had left the field. I think he killed
 at least a hundred of our men with his sword.

Second General

And injured many more.

First General

He was badly injured himself.

Second General

That's why we were able to capture him.

Alexander

Oh! He is a brave man and great soldier. I wish he were one of my generals.

Second General

He is a proud man, your majesty.

Alexander

A soldier is not a soldier if he is not proud. I'm not angry with him at all. He was not frightened by the news of my victories and refused to bow before me.

First General

He will be brought to your majesty soon. Let us see how he behaves.

Alexander

I'm sure he will not behave like a coward.

Soldier

Sir, Pull has been brought to the camp.

Alexander

Why he been put in chains?

Soldier

Yes, your majesty.

Alexander

Go and remove the chains, and bring him in. I don't want to see a brave man in chains. [The soldier bows and goes out].

Alexander

They should not have put him in chains. He is a king besides being a great soldier.

Steps toward

Objective Teacher's activity

Pupils activity

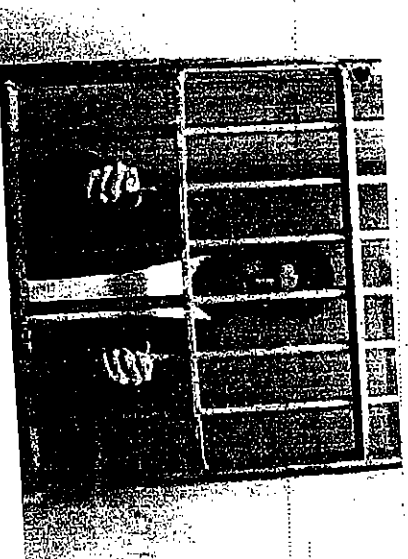
T.C.M

B.B.W

Evaluation

| Steps | Academic standards | Objectives | Teacher's Activity | Pupil's Activity | T.C.M | B.B.W | Evaluation |
|----------------------|---|--|--|---|-------|-------|------------|
| language work | Pupils get sufficient exposure to stand the language usage of listening | To help the pupils understand the language usage of the student-al item "between" | I shall show a picture and ask the following questions on the pupil.
1. What do you see in the picture?
2. How many people in the picture?
3. Where she was sitting? In the middle yes, middle also called as "between" | Pupils understand the using of the word "between" | | | |
| Verbal illustrations | To give the students through practice of the structural items "between" | 1. Katrik sat <u>between</u> Shamsi and Vaisnu
2. The train was going <u>between</u> two trains.
3. The man was talking <u>between</u> lunch hour. | | | | | |
| 2/6/20 | | | | | 154 | | |

| Steps | Academic Standards | Objectives | Teacher's Activity | Pupil's Activity | T.L.M | B.B.W | Evaluation |
|---|------------------------|--|---|---|-------|------------------|-----------------------|
| Active vocabulary "capture" oral presentation | Listening and speaking | The pupil's learn the meaning of the word "capture" | 1. Which job you of tel in future, Police, tyler, Business?
2. Why children?
3. In the road the police man was catch the thief what he do next? | Police
It's a gold job/he is Great power.
Arrest the thief/
Beat the thief/
as the enquiry. | 155 | capture = arrest | u
h
a
+
! |
| Picture presentation | Listening and speaking | The pupil learn the meaning/ and using the word "of capture" | 1. What do you see in the picture?
2. Where he was?
3. Can you guess who put into the jail to him?
4. Do you know why police put into jail to him? | A man
in jail
Police
he make a some crime than police arrested him and put into jail room. | | | u
n |



As "capture"

Yes, arrested also called Jail room.

passive pupil add to enable who pupil could and ask the

passive pupils add vocabulary new words "could" to their picture vocabulary presentation

to enable the pupils understand meaning of the word "could"

I shall show the picture and ask the following questions to the pupils.

1. what do you see in the picture?

A man

2. what do ^{you} observe in his face?

fear

3. what we are him?

