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Sem - III English

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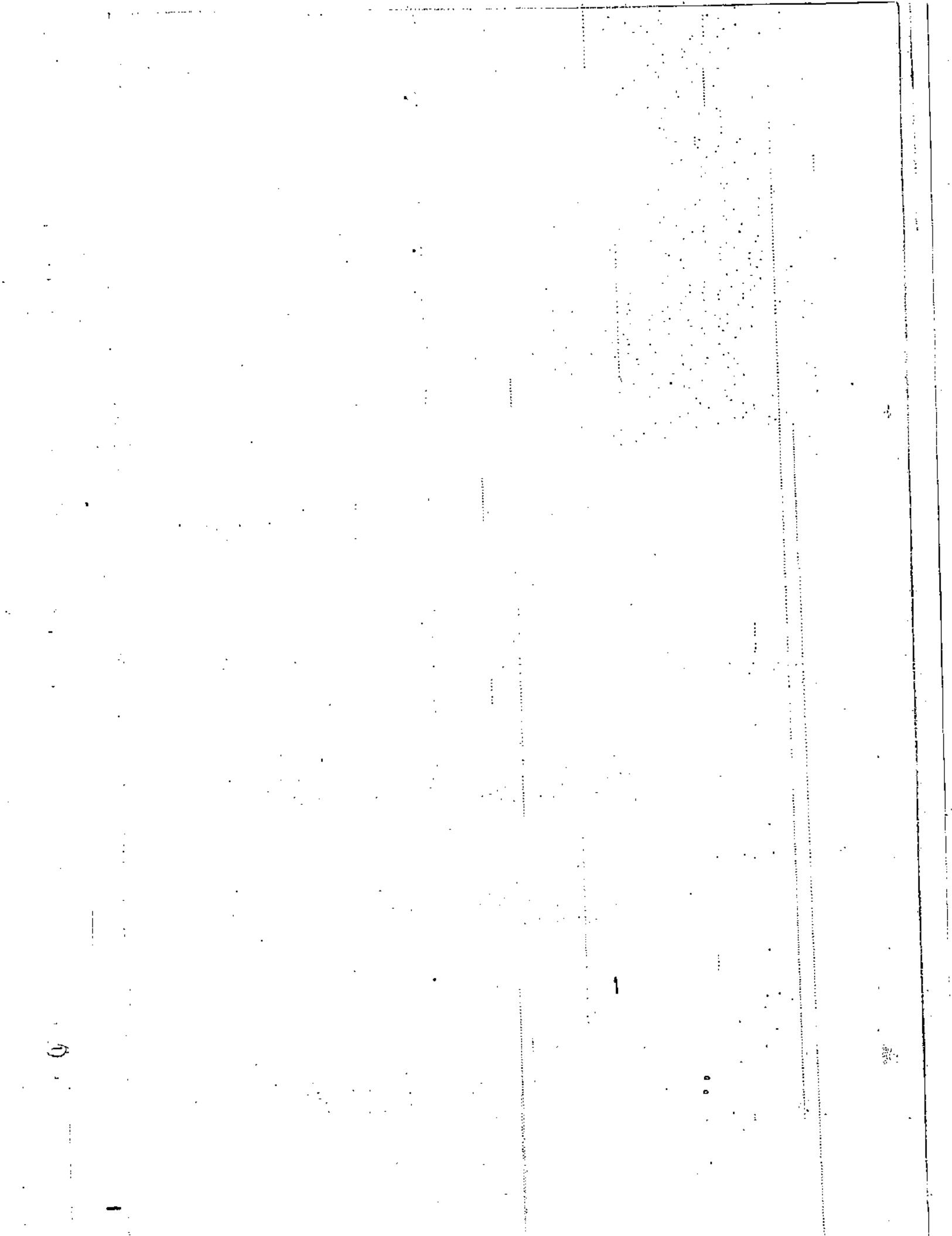
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MACRO TEACHING PRACTICE LESSON PLAN - I

Preliminary information:

Name of the teacher trainee : P.Karthik
 Subject : ENGLISH
 Roll No : 23
 Class : 6th class
 Unit : IV
 Topic : An Adventure
 Time : 45 m
 Date : M - T - 2016
 method : Direct & Grammar + translation
 Name of the school : Hindu college & High school
 Name of the supervisor : Sri - G. Venkateswari Gari

* 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 message 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 : some & favourite
 - Passive vocabulary : cave & creepers
- * 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

(6)

"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 Arun, her cousin. As always, they had come to Vighnmpur on a vacation to their grand parents. It was a small 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 Arun, and he ran a head.

"I'll catch you in a minute," replied Seema, as she followed. Arun 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 Arun 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.

academic
steps
standards
face sheet interaction
with pupils
interaction facilitating
process for language lesson the picture
interaction

to develop good morning children, Good morning sir
this ability how are you all?
Fine, thank you sir

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

1. what is the man doing in the picture? * climbing
2. where is he climbing? * ice hills
3. How it look like? * difficult/dangerous
4. what is this type of activity called?

I invite all their idea
and feelings and write
few of them on the
black board

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

language pupils get to help the
work sufficient pupils under
exposure to stand the
the language

structural item beside the
Listening

picture

mountains

picture

mountains

steps	academic standards	objectives	teach activity	pupil activity	T-L-M	B.B.M	Evaluation
absorption		Q. what you see beside the mountain?	river				
table		3. what you see in the picture?	houses				
		4. where are the houses? beside the field					

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

active listening

The pupils I shall ask the following learn the questions to the pupils meaning of 1. How many vehicles number of the word in your village? "some"

2. do you know how many vehicles travel so many/more on the road everyday?

The school temple

The home beside field river

Some: number of what? unknown the meaning of some of something



Picture listening practice in presentation: Speaking

Q what do you see in flowers
the picture?

1. public get practice in using the word 'some'
2. How are the flowers nice / beautiful
3. How many flowers are there in the number of / somany

Picture?

→ number of, unknown also called as 'some'

favourite: listening The pupils I shall ask the following oral and questions to the pupils presentation speaking meanings of 1. what is your aim - become a police the word

'favourite' 2. why do you like Mahatma. my favourite hero

Picture listening practice in presentation: Speaking

pupils get practice in using the word 'favourite'

3. what do you see in the picture?
4. can you tell me the name of playg.
5. why you like Dhoni? he is my favourite player.



favourite = what is a favourite person or the thing means

Steps	Academic Standards	Objectives	Teacher activity	Pupil's activity
1. <u>Introduction</u>	Progressive pupils add new words to their vocabulary easily.	To enable the pupils understand the meaning of the word "cave".	I shall show a picture and ask the following questions to the pupils.	1. What do you see in hills? 2. What observe in the picture? 3. Can you tell me where beside hills the trees?
2. <u>Motivation</u>	To make the pupils think in different angles.	The teacherable the pupils express their ideas in the picture.	1. What is this? 2. What the man doing 3. Can you do this? 4. Why children? 5. What do we call the dangers people who make it?	1. Circus 2. Playing with tiger 3. No. Sir 4. That animal is very dangerous 5. Adventure
3. <u>Influence</u>	Interest of topic.	Learn the lesson individually.		An adventure

steps	Academic standards	objectives	Teacher activity	Pupil's activity	T.U.M	B.B.W	EVAL
Pre-reading	Reading comprehension	collaborative reading expression according to their skill of reading and time to own reading	I shall ask the pupils to develop the skill of reading to read the passage individually	pupil read the passage content size			
model reading	listening to a good model	To make sense of reading the passage through collaboration	I shall ask the pupils to read in groups and share their ideas discuss among themselves after few minutes I shall ask one of them what they understood to say what they have understood.	pupil read in groups and share their ideas pupils come and say what they understood.			
Post reading	to develop the habit of reading the passage without the help of the teacher	pupil listen to a good reading twice with correct articulation and explain the content	pupils listen to one carefully	pupils will read the passage - silently and better understand the passage			

Helps	Teacher's objectives	Teacher activity	Pupil's activity	Time	Date
on imperfection side dear the points from the passage	what kind of a town they can't remember not try to them recall refer the script out into important parts from the passage	what kind of a town small green hills and some ancient ruins sleepers	green small green hills and some ancient ruins sleepers	10	20/10/1968
ord onunci tion	what are the names of brother - sister in the lesson?	asun and seema	asun seema		
creative expression	what place seema favoured? cave	cave	cave		

written

discourses

mind mapping
match the
following/
missing/
written
fill in the blank
form
etc.

TO express
these ideas
freely in
written
missing letters.

I shall ask the
pupils to express
their ideas

I shall ask the
pupils will freely
express their ideas

c-c-pe
ad-e-t-r
c-v-

Project

work
related
Project

thematically
to make
the learners
evolve them
selfs as
independent
users of
language

collect different
types of adventures
which all you see
use as
example them.

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

Roller
coaster

collect
different
types of
adventure

Preliminary information:

Name of the teacher trainee : P. Kasheek

Subject : ENGLISH

Roll No : 23

Class : 7th

Unit : II

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 Venkateswari Gari

* Expected outcome / learning standards.

* Expected outcome/ academic standards:

I. Pre-Reading:

- * To sensitize the pupils towards the theme
- * To elicit of them 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 discourses activities
- * To facilitate language acquisition and make them independent users of language
- * To develop the extensive reading

→ Ask them few 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, Siemui.

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

steps	Academic objectives	Teacher activity	pupil's activity	T.L.P.	B.B.W.	C.V.C.
face sheet 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			
language work	To elicit of these lines 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 business woman.			
language work	pupils get sufficient exposure to the language usage of the listening 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 fruits ate there? apple, banana and mango's	Picture and connect words fruits			



steps	academic standards	objectives	teacher activity	material
substitution table	active vocabulary	to give the students thought practice of the structural item 'and'	I shall ask the following questions to the pupils 1. what do you know about animals? 2. can you tell me some names? 3. where these animals live? In forest	Dog, Lion, Lion, tiger, animal book, pen, pencil box
oral practice	listening and speaking	pupils set practice in using the word "lived". 1. what do you see in the family 2. what is the use of house?	1. what do you see in the family 2. what is the use of house? Live = have Your home In a particular	
some	listening and speaking	1. How many dresses you have? 2. Kathrik eat How many fruits?	so many number of unspecified amount or number of	

Picture
Presentation.

Listening
and
Speaking

Pupils get
practice in using
the word "some".

Picture?

"what do you see in the
picture?"

fruits

apple, mango, banana

women

aged/old

strengthless/weak

passive
vocabulary
Weak,
picture
representation.

Pupils add
new words to
their vocabulary

-stand the
meaning of the
word "weak"

3. How is she looking?
4. Strengthless also called

weak

yes

cotton, uten, silk

cotton cloths

silk cloths

W
C
a
K?

Motivation:

To make the
pupils think
in different
angles.

To enable the
pupil express
these ideas.

1. Do you know any differ-

ent type of clothes?

2. Can you tell me these

names?

3. Which type of cloths you

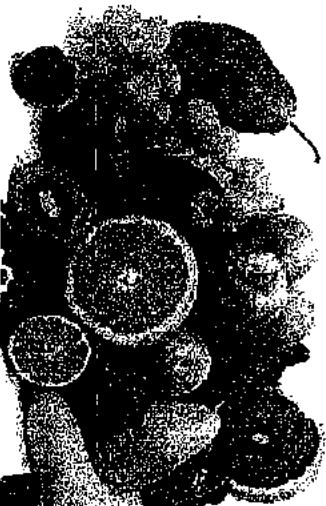
wearing in summer?

4. Which type of cloths you

wearing in rainy season?

Lesson theme
Topic

The magic
of silk



Steps	Pedagogic objectives	Teacher activity	Pupil's activity	Time	Date
Pre-reading	Reading comprehension	to develop the skill of reading and tune to an reading expression according to their reading comprehension	I shall ask the pupils to read the passage individually	pupil's read the passage content clips	11/11/18
model reading	good model	to a good reading	I shall ask the pupils to read in groups and share their ideas	pupils read in groups and share their ideas	
Post reading	habit of reading	to develop the habit of reading without the help of the teacher.	discuss among themselves pupils come and say what they have understood.	ask one of them to say what they understand.	

steps	academic standards	objectives	Teacher Activity	play activity	T.L.M	B.B.W	Edu
Questions Think and and interaction comprehension: say to speak out their Ideas	to enable them orally 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's daughter? 4. From the worms what get the Siu Mei? 5. At that heavy rain Siunai what see first?	1. fine thread to make beautiful silk small hut in forest in forest small hut	1. fine thread to make beautiful silk hot sun	China	china	
oral discourse	Creative expression	I shall give some sentences and ask the pupil to speak those sentences using 'I' clause	1. fine thread to make beautiful silk hot sun	1. fine thread to make beautiful silk hot sun			
grammatical proficiency	free expression to give plenty of change of feelings	1. work hard you will get success.	1. If you work hard you will get success.				

steps	academic standards	objectives	teacher activity	pupil activity	time
written discourse	mind mapping	match the their ideas freely in writing/	I shall ask the pupils to express these ideas to express these ideas for missing letters.	pupil will freely express their ideas	1-1-1st
missed		Jumbled words/Fill in the blanks	written form		M-g-i-
					S-p-u-e-
					M-s-r-
Project work related to project	The matically to make the learners involve them selfs as setting up independent uses of language	If you were sicuure pupil sleep and tell me reasons for the activity and get higher order thinking skills of thinking skills if you feel?	Roller board we saw sicuure me now would you feel?	If you were sicuure me now would you feel?	B.B.W. 20 min

Clo

* Preliminary Information:

Name of the teacher-trainee : P.Kasthuri

Subject : ENGLISH

Roll No : 23

Class : 7th

Topic : The town child

Unit : I

Date : 13-04-2016

Time : 45m

Method: Direct

Name of the school : Hindu College & High School

Name of the supervisor : Sri. G. Venkateswara Rao

Academic standards / Expected outcomes:

39

- ⇒ 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 streams, meadows, lambs, smoke, plenty, feet.

