



SRI GOWTHAMI COLLEGE OF EDUCATION

DARSI - 523 247, Prakasam Dist., A.P.

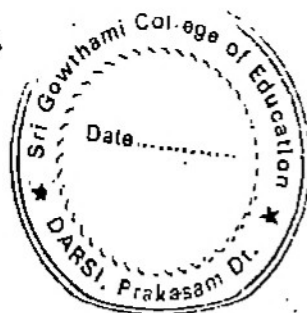
Teaching Practice Cum Inter Ship Record
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Semester - IV

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Method

English.

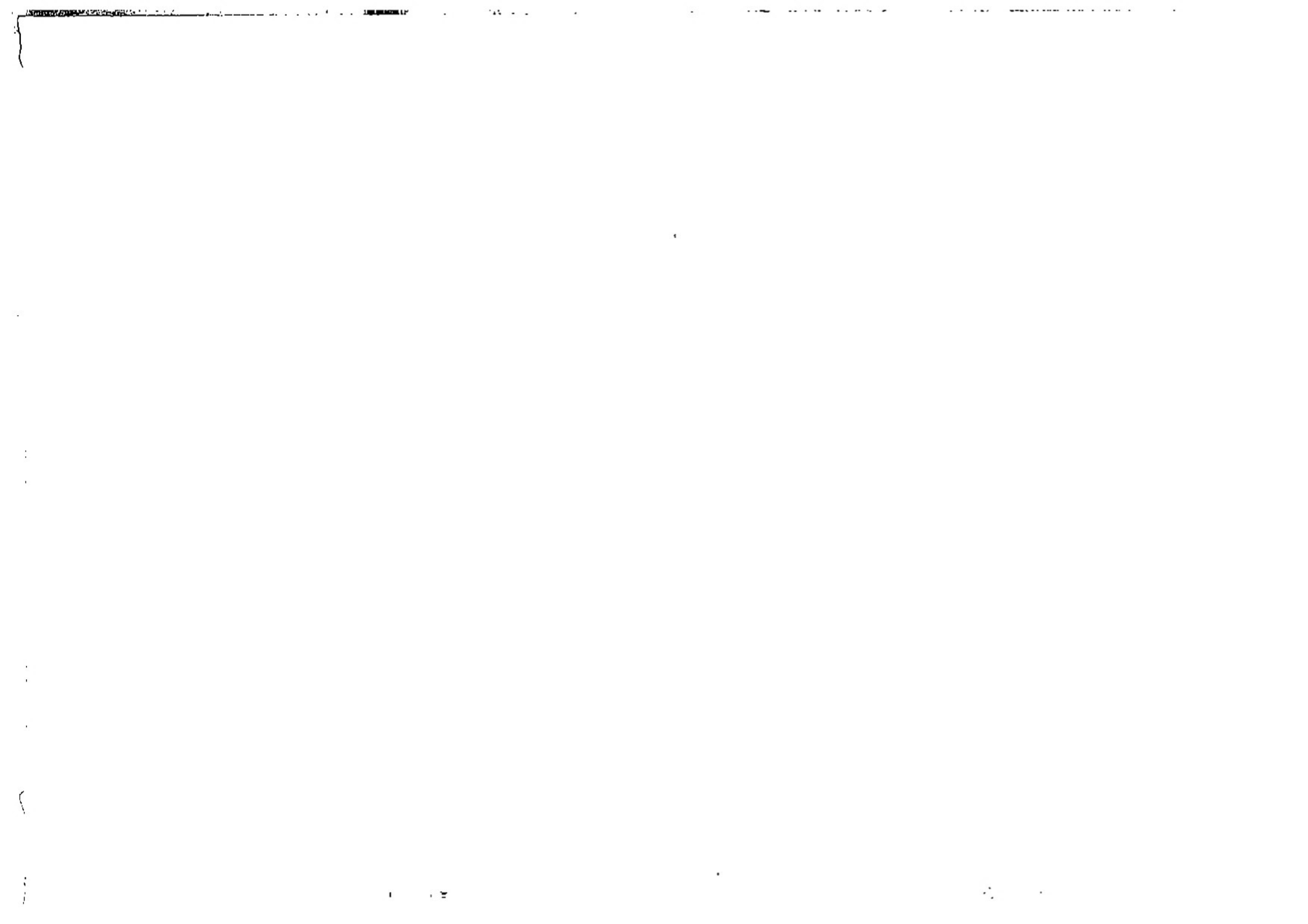


Signature of the Lecturer



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MACRO LESSON PLAN-1

Name of the student teacher: Kunti Samyastu

Subject :

Class :

School :

Topic :

Time :



Clothes are important because they can tell people many things about us. They can show people what work to do. They can make us look beautiful or ugly. They can make people know us.

For many kinds of work. People wear special clothes. Sports men need clothes which are light and easy to move in. For this reason and foot ballers usually wear special clothes called swim suits for example. People wear helmets. Why are soldiers clothes usually green or brown in colours. The reason is it is not easy to see these colours in open country. Soldiers today have to try not to be seen because modern sons can easily hit them even when they are moving in the distance.



MAHATMA GANDHI

Aim:- To enable the pupils develop the four fields for skills of language learning listening. Speaking. Reading, writing.

Objectives:- To introduce the following vocabulary

- a. Words from active use need, wear
- b. Words from passive use - beautiful, dangerous
- c. Words from pronunciation - need, wear, beautiful dangerous, Modern.

Teaching Aids:- Picture of different wear clothes

Reference Books:- 1. VII class Reader
2. Oxford learners dictionary.

Method:- Structural approach

<u>Steps Teaching points / procedure</u>	<u>Objectives and specifications</u>	<u>Teacher Activities</u>	<u>Pupils activities</u>	<u>Black Board work</u>
1. Introductory activities A. Motivation	To build rapport with the pupils Pupils get ready to learn English	To build rapport with the pupils teachers asks the following questions 1. Good morning children 2. What are the minimum need of human being 3. Which raw materials are use in clothes production 4. Why are you use clothes 5. Are you wear different types of dress? Then teachers read out it and paragraphs in what clothes "say" how children he ask them	- Good morning sir - yes - cotton for ever the body - yes	

Oral work listening practice	Pupils develop listening skills. They recognise characteristic English sound	to listen to him carefully. the teacher Readout the "what clothes say" from text clothes at normal conversation al speak with current pronunciation. Intaintion stories and pause	The pupils listen to the 1st and 2nd paragraph in the lesson	
ii) Presentation al language work a. Words from active use	Pupils active knowledge of language elements (vocabularies) Pupils understand the meaning of the words recognise its use	→ which are compulsory of human being → which are need for a cooking → Which are compulsory pupils → which is need for scientist → Which is need for softwere Engineer	→ food cloth, shelter → fire wood, other material → books, pens → laboratory → computer	need.

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wear	pupils understand the meaning of the word and recognise its use	→ What for use dress → When you are wear new dress → Are you like new dress → What is the important use of dress wearing	→ forwarding → My birth day → yes → for cover the body	wear
b. Words from passive recognition	Pupil acquire the knowledge of recognition vocabulary			
beautiful	Pupil understand the meaning of the word "beautiful"	Showing the picture of banitalvalmy Ravis dravarma paints monalisa paint and the teacher asks the following question → How is the banital waling → How is it → Are you also watch the Ravivarma paints → How is it?	→ very beautiful → beautiful → yes → very beautiful	

word from pronunciation	pupils acquire the correct pronunciation of the words	Teacher writing the words need wear beautiful dangerous, modern on the black board and storys them about after words ask the pupils to say after him To day we shall learn about the "what clothes say". The teacher says that she will have many pictures of the wall.	Pupils listen to the correct pronunciation of the word and repeat them after the teacher this learning to pronounce them correctly	"WHAT CLOTHES SAY"
B. Model reading by the teacher.	Pupils develop listening skill	The teacher reads the passage with correct pronunciation. Intonation stress and passage	The pupils listen to the teacher looking at the passage	
C. Reading aloud by the pupils	Pupils develop the skills of pronunciation Introduction acceptor stress etc.	The teacher listen to the pupils reading and correct them when ever necessary	Some pupils will read the passage aloud one after another	

D. Silent reading by the pupils	Pupils develop the skill of silent reading	The teacher asks the following question after silent reading → Which can make us look beautiful (or) ugly → Which were us really wear shorts → Who have light and easy clothes to move → Who have light and easy clothes green clothes	The pupils answer the following question - clothes - Players - sportsmen - Soldiers	
E. Evaluation based on content	Pupils recall the content they apply elements of language learnt	→ Say whether following statements → Clothes are important things about us. → Peoples wear special clothes → The swim → Soldiers wear red and white clothes	True False.	