A timid person

yes, A timid person also called as "coward"

"could"

motivation to make the pupils think in different angles

to enable the pupils express their ideas

1. who got made respect from Alexander?

elephants

2. what was the second general feel about indian soldiers?

They are skillful

3. what was the Alexander feeling about indian soldiers?

very good

Good today we also continue the lesson with the game



could = A timid person

could of

pull the ball

| Academic standards | Objectives | Teacher's Activity | Pupil Activity | T.E.M | Remarks |
|--------------------|------------|--------------------|----------------|-------|---------|
|--------------------|------------|--------------------|----------------|-------|---------|

| | | | | | |
|--------------------------|---|--|--------------------------|--|-----|
| Reading
comprehension | to develop the skill of reading and tune to own reading | I shall ask the Pupil's to read the passage individually | Pupil's read the passage | | 154 |
|--------------------------|---|--|--------------------------|--|-----|

| | | | | | |
|---|---|--|--|--|--|
| collaborative expression
re-reading according to their reading comprehension passage | to make sense of their reading the comprehension passage through collaboration one of them to say what they have understood | I shall the Pupil's to read Pupil's read in groups in groups and discuss and share their among themselves after few minutes I shall ask say what they understood | | | |
|---|---|--|--|--|--|

| | | | | | |
|--|--|---------------------------------|--|--|--|
| model
listening to a good reading model | Pupil's listen I shall read the passage twice with good articulation and explain the content | Pupil's listen to one carefully | | | |
|--|--|---------------------------------|--|--|--|

| | | | | | |
|-----------------|--|---|--|--|--|
| Post
reading | to develop to understand the habit stand the of reading passage without the help of an idea about that stand the the teacher | I shall ask the Pupil's Pupil's will read to read the passage the passage silently silently and come to and better understand the passage | | | |
|-----------------|--|---|--|--|--|

Battle of Jhelum
 Battle of Jhelum

question
on
comprehension

think and to enable
interact by them really
to speak at reflect
their ideas the impo-
-nt points
from the
passage
of Pubu?
what is the feeling
of the second general?
Pubu is proudman
about Pubu?

battle of Jhelum
Alexandral soldiers who
is
the
bat
of
Alex

3. what is the feeling
of Pubu?
4. what is the feeling
of the Alexandral about
Pubu?

5. what was Pubu put
his body?
6. what was Alexandral
say to their soldiers? the chains on Pubu.

chains

put chains

go and remove

go and remove
the chains on
Pubu.

word

creative

free expe-
-sion to
give pupils
change of
free
expression

pronunciation

I shall give some
sentences and words
and ask the pupils
to speak words

chant
containing
words

MAJESTY,
proud,
intubed,
capture,
could. etc

| steps | academic standards | objectives | teacher's activity | pupil's activity | T.L.M | B.B.W | 15A | evaluation |
|-------------------|--------------------|---|---|---------------------------------------|-------|--|-----|------------|
| discourse written | academic standards | to express their ideas freely in written form | I shall ask the pupil to express their ideas for missing letters. | pupil will freely express their ideas | | M-J-S-T--
C-W--d
P-O-d
g-a-t.
P-R-
etc. | | |

project thematically to make related project protect

who is Alexander? tell me about him.

pupil class and roller plan for the activity and get higher order thinking skills.

who is Alexander who tell me about Alexander tell me about him

*preliminarily in scientific

MACRO TEACHING INTERNALISED LESSON PLAN-XVI

* Preliminary
information:

MACRO TEACHING INTERN SHIP LESSON PLAN - XVI

Name of the teacher trainee : P. Kalthuk

Subject : ENGLISH

Roll NO : 23

Unit : ①

Topic : Pull The Brave

Time : 45

Class : 7th

Method : Direct & Grammatical Translation

Name of the school : Hindu college and High school

Expected outcome / Academic standards:

I. Pre-Reading:

- * To sensitise the pupils towards the theme
- * To elicit of their inner passion what think about the picture
- * To enable them talk about the picture
- * To make them an intelligent prediction on the passage
- * To develop their ability to describe the picture

II. Reading:

- * To make them pupils read individually and see their own speed of reading
- * To make them understand the passage using glossary, dictionary etc.
- * To minimize the list of new words with the help of peers.
- * To share their ideas/views in groups through collaborations.
- * To develop the ability to generate own text.