Teaching aids: pictures, real objects, charts, and flare.

Reference books: class text book, oxford advanced dictionary

The Town Child

I live in the town
in a street;

It is crowded with traffic
And perfect;

These are buses and motors
And teams

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.

These 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	pupil's activity	T.L.M	B.B.W	evaluted
motivation	pupils get sufficient exposure to knowledge.	pupils recall their previous knowledge.	Good morning children How are you all?	Good morning sir fine, thank you.			24

the poem for enjoyment

estring pupils

questions

answering

question

answering

The Town
Child
—Irene
Thompson

steps. Establishing objectives. Teacher activity. Pupil activity. Standards to help pupils learn the value involved in the poem

objectives. Teacher activity. I shall show a picture related to the theme of the poem and ask the pupils to observe the picture and come to an understanding about the theme of the poem.

Pupil activity

T.L.M

B.B.W

E.M

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

1. what do you see in one boy hanging

the picture?

the bag and walk

2. what else you observe. Big roads/ vehicles

3. can you tell me what

do you understand

about the picture?

It is a city. There

are roads, building

Cars, buses and etc.

city.

the
so many
people

living



introduction of the poet

Pupils learn to enable them to observe the picture. Poet known about the poet

steps	Academic standards	objectives	Teacher activity	Pupil activity	T.L.M	B.B.W	evalu
Presentation	pupil get new sufficient words.	enable the pupils to get exposure to the meanings of difficult words by listening contextually	teacher shall show a picture and ask the following questions to the pupils	1. what do you see in the language of difficult word? 2. what are these people doing?	3. where they are walking? on the road/street	4. can you tell me other word/synonym for people who walk in street?	5. yes feet means - people walk in streets.
Drill	responses	ram:					
		1. where are you coming from? 2. do you know vehicle? 3. can you tell me some	yes				26

STEPS	Academic standards	Objectives	Teacher activity	Pupil's activity	Film	B.W	E.V.
		Vehicle names?	bike, car, jeep etc				
		Q. Which type of fuel they need?	Petrol, diesel				
		Q. Do you know any electric vehicle?	Yes				
		Q. Can you tell that name?	Electric bike				
		Q. What do you see in the picture?	tram				
		Q. Where is he?	electric vehicle that transports people in cities also called tram				
		Q. How is looking his face?					
		Q. How is looking his flesh?					
		Yes, twinkling means	weak/strong less weaky				



Academic steps	Objectives	Teacher activity	Pupil's activity	T.L.M.	B.B.W	evalut
Model reading by the teacher	To develop the skill of pupils through enjoyment.	I will read the poem loudly with correct pronunciation and to enjoy the music of the poem.	pupil listen to the poem and enjoy			
Collaborative expression	Reading according to their understanding.	I shall ask the pupils to enable them to read the poem one by one in different groups.	I shall ask the pupils to read the poem stanza by stanza.			
Study of the poem	control idea pupils get idea and facts about the poem	I shall explain the poem by showing the painting understand the poem	pupil listen and painting of the poem			

Steps
Questions listening
on comprehension
-sion

Achieving
standards

objectives
to test the pupils under-
standing

Teacher activity
I shall ask the following questions.

Pupil's activity
1. What is the poem about?

2. Who is the poet of Irene Thompson

Irene
Thompson

3. What is the wish of lived in villages town child?

villages

4. Which vehicles contained in cities?

Bus, farm, motors.
motors

Rhyming words Identify the the pupils appreciate pattern in the poem of the poem

To enable I shall ask pupils to pupils identify them.

I shall ask pupils to pupils identify them.

Identify the rhyming go - dow go - sow blue - too blue - too

Identify the rhyming words from the poem near - dear near - dear

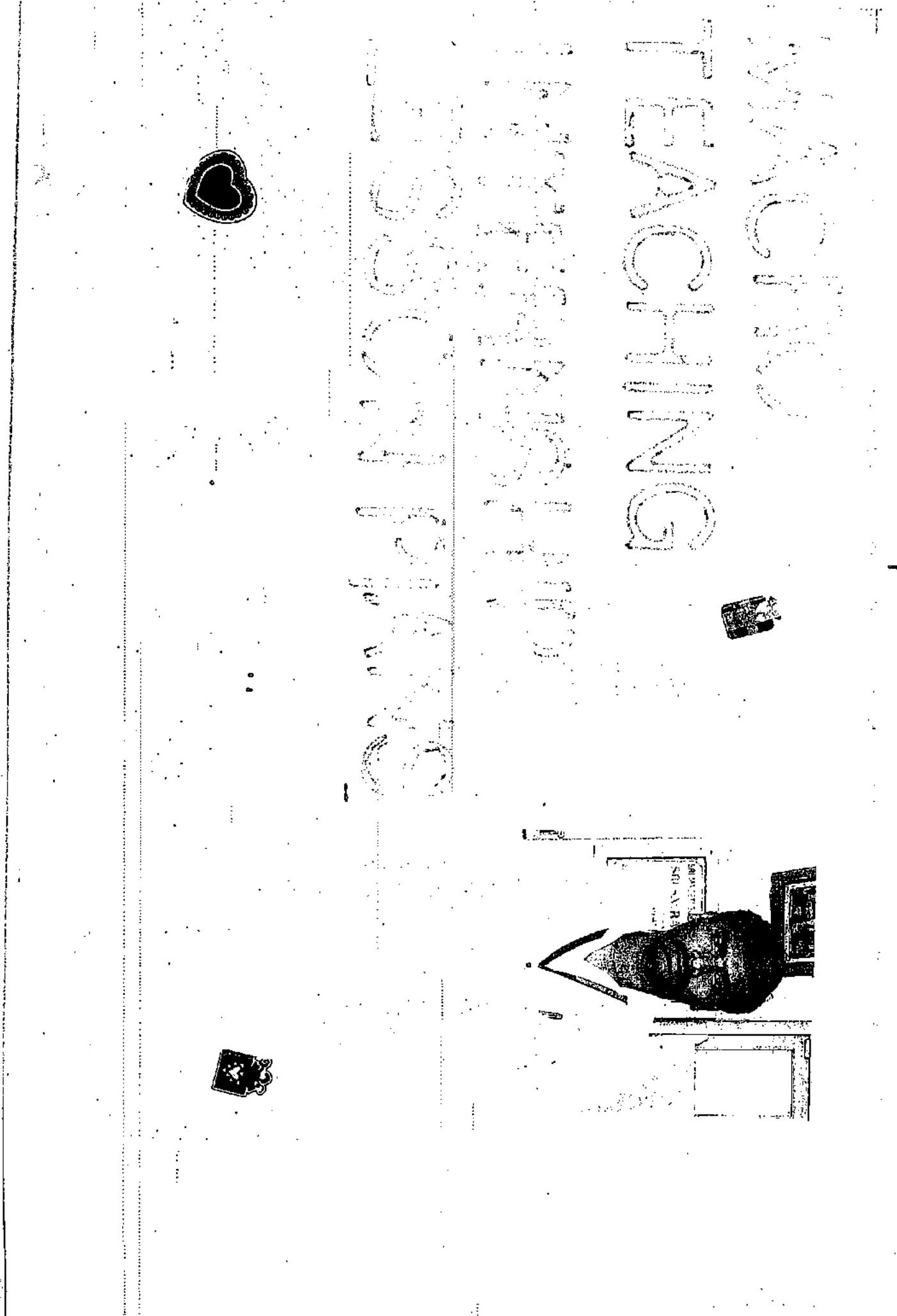
bright - night bright - night

town

steps	academic standards	Teacher's activity	pupil activity	Time	B/S	Evaluation
running and hoseograph	choceograph to make the puply to try to tune and try to tune choceograph the poem the poem	I shall ask the puply to try to tune and choceograph the poem	pupil try to tune and choceograph the poem	30		
project work related - project	thematically to make the puply evolve them selves as independent use of language	I shall ask the puply try to write a parallel poem about and set higher order thinking skills.	puply grasp and plan for the activitiy roller and set higher parallel poem an city of thems choice	30		

Thank you children

So



macro teaching Intership lesson plan - I

Preliminary information:

Name of the teacher trainee : P. kasthig

subject : ENGLISH

roll no : 23

class : 7th

unit : 2

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.

— Irene Thompson

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!

STEPS	readiness standards	objectives	teacher's activity	pupil's activity	F.I.M	B.B.W	SL
MOTIVATION	pupils get sufficient exposure to previous	pupils recall Good morning children! How are you all?	quiet morning sit				
interaction	In the poem	the poem for knowledge what is your name? x x x x	enjoyment	2. where are you coming from? Guntur local			
face sheet	Teaching me to help pupils involve in the poem theme	<p>resting pupils previous knowledge</p> <p>Announce- ment of the topic</p> <p>3. How is your city? 4 where would you prefer to live? 5. why you like villages?</p> <p>Yes, so today we are going to know about the qualities of villages by the beautiful poem "The country child"</p>	<p>quiet busy roads, small houses villages cool air, nice nature nice person are there in villages.</p> <p>Simple situations.</p>	<p>I shall show a picture pupils observe the related to the theme of picture and come to poem and ask the pupils following questions to me the theme of poem</p>			

steps	Academic standards objectives	Teacher's activity	Pupil's activity	T-L-M	B.B.W.	evalu
	"what do you see in the picture?"	A boy / student	1. what else do you observe. small houses, field, trees, small roads, Nature.			



Presentation: Pupils set to enable i shall show the picture of new sufficient the pupils and ask the following words. exposed to get the questions to the pupils the language meanings by listening of difficult "quiet" words 1. what do you see... Teacher contextually in the picture?

2. what she doing? she says silent/ No noise

yes, No noise also called "quiet"

Picture presentation presentation

"Lonely"

to enable the pupils understand the meaning of the word

"Lonely"

1. what do you see in the picture?

2. How she looking?

Very sad.

3. do you know why?

She have no friends!

No money

4. Yes her feeling
was very sad, no

friends also called
"Lonely"



"Wonderful"

oral presentation

TO enable the pupils understand the meaning of the word & which subject do

"wonderful"

You like most?

Social/Maths/English

wonderful:
very good/
remarkable

3. How many marks do

You get in English?

First.

4. While your father see your progress

says very good my

card, what he feel?
son / nice boy

Yes, very good also
called "wonderful"

steps	academic standards	objectives teacher's activity	pupil's activity	time	evaluator
model reading by the teacher	to develop the skill of the pupils	I will read the poem loudly with correct listening through the signs - enjoyment	pupils listen to the poem and enjoy	15 min	B.B.W
pre-reading reading by the children	to enable the pupils to enjoy the music of the poem	I shall ask the pupils to read the stanzas one by one in different groups	2 groups will read	15 min	Evalutor
collaborative reading according to the teacher	to enable the pupils to share their ideas	I shall ask the whole class to read the poem rhythmically and share their ideas	pupils will read and share their ideas	15 min	
scattered reading	To enable the pupils to express their ideas about the poem	I shall lead the discussion through questions.	pupils express their ideas about the poem	15 min	

Questions listening to test the I shall ask the following
on and pupils under questions.
comprehension speaking standing

1. what is the wish of he wants to live in
the country child?

he wants to live in town

2. What is the inner

feeling of country child? He should be lonely.

He should

be lonely

3. What is meaning of no noise/silent
quiet?

no noise/
silent

4 why are night colour A twinkling street
full in towns?

A twinkling
street

Rhyming words

pupil idea - to enable the
pupil identify the pupil appre-

-tify the pupil appre- Identify the rhyming

-ciate the rhyme of words from the poem

Pattern in rhyme of words from the poem

the poem the poem

the black board

pupil identify them

bright - right

dear - near

heavy - flower

house - flowers

Academic standards objectives Teacher's activity.

Steps
running choreograph to make
and these grasp
ing of the poem
poem

I shall ask the pupils to try to tune and
try to tune choreograph the poem

pupils try to tune and
choreograph

Pupil's activity

S.L.M

B.B.W

Evaluete

Nine
The Poem

and to
to
choreo-
-graph

Project thematically to make
work related the pupils

I shall ask the pupils pupils grasp and
plan for the activity

Poem

Try to

try to

try to write a parallel poem about
and get higher order board

write a

write a

try to

parallel poem about
an villages of their
thinking skills

parallel

parallel

parallel

poem about
an villages about
of their

poem

poem

poem

choice
language

choice

choice

choice

Thank you children

choice

macro teaching internship lesson plan - II

* Preliminary Information:

Name of the teacher trainee : P.Karthik

subject : ENGLISH

Roll No : 23

Class : 7th

Unit : I

Topic : The New Blue Dress

unit : I

Time : 45m

Date :

method: Direct grammar 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.

i. 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.

ii 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 discussion of activities.

* Language Activities:

* Structure

: "on"

* Vocabulary

: Active vocabulary : ugly.

eg

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 shanty 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 lights; and the railroad at the end of Gates Avenue added noise and dirt.

Steps
ice sheet
Interaction

to develop
with pupils
their ability
to describe
language
learning.

to develop
language
learning.

**Academic
Standards** Objectives: Teacher's activity

Pupil's activity

T.L.M.

B.B.W.

Good morning children?