Assignment based on content/vocabulary items.	Pupils recall what they have learn in the class they develop writing skills	B. Use the following words in sentences yours even need need wear beautiful dangerous The teacher writes the following on the black board and asks the pupils to take down as home write → write a few sentences about the cloths → write the five sentences using each of words need. wear beautiful		1. Write a few sentences about the clothes → write five sentences using each of words need wear beautiful.
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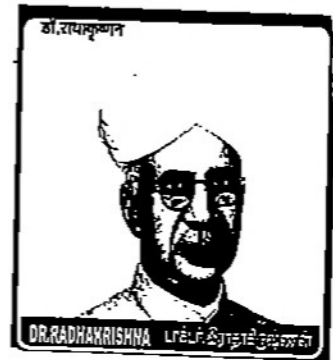
MACRO LESSON PLAN-2Name of the student teacher: Himani Samranyam

Subject: .

Class: .

Topic: .

Time: .



Kites are man's second oldest plaything. Before kites man was using daily as play thing man first used kites in war. He used them to life battle supplies and drop them near the place of fighting. He used kites to carry other thing also hundreds of years ago. There were kites which could carry men 9 older days some of these kites laits and some of them tailers.

In 200 B.C the chineses flew kites made clothes because there was no paper the chineses. Made kites of different clown shape and size. They celebrated the ninth month as kites day. On this day, they filled the sky with their kites. Every one belived kites took away the evils from him.

The Japanese made kites of attractive designs. They flew kites on the day of boys festival. They made special kites on this day. There special kites were very heavy.

Aim:- To enable they made special kites develop the four field skills of language learning, listening, speaking, reading, and writing.

Objectives:- To introduce the following vocabulary

- (a) words from active use - used tail
- (b) words from passive recognition - evil, attractive
- (c) words from pronunciation - used, tail, attractive, chinese
Japan

Teaching Aids:- → Pictures of kites
→ china, Japanes, patifical maps.

Reference material:- VII class reads, Oxford learners dictionary

Method:- Structural approach.

Step / teaching points procedure	Objectives / specifications	Teachers Activities	Pupils Activities	Black Board work.
I Introductory Activities A. Motivation	To build report with the pupils Pupils get ready to learn English	To build report with the teacher asks the following questions → Good morning children? → Have you see the kites → Can you made kites → When you flying kites → How to made the kites Then teacher read out 1st, 2nd and 3rd Paragraphs for children. He asks them to listen him carefully	→ Good morning Madam → yes teacher → yes teacher → In pongal holidays → with the papers gum	
B. Oral work / listening practices.	Pupils develop listening skills they have recognize the character of English sounds.	The teacher reads out the kites at normal conversation. speak with correct pronunciation. Introduction, stories and pause.	The pupils listen to the 3rd Paragraph in the lesson	

II. Presentation of language wrote @ words from a active use 'use' "Tail"	Pupils acquire knowledge of language elements (vocabulary) Pupils understand the meaning of the word and recognise its use Pupils understand the meaning of word and recognise its use.	The teacher show the picture of coco nut free read the following statements → It is used for coco nut water → It is used for fire wood? → It is used for heads → It is leafs used cover the roof of the shelter Showing the pictures of tiger, elephant different kind of animals round marking like tiger, dog, cat and round marking their tails and ask question.	Pupils listen and understand the meaning of the 'word' "used" "Tail"	
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b. words from passive recognition "Attractive"	Pupils acquire the knowledge of recognition (vocabulary) Pupils understand the meaning of the following statements work.	→ What is this picture → What is the name of round marking place → Every animal have tail? Teacher says the following statements 1. In gifts shop there are attractive gifts In cloth show room there are attractive stories	→ cat → Tail → No Pupils listen and understand the meaning of the word	"Attractive"
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C. Words for pronunciation used tail Attractive evil different	Pupils acquire the correct pronunciation of the word	Teacher writes and words used tail Attractive evil and different etc. On the black board and says there aloud and afterword ask the pupils to say after him	Pupils listen to the correct pronunciation of the word and repeat them after the teachers there learning pronounces them correctly	used tail Attractive evil different
<u>VII</u> Content A. Announcement of the topic B. Model reading by the teacher	Pupils develop listening skills.	To day we shall learn about kites the teacher says that he will hang picture on the wall. The teacher reads the passage with correct Pronunciation Introduction stress and pause.	The pupils listen to the teacher looking at the passage.	
C. Silent reading by the pupil	Pupils develop the skill of pronunciation. Introduction accent or stress etc.	The teacher listen to the pupil reading and correct them when every necessary	Some pupils will read the passage aloud or after another.	

③ Silent reading by the pupils	Pupils develop the skill & silent reading	The teacher asks the following question after silent reading → Which are means second oldest plaything → Who are made kites of attractive designs → Who are made kites with cloth → When did Chinese celebrated kites day	The pupils answer the following question → kites → Japanse → Chinese	
IV Evaluation based on content vocabulary item.	Pupils recall the content they appears elements of language learnt	④ Say whether following statements are true or false → The Japanese made kites of attractive designs → Kites were used only play things → Japanese flew kites on the day of boys festival	→ The pupils says suitable answer to questions → True → False → True	

⑤ Assignment board or content/vocabulary items	Pupils recall what they have learn in the class.	→ Kites are not man's second oldest thing (B) Use the following words in sentence of your own used tails Attractive different → Write a few sentence about kites → Write the fire sentence using each of the words used tail. attractive evils different	→ True Pupils take do on the assignment in there notebook	Assignment → Write a few sentence about kites. → Write fire sentences using each of the words used tail attractive evils different.
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MACRO LESSON PLAN-3

Name of the student teacher: Kimi Sannayasi

Subject :

Class:

Topic :

Time:

School :

Date:

Name of the
Supervisor:-

The elephant (Poem)

The Elephant's big
The Elephant's grey.
The Elephant's walks
for miles each day

His trunk is long
And a what fun
when it comes out
for a cake or a bun.

The elephant's big
His ears are wide
His back is broad
for all to ride

The elephant's big
He's kindly too
He carries the children
Round the zoo

Aim:- To enable the pupils four field skill of language learning, listening, speaking, Reading, and writing

Objective:- To introduce the following vocabulary

- ① Words from active use big ride
- ② Words from passive recognition, kindly, broad
- ③ Words from pronunciation, bigride, kindly, broad carries.

Teaching Aids:- The picture of Elephant

Reference Material:- → VIII Class Reader

→ Oxford learners dictionary

Method:- Structural approach.

Steps/Teaching points procedure	Objectives and specifications	Teachers Activities	Pupils Activities	Black Board Work
I. Introductory Activities A. Motivations	To build rapport with the pupil Pupils get ready to learn English	To build rapport with the pupils the teachers ask the following questions → Good morning children? → Which is the big animal? → Have you ever seen Elephant? → Where is you see it? → How is it ears The teacher read out the poem. The Elephant for children. he asks them to listen carefully The teacher read out the Olympic games from text at normal conversation al speak with correct pronunciation Introduction stress and peace.	→ Good morning → Elephant → Yes → In Hrupathi → big The pupils listen to the poem	
b. Oral work listening practice.	Pupils develop listening skills they recognise characteristic English sounds.			