III. Post-Reading:

- * To enable the children use appropriate vocabulary and grammar in oral and written discourses/communication activities.
- * To facilitate language acquisition and make them independent users of language.
- * To develop the extensive reading.
- * To express their ideas for given questions
- * To enable the children involve freely in the transaction of activities.

* in the it the

* Language activities:

- * structure :
- * vocabulary : Active vocabulary:
Passive ^{go} vocabulary:
- * speaking : oral exercises
- * Reading : True/False
- * Writing : written exercises / mind mapping
- * Project : Related to the theme "Pulu, the Brave"
- * others : charts, real objects, pictures, flash cards, Rolife Boards etc.

Pulu: The Brave:

Alexander

: [to the soldiers] you may go
[The soldiers bow and go out]

Alexander

: [to Pulu] well, how are you, king?

Pulu .. : my name is Pulu.

Alexander

: All right. Are you sorry for the mistake you made Pulu?

Pulu : I made no mistake sir.

Alexander

: Didn't you reject my proposal?

Pulu : I did. I refused to be your vassal!

Alexander : Do you know that many kings have gladly agreed to be my vassals? 163

Puru : I know that, and I also know that none of them is Puru.

First General : He is, indeed, a very proud man.

Alexander : Don't you realize that you are my prisoner?

Puru : I do, but that doesn't make any difference to me. I'm still the lawful king of my country.

Alexander : How shall I treat you?

Puru : As a king should treat another king.

Alexander : Puru, you are a brave man. I'm pleased with you. I want to make friends with you. Will you be a friend to me?

Puru : On one condition.

Alexander : What is that condition?

Puru : My kingdom should remain independent and you should treat me as your equal.

Alexander : Agreed (after a pause) I'm proud of your friendship, my brother.

Puru : I'll do my best to be worthy of the friendship of Alexander the Great.

[The generals bow to Alexander and Puru]

steps
language
works

academic
standards
pupils get
sufficient
exposure to
the language
listening

Objectives
to help the
pupils under-
stand the usage
of the
structural
item "without"

Teacher's Activity
I shall show a picture
and ask the following
questions on the
pupils.
1. what do you see in
the picture?

2. where are these fishes. in water / ocean / river
lived?

3. can you tell me, what
was particularly need
for fishes lived?

Yes. The fishes cannot
lived without water.

pupils' activity

Fish / dolphin / crocodile

T.L.M

B.B.M

Evaluation
what
is



The fishes
cannot lived
without water

substitution
table

To give the
students through
practice of the
structural
item "without"

The fish
cannot lived

The humans
cannot lived

Birds cannot
fly

The water

without

The wings

they

| Steps | Academic standards | Objectives | Teachers Activity | Pupils Activity | G.L.M | B.B.W | Evalu |
|--|------------------------|---|--|--|-------|--|---------------------------------|
| Active vocabulary
"worthy"
oral presentation | Listening and speaking | The pupil's understand the use of the word "worthy" | 1. What is the valuable thing in the world?
2. Can you tell me why money very valuable? | Gold/money/life
an important of humans/respect | | Worthy = respect or good enough for an important person. | What is the meaning of the word |
| Picture presentation | Listening and speaking | The pupil learn the meaning of the word "worthy" | I shall show the picture and ask the following question to the pupils.
1. What do you see in the picture?
2. What he was wearing on his dress?
3. Is it gold costly?
4. What was his kingdom give to him?
5. Why children?
Yes, respect and good enough and important person also called as "worthy" | A king
Gold/diamonds
Yes, costly/valuable respect.
The king is good man, an important person for kingdom, he is the first man of kingdom. | | | |



Assess the pupils are "worthy" or not?