Good morning sir.
Fine, thank you sir.

Facilitating to describe
the picture I shall show the picture

and ask the following
questions to the pupil.

To elicit et
their inner
passions what
they think
about the theme
in the picture

1. What do you see in the
picture?

2. What is this?
class room

3. What is the teacher
gave to dress to children
doing?

4. Do you know why
teacher gave to dress to
class first/second girl
her?

Language
pupils get
to help the
I shall ask show a picture

Sufficient
exposure to
the language
Customing
"from" "on"

pupils under
stand the
questions to the pupils.

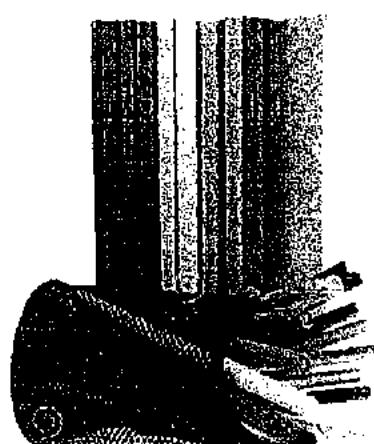
usage of the
structural
picture?

On:

Pre position
activities

2. What are these
on the bench.

Henry?



on =
preposition
produces
in contact
with and
supported
by a surface

The pen The ta
The book on The ta
Gita Smt on The be
Pen Walk The doo

substitut-
eable:

To give the
students through
practice of the
structures
"on"

Active
Listening
Vocabulary
"ugly"
and
speaking
Learn the mean-
ing of word
"ugly".

1. children do you Yes, sir

know meaning of

ugly?

2. can you tell me Not beautiful/not nice
meaning of ugly?

ugly =
unpleasant
or unattra-
ctive in
appearance

3. Yes, can you tell me Rama is looking like
example? ugly

Yes, not attractive also
called "ugly".

45

Academic objectives

Teacher's activity

Pupil's activity

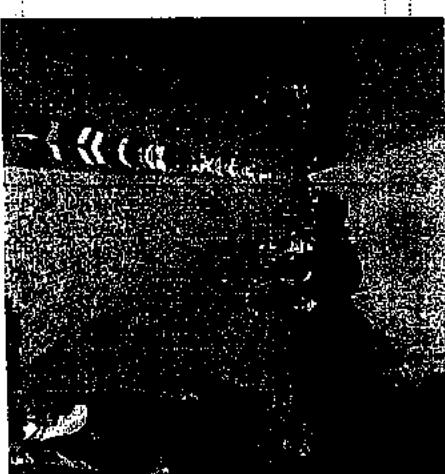
Time

B.B.W. End

1. massive
2. pupils add new words to their vocabulary
3. stand the presentation
4. ask the following questions to the pupils
5. "pavement" meaning of the word
6. "pavement" the picture?

1. what do you see in peoples
2. where are the people
3. people walking on the road
4. people walking on foot path
5. know what that route called?
6. Yes, footpath also called
7. as "pavement".

1. children do you know
2. can you tell me some names of colours?
3. which colours do you like. Red colour most?
4. which colour dress do you have more?



motivation to make the pupils think in different angles

1. children do you know
2. can you tell me some names of colours?
3. which colours do you like. Red colour most?
4. which colour dress do you have more?

1. children do you know
2. can you tell me some names of colours?
3. which colours do you like. Red colour most?
4. which colour dress do you have more?

1. children do you know
2. can you tell me some names of colours?
3. which colours do you like. Red colour most?

pre-reading Reading comprehension skill of reading to read the passage and tune to own reading

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

Collaborative expression

To make sense I shall ask the pupils to pupil read in groups according to of reading their reading the passage read in groups and through comprehension discuss among them pupils come and say collaboration survey after few minutes I shall ask one of them to say what they have understood

Model

Listening Pupil listen and to a good passage twice with reading correct articulation and explain the content

Model

I shall read the pupil listen to one carefully

Post

reading To develop to understand I shall ask the pupils' pupil will read the the habit of the passage to read the passage passage silently and reading with out the help of the teacher to an idea about that passage.

steps
Academic standards
think and to enable
intact try to them decay

Teacher's activity
Pupil's activity
T.U.M. B.A.U. Evaluate

Cleveland

on
improve- speak out
these ideas important
points from the passage

1. what is the name of cleveland

Gates Avenue

the city?

2. what is the street name?
Gates Avenue

Gates Avenue

name?

3. How to look Gates Avenue?
dirty and ugly

dirty and ugly

avenue?

4. which type of street is Gates Avenue?
A short street.

A short street

5.

NO pavement, railroad

No rail road,

old pronunciation

expression

Pavement

creative expression

I shall give some word and ask the pupils to speak for chance of free expression

Noise, dirt, street,

old pronunciation

expression

correct pronunciation

written mind mapping to express
discourse missing/ their ideas
Tumbled/ freely in
Fill in the written form
blanks

I shall ask the party puply will freely
to express their ideas
for missing letters

po-
et-y.
u-l-
u-s-
a-t-
d-a-y
St.

project thematically to make the write about your
work related readiness evolve street. Now you
project themselves as maintain that
independent village
users of language

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

Write about your you
street. Now me
you main that
sat that the
village village

MACRO Teaching Internship Lesson Plan-II

Preliminary Information:

Name of teacher trainee : P. Kasthly

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 of 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 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 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 these 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 : Poetry
Passive vocabulary : untidy

- * Speaking : oral exercises
- * Reading : True / False
- * Writing : written exercises related to the theme "The new blue dress"
- * Project : related to the theme "The new blue dress"
- * Others : Pictures, flash cards, dotter board etc.

The New Blue Dress

The other girls in the school near Gates Avenue wore new and pretty clothes but 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, "won't you wash your face before you come to school tomorrow morning? Please do that. Just less nice."

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

Academic objectives
language pupils get
sufficient pupils under
exposure to strand the
language usage of the listening
listening structural
item: "in"

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

1. what do you see in animals

the picture?

2. which animals you see. lion, elephant, monkey

find at the picture?

3. can you tell ^{me} where

these animals are living? They lived in forest

active listening The pupils I shall ask the follow-

vocabulary and learn the -ing questions to the
Poetry: speaking meaning of pupil
the word

Poetry:

"Poetry"
 1. children do you know film heroes?
 2. tell me some heroes. samantha, katol, etc.
 3. who is your favourite. samantha

having an attractive face, fatality

why do you like her? she is very fatty
 samantha? beautiful / attractive



Academic standards

Speaking
listening
and
representation

Speaking

Objectives

pupils get practice in using the word "pretty" & "fairy" is also called as "party"

Pupil's activity

1. what do you see in the picture?
2. how she looking?
3. very nice /fairy/

1. baby / small girl
2. very nice /fairy/
3. party

assive vocabulary pupils add new words to pupils understanding their vocabulary. strand the meaning of the word "untidy".
the word "untidy" picture?
2. How he looking? very illegible
3. can you tell me another word of illegible?
Yes, not inclined to be neat.

*
untidy = not arranged
tidily / not inclined to be neat

orientation to make the tolerable the pupils think pupil express in different their ideas. angles
1. ok, children what lesson the new blue dress yesterday we discuss?
2. what is the street name? Gates avenue
3. How to look Gates avenue?
dirty and ugly

1. what do you see in the picture?
2. how she looking?
3. very nice /fairy/

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

ie-reading reading To develop the comprehension skill of reading

and tune to our reading

Collaborative expression to make sense of reading the text in groups and share their ideas after reading passage through discuss among themselves pupils come and say what they understand.

I shall ask one of them to say what they have understood.

I shall read the passage. Pupils listen to one. I shall read the passage twice with correct articulation and explain the content.

1st reading To develop to understand the habit of reading the passage without the help of the teacher. Pupils will read the passage silently and come to better understand an idea about that. the passage

Pupil's activity

T.V.M. B.B.W.

new and
pretty cloths

Academic objectives
Teacher's activity
Pupil's activity
steps standards
questions Think and
on interest rat them really
suggestion to speak out respect the
these ideas important
points from the passage

in Gates avenue clothes that Spring
avenue & how little girl
wore still dirty
dress

new and
pretty cloths

1. How other girls looking new and pretty
2. How little girl
wore still dirty
dress
3. How many dresses only one dress
she have owned?
4. What is the feeling un happy
of the teacher about
that girl?
5. What said the teacher Wash your face before
- che to little girl? You come to school
tomorrow morning

- only one
dress
- un happy
- wash your
face before
you come
to school
tomorrow
morning

- new and
pretty cloths

word
pronunciation creative free expression I shall give some words pupils pronun the
expression chance of free expression
expression words clearly

free expression I shall give some words pupils pronun the
no give puply and ask the girl to these words correctly
pronunciation she
expression words clearly

pretty,
Spring,
Polite,
Untidy,

written mind
discourse mapping/
match the
following/
missing
letters/
Jumbled
words

To express
their ideas
freely in
written form on "the new blue dress"

I shall ask the pupils
will freely
to express their ideas
express their ideas
for match the followings

little
Baby

teacher
unha

poett

unti

project
work
related
Project
ideas indepen-
-dent users
of language.

thematically to make the what you understand
learner evolve the theme of the son
plan for the activity
make a report and get higher order
thinking skills.
of your own words.

pupil's grasp and
understand the
theme un
st
the passage.

what you
understand
the theme
of the
passage.

pa

MACRO TEACHING INTERNSHIP LESSON PLAN - IV

54

+ Preliminary Information:

Name of the teacher trainee : P.Kalpana

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:**

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 our 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 experiment

eg

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, Rollers Boards etc

THE NEW BLUE DRESS:

The girl continued to wear the same dirty dress. Her mother is probably not interested in her. She taught 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 outside and began to repair the fence. The next evening, with the family's help, he began to make a garden.

steps	Academic standards pupils set	objectives	Teacher's activity	Pupil activity	T.C.M. B.B.W ethm
language work	sufficit	to help the pupils understand the usage of the language	I shall show a picture and ask the following questions to the pupils.		
exposure to the language	listening	usage of the item "in"	1. what do you see in the picture? 2. can you tell me these animals names?	1. lion, tiger, elephant 2. some animals in the picture?	
listening	structured practice			4. where these animals live?	
listening	structured story "in"	pupils under the animals people In the hole fish lived the was			



substitution
Table
Students through practice of the structured item "in".

Academic objectives

standards

Listening the pupil's

excitement and

vocabulary and

excitement speaking

real

representation

meanings of

pupils

the word

"what is your favorite

ENGLISH

"excitement" subject?

The word

"what is your favorite

ENGLISH

"excitement" subject?

The word

"what is your favorite

ENGLISH

"excitement" subject?

The word

"what is your favorite

ENGLISH

"excitement" subject?

The word

"what is your favorite

ENGLISH

"excitement" subject?

The word

"what is your favorite

ENGLISH

"excitement" subject?

The word

"what is your favorite

ENGLISH

"excitement" subject?

The word

"what is your favorite

ENGLISH

"excitement" subject?

The word

"what is your favorite

ENGLISH

"excitement" subject?



excitement
feeling
of great do

enthusiasm you
and eager
knowl-

ness.
mean
of th

cxc

steps

active

listening

learn the

meaning of

pupils

I shall ask the follow-

-ing questions to the

pupils

1. What do you see

in the Picture?

2. Can you tell me what

he feel happy

wind

do you observe in the

excitement

picture?

3. Can you tell me an

A feeling great/

other word of happy

eagerness

feel?

Yes, A feeling great/

eagerness also called

as excitement

passive vocabulary words to their pupils under "ashamed" vocabulary

pupils add new words to their pupils under -

and ask the following

questions to the pupils

feeling

meaning of

the word

"ashamed"

picture?

I shall show a picture

to enable the

pupils

and ask the following

questions to the pupils

feeling

what do you see in the

A man get down

his head

1. what do you see in the

A man get down

his head

2. do you know why?

He lose money/job

3. he failed in english

subject! do you know shy/guilty

how he feel?

motivation to make the pupils think in different angles

discourse yesterday: Dress

1. How many dresses one dress only

little girl have owned?

2. what is the feeling of un happy

the teacher about that un happy

little girl?

3. how little girl looking worse and dirty

selected to

lesson

Academic standards

steps

Reading comprehension

regions

reading and
tune to own

reading

Teacher's activity
I shall ask the pupils read the passage individually

pupil's activity
I shall ask the pupils read in groups and share their ideas. pupils come to class after few minutes I shall ask one of them and say what they have understood.

Collaborative EL progression
according to of reading their reading the passage thoroughly

collaboration

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

model reading
Listening to a good model to a good reading

I shall read the passage pupils listen to it twice with correct articulation and explain the content.

habit of reading
- Stand me to read the passage silently and come to help of the teacher

pupils will read the passage silently and better understand the passage.

Questions think and to enable
on interact try to them recall
comprehend speak out their reflect the
-nition ideas

1. what is the father his mother is proba-
-blely not interested in
her.

important points from 2. which colour reaches
the passage gave to little girl?

blue dress

3. after weaving the blue dress how she

very clean and tidy

looking?

4. when her father saw he was amazed

her in her new blue

does what he feel?

5. what family ate? supper

oral creative

discourse

expression

grammatical

awareness

free expression I shall give some sentences
to give pupils needs and ask the pupils
chance of free to speak those sentences
using if clause

1. work hard you'll get success
2. Don't tease the dog
If you tease the dog
it will bite you

If you tease
the dog
it will
bite you

8-8-e-

S-p-e-

a-a-ed

d-8-e

Academic standards	Teacher's activity	Pupil's activity
written discourse	I shall ask the pupils to express their ideas publicly to express following ideas from poem:	pupils will freely express their ideas
missing/numb. form	miss. letters:	
Ind. words		

rect. work thematically to make the related project leaningly evolve themselves as independent users of language.