① Presentational language work	Pupils acquire the knowledge of language elements (vocabulary)	Showing the picture of cat and elephant and teacher asks the following question → What is the first picture? → What is the second picture? → Which is the big animal between them? Then teacher from following statements → Practice is the biggest ocean Showing the picture of biagele house riding and asks the following questions. → Every body what riding? → Where are conducting house riding competition	→ Cat → Elephant → Elephant Pupils listen & understand the sentences formation → biade → ites	
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⑥ Words for passive recognition 'Kindly'	Pupils acquire the knowledge of recognition (vocabulary) Pupils understand the meaning of the word kindly.	Showing the picture of lord christ and the teacher ask the following question → Who is he? He is lord christ → What he shown on people? → Kindly → We are showing kindly on poor people → Yes		
⑦ Words for Pronunciation big ride Kindly broad carry elephant.	Pupils acquire the correct pronunciation of the words.	The teacher writes the words big, ride kindly, broad and carry them a loud and after words asks the pupils to say after him to day. We shall learn about the elephant poem	Pupils listen to the correct pronunciation of the report the teacher thus learning Pronunciation them correctly.	big ride Kindly carry Elephant "The Elephant"

Ⓑ Model reading by the teacher.	Pupils develop listening skills	The teacher says that she will hand picture on the wall The teacher reads the poem with correct pronunciation Intonation stress and pause	The pupils listen to the teacher looking at the passage.	
Ⓒ Reading aloud by the pupils	Pupils develop the skills of pronunciation Intonation stress etc	The teacher listens to the pupils reading and correct them when ever necessary.	Some pupils will read the poem loud one after another.	
Ⓓ Silent reading by the pupils	Pupils develop the skills of silent reading	The teacher asks the following questions after silent reading → What colour of the elephant is? → How is the elephant trunk → Do children like the elephant?	→ grey → Long → Yes	

IV Evaluation based on content vocabulary item	Pupils recall the content the apply elements of language learnt.	→ How are the elephant ears? a) Say whether following statements → The elephant walks for miles each day. → The elephant ears are not wide? → The elephant carries the children round the zoo. → Its trunk is very short.	→ broad → True → False → True → False	
V Assignment Based on content vocabulary items.	Pupils recall that they have learnt in the class they develop writing skills.	The teacher writes the following on the black board and ask the pupils to take down as home work → Write a few sentence about the elephant → write a few sentence each of the words big ride. Kindly broad.		big ride kindly broad write a few sentence about the elephant → Write five sentence using each of the words ride, big, kindly, broad.

MACRO LESSON PLAN - 1

English

7th

Vikram Ambalal Sarabhai

Vikram Ambalal was born on 12 Aug 1919 at Ahmedabad in a rich family. His father Ambalal Sarabhai was very well known industrialist Saralal Deri. His mother was a social worker in Gujarat.

Vikram Sarabhai as he was called later had his schooling in Ahmedabad and then for his college education he went to Cambridge England. He obtained his Degree from St. John's College Cambridge in 1939.

Returning to India in the same year Sarabhai started doing research in the field of nuclear physics with Sir C.V. Raman at the Indian Institute of Science, Bangalore to work hard day and night leaving he stay at the Institute. He wanted to carry out further research and specialise in this area. So in the year 1945 he went back to Cambridge where in 1947 he got the degree of Doctor of Philosophy (Ph.D) in Nuclear Physics.

Aim:- To enable the pupils develop the four field skill of language learning, listening, speaking, Reading writing

Objectives:- To introduce the following vocabulary

- ① words for Active use - obtained born
- ② words for passive recognition, Industrialist - specialise
- ③ words for pronunciation, obtained, born, industrialist and cambridge.

Teaching Aids:- → Picture of vikram Sarabhai
→ Picture of cambridge

Reference Material:- → 7th class reads
→ Ox-ford learners Dictionary

Method:- Structural approach



Steps/Teaching points procedure	Objectives and specification	Teacher's Activities	Pupils Activities	Black board work
I. Introductory activity (A) Motivation	To build report with pupils Pupils get ready to learn English	The build report with the pupils the teacher asks the following → Good morning children showing the picture of C.V Ramon → Who is he? → Say about some of Indian scientist → Who is the father of Indian atomic science → What is specification of his research work	→ Good morning Sir → He is C.V Ramon → C.V Ramon, Swaminadham and Vikram Sarabhai → Vikram Sarabhai → Nuclear science	
(B) Oral work/ listening practice	Pupils develop listening skills.	The teacher reads out the vikram sarabhai from the text book at normal conversation speak with correct pronunciation Intonation stories and pupils.	The pupils listen to the 3rd and 4th paragraph in the lesson	

Presentational language work words for active use Obtained	Pupils acquire the knowledge of language elements (vocabulary) Pupils understand the meaning of the words and recognise its use	Showing the marks statements certificate and asks the following question She get mark following Telegu (70), English (50), method (35) Hindi (20) Science (150) Social (75) → How many subjects are there → Six → She obtained marks in Telegu. → 70 marks → She obtained marks in social → 75 marks.		Obtained
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'born'	Pupils understand the meaning of the word and recognise its use	So obtained meant getting marks Read the following statements → When your birthday → Are you born in which year → Nehru born on with November 1889	→ Say date of birthday → Say the year → Pupils understand the sentence and meaning of born	
⑥ Words for passive recognition Industrialist.	Pupils understand the meaning of word and recognise its use.	Showing the picture of Mukesh Ambani, Anil Ambani and Lakshmi Tal and Rathan Tata	→ Anil Ambani	"Industrialist"

Specialise	Pupils understand the meaning of the word and recognise its use	→ Who is the owner of Reliance mobile → Who is the chair man of Tata Group → Where did the Iron produced → Industries established person are called Teacher reading the following statements → Doctors of medicines is a specialisation in health education → Scholastic research specialise to topic?	→ Anil Ambani → Ratan Tata → In Iron Industry → Industrialist Pupils read the sentences and understand the meaning of specialise	
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Words for pronunciation born specialise Obtain Industrialist Cambridge III Content A Announce ment of the topic	Pupils acquire the correct pronunciation	→ Computer education is specialise chapter in 9th? Teacher writes word born specialise obtain Industrialisation Words asks the pupils to say after him To day we shall learn about the Olympic games	Pupils listen to the concern pronunciation of the word and Cambridge on the black board and says them repeat them after the teacher there learning to pronounces learning the correctly	born specialise Obtain Industrialist Cambridge Vikram Ambalal Sarabhai
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IV Evaluation based on content	Pupils recall the content they apply elements of language learnt.	→ Ambalal Sarabhai was a very well known Industrialist	→ True	Born obtained Industrialist specialise.
		→ Sarala Devi is mother of C.V. Ramon	→ False	
		→ Vikram Sarabhai Schooling Ahmedabad	→ True	
		→ He doing got re-search or nuclear physics	→ False	
		(B) Use the following words in sentence of your own born obtained Industrialist specialise		

Assignment
based on con-
tent & voca-
bulary

Pupils recall
what they have
learned the class

The teacher writes the
following on the black
board and asks the
pupil to take down
as home work

→ Write a few senten-
ces about the vikram
sarabhai child hood

→ Write five senten-
ces using each of
the words born ob-
tained.

Assignment
→ Write a few
sentences about
the vikram
sarabhai chi-
ldhood

→ Write five
sentences using
each of words
born obtained.

MACRO LESSON PLAN-5

Name of the student teacher: Kironi Gannagade H. S. S. S.

Subject :

School:

Class :

Time:

Long ago a Marchant lived in a town. He was very rich but he was misu. He knew how to save money and he hesited to spend a single rupee.

One day he went to tailor with a small piece a single rupee. He said to the tailor, brother will you please make me two caps with this cloth? How much shall I pay you?

The tailor said "Four rupee"

The Marchant did not want to spend four rupees on just two. Can you make eight caps" he asked eager to have more caps out of the cloth.

By all means, said the tailor "Can you make ten caps?" The marchant said again eager to have more caps.

The tailor said "two or ten rupees only" The Merchant felt happy and went home. After a week he went to the tailor the tailor took four him and gave him ten little caps. The merchant was surprised the caps were too small to be any use to him they were so small that he could put them on his ten fingers.

"What is this" the master asked the tailor angrily "How can I wear these caps on my head? the tailor said you gave me cloth sufficient for two caps. But you wanted to caps out of it and I have given ten caps you did not say you wanted to wear them on your head you go now"

Aim:- To enable the pupils develop the four field skill of language learning, listening, Speaking, Reading, Writing.

Objectives:-

- To introduce the following vocabulary
- Words for active use - money spend
- Words for passive recognition merchant, rich
- Words for Pronunciation - money - merchant, rich

Teaching Aids:-

- Picture of caps
- Picture of Anil Ambani, Mukesh Ambani and Ratan Tata etc.

Reference Material:-

- VII class English supplementary Reader
- Oxford owner Dictionary

Method:- structural approach.



Steps teaching Points Procedure	Objectives and Specification	Teacher Activities	Pupils Activities	Black Board Work
I. Introductory Activities "Motivation"	To build rapport with pupils Pupils get ready learn English	→ To build rapport with the pupils the teacher asks the following question → Good morning children? → What is your name? → You buy many things where? → Who are selling there? → Boies also called marchand?		