Yes or No?

on the road

Passive Pupil and vocabulary new words conquered to their picture vocabulary presentation

To enable the pupil understand meaning of the word "conquered"

I shall show the picture and ask the following questions to the pupil.

1. What do you see in the picture?

2. In this film what was these Heroes?

3. What was the problem these kings faced?

4. What was the kings do for problem solve?

5. They success in the war?

Yes, Very good. To win the successfully overcome a problem also called as "conquered"

• Shahu Bale Prabhu / Ballaladeva / Rana

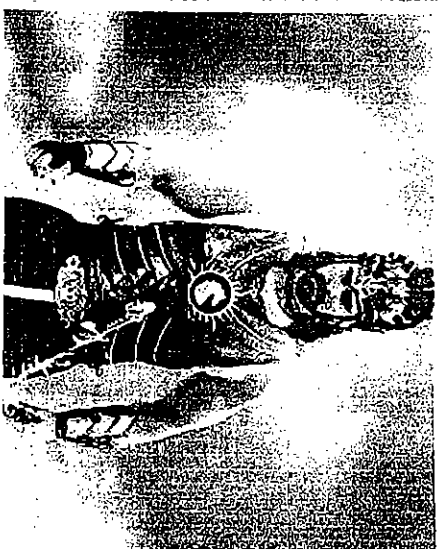
• Kings

• Kalakeyudu / War.

• They do war to Kalakeya.

• Yes, they win and take a control of a Kalakeyas Kingdom.

conquered = successfully overcome a



| steps | Academic standards | Objectives | Teacher Activity | Pupils Activity | T.K.M | B.B.W | Evaluation |
|---------------------------|---|---|--|--|-------|-------|-------------------------|
| motivation | to make the pupil think in different angles | to enable the pupil express their ideas | <ol style="list-style-type: none"> 1. where was Pulu fight? 2. what was Alexander say to their soldiers? 3. what is the feeling of the second soldiers about Pulu? 4. what was the feeling of Alexander about on Pulu? 5. what was Pulu have on his body? | <ul style="list-style-type: none"> • The battle Shelum • Go and remove the chains on Pulu • he was proud man • He is brave man • chains | | | |
| Announcement of the topic | | | <p>Okay, today we will also continue the lesson "Pulu the BRAVE".</p> | | | | <p>Pulu, the BRAVE.</p> |

reading

to develop

to make with the story

at the

| | | | | |
|--------------------------|--|--|--|--|
| Pre-reading
Reading | Reading
comprehension | to develop
the skill of
reading and
tune to own
reading | I shall ask the pupils
to read the passage
individually. | pupils read the
passage |
| collaborative
reading | expression
according to
their reading
comprehension | to make
sense of
reading the
passage through
collaboration | I shall ask the pupils
to read in groups
and discuss among
themselves after a few
minutes I shall ask
one of them to say
what they have
understood. | pupils read in groups
and share their ideas
pupils come and say what
they understood. |
| model
reading | listening
to a good
model | pupils listen
to a good
model | I shall read the
passage twice with
correct articulation
and explain the
content. | pupils listen to one
carefully. |
| post
Reading | to develop
the habit
of reading | to under-
stand the
passage
without the
help of the
teachers. | I shall ask the
pupils to read the
passage silently
and come to an
idea about that. | pupils will read
the passage silently
and better under-
stand the
passage. |

what
you
have
under-
stood
from
the
passage

| steps | Academic standards | Objectives | Teacher's Activity | Pupil's Activity | G.L.M |
|----------------------------|--|---|--|---|--|
| Questions on comprehension | Think and interest. Interact to speak out their ideas. | no enable them really reflect the important points from the passage | 1. which type of king was Pulu his kingdom?
2. what was the Pulu condition?
3. Alexander made friends with Pulu because?
4. Alexander was really great because?
5. what was the meaning of vassal? | • Lawful King
you should treat me as your equal.
Alexander liked Pulu's bravery and self-respect.
he defeated Pulu, set him free, respected him, made friendship with Pulu.
A man promising to fight for a king in return for the right to hold land. | Lawful King is the Pulu condition you should treat me as your equal.
Alexander liked Pulu's bravery
he defeated Pulu, and what made friend was the ship with Pulu meaning of a man promising to fight vassal return for the right to hold land |