When her father saw pupils grasp and plan for the activity and get higher order thinking skills.

When her father saw her son in her new blue he new blue. In dress her what he feel?

MACRO TEACHING SKILLSHIP LESSON PLAN - II

* Preliminary Information:

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 of Hindi High School

*Expected outcome / Academic standards:

i. Pre-Reading:

- * To sensitise 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:

- * 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 minimize the list of new words with the help of peers.
- * 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

* Vocabulary : Active vocabulary :

Passive vocabulary: 60

* Speaking

oral exercises.

* Reading

true/false
written exercises

* Writing

Related to the theme "The New Blue Dress"

* Project

pictures, real objects, flash cards, volte 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 street light, 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's activity

SUM

B.B.W.

F.I.E.L.D

I shall show a picture
to help the pupils get
language usage of the word
"behind".
I shall ask the pupils
to answer the following
questions to the pupils
about the picture:
1. what do you see in the
picture?
2. can you tell me where
are the house?
3. where are the field?
4. behind field.

at or to the
back or far
side.

also called as "behind"
pupils understand
the meaning of
the word "behind".

illustration

I shall give some examples
of the word "behind".
The meaning of
the word "behind".

native

vocabulary
"garden" listening
and
resonation speaking
"garden"

The pupils
learn the
meaning of
the word
"garden".

I shall ask the following
questions to the pupils
1. what you like most
flowers
flowers or fruits?

Garden:
a piece of
ground next
to or around
a house

What would see
in garden.

2. Where we are see "Garden".
The more flowers

picture listening pupils get
and practice in
speaking using the
word "Garden" where these flowers
grown and protect?

massive vocabulary. Proper and
decent new words
to their meaning of
the word "what do you see in the
"decent" picture?

decent =

picture
A boy help the
beggar

2. can you tell me what

: you observe in the
picture?

3. what you feel about . Good boy/nice boy
to the boy?

Yes, having a good meal

standards also called as

"decent".



steps	Academic standards	objectives	Teacher's activity	Pupil activity	Time	B.B.W.	Results
tivation to make the reasonable the which colour dress pupil think pupil express different their idea angles							

2. At the see the girl
what her father feels? Amazed
3. What that family ate? Supper
- ok, good today we also
continuing this lesson
- I shall ask the pupils pupils read the
passage.
- I shall ask the pupils pupils read the
passage.
- I shall ask the pupils pupils read in groups
and share their
ideas. pupils come
to read in groups and say what they
understand.
- I shall ask one of them understand.
to say what they have

model listening to pupils listen & shall read the passage pupils will listen to reading good model to a good twice with correct articulation and explain one carefully reading

reading
The content

Post reading to develop the habit of reading without the help of the teacher

To understand 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.

Questions think and remember

on intrall my mom recall mother was doing?

wash the kitchen floor

to speak out reflect the their ideas important

2. what father was doing? watched moments

kitchen floor
watched moments

points from the passage 3. After how many years

washed after 10 years

After 10 years
no pavement

4. What he was noticed first time?

no pavement

word

pronunciation creative expression

free expression to give

words and ask the

free

pupil's chance pupils to speak and

pronunciation with

correct rhythm

of free expression paint

paint

Academic objectives	Pupil's activity	Time	IBEW	Evaluation
standards written is concise	Teacher's activity I shall ask the pupils to express these ideas freely in pass. Tumbled words	15 min	decreas-	
mind mapping/ match the following)	I shall ask the pupils to express these ideas freely in written form	15 min	endgar, express	
related Project	fill in the blanks words)	15 min	id rit	
object..... thematically work	pupil grasp and plan for the activity them selves as independent users of language	15 min	decreas-	
	Role - how father feel about his family and get higher order thinking skills.	15 min	endgar, express	
	write your has own words - fami-	15 min	decreas-	

macro teaching Internship lesson plan -VI

* Preliminary information:

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 & 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

D. 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

D. 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 enable the children involve freely in the transaction of activities

* Language Activities:

* Structure

* Vocabulary : Active vocabulary

organise
go vocabulary : campaigns

passive vocabulary : oral exercises

* Speaking

: oral exercises

* Reading

: true/false
written exercises

* Writing

: related to the theme "The new Blue Dress"

* Project.

: charts, pictures, real objects, black board etc.

* Others

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 language work	Academic standards language Listening	Teacher's activity	Pupil's activity	Time	B.B.W	Evaluation
	pupils get sufficient exposure to the language.	to help the pupils under- stand the usage of the structural form "with".	I shall show a picture and ask the following questions to the pupils?	10 min	With = in the same direction as in relation to.	I do you know now the time
verbal Illustration	pupils under- stand the meaning the word "with" through by practice.	I shall gives some examples using of the word "with" the word "with" through by practice.	1. I am <u>with</u> you. 2. I live <u>with</u> my family. 3. I gave to him pen with love.	10 min	I can you know now the time	I am <u>with</u> you the time I live <u>with</u> with my family.
active listening and organise" speaking real resentation	the pupils learn the meaning of the word "organise".	I shall ask the follow- ing questions to the pupils 1. who make cooking my mom "organise" in your home?	10 min	With = in the same direction as in relation to.	I do you know now the time	Organise = to arrange/ to make preparation

2. While you come to school who make you my mother.

food?

Yes to make also "organise"

picture

presenation listening pupils get

and practice in

speaking

using the

the pictures?

children and mother

word "organise" 2. what you observe

in the pictures?

mother

1. what do you see in

the pictures?

children and mother



3. what mother was doing for her child? To make food.

4. do you know another - prepare meaning of make?

Yes, to make, prepare also called "organise".

campaign pupils add

to enable

picture new words the pupils

understand

questions to the pupils

the meaning

of the word

"campaigns"

"complaints"

"publicity"

prestation to their vocabulary

understand

the meaning

of the word

"complaints"

"publicity"

2. Can you tell me why we use that?

publicity

Yes, do something for activity called "campaign".



Steps	Academic standards	Teacher's objectives	Teacher's activity	Pupil activity	Tim	B.B.W.	Evaluate
MOTIVATION TO make the pupil think in different angles	No enable the pupils to express these ideas.	I shall ask some questions from yesterday's lesson for motivate the children.	At that time what mother was doing?	1. Who help the city's important citizens 2. Who help the city's important citizens 3. What father noticed there was no first time on road? pavement			
RE-READ READING	To develop comprehension the skill of reading and time to own reading	I shall ask the pupils to read the passage individually	Yes, good children. Today we are also continue the lesson the new blue dress.	pupils read the passage			
COLLABORATION	expression to make sense. I shall ask the pupils to read in groups and share their ideas.	pupils read in groups and share their ideas.					79

for practice.

reading
comprehension
collaboration

discuss among themselves
what they understood
ask one of them to say
what they have understood.

model
reading
listening
and
model

pupil listen
to a good
reading

I shall send the
pupil to me

I shall ask the pupils
to read the passage
silently and come to
an idea about that.
and explain their comment.

pupil will send the
passage silently and
better understand
the passage.

Post
reading
the habit of
reading
without the
help of the
teacher

I shall ask the pupils
to read the passage
silently and come to
an idea about that.
and explain their comment.

questions
an
comprehension
sion
their ideas

think and
reflect to
them recallly
important
points from
the passage

1. you make the
pavement at on spot
avenue?
2. what houses had
water

A young
minister
water

Academic standards	Objectives	Teacher's activity	Pupil activity	T.U.M	B.B.W	Evaluations
word pronunciation expression of free expression	creative expression to give words and the pupils to pupils chance of free expression	I shall give some free expression to the pupils and the pupils to express their ideas to express these ideas freely in written form	I shall ask the pupils to express their ideas freely in written form	respectable citizens	respectable citizens	respectable citizens
written letters	missing letters	The New Blue Dress	respectable citizens	respectable citizens	respectable citizens	respectable citizens
phonetic reading	phonetic reading	respectable citizens	clean up	respectable citizens	respectable citizens	respectable citizens

project
work

thematically to make the who knows what happen

learning evolve when a teacher gives a transverses as independent users of language

little girl a new blue dress

higher order thinking skills

gives a little boy a new blue dress

gives a little girl a new blue dress

gives a little boy a new blue dress

gives a little girl a new blue dress

gives a little boy a new blue dress

MACRO teaching Intenship Lesson PLAN - VII

Preliminary information:

Name of the teacher trainee : P.KARTHIK

Subject : ENGLISH

Roll No : 23

Class : 7th

Unit : D

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

Time : 45 min

Date :

method : Direct or Grammatical Translation

Name of the school : Hindu College of Hindu High School

Roller
who known
what will
happen when
a teacher
gives a little boy
a new blue dress

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

who known
what will
happen when
a teacher
gives a little boy
a new blue dress

* Expected outcome / Academic standards:

I. Pre-reading:

- * To sensitise the pupils towards the theme.
- * To elicit of their more 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: pushed

passive vocabulary: cultivation

to

* Speaking : oral exercises

* Reading : true / false

* Writing : written exercises

* Project :

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

* Others

pictures, real objectives, flash cards, collage board etc.

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

ON THE BUSY BOMBAY 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. CHANDRA SEKHAR VENKATA RAMAN WAS SHOWING A VISITOR SOME OF HIS INSTRUMENTS. WHEN A YOUNG MAN, KRISHNA 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 WENT ON TO THINK. "BUT LOOK HERE, KRISHNA," 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	Pupil's activity	T.L.M	A.B.W	Value
to develop their ability to describe the picture	I shall show the picture and ask the following questions to the pupils.	Good morning children how are you all? Fine, thank you sir	1. what do you see in the picture? 2. can you name these scientists? 3. tell me, what you know about them? 4. do you want to be a scientist? why?	Abdul kalam, Srinivasan, Ponnani, Tam, C.V. Raman etc.		

- to develop their ability to describe the picture
- to elicit of their inner passion what they think about the theme in the picture.
- 3: Tell me, what you know about them?
Kalam: He's a great scientist, Great man, Farmer, Indian President. He is came from Tamil nadu.
- 4. Do you want to be a scientist? Why?
Yes, I want be a scientist, because



I want to cover
new things.

2. Sri Rama Ramamurti

He was a great Indian
mathematician. He
made extraordinary
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 rainbow. He
coped through which he
saw the many types.

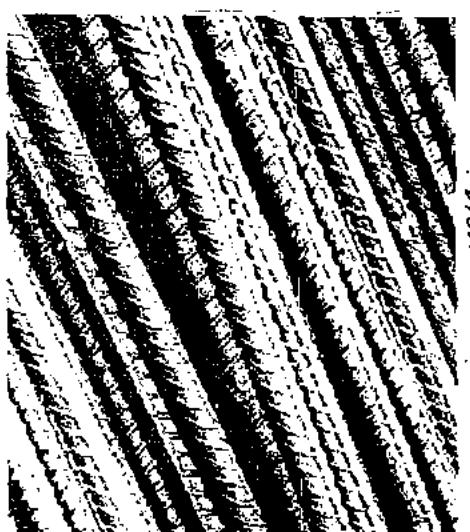
5. Alexander Fleming:

biologist. Penicillin 1928

Nobel - 1945



steps	Academic standards	Teacher's activity	Pupil's activity	Film	B.B.W	English
language work:	pupils get sufficient exposure to the language through listening	to help the pupils understand oral illustration to pupils using the word "of".	I shall give some oral illustration to pupils using the word "of".			
resonator and speaking	picture listening	active listening and learn the meaning of the word "pushed".	I shall ask the following questions to the pupils.			
resonation	"pushed"	1. what is this? 2. which material was used for making this table?	1. what is this? 2. what is the use for use in buildings. 3. can you tell me uses of iron in our daily life?			



sita is the wife of rama
pushki is second of sita

rushed =
a watch
plant used

3. Can you tell me use of iron?

It used in making gates and build Bridges etc.