		The teacher reads out the story "THE MICER AND THE TEN CAPS" the English supplementary reader at normal conversational speed with correct pronunciation Intonation, stories and pause.	To pupils listen to the story with their reserve English supplementary reader shut.	
② Work for active voc	Pupils acquire the knowledge of language elements (vocabulary)			
Money	Pupils understand the meaning at the word money and recognise its use.	→ What is this? → What we do with it? → Cash is also called? → How many kinds of money? → What are they?	→ Cash → Purchase books pens and sweets etc → Money → Two → Surrenal and coins	Money spend

Spend	Pupils understand the meaning of the word recognise its use.	Showing the picture of the pen and teacher asks the following question → What is your name? → You have pen → How much spend for it? → You have box → How much spend for it so spend mean the able payment for consumption		
⑥ Word for passive recognition merchant	Pupils acquire knowledge Pupils understand the meaning of the word	Showing the picture of provision fancy shop and also shop owner and also		

© word for
pronunciation

money
Spend
Marchant
rich
misiler

Pupils acquired
the correct pro
nunciation of
the words.

Teacher writes
words money spend
marchant rich miser
on the black board
and says the peoples
to say after him

- What is the picture?
- Could you went shop
any live?
- Who is in the shop
- What he is doing
there?
- What is the main
of aim shop owner?

- Shop
- Yes
- Shop owners buy
- Some goods
- getting profit

Pupils listen to
the correct pro
nunciation of
the words and
repeatably after
the teacher these
learning to pro-
nounce from
correctly.

Money
Spend
Marchant
rich
miser

<u>1. Content</u> ① Announce ment of the topic ② Model rea- ding by the pupils ③ Reading aloud by the pupils	Pupils develop listening skills Pupils develop the skills of pronunciation, Intonation, Accent or stress etc.	To day "Hemeseer and the caps" the teacher says that he will hand picture on the wall. The teacher reads the passage with correct pronouncia- tion, Intonation sto- ries and pause. The teacher listens to the pupils read- ing and correct them when even necessary.	The pupils the listen to the richer looking at the passage.	"The miser and the ten caps"
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① Silent reading by the pupils

Pupils develop the skills of silent reading

The teacher asks the following question

→ Where was merchant live

→ Who is rich?

→ What is meant by

→ How many caps given by the tailor?

→ Say where following

→ The merchant was rich but he was a miser

→ How wanted to have 12 caps for him self

→ How many 10 caps did the Tailor make finally?

→ The merchant took nine rupees for making 10 caps?

→ Town

→ Merchant

→ Person who hates to spend money.

→ True

→ False

→ True

→ False.

② Evaluation

Pupils recall the content the apply the elements of language learnt.

① Assignment based on the content vocabulary	Pupils recall what they have learn in the class. They develop writing skills	② Use the following words in sentences of your own money Spend Marchant The teacher writes the following on the black board and asks the pupil to take down as work. → Write a few sentences about the miser and the ten caps → Write five sentences using each of the words money spend and marchant.		Write a few sentences about the miser and ten the caps? Write five sentences using each of the words money spend and marchant.
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MACRO LESSON PLAN-6

Name of the student teacher: Kim Tal Sanyal
 Name of the school:

Subject : English

Class : IX

Date :

Time :

Topic : The career of True love

The adventures of marks Twain's life are as interesting as any of the stories. In his writing. His real name was samuel elements "Mark Twain" was just his pen name his friend called him sam.

At the beginning of our stories son was on board the ship Quaker city He was travelling with a group of tourist who were going to visit the "holy lands" in the middle east. Through he was young, he had already published many humorous stories and funny articles. Which won him a name now he had been sent on the ship by a news paper, which wanted him to write an account of the trip this he did making the readers at home read with laughter with his numerous description of holy places.

Aim:- To enable the pupils acquire the four skills language learning

- Listening, speaking, Reading, Writing (L.S.R.W)
- To will the following structure which
- Explain the following vocabulary
- Words for active use shy-Pasted.
- Words for passive use angle
- Words pronunciation - Angle, Appreciated, pasted
Charts, flash cards

Reference Books:- IX class English reader, Oxford dictionary.

Teaching steps	Objectives/ specification	T.L.M	Teacher Activity	Pupils Activity	Black Board work	Evaluation
Introduction of lesson Announcement of topic	The pupils motivated words the lesson		Who was mark Twains? → What was his real name? → Where was same at the beginning → Why was he going to take land? So to done we are going to learn about the lesson	Mark Twain was a great story write His real name was samuel lemons At the beginning of our story sam. was on board the ship He was sent only answer paper to write an articles	"THE COURSE OF TRUE LOVE"	

A. Prasad

HEAD MASTER
ABC UNAIDED HIGH SCHOOL
DARSI - 523247
PRAKASAM DT.

Language work structure which	Pupils acquire the knowledge and recognise the use of the structure use which		I will write the exercise on the black board ask some question			
			→ Who is this? → How many boxes on there? → Which is the biggest box there?	→ This is a box → fire → we feel shy		
Words for active use shy	Pupils understand the meaning of the word shy		How will you feel when you will relative now?	we feel shy		Which is your pen. My pen is red colour
Words for possible use Angelic	Pupil will understand the meaning of the word angelic	I will show a picture of girl	Also posted hair mean clear methods I will explain the meaning of word angelic			Which is your native place in Lanllekwe shy twed in the company of other people

Words for pronunciation shypasted hair Angelic Appre- ciated	Pupils acquire the correct pronounciation of the words.	I will give some questions (Examples), I shall write the word on the black board and say them aloud and after word asks the pupils to so attame.	The correct pronounciation of the word and repeat them.	Angelic Appociated	Read the word correctly
Model Reading the teacher	To enable the pupils recognise the correct way of reading the language	I shall read the passage with correct pronounciation Intonation stress and peace	Pupils listen to the teacher or looking at the passage		Pupils develop the skill of silently reading
reading aloud by the pupils.	Pupils develop the skill of pronounciation intonation and stress.	I shall encourage the pupils to read silently by giving necessary instruction and observe them they read silently	Pupils read the passage silently		

Questions Comprehension			→ Where did samge? → Who was aliron → How was aliron	Sam went to Charterston long dor's sister very beautiful		Where did sam go
Assignment	Pupils recall at home what has been learnt in the class.		I shall write the Assignment on the black board	Pupils take down the Assignment in their books	→ Write the meaning of the words angelic appreciation	→ Write the meaning of the words angelic appreciation
				Form some sentences on structure of which	Form some sentences on structure of which.	Form some sentences on structure of which

MACRO LESSON PLAN - I

Name of the teacher: Kimi Samiyasir

Subject :

Class :

Unit : A

Topic: The course of true love

Name of the school: Z.P.H school Sakthavaram

Time:

Name of the supervisor:

The sam happened meet Charles Langdon again in New York this time by the boy was not alone. His parents were with him and his sister. She was even more beautiful than in the picture. Mr Langdon was friendly and invited Sam to spend a week then family in climira of course Sam accepted invitation.

30.

Aim:- To enable the pupil acquire the four skills at language learning

- Listening
- Writing
- Speaking
- Reading (LSRW)

Objectives:-

- To deal the following structure - why
- Explain the following vocabulary
- Words for active use alone, beautiful
- Words for passive use - happened, adopted
- Words for pronunciation - beautiful

T.L.M:- Charts

Reference:- IXth class text book.