Week 15.22 April 5.00 PM 9.10.0

File for Li Li C. and

C. and Li Li

| | | | | | | |
|--------------------|---|---|--|---|------------------------|--|
| word pronunciation | creative expression | free expression to give pupils change of free expression | I shall give some vocabulary words and ask the pupils to speak and the words | pupils freely express their feelings. | chart containing words | condition, Vassal, Return, Promising etc. |
| written discourse | mind map/ match the following/ missing/ jumbled letters etc | to express their ideas freely in written form. | I shall ask the pupils ideas for missing letters | pupils will freely express their ideas | | V - ss - -
d - fe - t - -
x - s - t - d.
B - a - - y. |
| project works | thematically to make related project | learns evolve themselves as independent users of language | If you were Alexander, pupils grasp what would you do with pupil? | and plan for the activity and get higher order thinking skills. | Roller Board | If you were Alexander what would you do with pupil? |
| writing project | | | | | | |
| word learning | | | | | | |

Preliminary
Information:

MACRO TEACHING INTERNSHIP LESSON PLAN - XVIII

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Name of the teacher trainee : P. Kathith

Subject : ENGLISH

Roll NO : 23

Unit :

Topic : Grammars - Prepositions

Class : 7th

Time : 45m

Method : Direct method

Name of the school : Hindu college and high school

* Academic standards / Expected outcomes:

* Academic standards/expected outcomes:

- * to make the children use grammar in different context
- * to learn the grammar always beyond the text books/sentences
- * to use the given structure in a right context
- * to apply the experience concepts in creative speaking writing
- * to develop their abilities in speaking the language fluently
- * to help the pupils understand the meaning of preposition
- * to help the pupils understand the usage of preposition
- * to help the pupils form their own sentences using prepositions by following appropriate grammatical rules.

* Teaching aids: Real objects, pictures, charts and flash cards

* Reference Books: class text books, Oxford dictionary, Wren and Martin Grammar.

| Steps
of
presentation | Academic standards | Teacher's activity | PUPIL'S ACTIVITY | G.L.M | I.E.M | I.V.S |
|--|---|--|--|----------|-------------|-------------|
| by
picture
representation
practice-1
"by
and
with" | To help the pupils understand the usage of prepositions in English language | Good morning children
How are you all?
I shall show a picture and ask the following questions to the pupils
What do you see in the picture?
What is the farmer doing?
③ Can you frame it in a sentence by using the words <u>by</u> and <u>with</u> ? | Good morning sir
fine, thank you sir
A tree and farmer
He is cutting the tree | Picture, | | can you |
| 8A | 0 7A: The pupils | at see H see th was | 7B: 1 B and doors etc | | 7C: 1 7C: 1 | 7D: 1 7D: 1 |

"A tree was cut by the farmer with an axe"

from
it
in
a
by
using
the
word
by
and
with

oral interaction

to make the pupils better understand the usage of prepositions

practice-II "from"

to make the pupils understand the usage of preposition word 'from'

1. what are these things?

table, bench, doors etc

2. what do we call them?

furniture

3. who makes the furniture?

carpenter

4. what material is used to make furniture?

wood

Can you frame it in a sentence using the words by and with?

The furniture is made by the carpenter with wood.

what do you see in this picture?

Trees

what are the use of trees?

gives air, fruits

Can you frame a sentence using the word from?

We get fresh air and fruits from trees.

table, chairs

door
furniture
carpenter

wood

The furniture is made by the carpenter with wood.