Yes, a iron used in making Gates, Buildings etc also called as "rushed"

passive

vocabulary pupils add new words to their vocabulary

explanation to their meaning of the word "cultivation"

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

Cultivation:
use land for crops or

1. What do you see in the flowers?

2. How are these flowers very nice/beautiful looking?

3. Where we see the flowers/houses/parks etc

4. Where these flowers particularly grownup?

Ans. Flower gain a path

Garden, a rain protection

Making called "cultivation"

cluttered



Academic steps	Academic objectives	Teacher's activity	Pupil activity	Time	B.B.W	Evaluation
notification to make the pupils think in different angles.	1. what is your name? 2. who discovered it? I don't know. 3. okay, do you have cell phone?	1. what is your name? 2. who discovered it? I don't know. 3. okay, do you have cell phone?	1. what is your name? 2. who discovered it? I don't know. 3. okay, do you have cell phone?	1. what is your name? 2. who discovered it? I don't know. 3. okay, do you have cell phone?	1. what is your name? 2. who discovered it? I don't know. 3. okay, do you have cell phone?	1. what is your name? 2. who discovered it? I don't know. 3. okay, do you have cell phone?
it of her topic	4. do you know you discover the phone? 5. can you tell me what we call him? 6. great man/scientist	4. do you know you discover the phone? 5. can you tell me what we call him? 6. great man/scientist	4. do you know you discover the phone? 5. can you tell me what we call him? 6. great man/scientist	4. do you know you discover the phone? 5. can you tell me what we call him? 6. great man/scientist	4. do you know you discover the phone? 5. can you tell me what we call him? 6. great man/scientist	4. do you know you discover the phone? 5. can you tell me what we call him? 6. great man/scientist
topic	7. learn the lesson Great scientist. "C.V Raman, the pride of India"	7. learn the lesson Great scientist. "C.V Raman, the pride of India"	7. learn the lesson Great scientist. "C.V Raman, the pride of India"	7. learn the lesson Great scientist. "C.V Raman, the pride of India"	7. learn the lesson Great scientist. "C.V Raman, the pride of India"	7. learn the lesson Great scientist. "C.V Raman, the pride of India"
	C V Raman "The pride of India"					

		pre-reading	reading	comprehension	reading
model	listening	expression	to make	to develop	I shall ask the pupils
reading	and a good	according to	sense of	the skill of	pupils read the passage
reading	model	reading	to read in groups and	to read the passage	to read the passage
post	to develop	according to	share their ideas.	individually	individually
reading	the habit	the passage	discuss among themselves		
of reading	passage	through	pupils come and say		
	without the	collaboration	After hearing me I shall		
	help of the	ask one of them to say	what they understand		
	teacher	content	what they have understood		
			stand		

listening	pupils	I shall read the passage	pupils	pupils read in groups
and a good	listen to a	twice with correct	listen to one	and share their ideas.
model	good reading	interpretation and explain	closely	
reading	the content	the content		
post	rounded	I shall ask the pupils		
reading	stand the	to read the passage		
the habit	passage	silently and come to an		
of reading	without the	idea about that		
		passage		

steps	academic standards	objectives	Teacher's activity	pupil activity	T.I.M	B.B.W	Evaluation
rests think and on intelect + try imprehension to speak out these ideas	to enable them really reflect the important points from the passage	1. where is the busy bowbazar street? 2. what is the name of young scientist? 3. who won the Nobel?	c.v raman	1. calcutta 2. K.S. Krishnan 3. about X-rays	calcutta	calcutta	
10th pronunciation. expression	free expression to give pupils chance of free expression	I shall give some pupils pronounce the these words. the cultivation, quality, Effect, Nobel prize etc.	about X-rays	if this compton effect is true of X-rays, it must be true of light too. it must be true of light too.	c.v raman	K.S. Krishnan	

written
discourse

mind mapping

TO express these ideas freely in for mind mapping written form on "C.V Raman"

I shall ask the pupils to express their ideas

pupil's will freely express their ideas

Scientist

Nobel Prize

Compton effect

Project

thematically

to make How many Indian

pupils grasp and

rather

How many Indian ma-

work related

the sciences

Scientists get.

Plan for the activity

broad

Scientists ma-

Project evolve

Noel prize and

themselves

and get higher order

thinking skills.

get Nobel priz-

Why prepare them
as independent
names.

of language

why prepare pupil
names? why
them names? why
then

Roger

MACRO TEACHING INTERNSHIP LESSON PLAN - VIII

Preliminary Information:

Name of the Teacher Trainee : P. Kasthik

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 understanding in groups.

* Language activities:

↳ Structure : "Inside"

Vocabulary : Active vocabulary : discovery

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, flag, cards, roller board etc

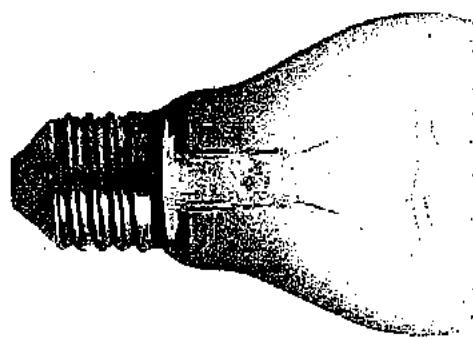
C.V.Raman, pride of India

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.

STCPs	Academic standards	Teacher's activity	Pupil's activity	Time	B.B.W	Event
language work	pupils get sufficient exposure to the language listening item "inside"	To help the pupils understand the passage of the structural picture from "inside".	I shall show picture and ask the following questions to the people.	15 min.	"in a house"	
substitution table	To develop the pupils' abilities to speak more fluently at their age.	To enable the pupils to practice with the word "inside" using "inside" as inside.	1. what do you see in the picture? 2. where that family lived? 3. where that family was standing?	15 min.	A family inside a house	
		I shall gave some examples to pupils with the word "inside".	Yes, inside also called as inside.	15 min.	inside of home	
		Please stay inside the house. The man inside the bus. The animal inside the River. The people inside the train.		15 min.	"in a house"	

steps	academic standards	teacher's activity	pupil's activity	aim	value
Active vocabulary and speaking	Listening	The pupil listening questions to me.	I shall ask the following questions to the pupils.	Discovery - the process of finding something that was not known about before.	
"discover" and presentation	Speaking	meaning of the word "discover".	1. do you like oceans? Yes. 2. How do you play at oceans? Playing cricket, bath so and so. 3. In the way of oceans. like finding the "India country".		



Sophisticated

Passive pupils add
Vocabulary new words
"Sophisticated" to these
presented.

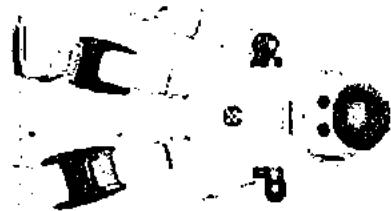
Vocabulary
picture
presentations

To enable
the pupils
understand
picture seeing.

I shall ask the question
ask the following with

sophisticated

1. what do you see in
the word
"Sophisticated"
2. It is many? No
3. What is that? machine
4. How to useful tools? Not now. In future
5. What we call that
future using this
machine?



Motivation to make the

pupils think
in different
angles

- To enable
- Also called as
"Sophisticated"

1. Who won the Nobel Prize? C V Raman
2. What is the name of
his research
these ideas?
The young scientist?
3. What is the application of X-Rays
Effect?

Today we shall continue
the same lesson

Step	Academic standards	Teacher's activity	Pupil activity	Time	Date
re-reading	Reading comprehension -sion	To develop the skill of reading and tune to own reading	I shall ask the pupils to read the passage individually		
collaborative expression	according to their reading comprehension -sion	No make to read in groups and discuss among themselves after few minutes I shall ask one of them to say what they have understood.	I shall ask the pupils to read in groups and share their ideas. Pupils come and say what they understand.		
model reading	to a good model	Listening to a good reading	Pupils listen to the passage and share with correct articulation and explain the content.		
post reading	the habit of reading	To develop the habit of reading without the help of teacher	I shall ask the pupils to read the passage silently and come to stand the passage.	Pupils will read the passage silently and better understand the passage.	

MACRO TEACHING INTERNSHIP LESSON PLAN - IX

* Preliminary information:

Name of the teacher trainee : P.KARTHIK

Subject : ENGLISH

Roll No : 23

Class : 7th

unit : D

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 quickly read individually and see their own speed of reading.
- * To make them understood 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 understand the passage and share these 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

go

* 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, Poster 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 Thiruchirapalli Tamil Nadu. His father was a college physics teacher. He was a brilliant student right from the start. When Raman was passed his matriculation, his parents were keen to send him abroad for higher studies. But medical records, a British surgeon advised them against it and Raman stayed in India. He joined the Madras Christian College, Madras.

steps	Academic standards	Teacher's activity	pupil's activity	T.I.M	R.B.U	Evalu
language work	pupil get sufficient exposure to the language listening	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? 3. They are in the forest. The pupils grasp the meaning and using the word "in". The word "in" 2. fish lived in the water. Using the word "in". 3. dolphin lived in the ocean in			
Vocalic illustration	active listening vocabulary and "abroad" speaking oral presentation	The pupils shall ask the following questions to the pupils. 1. children tell me some country names? America, Canada, South Africa etc 2. After your normal education, where you go? America going to higher education.				

Oral Listening Pupil get what we see in the word. Listen inton

Picture listening pupils get practice in presentation speaking using the word "abroad"

what do you see in the high buildings/lites
of America?

Picture

* do you know which country of this? America.

* what is our country India

name?

* In future maybe you going to answer, some body asking you where are you going than foreign country.

what you say?

Yes, to a foreign country

I also called as "abroad"

To enable the pupils under stand the meaning of the word "equipment".

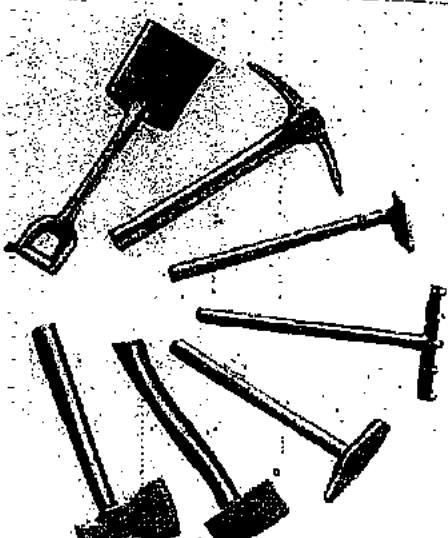
I shall show a picture and ask the following questions to the pupils.

what you see in the

Hence, sdw: ladder

pictures.

2. can you tell me what tools we call them?



Academic objectives Scalable activity

steps standards

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 to enable the pupils effect?

think in express different their ideas. 2. what is the Pamar's discovery name?

3. which type of equipment they need?

At 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 tune to own individually reading

collabo - Expression to make
-rative according to sense of
reading these reading the
reading comprehension
-ension

I shall ask the pupils
pupils read in groups
to read in groups and
and share their
passage you discuss among them - ideas pupils come
-gh collabo - selves after few min. and say what they
-sation
-tes & shall ask one of understand.
them to say what they
have understood.

model
reading
to a good
model
reading

listening pupils listen
to a good
passage twice with
correct articulation

and explain the
content.

post - to develop to understand
reading the habit of stand the
of reading passage to read the passage
without the silently. and come to
help of the teacher an idea about that

I shall ask the pupils
pupils will read
the passage silently
and better under
stand the passage

steps	Academic standards	objectives	Teacher's activity	Pupil activity	Q.L.M
questions	think and go enable them recall to speak out their ideas	when and where was Raman born?	November 7, 1888 Trichirappalli in T.N	1888 Tamilnadu	B.B.U
on compe- -hension	reflect the important & what was Raman's father? He was a college physics teacher.	parents from the passage 3: How was Raman right? He was brilliant from the start?	parents keen to? higher studies.	physics teacher	
oral	free expre- I shall give some sentences and ask the pupils to say those sentences give pupils chance of using "if" clause	a. what were Raman's parents keen to? b. where Raman studied wholly in India? b. where Raman studied madras his PG?	higher studies Yes, nothin	Chennai	
discourse	Creative expression - sion to G-grammatical awareness free expre- I work hard you'll get success.	1. If you work hard, you will get success.			

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

b. If you walk fast, you will catch the bus.

c. Walk fast, you'll catch the bus.

If you walk fast, you will catch the bus.

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

Ramani - billion
parents
fathers
abroad
send Ramani father

Project thematically to make the learners evolve themselves as independent users of language

Prepare Ramani life's pupils grasp and plan for the activity and get higher order thinking skills

Roller
Domino
Board

Prepare
Ramani
Life

MACRO TEACHING INTERNSHIP LESSON PLAN - 2

Preliminary Information:

Name of the Teacher Trainee : P.Kasthuri

Subject	ENGLISH
Roll No.	23
Class	7 th M
Unit	II
Topic	C.V.Ramam. The pride of India
Time	4.50 P.M
Date	

Method : Direct or Grammatical translation

Name of the School : High school of India

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 message using glossary, dictionary etc.
- * To minimize the list of new words with the help of page.....
- * 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 for 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 and suggestions.
- * To enable the children involve actively in the transaction of activities.
- * To understand the passage and express their views in groups.

* Language Activity:

"structural" and

* Vocabulary Active vocabulary: harmonious

possible vocabulary: flag

* Speaking - Oral exercises

* Reading : true/false

Writing : written exerasy

Project: Related to the theme. C. V. Karanam: Others: Pictures, real objects, Roller board etc.

C.V.Raman, The pride of India

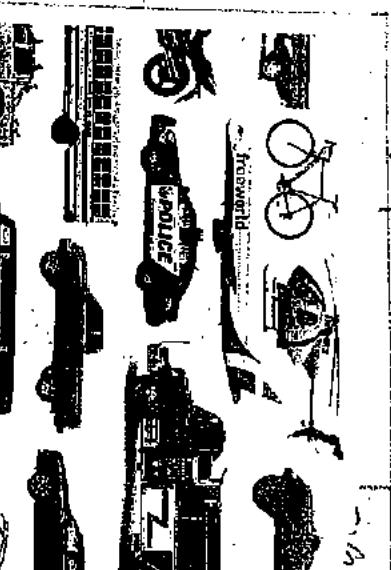
Science had already made an impression on him and he began to write research papers for science journals. When he was only 19 he became a member of the Indian Association of Cultivation of Science. Meanwhile, respecting his parents' wishes, he took up an administrative job in Finance Ministry in Calcutta.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

steps	academic strands	objectives	teacher's activity	pupil activity
<p>language pupils get sufficient exposure to the language listening</p> <p>oral table</p> <p>'harmoni' speaking</p> <p>ous not respon- tion</p>	<p>subtitles to give the students through practice the second visit item</p> <p>active listening and mean- ing of word "harmony" do you want? How is yester day Climate?</p>	<p>I shall show a picture and ask the following questions to the pupils Kasthik, Venkat and Maruti sit on deck, pen pencils are on the table.</p> <p>Nice/cool very cool climate very pleasant</p>	<p>To help I shall show a picture the pupils and ask the following the usage questions to the pupils of the "what do you see in the standard picture?" item and "can you tell me these vehicles names? car, bike, Bus, bus etc.</p>	

Steps	Academic standards	Teacher's activity	Pupil's activity	Time	Date	Evaluation
Picture presentation and question	Listening practice in speaking	I shall ask the following questions: 1. what do you see in the picture? 2. why we use these instruments 3. which type of music give to us these instruments? e.g. very pleasant also called as "harmonious"	1. I shall show the pupils the picture ask them to understand following suggestions. a) what do you see in the picture? b) what we call him? c) can you tell me, how tired he looking? d) why he feel tired? e) he played well than he became tired	for music Very nice/ Pleasant.	1.20 3.00	EXCELLENT
Passive vocabulary	Picture presentation and question	I shall show the pupils the picture ask them to understand following suggestions. 1. what do you see in the picture? 2. what we call him? 3. can you tell me, how tired he looking? 4. why he feel tired? 5. he became tired also called as "flag".	Flag = become 1. He was a collector 2. He was a collector 3. He was a collector 4. He was a collector 5. He was a collector	 	1.20 3.00	EXCELLENT

motivation to make her to enable pupils think the pupils in different express

W. H. D. L. R. R. M. A. N.

- He was a college physics teacher

arranged these ideas

2. Where Roman wholly

Studies.