Teaching steps	Objective and specification	T.L.M	Teacher Activities	Pupils Activities	Black board Work	Evaluation
Introduction of lesson Announcement of topic	Pupils motivate to words the lesson		→ I shall ask some question → Soon mark friendship with whom → What was the name of the boy → Who is Olivia So today we are going to learn about the course of true love	Sam made friendship → With a shy eighteen years old soon went to Charles along down. → Charles Langon → Olivia is the sister of Charles		"THE COURSE OF TRUE LOVE"

Words for active use alone	Pupil will understand the meaning the word alone		I shall explain the meaning of the words alone	The students will note down the word in their note book		
Beautiful	Pupil will understand the meaning of the word beautiful	I will show Picture of a girl	I will give some explains to stu- dents. So alone means lovely → What is this? → How is she?	That is a pic- ture of girl she is very beautiful	Beautiful Pretty	
Word for Pronouncia- tion alone beautiful happened	Pupils acquire the correct					

Elmira	Pronunciation of the words asks the pupil to say	words	Pupil listen to the correct pronunciation of the word and repeat them	alone beautiful happend Elmira		Read the words correctly
Reading aloud the pupil	Pupil deve lop the skill of pronoun ciation		I will listen to the Pupils reading and correct them when ever necessary	Pupils will read the passage aloud one af ter another		
Silent reading by the pupil.	Pupil deve lop the skill of silent reading to understand the content of the Passage		I shall enco urage the pu pils to read silently by giving necessa ry instructions and observe them while they read	Pupils read the passage silently		

MACRO LESSON PLAN-8

Name of the student teacher: Kimi Sannyasi

Name of the school:

Subject :

Name of the supervisor:

Class : IXUnit : VI

Period:

Topic: "The course of TRUE LOVE"

Date:

Time:

THE COURSE OF TRUE LOVE

The Elмира, his troubles started. It soon became clear to everybody that Sam was deeply in love with Olivia. But through parents liked Sam for his good nature and his humour they did not about want him as Olivia, But through the parents. The Langdons were a cultured family Sam on the other hand was a young man. When Sam say to his friend one morning 'Charley is must leave your name by the earliest. The reason it that I am in love with your sister Charles immediately replied "There is a train in half an hour. Let me help you catch it."

Aim:- To enable the people develop the four skills of language
→ listening, speaking, Reading, Writing

Objectives:-

- To day drill the structure whose
- To introduce the following vocabulary
- ① Words for active use - wild - formal
- ② Words for passive use - cultural
- ③ Words for pronunciation - cultural, humore, swor, formal
wild

Teaching Aids:-

- 18th class English reads
- Active study dictionary.

Teaching steps	Objective and Specification	T.L.M	Teacher Activities	Pupils Activities	Black board Work	Evaluation
Introduction of lesson	Pupils motivate to words the lesson		I will ask same question I. Who were along with him? II Who were interest the same the climira	His parents were along with him → my longdon		
Announcement of the topic			So today we are going to learn about more paragraph the lesson	"THE COURSE OF TRUE LOVE"	"THE COURSE OF TRUE LOVE"	
Production	Pupils makes sentences of their own using whose?	I will shown a picture	I will encourage the pupil and help them give sentences of their own using	Pupils given sentences using whose	This shirt is mine	Pupil understand the sentences and its use.

Cultured	Pupils will understand the meaning of the word cultured	I will show some picture	I will ask some question → What is this? → What did know this picture? → Which type of family belong I will write the words on the black board and say them aloud one after the other words asks the pupils to say the words after me	→ This is a picture → A type of Family → Cultured family. Pupils listen to the correct pronunciation of the words and repeat them after the teacher.	civilisation	Read the words correctly
Reading aloud by the pupil	Pupils develop the skill of pronunciation, Intonation		I will listen to the pupils reading and correct it if necessary	Pupils read one after another		

Silent reading by the pupils	Pupil develop the skill of silent reading to understand the content of passage.		I will encourage the people to read silently by giving necessary observation while they read silently	Pupil read the passage silently and understand the meaning of the passage.		Pupils develop silent reading
Comprehension question	To test comprehension of the pupils on the passage		I shall put the following question → What is Mississippi	→ Mississippi is a river in north America		
			→ Was Sam got for made education	→ No Sam has no famed education cultured family	Write the meaning of words humour, swore.	
Assignment	To make the pupils work at home on the items learn in the class..		I shall write Assignment on the Black Board and ask question	Pupil take down the Assignment in their note book	write some sentences about Sam.	

MACRO LESSON PLAN-9

Name of the student teacher: Kimi Sanyasi Name of the school:

Subject:

Class:

Time:

Unit:

Name of the supervisor:

Topic:

But he did not go by the night train. The black seat of the Langdons carriage had become so fixed. So when the carriage started for the station with Sam and Charles seated in it the black seat fell down at throwing Sam into a ditch. He was not seriously hurt.

But he presented to be in a faint. He was carried into the house and Alivia took care of him. He was in a hurry to recover of course. He spent another three days in the Langdons house.

A-Prayed.
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PRAKASAM DT.

<u>Words for active use</u> <u>aim</u>	Pupil understand the meaning of the word aim	Which subject do you like most → How many brothers have you? → How many marks obtained in your common exam? → Who are you?	English I have one brother I shall obtain 50 marks I am in Indian	
<u>Citizenship</u>	Pupil understand the meaning of the word citizenship	→ Which citizenship → Have you belong to America citizenship also	I have indian citizenship NO	Aim means to achieve the goal.

<u>Introduction of the lesson</u>	Pupils motivate to words the lesson	I shall also the pupils some question → What is the name of the school? → What is the name of the poet	The school for sympathy. E. V. Luca	
<u>Language Study</u>	The pupil acquire the knowledge of the element of language	I shall Explain the structure by use the words with question → Which is your favorite subject?	English	THE SCHOOL FOR SYMPATHY

MACRO LESSON PLAN-10Name of the student teacher: Kimi SanjayasiSubject:Class:Unit:Topic:Time:Name of the school:Name of the supervisor:

Mr Langdon has silen for amonecent. Then he raised his head and fixed his eyes up on sam

What kind of people are these Don't you have a friend in the world he asked the young inam

"Apparently not" was the replay.

"I be your friend my self said Mr Langdon" Take the girl I knew you better than they do.

Pupils develop the skill of silent reading to understand the content of passage

To test the comprehension of the pupils on the passage.

I shall encourage the pupils to read silently by giving necessary instructions and observe them while they read silently

I shall put the following questions.
 → What did Sam make for
 → How many times did Sam make a request.
 → He said to Sam who was he in the passage

Pupils read the passage silently

→ I am asked for permission to marry Olivia thereat

Assignment
 ① Write the meaning of the word reference
 Proposal
 permission

Pupils develop silently reading skill.

	Pupil will understand the meaning of the word proposal		I shall give the meaning of the word.	Pupils note down the meaning of the word proposal	Proposal means after marriage	
	Pupils develop the skill of pronunciation in formation		I will listen to the pupil reading and correct it if necessary	Some pupils will read passage aloud and after another.		
Practice Pair work	Pupils make sentences with the kinds provided who			Pupils form into pair and speak out sentences using who	Olivia got some friends who collect them.	

	Pupils will understand the meaning of the word permission		Support you want leave what will you her support given sentence of their given using who. I shall give the meaning of the word and I will some explain	I will ask permission him The student will note down in their note books	Permission concept oral Ghioni sahon Refused means	Pupils understand the structure to recognise into her refudce work
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Teaching Steps	Objective Specification	T.L.M	Teaching Activities	Pupils Activities	Black Board Work	Evaluation
Introducing Activity	Pupil motivated to word		To motivate the pupil I shall ask some question → Did he go by the night train → Who did secretly moved the both of carriage.	→ No → Sam		
Announcement of the topic Presentation language of work structure who	Pupils acquire the knowledge and recognise the use of the structure who		I will write exercises and pair work given to make the pupils under the stand use of who	Pupils listen to the explanation given by the teacher and they solved the text	A) Sam looking for some one who boys stay	

Aims:- To enable the pupils acquire the four fold skills of language learning, * Listening, speaking, Reading, writing

Objectives:- → To drill the following structure - who

→ Explain the following vocabulary

Ⓐ Words for active use - permission refused

Ⓑ Words for active use - proposal

Ⓒ Words for pronunciation - Permission refused proposal

Reference Books:- → IX English reads
→ Dictionary,

Silent reading by the Pupil	Pupil develop the skill of silent reading to understand the content of passage To test comprehension of the pupils on the passage		I shall encourage the pupil to read silently by giving necessary observation while they read silently → Did he up the night train → Who did secretly removed the bow of carriage	Pupil read passage silently and understand the meaning of the passage → No → Sam		
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Assignment	To make the pupils work at home on the item learning the lesson		I shall write the following on the black board and asks the pupils to take down as home work	Pupils take down assignment in their note book		Assignment write the meaning of the following word carriages Ditch
	Pupil acquire the correct pronunciation of the word		I will the word on the black board and say them aloud and after words ask the pupil to say the words after me	Pupils listen to the correct pronunciation of the words	Corragege ditch prethin ked faint	Read the word correctly

	To enable the pupils recognise the correct way reading the correct way reading language		I shall read the passage with correct pronounciation, Intonation stress and pause	statment will follow the teacher the pupil listen to the teacher		Pupils develop silent reading
Reading a loud by the pupils	Pupils develop the skill of Pronounciation Intonation accept Pupilmakes sentences of their own practice with slips		I will listen to the pupils reading and correct necessary I will encourage the pupils and help them give sentences their own using so the vehicles are called Carriage	Some pupil will you read passage a loud one after another. Pupils give sentences using for. A pen is used for writing	A pen is used for writing	Pupils understand the structure and its use
Pupils will understand the meaning of the word Ditch	Pupils will understand the meaning of the word Ditch		Toward be used is meaning ex plaine to the students	The student will use the word their own sentences	Diktetrach.	