Trees

air, fruits

We get fresh air and fruits from trees.

announcement
of the
topic

purify act sufficient
expose to the
preposition usage

words like By, with, at,
in, since -- belong
to which part of speech

Today we shall
learn one part of
speech that is
"preposition"

Definition: prepositions
are words to indicate
relation between a noun
By: By is used to
indicate the agent of an
action

With: with indicates the
instruments

At: At is used for a
point of time, date, value

In: in is used for
a period of time

Since: It is used to
indicate a time from
the past till now

From: It is used for
both time and place

preposition

chart

Flex

"preposition"

Definition:
prepositions are
words to indicate
relation between
By: By is used to
indicate the
agent of an
action

With: with indi-
cates the instruments
At: At is used for a
point of time, value, date

In: in is used
for a period of
time

Since: It is used
to indicate a
time from the
past till now

From: It is used
for both time and place

| Steps | Academic standards | Teacher's activity | Pupil's activity | T.A.M | B.B.W | Eval |
|------------------------------|--|---|---|-------|-------|------|
| pre-reading | Reading comprehension to develop the skill of reading and teach their own reading process | I shall ask the children to read the definition and types of prepositions individually. | Pupils read the definition and types of prepositions | | | |
| collaboration reading | expression according to their reading to comprehension to make sense of reading together through collaboration | I shall ask the pupils to read in groups and discuss among themselves I shall ask one child from each group to say what they have understood. | pupils read in groups and share their ideas with in the group. | | | |
| model reading by the teacher | pupils listen to a good reader | I shall read and explain about prepositions - ns. | pupils listen carefully | | | |
| scaffolded reading | children think and extrapolate the text. | I shall display a chart containing a set of analytical, reflective of inferential questions to make the learners think about that. | pupils read the questions and think and come out with their ideas | | | |

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Questions | Speaking | think and I shall ask the pupils

Questions on comprehension

speaking think and interact they reflect on the text they have read.

post-reading to enable them read variety of discourses with comprehension

I shall ask the pupils to find prepositions from the following sentences.

1. Ravi has been sleeping since 6 o'clock
2. We draw water from the well?
3. The tiger was killed by the farmer with his gun.

I shall ask the pupils to read the exercises given

1. He has been working as P.M since 2008
2. Lion is the strong and cruel animal among all the animals
3. Jamsi is standing between manju and anu
4. He is suffering from fever

Since

From

By & with

He has been working as P.M since 2008

Jamsi is standing between manju and anusha

He is suffering from fever.

| steps | Academic standards | Teacher's Activity | Pupil's Activity | Time | Board |
|--|--|---|--|--|--|
| <p>oral
discourse</p> <p>Written
discourse</p> | <p>To give pupils a chance for free creative expression</p> <p>To enable the pupils write independently with correct usage</p> | <p>I shall ask the pupils to observe the following and identify the preposition</p> <p>1. He was born at Patanada in Vijayawada?</p> <p>2. The property was divided between the two families.</p> <p>3. They are quarrelling among themselves</p> | <p>pupils actively listen and participate</p> <p>at so in</p> <p>between</p> <p>Among</p> | <p>179</p> <p>at so in</p> <p>between</p> <p>Among</p> | <p>179</p> <p>at so in</p> <p>between</p> <p>Among</p> |
| | | <p>I shall ask the pupils to place correct preposition in the following statements.</p> <p>1. Ravi is clever — all of them.</p> <p>2. He used to come — bus by</p> <p>3. He built a wall — these houses.</p> | <p>pupils understand and relate the prepositions with their meaningful situation</p> <p>among</p> <p>by</p> <p>between</p> | | <p>is clever — all of them</p> <p>among</p> <p>by</p> <p>between</p> |

Project
works

Thematically related
project to make
the learners evolve
themselves as
independent users
of language

collected different
types of prepositions
from the people of your
locality and write
them in a sentence
form

Thanks you children

profits grass and
plan for the
activity and get
higher order
thinking skills

Roller Board

collect different
types of pre-
-positions
from the
people of
your locality
and write
them in a
sentences
form.

[Handwritten signature]

FOR MASTER
SCHOOL HIGH SCHOOL
GUMMER