3. ab 28. Roman Study . chennai

His
Pgs

How was Roman right? He was brilliant... from the start?

Good children. Today also continues the

— 1865-27

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

object - expression To make
retell according to sense to
reading reading the passage
in groups and discuss among them.
I shall ask the pupils
to read in groups and share their ideas
and say what they understood.

卷之三

steps	Academic standards	Teacher's activity	pupil's activity	Time	Board
model reading	listening and try to a good model	I shall read the passage three with correct articulation and explain the content	pupil will read the passage silently and come to the help of the teacher an idea about that passage.	15 min	black board
post reading	To develop the habit of reading	I shall ask the pupils stand the passage with one carefully and correctly and explain the content	pupil will read the passage silently and come to the help of the teacher an idea about that passage.	15 min	black board
questions	Thinking and to enable comprehension to speak perfect the ideas. out their important points from the passage	1. which brother impression the Ringers' Science 2. when he was a member of cultivation 3. where he got admn. Finance ministry 4. In his youth what in acoustics, the he made interested? science of sound. 5. What is the great society of London famous for Raman? in 1924 British Govt.	1. which brother impression the Ringers' Science 2. when he was a member of cultivation 3. where he got admn. Finance ministry 4. In his youth what in acoustics, the he made interested? science of sound. 5. What is the great society of London famous for Raman? in 1924 British Govt.	15 min	black board

of London

word pronunciation	Creative expression	free expression	I shall give some sentences and ask the puppy to speak.
written	mind mapping	to express	to give puppy the chance of free expression
discusses	match the followings	I shall ask the puppy to express freely in their ideas for ideas	the puppy to speak
work	missing letters	pupils will freely express their ideas	word pronunciation
related		harmonious Empire	
project			
independent			

object	therapeutically to make what is the puppy grasp and plan for the activity board	Roller	what is the great honour the greatest for c.v.Raman
work	the leads evolve from great honour for c.v.Raman	and get higher order thinking skills.	honour for c.v.Raman
related			
project			
independent			

written	mind mapping to express	I shall ask the puppy to express freely in their ideas for ideas	pupils will freely express their ideas
discusses	match the followings	I shall ask the puppy to express freely in their ideas for ideas	harmonious Empire
work	missing letters	pupils will freely express their ideas	
related			
project			
independent			

written	mind mapping to express	I shall ask the puppy to express freely in their ideas for ideas	pupils will freely express their ideas
discusses	match the followings	I shall ask the puppy to express freely in their ideas for ideas	harmonious Empire
work	missing letters	pupils will freely express their ideas	
related			
project			
independent			

written	mind mapping to express	I shall ask the puppy to express freely in their ideas for ideas	pupils will freely express their ideas
discusses	match the followings	I shall ask the puppy to express freely in their ideas for ideas	harmonious Empire
work	missing letters	pupils will freely express their ideas	
related			
project			
independent			

written	mind mapping to express	I shall ask the puppy to express freely in their ideas for ideas	pupils will freely express their ideas
discusses	match the followings	I shall ask the puppy to express freely in their ideas for ideas	harmonious Empire
work	missing letters	pupils will freely express their ideas	
related			
project			
independent			

written	mind mapping to express	I shall ask the puppy to express freely in their ideas for ideas	pupils will freely express their ideas
discusses	match the followings	I shall ask the puppy to express freely in their ideas for ideas	harmonious Empire
work	missing letters	pupils will freely express their ideas	
related			
project			
independent			

written	mind mapping to express	I shall ask the puppy to express freely in their ideas for ideas	pupils will freely express their ideas
discusses	match the followings	I shall ask the puppy to express freely in their ideas for ideas	harmonious Empire
work	missing letters	pupils will freely express their ideas	
related			
project			
independent			

written	mind mapping to express	I shall ask the puppy to express freely in their ideas for ideas	pupils will freely express their ideas
discusses	match the followings	I shall ask the puppy to express freely in their ideas for ideas	harmonious Empire
work	missing letters	pupils will freely express their ideas	
related			
project			
independent			

MACRO TEACHING INTERN SHIP LESSON PLAN - 8

Preliminary information:

Name of the teacher-trainee: P. Kathiresan

Subject: English

Roll No: 23

Class: 7th

Unit: II

Date: Topic: C.V. Raman - The pride of India

Time: 40m

method: Direct Grammar translation

Name of the school: High School by Hindu college

Expected outcome/ Academic standards:

1. Pre-reading:

- * To sensitize the pupils towards the theme
- * To elicit off 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 pupils read individually and see their own kind 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.

To 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 views/ suggestions
- * To enable the children involve fully in the transactional activities.
- * To understand the passage and share their views in groups.

* Language Activities:

- * Structure :
- * Vocabulary : Active vocabulary:
Passive vocabulary:
Reading : True/False
Speaking : Oral exercises
- * Writing : Writing exercises / mind mapping
- * Project : Related to the theme "C.V.Raman, The pride of India"
- * Others : Wall chart, Flash cards, Wall board etc.

C.V.Raman, The pride of India

His advice to young scientists was to look at the world around them and not to confine themselves to their laboratories. "The essence of science," he said, "is independent thinking and hard work, not equipment."

C V Raman was the first Indian scholar who studied wholly in India and received the Nobel prize. He was the first Asian and the first non-White to win such a great award in science. He passed away in 1970 on November 21. But his memories are with us. February 28 is celebrated as National Science Day the day on which he discovered the "Raman effect" to commemorate his remarkable achievement in science.

Active vocabulary and oral presentation	Listening the supply twin the meaning of the word "great".	I shall ask the following questions to the pupils.
Possible answers	1. Who is your favorite? He is super dancer. 2. Can you tell me why do you like him action?	1. What do you see in the picture? 2. What is his name? He made singing word great. 3. Do you know which India country from him? 4. Do you like him? Yes 5. Why do you like him? He is super Balman.
Vocabularies to express "advice" vocabulary of the word "picture"	To create the puppy and understand the meaning of the word "picture".	I shall show the picture and ask the following questions to pupils.
Possible answers	"Police" Can you guess what	Two people father and son.



great: with
surprise
qualities.

in the
puppy were

at
the house

steps	Academic standards	Teacher's activity	Pupil's activity	PLM
		<p>relation between both friend/father/son of them?</p> <p>3. what father was doing?</p> <p>4. can you guess what about his study/father talking?</p> <p>father what says to give some guidance another person?</p> <p>yes, guidance also call as advice</p>	<p>about his study/future/money</p> <p>tasking</p> <p>give some guidance</p>	

Announce-
ment of
the topic.

C.V. Raman
The pride of
India:

Good. Today we are

also continue the

lesson C.V. Raman

- motivation to make the pupils think in different angles to make the pupils express these ideas 1. in his youth, Raman what he have more interest?
- 2. in his youth, Raman - in acoustics, the science of sounds.
- 3. what is the great honour for Raman? he elected to Royal Society of London in 1929 British Empire.

Reading to develop, I shall ask the pupils' pupils read the passage content slips.

to read the passage

here to our individual reading

object expression to make. I shall ask the pupils' pupils read in groups according to sense of reading the passage through collaboration - others after finishing what they understand.

I shall ask the pupils' pupils read in groups and share their ideas among them. Pupils come and say of them to say what they have understood.

Listening Proper listening I shall send the pupils' listen to one passage twice with correct articulation and explain the content.

Object to develop to understand I shall ask the pupils' pupils to read the passage silently and better understand the help of the teacher idea about that passage.

Step 3 Academic standards
questions think and
on predict try
comprehension to speak out
these ideas.

Teacher's objectives:
to enable
them recall
reflect the
important
points from
the passage

1. who won first Indian Nobel prize?
2. what is the great first Asian and the first non-white town
3. when he passed away? in 1970 November
4. when Raman effect discovered?
5. what is the special National science day?

C.V.Raman
first Asian
and the first
non-white town
in 1970 Nov-21
of
Feb-28th
28
National science
day.

word
pronunciation -
elation expression -
session to
give pupils
chance of
pupils
use exp. correct pronunciation
session

advice..
Raman effect
National
achievement

written | matching | I shall ask the
discusses | match the their ideas
following | freely in their ideas for
fill in the written form

blanks)

stamped

sentences

etc.

I shall ask the
discusses | match the their ideas
following | freely in their ideas for
fill in the written form

matchings

purely will freely
express their
ideas.

④ Zoology []

The study

of earth

⑤ Geology []

The study
of animals

⑥ Physiology []

The study
body

Project The naturally - I shall ask the
work - I shall ask the
selected the learners
project evolve
themselves would you like to -
as independent invent / discover
use of thinking skills

Pupil Response If you were a
scientist what plain fact the
would you like to - activity and get
higher order
language

Project If you were a
politician If you were
a scientist what
would you like to -
invent what
would you like to
invent

MACRO TEACHING INTERNSHIP LESSON PLAN - XID

124

Preliminary Information:

Name of the Teacher Trainee: P. Kasthuri

Subject: English

Class: 7th

Topic: Grammar

Time: 4pm

Date:

Method: Direct method

Name of the School: Hindu College of Higher Secondary

Academic standards / expected outcome:

- To make the children use grammar in different contexts
- To learn the grammar always beyond the text books / sentence
- To use the given structure in a right context
- To apply the sentence 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 word Grammar
st ps. | academic seminar | Text book: Proficiency Test | 7th | n.i.h | V.s.s |

Steps Academic standards Teacher's activity

Good morning children
How are you all?

Good morning sir.
Fine thank you sir.

Pupil's activity

T-L-R

B-B-HI

Evaluatio

Presentation
of
positions
to help the pupils
understand the usage
of positions in English
in their language

practice-I

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

1. What do you see in
the picture?
2. What is the farmer doing? He is cutting the tree.
What did he use to an axe.

Can you name it in
sentence by using the
words 'by' and 'with'.
It's OK. We can say Yes,
"A tree was cut by
the farmer with an
axe."

A tree was cut by
the farmer with an
axe.



real
reaction
under stand the usage of
positions.

To make the pupils better
understand the usage of
positions.

What are these things?
what we call them?
Who makes furniture?
What material is used
to make furniture?

Table, chair, window,
furniture etc.
carpenters wood

The furniture is
made by the carpenter
with wood.

Can you name it in
sentence by yourself

Table, chair, window,
furniture etc.
carpenters wood

The furniture is
made by the carpenter
with wood.

What are they? Poem, Poetry, Grammer
which part do you like? Poetry
what about Grammer? No

Why? It is difficult.

Can you tell me some active & passive
elements of Grammer, direct & indirect speech
parts of speech etc

Can you tell me what
are the parts of speech?
Noun, Person, Verb,
conjunction, preposition,
articles like By, of, through,

etc, since belongs to Nouns, Adjectives

Adverb Part of speech?

Innance-
ment of
metaphor
expression to the past or speak that
preposition usage
is preposition"

Definition: A preposition

is a word that shows
the relationship between
actions.

By: By is used to inde-
cate the agent of an

Action.

Definition:

A preposition
is a word that
shows the
relationship
between actions

between person and
some thing

steps academic standards Teacher's activity

public activities

(3)

With: with indicates the instrument

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

In: It 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.

one-reading Reading comprehension. I shall ask the

To develop the skill of children to read the definition and types these own reading plays definition and types of prepositions involving

initially

pupils read the

definition and

and share their ideas with in the group

for: it is used for both time and place

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

With: with indicates the instrument

collaborative expression according to their reading comprehension to make groups and discuss together through elaboration from each group to

pupils read in groups and share their ideas with in the group

I shall ask one child

initially

! See Mr. Mr. Mr. Mr. Mr.

I say what they have understood.

model
reading

pupils listen to a fixed order

I shall read and pupils listen explain about prepositional situations

scaffolded reading

children think and extra plate the text

question [x] shall ask the pupils on or puchem to find prepositions seen from the following sentences [x] speaking think and interact they select on the text they have read.

I shall display a pupils read the chat containing a set of analytical, reflexive think and come and inferential questions to make the ideas the listeners think about that.

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 go with

since

to enable the pupils read the exercises given he has been working as p.m since 2002 with comprehension.