	Pupils read substitution table and make same sentences Pupils read substitution table and make same sentences	→ Why is it used? → What is this? → Why is it used? I shall show substitution table and ask them to make meaningful sentences I shall give slips to the student Doctor, parent	It is used for writing This is a mirror This is used for using our faces Student will match the words.	B. She is look substitution table Raju goes a walk Sita goes a drive Leawita goes compition	for my friend for her husband
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PRAYAGSAM, D.C.

Introduction of the lesson	Pupil motivate the towards the lesson		I What kind of family were the long do ins were II Was sam get for mal educa tion III A saboy where was sam working IV What kind of person sam was. so today we are going to learn the sam were more paragraph	The londons were cultured family No sam has no formal educa tion As a boy sam was working on the boat at the ship He smoked swore and was often neatly dressed		
Amounce ment of the topic	Pupils a acqui re the know ledge and re cognise the use of the struc ture for.		I will ask some question showing open → What is this	THE COURSE OF TRUE LOVE This is a pen		

Aim:- To enable the pupil develop the four skill of language.

Objectives:- To drill the structure four

To introduce the following vocabulary.

words for active use carriage Ditch

Words for passive use faint Pretended

Words for pronunciation carriage, ditch, faint, pretended

Teaching Aids:- Rolles black board.

Reference Books:- IX class english Reader
Active study Dictionary.

Model read in by the teacher	Pupils listen to understand recognise The correct way of reading language		I shall read the passage with correct pronunciation intonation, pause	Pupils listen to the teacher looking at the passage		
Reading a loud by the pupil	Pupils develop the skill of pronunciation intonation accept		I will listen to the pupil reading and correct when ever necessary			
Question Comprehen sion	To test the comprehen sion of the pupils on the passage		→ How was miss Beam → What was the aim.			

MACRO LESSON PLAN-II

Name of the student teacher: Kimi Samayoni ✓

Subject:

Class:

Unit:

Title:

Time:

Name of the school:

Name of the supervisor:

I had heard a lot about miss beans school but I did not get the chance to visit till. I ask weak when I arrived at the school I saw a girl of about with her eyes covered with a bandage bel no carefully between the fower beds beg a little boy or eight. She stoped and ask who it was that had come in was all that. heal expected miled aged out latire kindly and understanding her hair was begi- ning to learn green and her round figure was likely to be con- troling honest child.

Assignment	Pupil develop their writing skill	How was the married wife of sam asked olivia	His married wife was long lamane	Assignment
		I shall writing Assignment on the black board and ask the pupil to note down in their note book	Pupils wife down the Assignment in their note books	→ Write the meaning of the words moments Prade calad → Write some sentences about sam and olivia marriage.

Silent reading by the Pupils	Pupils develop the skill of silent reading to understand the context of the passage.		I shall encourage the pupil to read silently by giving necessary, instructional and observe them while they read silently.	Pupils read the passage silently		Pupils developing letters reading skills.
Comprehension of question.	To test the comprehension of the pupil the passage.		I shall put the following question who would be the friend sam.	Mr longdon would be the friend of sam. sam prove to be one at the most loving husband in the world.		

Words for passive use predicated	Pupil will understand the meaning of the word predicted		I shall give the meaning of the word I will give some examples on that word	The student pupils note down the word on their note books predicator	Predicated means for cast
words for Pronunciation model reading by the teacher	To enable the pupils recognise the correct way of reading language		I shall read the passage with correct Pronunciation intonation stress and pause.	Student will follow the teacher the pupils listen to the teacher	
Reading loud by the pupils.	Pupils develop the skill for pronunciation, Intonation		I will listen the pupils reading and correcting if necessary	Some pupils read passage aloud one after another	

Teaching Steps	Objective Specification	T.L.M	Teacher Activities	Pupils Activities	Black Board work	Evaluation
	Pupils to motivate towards the book.		→ Who did Sam want to marry? → What did Sam ask → How many times did Sam? → How many times did Sam make a request?	Olivia → Sam asked permission to marry Olivia → Mr. Langdon Three times The student pupils will note down their note books. The student will note down the word on the note book	The course of the true love moment means very brief portion of happiness HEAD MASTER ABC UNAIDED HIGH SCHOOL DARSI - 523247 PRAKASAM DT.	
Reference.	Pupils understand the meaning of the word "Reference"					

Aim:- To drill the structure why?
to introduce the active moment Refer

- ① Words for active moment, Refer
- ② Words for passive predicated
- ③ Words for pronunciation moment predicated re-
fers Rollar black board.

Reference Material:- → X class English reads
→ Active study Dictionary.

MACRO LESSON PLAN-12

Name of the student teacher: Kimi Samyaoi

Subject:

Name of the school:

Class :

Topic : THE SCHOOL FOR SYMPATHY

Time:

We chatted for a little while when I asked her some questions about the teaching method which I had heard were simple. We teach only those things that are simple and useful to pupils. Spelling, adding, subtracting, writing, the result is done by reading to them and giving them interesting talks. There are practical lessons.

I had heard so much of said about the originality of your system.

Assignment	Pupil develop the writing skill	Miss Beam School → When the poet arrived the school. → How it was become here I shall write the Assignment on the black board and tell the pupils to note. In their note book.	The poet heard a lot about the school Beginning to turn gray. Pupil write down assignment in this note book.		
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Model reading by the teacher	To enable the pupils recognise the correct way of reading language		I shall read the passage with correct Pronunciation Intonation Stress. Pause.	Students will follow the teacher the pupils listen to the teacher.	
Reading a loud by the pupils	Pupils develop the skill of pronunciation aspect etc.		I will listen to the pupil reading and correct if necessary.	Some pupil will read passage aloud one officer another.	
Comprehension education	To test comprehension to the pupil on the passage.		→ I shall put the following question. → Who heard you lot of about.		

Teaching steps	Objectives Specification	T.L.M	Teacher Activities	Pupil Activities	Black Board work	Evaluation.
Introductory Activities Motivation	Pupils get read to learn English and recall the Pronunciation Knowledge		I shall ask a few questions to motivate the student → Good morning children → How are you → What is your name → Which is your Native place → What are they → What they had	Good morning Sir. → fine → my name is Sudha → Sakhararam → Social workers → Sympathy.		

Aims:- To enable the pupils develop the four fold skill of language, listening, speaking, Reading, writing.

Objectives:- To drill structure - - - - so - - - - that
To introduce the following vocabulary.

- ① Words for active use - visit, arrive
- ② Words for passive use - describe, expected
- ③ Words for pronunciation, describe, expected, visit, arrive

Teaching Aids:- Ruler black board

Reference Books:- → IX class English reader
→ Active study Dictionary.

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MACRO LESSON PLAN-13

Name of the student teacher: Kimi Sannyosi

Subject:

Time:

Class:

Title:

Unit : VI

Name of the school:

Name of the Supervisor:

I had heard a lot about miss beans school but I did not get the chance to visit till I ask weak when I arrived at the school I saw a girl of about with her eyes covered with a bandage bel no carefully between the lower beds bag a little boy or eight. She stoped and ask who it was that had come in was all that heal expected milled aged out tative kindly and understanding her hair was beginning to learn green and her round figure was likely to be con-
tribling to a homeshe child.

Words for passive use expected	The pupil understand the meaning of the word expected		How many marks are you expect in 10th class. How many marks are you expect in english so expected mean regard like.	I expected 550 marks on 10th 60 marks above	so expected means regard as likely.	
Words for Pronunciation describe expected visit arrive	Pupil acquire the correct pronunciation the word		I will write the words on the back board and say them about and after words asks the people	Pupil listen to the correct Pronunciation	describe to the correct expected visit arrive	read the words correctly

Announcement of the topic			Today we shall learn the "The school for sympathy"		The school FOR SYMPATHY	
language study.	Pupils get ready to learn English and recall the pronunciation knowledge		I shall ask a few questions to motivate the students			
language study.	The pupil acquire the knowledge of the language.		→ How many marks are you expected in 10th class	I expected 550 marks in 10th class	so expected means regard as likely	
Work for active use it	Pupil understand the meaning of the word.	I shall show a some picture	→ Have you ever seen tourist place → Some people visit places. What did we called them	Yes I visit some historical places.		

MACRO LESSON PLAN-14

Name of the student teacher: Kimi Sannyasi.

Subject:

Name of the school:

Class:

Time:

Topic:

Name of the supervisor:

Miss Beam smiled. Ah yes she said about I am coming to the real aim of the school is not to teach. Thought but thoughtfulness humanity kindness and citizenship that is the idea. I have always had happiness there area parently good enough to trust me to try and put it into practice look out of the window will you?

I went to the window which looked out into a large garden and play ground at the back.

Model reading by the teacher	To enable the pupils recognise the correct way of reading the language		I shall read the passage with correct pronunciation, intonation, stress and pause	Pupils listen to the teacher looking at the passage.		
The test by the pupils	Pupils develop the skill of silent reading to understand the content of the passage.		I shall encourage the pupils to read silently and observe them while they read silently	Pupils read the passage silently.		
Words for passive use heard	Pupils understand the meaning of the word heard		→ What do you do in holidays → What are you doing?	I will chat my friends I chat my friends.		

Introduction Activity	Pupils recall their previous knowledge	I shall ask the following question → What is your name? → Which is your native place → What was colour of hair miss Beam → What was the age of miss Beam	→ My name is Pallari → My native place is Sakhararam → Gray → Middle age.	
Announcement of the topic	The pupil acquire the knowledge of the element of language.	So today we are going to learn about the school for sympathy I shall explain the structure on question		

Aim:- To enable the pupils, acquire the four fold skill of language, learning, listening, speaking, Reading, writing

Objective:-

- To drill the following structure question
- Explain the following vocabulary
- ① Words for active use chatted heard
- ② Words for passive use original interest
- ③ Words for pronunciation "chatted, heard original interest.

T.L.M:-

- Picture of a school and pupils
- Charts

Reference Books:-

- IX class English reader
- Oxford dictionary.

MACRO LESSON PLAN-15

Name of the student teacher: Kimi Sanyasi

Subject:

Name of the school:

Class:

Topic

Time:

What do you see? Miss Beam asked I see some very beautiful grounds I said and a lot of jolly children just what rupees one and point me two is that they are not all they are active. As I come in I saw one poor little thing being led about because of some trouble wheather eyes and now I can too more in the same condition while there is a girl with just under the window watching the other at play. She seems to be hopeless cripple.

Aim:- To enable the pupils develop the four skill of language, learning, listening, speaking, reading, writing

Objectives:-

- To drill the structure what
- To introduce the following vocabulary.
- Words for active use jolly surprise
- Words for passive use. condition, watching.
- Words for pronunciation jolly, surprise, condition watching.

Teaching Step	Objectives Specifications	T.L.M	Teacher Activities	Pupil Activities	Black Board Work	Evaluation
Introduction of the lesson	Pupils motivate to words the lesson		→ Shall ask the pupils some question? → What did the write first see at school? → What did the girl ask the boy? So today we are going to learn about in this passage.	He heard that good things He saw a girl about twelve years of age The girl ask the boy to let know who had come in The school for sympathy	The school for sympathy	

Practice pair work	Pupils make sentences with the hints provided what	Using the pair work. I will make the pupil speak out sentences using.	Pupils from into pair and speak out sentences using what	Pair work What is our national day is not good.	
Production	Pupils make sentences of their own using what?	I will encourage the pupils and help them give sentences of their own using what?	Pupils give sentences of their own using what very surprise	What is the today carry sentences given by the pupil	Pupil understand the structure and recognise the use
Words for active use surprise	Pupils understand the meaning of the word surprise.	How boyful elected achieve minister How do you feel you father boy for you. → what are your hobbies	surprise reading books.		

Comprehension question	To test the comprehension of the pupil on the passage	→ I shall put the following question → what the writers seen in Beam's school → Why is the right is thinking → Why does you refer to.	All the children's were to be ripped The writer is not right in thinking see. The writer.		
Assignment	To make the pupil work at home on the items learn in the class	I shall write the Assignment on the black board	Pupils take down the Assignment in their note books	<u>Assignment</u> → Where the children were not ready disabled at Beam school → Who does you refer to → Who is miss Beam	→ Who does you refer to. → Who is miss Beam what does seem

MACRO LESSON PLAN-16

Name of the student teacher: Kimi Samyoti Hossain

Subject: English

Class: IX

Topic: The school of sympathy

Time:

Name of the school:

Name of the supervisor:

Miss Beam laughtened 'ohmo' she said she not lame redy this is only her lame day. No's are those others bune it is only this day. I must have looked. Very much astonished for she laughed again "there you have an essential part of your system in a must shell. In order to get there young minds to appreciate and understand.

A. Prasad,
HEAD MASTER
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PRAKASAM DT.

Aim:- To enable the pupils acquire the four filled skills of language, learning, listening, speaking, reading, and writing.

Objectives:- To drill the following vocabulary

- Words for active use lame, blind.
- Words for passive use lame, blind, astonished
- Words for pronunciation astonished blind.
- Picture of school campus
- Picture showing a group of pupils.

Reference Books:- IX class English reader
→ Oxford dictionary.

Teaching Steps	Objectives Specifications	T.L.M	Teacher Activities	Pupils Activities	Black Board work	Evaluation
Instruction of the lesson	Pupil motivated to words the lesson		I shall ask the pupils some → What did the writer head about → Who did the writer see arriving at the school. → What does he see?	Miss Beams school A girl about twelve years old. The marbles of a school. Some beautiful grady		
Announcement of the topic	To day we are going to learn about some paragraphs.				The school for sympathy	

Practice	Pupil makes sentences with the hints provided using for		I shall draw a match stick figure on the black Board			
			→ Who is he?	→ he is old man		
			→ What is she doing?	→ She is waiting for bus.		
Pair work	To enable the student to set more practice with steps		I shall give slips to the students	Student will note the words		
Words to active use	Pupils understand the meaning of the word leave	I will show a picture	A person who can not walk that will we call him	He is already	leave many disabled in food or leg	Pupils understand the structure oral it is use.

Model reading by the teacher.	To enable the pupil recognise the correct way of medicine.	→ Have you ever seen real person → Have you ever seen the "Taj Mahal" → How are you feel are heard a sudden needs that is you a got first How is your feel. I shall send the passage with correct pronunciation Intonation stress and pause.	→ Yes → Yes wonder. Students will follow the teacher The pupil listen to the teacher	A stronised surprise.	
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MACRO LESSON PLAN-17

Name of the student teacher: Kimi Sannyasi

subject:

Class : 8th

Unit : V

Topic : THE OLD FIELD

Name of the school:

Time:

Name of the supervisor:



The old field is sad

Now the children have gone home

They have played with him call after soon

Kicking the ball to him and him looking at back.

Aim:-

- To develop the pupil taste the picture
- To enable them enjoy reading poetry
- To enable them recognise the Rhyme pattern.

Objective:-

- To explain the meaning of the words
kick, field, soul
- To enable them appreciate the beauty
of the poem
- To enable them recognise the Rhyme pattern in the poem.

Teaching Aids:- Picture of old field picture of board

Reference Books:- IX class English reader.

Teaching Step	Objective and Specification	T.L.M	Teacher Activities	Pupils Activities	Black Board Work	Evaluation
Introduction Activity Motivation	Pupils become affective		To motivate the pupil, I shall ask some question → What is your name? → What is your father → What is the name of your school → What are your hobbies?	→ My name is Dirya → My father is profecor → Z.P.H.S → Playing game.		

Announce
ment of
the topic
presenta-
tion of
new words.

Pupils under-
stand the
title meaning
of the word
Kick

Chorus
reading
by the
people

Pupil read
the poem
chorus and
apprecia the

Do you play
football?