I shall ask the pupils to

read the exercises given

he has been working as

p.m since 2002

2. Name the stones and

minerals

Step 5 Academic standards

Teacher's activity

Pupil activity

133

oral
discourse
osseal
disease.

all the animals.
2. Ramya is studying
between Sasak and Tigris.

4. He is suffering from
fever.

He is suffering
from fever.

To give pupils a
chance for free
creative expression
and identify the
proposition

to give pupils a
chance for free
creative expression
and identify the
proposition

I shall ask the pupils actively listen
to observe the following and participate
and identify the
proposition

1. He was born at ^{the capital} at ⁱⁿ in
Portugal.
2. The property was
divided between
the two brothers
3. They are quarrelling among
among themselves.

at ⁱⁿ in

between
the two brothers

among
among themselves.

written ! To enable the pupils | it shall ask the pupils | pupils understand |
des course : write "Independent" | to place correct prepos. | and relate the
with correct usage | - try in the following | Prepositions with
statements.

Situation

1. Kasih is clever — 1. Kasih is clever among
all of them.

2. He used to come — 2. He used to come
big bus

3. He built a wall — 3. He built a wall
between their houses.

among
them

to come

between

the

houses

Project

Thematicality : collect different
words related to project to types of prepositions.
make the learners from the people of activity and
evolve themselves as independent users of language.
write them in a sentence form

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

Role

collect different types of different types of prepositions
from the people of your own locality and

write them in a sentence form

and use them in sentence

Thank you

Children

NACRO TEACHING INTENSHIP LESSON PLAN-XII

→ permanent information:

Name of the trainee teacher : P.Kasthith

Subject : ENGLISH

Roll No. : 23

Class : 7th

Unit : (1)

Topic : Puru, the Boar

Time : 45m

Date :

Method: Direct & Grammatical Translation

Name of the school: Hindu College & Hindu School

* Expected outcome/ academic standards:

3. 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.

4. 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 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" go to passive vocabulary: "Brave"
- * Speaking : oral exercises
- * Reading : true/false
- * Writing : written exercises
- * Project : Related to the theme "Puff the Bravc"
- * Others : charts, real objects, flash cards etc.

Puru, The Battle

Characters:

Alexander : The King of Macedonia who conquered Greece, Persia, etc.

Puru : A King of northern India.

Four Greek Generals and six soldiers.

The camp 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. until last moment, I couldn't believe that we would be able to defeat the army of Pura.

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 | T.L.M | E.B.W | even
 Face shot interaction to develop Good morning children Good morning Sir
 practice with pupils their ability How are you all? fine, thank you
 interaction facilitating to describe the picture [trigger language for inter- learning for inter- learning
 action]

the picture "what do you see in the picture?"
 2. do you know his name - no
 3. ok, I will tell you.
 he is alexander a great king.

language pupils get to help the I shall show a picture
 work sufficient pupils under- and ask the following
 exposure to stand the questions on the
 the language usage of the pupils.

listening structural item "under" 1. what do you see in trees/animals
 2. where that animals - under the trees



under =
 extending or
 directly below.

to give the students table	The cat is under the table	The chair is under the table
the dog practise of the situated item under	The man is under the tree	The cow is under the tree

substitu- tional table	to give the students table
the dog practise of the situated item under	the picture

steps	academic standards	objectives	Teacher's activity	pupil activity	reactions	evaluation
Active vocabulary "camp" oral presentation.	Listening Speaking	The pupils understand the use of the word "camp".	"Who protect all the Army/ soldiers live temporally in tents in battle?"	1. who protect all the Army/ soldiers. 2. a place where soldiers refugees.	camp = a place where soldiers refugees.	



picture listening the pupil and leave the meaning of the word "camp".

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

1. what do you see in the Army/ soldiers?
2. where they are stay? particularly near camp.
3. where they are? a place where soldiers

Yes, a place where soldiers are also called as "camp"

Passive

vocabulary pupils add to enable "save" new words the pupils understand to these meaning of the word "camp".

"Brave" picture?

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

1. what you see in the Army/ snake
2. what man was doing. the man is cutting the snake.

BRAVE = willing to do something that is dangerous.

-ous.

2. what man was doing? - The man was catch
the snake

3. can you do this?

No.

4. what?

Yes, willing to do some

thing that is danger

no, no willing/danger

- one called Bgrave

motivation to make the to enable

pupil thinks the pupil 1. do you know

in different express their any battle?

angels idea:

2. tell me some kings Sivaji, Akbar, Jahangir,
names?

3. who participate in King and soldiers

battle?

4. what are they doing fight others

in battle?

5. In battle, what they strength/brave
the soldiers have? willing/confident

yes, soldiers have to
do battle they have

bravery.

so, today we will
discuss the lesson

plan, the brave

plan the brave

ment of
the topic

Stage	Objectives	Teaching Aids	Procedure	Notes
Silent Reading	To develop the skill of comprehension	The skill of reading and listening to own reading.	I shall ask the pupils to read the passage individually.	
Collaborative expression	To make according to sense of reading the passage compression.	collaboration	I shall ask the pupils to read in groups to read in groups discuss among themselves after few minutes I shall ask one of them to say what they have understood.	
Model reading	Listening to a good reader	to a good reader and explain the content.	I shall read the passage twice with correct articulation and explain the content.	
Post reading	To develop the habit of reading without the help of the teacher.		I shall ask the pupils to read the passage silently and understand the content.	

Question bank and to one by one interest will be increased.

W . J . C . N . A . & H . A . R .

Alexander John

Objectives: teacher's activities
methodically to make the learners evolve
independent themselves
uses of language

teacher's activities
collect different types of battles
plan for the activity and get higher-order thinking skills

teacher's activities
supply grasp and collect different types of battles
Roller board names

teacher's activities
collect different types of battles
types of battles
names

macro teaching Internship lesson plan - 8/10

Preliminary information:

Name of the teacher trainee: P.Kalathik

Subject: ENGLISH

Roll No: 23

unit: III

Topic: puru theegave

Time: 40m

Class: 7th

method: Direct & grammar translation

Name of the school: hindu college of High school

* Expected outcome / Academic standards:

I. Pre-reading:

- * To sensitise the pupils towards the theme
- * To elicit or 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 pup.
- * 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, free 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 main work like
* Others : Pictures, Real objects, Roller board etc.

push. the Boave

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.

one

Alxander : If you mean they aren't so brave as the 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 these 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-R	B-B-W	Overall
Language pupils get work sufficient exposure to the listening usage of the structural item "at".	to help the pupils understand the usage of the word "at".	I shall show a picture and ask the following questions on the pupils.	1. what do you see in the mohandas Gandhi picture? 2. can you tell me where he was born parbandsar stand the 2. looks at me using of 3. where Gandhi was study Darbun At south the word "at" 3. he was born ponnu at law? Guntur District.	1. I am at the gate 2. Look at me 3. he was born ponnu at law?	1. I am at the gate 2. Look at me 3. he was born ponnu at law?	1. I am at the gate 2. Look at me 3. he was born ponnu at law?	1. I am at the gate 2. Look at me 3. he was born ponnu at law?
active listening vocabulary and speaking skillful oral presentation	the pupils learn the meaning of the word "skillful".	yes	1. can you tell some names of kings? 2. in your opinion who is great king? 3. why? 4. He is brave and very intelligent	1. Sivaji/Jahangir/etc 2. Sivaji 3. Sivaji 4. Sivaji			
			skillfull = intelligence or skillfull.				

steps	Academic standards	objectives	Teacher's activity	Pupil activity
Picture presentation "skillful"	Listening and speaking	Learn the meaning of the word "skillful".	I shall show the picture and ask following questions.	<p>1. what do you see in the picture?</p> <p>2. which film or this? Baahubali.</p> <p>3. In Baahubali film</p>

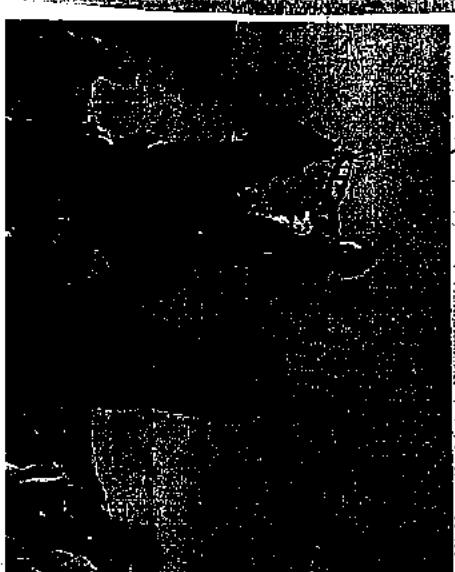
How was Ravana fought. Very intelligent
on others?

Yes, intelligent also called
as "skillfull".

I shall show the picture

Passive vocabulary words to help the pupil and ask following
"Warfare" Vocabulary understand questions.
meaning of the word

1. what do you see in the soldiers picture?
2. The soldiers are what fighting with others doing in the picture?
3. why they fighting others for our kingdom



motivation to make the so enable
pupil think the pupil
in different express

angles their ideas

who is king of in this Alexander
lesson?

-als in the lesson?

3. which battle we are

talking about?

Yes. Today also we

continue the pupil the

Brave lesson -

pre-reading Reading

to develop the comprehension skill of reading

and time to own reading

individually

I shall ask the pupil read the passage content

steps

what you understand
from the passage

collaboration expression to make
fire according to sense of

I shall ask the pupil to pupil read in groups and
share their ideas. pupil

Reading their reading the

passage among themselves come and say what they

comprehension - passage thru

after few minutes I shall understand.

sion - ghan collabora-

ask one of them to say
what they have understood

ation

what they have understood

reading

pupil listen twice with correct atti-
tude

model reading

the content

listening and model

pupil listen to one

twice with correct atti-
tude

explanation and explain

reading

the content

Steps	Academic standards	objectives	Teacher's Activity	Pupil's Activity
Post-reading	To develop the habit of reading	To understand the passage with the help of the teacher.	I shall ask the pupils to stand the passage silently and come to an idea about that.	pupils will read the passage silently and better understand the passage.
1st	Creative expression	free expression to speak out their ideas	1. first gencaly feeling what about our soldiers. 2 what feel about Indian good soldiers points from soldiers for alexander? the passage	like devils like devils good soldiers
2nd	Soncial expression	to enable them recall reflect the important points from the passage	3. what second gencaly feel about soldiers? 4. where Indian Gencals... on elephants more defend? 5. who got more respect - elephants from Alexander?	They are skillful They are skillful

written mind mapping to express discourses match the their ideas following) freely in missing letters/ written form fill in the blanks.

I shall give ask the pupils will freely express their ideas pupils to express their ideas for freely R-S-P-T L-K-

project thematically so make what is the feeling pupil grasp and what is the feeling of Alexander about Indian soldiers? and get higher board order thinking skills.

plan for the activity Roller coaster board Alexander about of Indian soldiers above

what is the what is the who is the who is the feel feel Alexander about of Indian Alexander about of Indian soldiers above

MACRO TEACHING INTERNSHIP LESSON PLAN - XV

15

Preparation:

Name of the teacher trainee : P.Karthik
Subject : ENGLISH

Roll No : 23

Unit : III

Topic : Peter the Brave

Time : 45

Class : 7th

Method: Direct Grammar translation

Name of the school: Hindu College of Hindu High School

* Expected outcome/Academic standards:

S. 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.

S. 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 develop the ability to generate own text
- * To analyse the information and link it with their personal experience

- * 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 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 "Puff the blouse"
- * Others : charts, real objects, little books etc.

Perseus, The Boar

First General : I was amazed to see how you fought in the battle of Thelum.

Second General : We 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. Pius has been brought to the camp.

Alexander

Has 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:

At.Ps "I saw not [obstructive] traitor's sight"

Pupil Activity | T.L.M | B.B.W

Evaluating

steps To academic objectives
language pupils get
work sufficient pupils under
exposure to stand the
the language usage of
listening the structure
as item "between"

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

1. what do you see in the people
picture?
2. how many people in three people
these picture?
3. where she was sitting? In the middle
yes, middle also called
as "between"

Vocab

Illustrations

Students, I taught set between pupils understand
through play. Shans, and Vaishu the using of the
use of the word between.

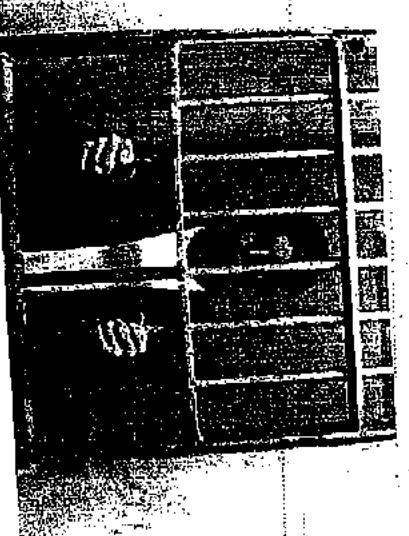
Structural 2. The train was going word between.
item between two trains.

1. Kathi set between
2. The train was going between two trains.
3. The man was talking between lunch hour.

1. Kathi set
between they,
and vaishu.

2. The train was
going between
two trains

3. The man was
talking between
lunch hour.

Steps	Academic standards	Teacher's Activity	Pupil activity	T.L.M	R.R	Notes
Active listening and vocabulary speaking	Picture presentation	the puppy learn the meaning of the word "capture"	1. which job you offer in future, Police, tyler, Business? 2. why children? "capture"	Police It's a good job/he's got power.	1.55 capture = arrest	1. a 2. s 3. t
Speaking	Picture presentation	listening the pupil and learn the meaning of where he was and using the word of "capture" put into the tail to him?	1. what do you see in the picture? 2. where he was? 3. can you guess who Police 4. do you know why Police put into tail to him?	A man in jail Police he make a some crime than Police arrested him and put in to tail room.	1. arrest the thief/ beat the thief/ ask the enquiry.	1. a 2. s 3. t
silent presentation			Yes, arrested also called Tail room.			

passive pupils add "to enable vocabulary new words the pupils understand "coward" to their picture vocabulary meaning of the word presentation

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

"coward" what do you see in the word

what do you see in the picture?