→ Yes

Where do you
play the games

→ In the play
ground

What is other
word

THE OLD field

"THE OLD FIELD"

I will ask the
following ques-
tions.

I shall show
a picture of
bull and ask
same questi-
ons.

I shall make
the people to
read the
poem in chorus

The pupils
read the poem
in one time
and appreciate
its beauty of
sad and melancholy

Silent reading by the Pupils.	Pupils read and understand the content of the poem		I shall observe the pupils when they read the poem silently. I shall ask some question the poem	Pupil read the poem silently.		read the poem to develop silent read skill
Assignment	Pupils recall at home what has been learned in the class		I shall will be assignment on the black board	Pupil take down the Assignment in their note book.	Assignment → Write the Rhyme words the poem → Write the poem two times.	

MACRO LESSON PLAN-18

Name of the student teacher: Kimi Samyanti (10/10/10)

Subject:

Class:

Unit:

Topic:

Name of the school:

Time:

Name of the supervisor:

But now it is growing cold and dark
 He thinks of their warm and their
 fell like little hot water bottles
 A bit rough some of them but still.



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 DAKSI - 523247
 PRAKASAM DT.

- Aim:- To develop the pupils the taste for poetry
- To enable the pupils listen to the beautiful sounds and appreciate them
 - To enable them enjoy reading poetry.
 - To enable them recognise the Rhyme pattern.

- Objective:- → To explain the meaning of the words growing, warone, breath
- To enable the pupil understand the contrast them of the poem.
 - To enable them recognise the Rhyme pattern the poem
 - To enable them recognise the beauty of the poem
 - To enable the pupils to develop custhetic, F.L.M. & lask carts

Reference Books:- Oxford dictionary.

Teaching Step	Objectives specification	T.L.M	Teacher Activities	Pupil Activities	Black Board Work	Evaluation
Introduction Activity motivation	Pupils become often fire		To motivate the people I shall ask some question → Good morning children → What is your name. → Do you like cricket	→ Good morning sir. → My name is Swathi → Yes		
Presentation of new words	Pupil understand the meaning of the word growing		I shall give the meaning of the word grow and so I will explain it grouping	Pupil listen to the teacher class	THE OLD FIELD grow means increase in size	

Rough	The pupil understand the meaning of the word rough		The word will be caused its meaning and will be explained to the students Rough means hard		
Word for Pronunciation	Pupil understand the significance of pause of intonation correct pronunciation		I shall write the word on black board	Pupil listen to the correct Pronunciation	Read the words correctly
Question on Comprehension	Pupil understand the content		How old field growing How do it feel when children play.	It fall that there feel click little hot water bottle	How do yed feel when children play

Question for appreciation	Pupils appreciate the beauty of the poem		How do is the opposite word of cold who is speaking in the poem → Which lines of the poem do you like the most	Hot The old field little hot water bottle		How did it feel when children play who is the speaking in the poem
Assignment Pupils recall at home what has been learnt in the class.			I shall write the Assignment on the black board	Pupils take down the Assignment to their note book.	<u>Assignment</u> Write the poem 10 times	Write the words growing warm beauty through
Model reading by the teacher	Pupils listen to understand the Rhyme pattern and Rhythm		I shall read the poem faithfully. Proper pronunciation and stress by taking care of the Rhyme and Rhyme of the poem.	Pupils listen to the teacher with their text books closed.		

MACRO LESSON PLAN-19

Name of the student teacher:- Amit Sanyasi

Subject: English

Name of the school:

Class: IX

Unit: V

Name of the supervisor:

Topic: THE OLD FIELD

And now he thinks true not even a dog.

To trickle me

The gates are locked

The birds do it like mostly sneaking wind

And more class he.

-: Objectives and specification :-

- Aim:-
- To develop in the pupils the taste poetry.
 - To enable the pupil listen to the beautiful sounds and them
 - To enable them enjoy reading poetry.
 - To enable them recognise the Rhyme pattern
 - To enable them poetry properly.

- Objective:-
- To enable them appreciate the Rhyme pattern in the poem
 - To enable them appreciate the beauty of the poem.
 - To enable them pupil to develop aesthetic scene

Teaching Aids:- Flash cards, charts

Reference Books:- IX class English reader
Oxford dictionary.

Teaching Step	Objective and Specification	T.L.M	Teacher Activity	Pupils Activity	Black Board Work	Evaluation
Introduction of the lesson	Pupils motivate to work as the lesson		→ Who did the poet → Where did the children gone? → How old field free when the children play → How the children play with the field	→ The old field → Children gone to home → It is growing cold & dark. → It feel that the children feel like a little hot water bottle		
Announcement of the topic	Pupils understand the meaning of the word.				"The old field"	

Nastory	Pupil understand the meaning of the word nasty	The word will be used its meaning and will be explained to the student	Students will notice the meaning of word in their note book.		
Speaking. Wind	Pupil understand the meaning of the word wind	The meaning of speaking is meaning of specified but not open knowledge	The student will note the word in their note book.		
Model reading by the teacher	Pupils develop the skill of listening comprehension	I shall read the poem twice with proper pronunciation and of Rhyme and Rhyme of the poem	Pupils listen to teacher with their text book closed.		

Silent reading by the pupil	Pupil understand the content		What is the history wind and who don't like nasty speaking wind	bird	bird	→ What is the nasty wind land who don't like nasty speaking wind
	 इन्दिरा गांधी INDIRA GANDHI இந்திரா காந்தி		→ There is any dog → Who did say this sentences → Who is speaking in the poem?	→ No → Dog the old field → The old field	dog the old field	→ who tick mean who did say this sentences
Assignment	Pupil recall of home what has been learnt in the class.		I shall write the Assignment on the black board	Pupils take down the Assignment in their note book	write the whole poem two times.	→ write the whole poem two times.
hours reading by the pupil	Pupil read the poem in exercises and appreciated the beauty the poem.		I shall ask the poem read the poem in chorus	The pupil read the poem in one time and appreciate its beauty of sound	 प. जवाहरलाल नेहरू PT. JAWAHARLAL NEHRU	

MACRO LESSON PLAN NO - 20PRELIMINAR INFORMATION:-

Name of the student teacher:- Kimi Sannyasi

Subject:- English

Class:- IX

Topic:- Devavrata

Date:-

Time:- 45 min

Name of the supervisor:-

Name of the school:-

II Content:- Prince Devarrata, He said this is indeed a great and noble thing you have done. But surely, it is not enough you are mortal and one day too will die. After you will come your sons and sons. Surely Devarrata they will not be beyond by your word to me. Surely they will claim the throne which you have given up.

III Objective And specification:- 1. To give listening practice to the student. The pupil understand English at listening convention speed.

2. To give speaking practice to the students. The pupil learn to speak simple and correct English.

3. To give practice in reading. The pupil item to read with comprehension.

4. To help them practice of writing English correctly.

Specification:- ① To enable the pupils drill the structure word 'to'.

② To make them understand the vocabulary.

S No	Teaching point	Objective and Specification	Teacher Activity	Pupils Activity	T.L.M	B.B.W	Evaluation
	Introductory Activity	Pupils get ready to learn English	Good morning children? 1. What is your name? 2. What is your hobbies 3. What is your favorite colour 4. What is your favorite colour	Good morning Sir Sundari Reading book watching T.V pink Rose	The picture of the parrot		Pupils know the usage of in.
	Presentation of skill	Pupils acquire the knowledge of elements of the language structure they reading the use of in	I will ask the following question by showing the picture of the parrot 1. What is it 2. Where is the parrot	This is a parrot Parrot is in the cage			

			Substitution		Table			
			The book is	I	the bag			
			The pen is	"	the box			
			The boys are		uniform.			
			The fish is		the water			
						chart		
Production	Pupil make sentence of your own using in	I will encourage the pupil and help them to give sentence of their own words.			Pupils give sentence of their own using 'In'			
Words for new vocabulary.	Pupils acquire the knowledge of language elements							

Comprehension question

Pupil understand the paragraph and comprehension it.

I will ask the following questions

1. Where did the Deravarrak river side go for the fisher man.

2. What did he say to the fisherman

Down the

That Satya rothi children and her children will in her it the throne.

Assignment

Pupils recall that what they develop through writing skill

I will give the following assignment to the pupil

1. What did he say to the fisherman

Assignment

What did he say to the fisherman?

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