A man

A timid person

of

coward

Afraid of person.



Motivation to make the pupils express think in different angles

To enable

1. who got more respect elephants from Alexander?
2. what was the second general feel about Indian soldiers?

they are skillful

3. what was the

Alexander feeling? very good.

About Indian soldiers?

good today we also

continue the lesson

pups, the brave!

Pups, the brave.

Steps	Academic standards	objectives	Teacher's Activity	Pupil activity	Time
Age- reading comprehension	To develop the skill of reading and tune to own reading	I shall ask the pupils to read the passage individually	I shall ask the pupils to read the passage	Pupils read the passage.	15m
Collaborative expression	To make use-reading according to sense of these reading reading the comprehension passage through collaboration one of them to say what they have under- stood.	I shall tell the pupils to read pupils read in groups in groups and discuss and share their among themselves after ideas pupils come and few minutes I shall ask say what they under stand.	I shall tell the pupils to read pupils listen to one pupil is listening to one pupil twice with care fully	Pupils listen to one pupil twice with care fully	15m
Post reading	Model reading to a good model Reading	To develop To under I shall ask the pupils pupil will read the habit stand me to read the passage the passage silently of reading passage without the help of an idea about that. stand the teacher. To develop To under I shall ask the pupils pupil will read the habit stand me to read the passage the passage silently of reading passage without the help of an idea about that. stand the teacher. To develop To under I shall ask the pupils pupil will read the habit stand me to read the passage the passage silently of reading passage without the help of an idea about that. stand the teacher.	I shall ask the pupils to read the passage individually	Pupils read the passage.	15m

question think and to enable where pusu fought? battle of Thelum
on intruct try them really who tied the capture Alexander soldiers who
compehe- to speak at reflect ideas the importa- of pusu?
-n sion their ideas the importa- of pusu?

3. what is the feeling from the of the second general pusu is prouder passage about pusu?

4. what is the feelings he is braveman of the Alexander about like a coward pusu?

5. what was pusu put chains put chains his today?

6. what was Alexander go and remove say to their soldiers the chains on pusu

Go and remove the chains on pusu.

Word creative free expre- I shall give some
sonnica expression ssion to sentences and words
-tion give pupyl and ask the pupyl
change of to speak words
free
expression

chart
containing
words
proud,
insured,

capture
coward do

Alexander soldiers who
is

battle of Thelum

Step	Teacher's objectives	Pupil activity	Time	B.C.W.	Evaluation
steps	academic objectives	Teacher's activity	pupil activity		
written discourse	standards mind map/ match the following/ missing/ jumbled/ fill in the blanks etc.	I shall ask the pupil to express their ideas freely in written form.	pupil will freely express their ideas	M - J - S - T - C - W - - d P - O - d P - R - otc.	

Project thematically to make who is Alexander? pupils grasp and relate the learning tell me about him. evolve. project themselves. pupils class and plan for the Board activity and get higher order thinking skills.

* Preliminary in writing:

MACRO TEACHING INTERNAL SS N PLAN - Xvi

MACRO TEACHING INTERNSHIP LESSON PLAN - XVI

*Preliminary information:

Name of the teacher trainee : P.Kasthik
Subject : ENGLISH
Roll No : 23
Unit : D
Topic : *Paul The Slave*
Time : 45
Class : 7th
Method : Direct & Grammatical Translation
Name of the School : Hindu College and High School

Expected outcome/Gradamic standards:

I. Pre-Reading:

- * To sensitize the pupils towards the theme
- * To elicit of their inner passion - what thinks 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 traction of activities.

* Underline it twice

* Language Activities:

* Structure

* Vocabulary : Active vocabulary:

Passive vocabulary:
^{go}

* Speaking : oral exercises

* Reading : true/false

* Writing : written exercises / mind mapping

* Project : Related to the theme "Pusa, the Brave"

* Others : charts, real objects, pictures, flash cards, Rollie Boards etc.

Pusa: The Brave:

Alexander : Go the soldiers you may go.

[The soldiers bow and go out]

Alexander : (to Pusa) Well, how are you, King?

Pusa : my name is Pusa.

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

Pusa : I made no mistake Sir.

Alexander : Didn't you reject my proposal?

Pusa : I did. I refused to be your vassal.

Alexander : Do you know that many kings have gladly agreed to be my vassals? [13]

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

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

Alexander : Don't you realize that you are my prisoners?
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]

Academic standards	Objectives	Teacher's Activity	pupil's activity	T.L.M	B.B.W	Evaluation
pupils get sufficient exposure to the language listening	item "without" -ge of the structural pupils.	I shall show a picture and ask the following questions on the pupils.	what do you see in the picture?	Fish/dolphin/codile		① what is
to help the pupils understand the usage of the language	to give the students through practice of the unusual item "without"	3. can you tell me, what water/oxygen was particularly needed for fishes lived? Yes, the fishes cannot live <u>without</u> water.	The fishes can't live <u>without</u> water			
the language			The humans without the water can't live Bridy can't live			
listening			The water			
			The wrong			

steps	pedagogic standards	objectives	Teachers Activity	Pupil's activity	T.I.M	B.B.W	Evalu
Active vocabulary and speaking	Listening and understand the use of the word "worthy" in the presentation	"what is the valuable thing in the world?"	1. Gold/ money/ life 2. can you tell me why money very valuable?	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 king- dom give to him? 5. why children	an important of humans/ respect	worthy = good enough for a man important person.	What is
Opinion presentation	Picture presentation	the pupil learn the meaning of the word "worthy"	Gold/ diamonds	10 sec worth	is the mean ing		



passive pupils and vocabulary new words conquered to these picture vocabulary presentation

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

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

Bhakubali, Prabhat, Balladeva/Ravana

1. What do you see in the Picture?
2. In this film what way these HERO'S?

Kings
Kala Keydu/war.

3. What was the problem these Kings faced?

They do want to kala keyda.

4. What was the Kings do for problemsolve?
5. They ^{are} success in the war?

Yes, they win and take a control of a Kala keyda

Kingdom

Yes, very good, to winter successfully overcome a problem also called as "conquered"

conquered = successfully overcome a



steps	Academic standards	objectives	Teacher activity	Pupil's activity	T.k.m	B.S.M	Evaluat
motivation to make the pupil think in different angles	so enable the pupil express their ideas	1. where was Pusa fight? 2. what was Alexander say to their soldiers? 3. what is the feeling of the second soldier about Pusa? 4. what was the feeling of Alexander about on Pusa? 5. what was Pusa have on his body? 6. chains He is brave man	The battle Shilum	Go and remove the chains on Pusa	he was proud man		

etcps	Academic objectives	Teachers activity	Pupils activity
questions on comprehension	think and them really interest. reflect the important ideas.	to speak out their points from the passage	lawful king
solution	to enable way pursue his king -	1. which type of king was pursue his king - lawful king	you should treat me as your equal.
	reflect the important ideas.	2. what was the pursue condition?	you should treat me as your equal.
	to speak out their points from the passage	3. Alexander made friends with pursue because?	Alexander liked pursue bravery and self-respect.
		4. Alexander was really great because?	he defeated pursue, set him free, respected him; made friendship with pursue.
		5. what was the meaning of vassal?	A man promising to fight for a king in return for the right to hold land.
			he defeated pursue, and what made friend was the ship with pursue meaning of vassal
			A man promising to fight for a king in return for the right to hold land

word
pronunciation
expression

creative
expression

free expres-
sion to give
pupil change
of free
expression

I shall give some
pupil freely express
vocabulary words and
ask the pupils to speak
and the words

pupil freely express
chart
containing
words
Return
Promising etc

condition,
Vassal,
Return,
Promising etc

written

mind map/
to express

I shall ask the

pupil will freely

discourse

match the
following/
missing/
tumbled
letters. etc

free in
written form

pupil ideas for.
express these ideas

express these ideas

v - s s - -
d - f e - t - -
x - s - t - d
B - a - - y

project
works

thematically to make
related
ideas evolue

If you were Alexander, pupils grasp

Roller If you were If you
Board Alexander were
what would Alexander
you do with what

project
themselves
as independent

with pupil?

what would you do and plan for

the activity
and get higher
order thinking
skills.

language

and get higher
order thinking
skills.

you do
with
pupil?

MACRO TEACHING INTERNSHIP LESSON PLAN - XVII

17

Practically
Information:

Name of the teacher trainee : P.Kasthik

Subject : ENGLISH

Roll No : 23

Unit :

Topic : Grammar - prepositions

Class : 7th

Time : 45m

method : Direct method

Name of the school : Hindu college and high school

* Academic standards / Expectations:

* 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, Wien and maltin grammar

Steps	Academic standards	Teacher's activity	Pupil activity	Time	Medium
representation of preposition by picture representation practice-1	good morning children How are you all? Stand the usage of prepositions in english language	Good morning sir Fine, thank you sir 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? @ can you frame it in a sentence by using the No. six words <u>by</u> and <u>with</u> ?	1+3 Pupil, by using the word <u>by</u> and <u>with</u>	1+3 Pupil you see it in a sentence

oral
interaction

to make the pupils
better understand the
usage of prepositions

2. what do we call them? furniture

3. who makes the furni-

- ture?

4. what material is used.

wood to make furniture?

Can you frame it in a

sentence using the
words by and with?

practice-II

to make the pupils

understand the usage

of preposition word "what do you see in

"from" this picture?

1. what are the use of

trees?

can you frame a

sentence using the
word from?

We get fresh air
and fruits from

trees.

We get fresh
air and
fruits from
trees.

table chairs
doe
furniture
carpenter

the furniture
is made by
the carpenter
with wood.

the furniture
is made by
the carpenter
with wood.

the furniture
is made by
the carpenter
with wood.

steps	Academic standards	Teacher's activity	Pupil's activities
motivation and introduction	to test the previous knowledge and to create interest to learn prepositions	① what is your name ② which class are you studying?	x x x x
introduction	create interest to learn prepositions	③ which subject do you like most?	
introduction	to test the previous knowledge and to create interest to learn prepositions	④ how many types of topics are there in English?	3 types
introduction	to test the previous knowledge and to create interest to learn prepositions	⑤ what are they?	prose, poetry, grammar
introduction	to test the previous knowledge and to create interest to learn prepositions	⑥ which part do you like, prose or grammar?	
introduction	to test the previous knowledge and to create interest to learn prepositions	⑦ what about grammar? no	
introduction	to test the previous knowledge and to create interest to learn prepositions	⑧ why? it is difficult	
introduction	to test the previous knowledge and to create interest to learn prepositions	⑨ can you tell me some elements of grammar? direct, indirect speech, parts of speech etc.	3 types
introduction	to test the previous knowledge and to create interest to learn prepositions	⑩ can you tell me what are the parts of speech?	Noun, pronoun, verb, adverb, preposition, conjunction and interjection.

words like By, with, at, in, since belongs to which part of speech preposition.

Announcement of the topic purely get sufficient exposure to the preposition usage

today we shall learn one part of speech that is

"Preposition"

Definition: Prepositions are words to indicate relation between

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, rate, 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

in, since, with, at, belongs to which part of speech preposition.

Chart/

Definition: Prepositions are words to indicate relation between

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

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 & place

Steps	Academic standards	Teachers activity	Pupil's activity	G.L.M	Assessment
pre-reading	Reading comprehension to develop the skill of reading and track their own reading process	expression according to their reading 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.	I shall ask the children to read the definition and types of propositions individually.	pupils read the definition and types of prepositions
model reading by the teacher	pupils listen to a good reader	I shall read and explain about preposition - ns.	pupils listen carefully.	pupils read in groups and share their ideas with in the group.	
scaffolded reading with extra relate the text.	children think concerning a set of analytical, reflective or intentional questions to make the learners think about that.	I shall display a chart pupils read the chart			174
					Final

Questions I speaking didn't I said not the I..P. I..

Questions
on
comprehension

speaking think and I shall ask the pupils
on interact they reflect to find prepositions from
comprehension on the text they the following sentences.
have read.

1. Ravi has been sleeping since
since 6 o'clock

2. We draw water from
the well?

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

Post-reading To enable them
read variety of
discourses with
comprehension.

I shall ask the pupils to pupils read and
read the exercises given enjoy.

1. He has been working as
P.M since 2008

He has been
working as P.M
since 2008

2. Lion is the strong and
cruel animal among

all the animals

3. Thansi is standing
between manju and amma

between manju and amma

4. He is suffering
from fever.

He is suffering
from fever.

Thansi is standing
between manju
and amma

Steps	Academic standards	Teacher's activity	Pupil's Activity	Time	Plan
oral discourse	To give pupils a chance for free creative expression.	I shall ask the pupils to observe the following and identify the preposition identity.	pupils actively listen and participate.		
written discourse	pupils write independently with correct usage	I shall ask the pupils to place correct preposition and relate the prepositions with their meaningful statements.	situation		
		Ravi is clever — all among them.	Ravi is clever — all of them.		
		He used to come — by by these houses.	He built a wall — between these houses.		

Project work

thematically 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

Thank you children

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.

R.Sug

