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## LESSON PLAN-1

### Preliminary Information:

Name of the Student teacher: x x x x ; class: IX,  
 Registration number: x x x x ; Subject: English; unit: 8th  
 Topic: The Tsunami; Time: 45 min; Date: 01.04.2024  
 Name of observer: G. Someshwara <sup>9100</sup> Period: 1.

Competencies: To develop communicative competence of

- 1] Listening and speaking: To develop communicative competence of using English in their day to day life among learners.
- 2] conventions of writing: To make the learners innovative and develop the ability in oral and written, organized and systematic way using correct and simple English:
- 3] Reading and responding: To make the learners express their thoughts and develop the ability of reasoning and observation:
- 4] creative writing: Pupils write pieces of dialogues containing the inspiring incidents that took place when the Tsunami hit the different parts of the world.
- 5] Content :- It is a story about Tsunami on 26 Dec 2004, hit Thailand and parts of India, Tamilnadu coast





A Tsunami is a very large and powerful wave caused by earthquakes under the sea. On October 26 2004, a tsunami hit Thailand and parts of India such as Andaman and Nicobar Islands, and the Tamil Nadu coast.

These stories are all from the Andaman and Nicobar archipelago, Ignacious was the manager of a Cooperative Society Ignacious carefully took his television set off its table and then the family rushed out of the house.

Teaching points: Pre-reading.  
 Reading passage: Individual reading, collaborative reading, Scaffold reading  
 Vocabulary: words for Active use and passive use.  
 Teaching learning materials: charts, pictures, flash cards  
 Reference books: 8th class English textbook, Oxford English dictionary

Teaching Steps	TLM	Teacher Activity	Pupils Activity	Black board
Announcement of the Topic		Today we are going to discuss and study the story "The Tsunami"	Children will note down listen carefully	"The Tsunami"
Individual Reading.	134 showing story in the sheet	I shall ask the pupils to read the first passage from		





<p>by the student</p>	<p>Collaborative reading</p>	<p>Scaffold reading</p>	<p>Mind Mapping Silent reading</p>
<p>CHART</p>			
<p>the lesson. " The introduction of Tsunami and ask them to mark and underline points and difficult words, and shall ask them write the meanings written on the blackboard. I will divide the class into groups and read passage in groups to discuss. Ask them to refer glossary or dictionary for meanings. I will display a chart containing analytical, retaining, reflective, influential questions to make them construct their own text. The teacher will make the student to sit silent reading of the text</p>			
<p>children listen to the story keenly and take down the notes.</p> <p>Pupil read in groups and share their ideas</p>	<p>Archipelago a group of many islands traumatized -&gt; greatly shocked.</p>	<p>DISASTERS</p> <p>NATURAL</p> <ul style="list-style-type: none"> <li>Tsunami</li> <li>Earthquake</li> <li>Volcanic</li> <li>Typhoon</li> </ul>	<p>MAN-MADE</p> <ul style="list-style-type: none"> <li>LPG Leakage</li> <li>Bomb death explosion</li> </ul> <p>Pupil will read silent by with Comprehension</p>





		<p>1) waves caused by a sudden movement of the ocean.</p> <p>2) Igneous lost his wife, children,</p> <p>3) Sanjeev was a policeman.</p> <p>Pupil will write down the following questions for the homework.</p>
<p>The teacher asks the questions on the prose</p> <p>1) what do you mean by Tsunami?</p> <p>2) where did Smith family celebrate Christmas?</p> <p>3) what happened to Ignous family?</p> <p>4) How many of his family members survived?</p> <p>5) whom did Sanjeev?</p> <p><u>Home work:</u></p> <p>1. Make the list survivors and dead in these 2 stories</p> <p>2. Answer the sheet and multiple questions in forms shared in the classroom.</p>		
<p>Recapitulation (questions)</p>		<p>Assignment will distribute the sheets</p>





## LESSON PLAN - 2

### Preliminary Information:

Name of the student teacher: XXXX ; Class: 18<sup>th</sup>

Registered number: XXXX ; Subject: English ; Period: 2.

Topic: ~~The~~ Tsunami ; Time: 30min ; Date: 02.04.2024

"Name of the observer: G. Someshwara Rao".

### Competencies:

1] Listening and Speaking: Students will know the English passage with correct pronunciation, stresses and articulation.

2] Conventions of writing: Develop their interest in English literature, acquaint the student with the passage of story

3] Reading and responding: Students will understand the meaning of the story, will develop thinking about the characters in the story.

4] creative writing: Enable them to use knowledge acquired during the lesson Tsunami, enable them to use new words

5] content: As we know in the last class studied about Ignorance, a manager, Sanjeev, Meghana old girl. or

Today. In this part,

Tilly Smith family

from the South-East England were





<p>Christmas at a beach resort in Southern Thailand. Tilly Smith a ten-year school girl; her sister was 7 years old. Their parents were Penny and Colin Smith. The water was swelling and kept coming in, "Penny Smith remembered. "The beach was getting smaller and smaller. I didn't know what was happening".</p> <p>Teaching points: Pre-reading                  Reading passage: Individual reading, Collaborative reading                  Vocabulary: Appropriate forms and Appropriate meanings                  Teaching learning materials: Charts and Pictures                  Reference books: Oxford dictionary, 12th class text book.</p>	<p>Black board "The Tsunami"</p> <p>Pupil's Activity Good morning man</p> <p>Teacher Activity Good-morning children Today we will study the second part, As we have already discussed four stories in 1st Section. The students have listened the story of</p> <p>TLM By showing face sheet</p>
<p>Teaching steps Introduction Pre-reading</p>	





<p>Announcement of the topic</p>	<p>first part "The Tsunami"</p> <p>Students today we address the second part of the story with other stories in the prose "The Tsunami"</p>	
<p>Individual reading by student</p>	<p>To develop their reading skill the teacher will ask students read lines from the passage aloud. To increase active vocabulary</p>	
<p>Collaborative Reading</p>	<p>I will divide class into groups and read passage and discuss I shall ask them to refer to glossary and dictionary for meanings and difficult words and construct meanings from passage</p>	<p>C H A R T</p>
<p>Scaffold Reading</p>	<p>I will display a chart containing analytical, retaining, reflective,</p>	<p>Pupil read in groups and share their ideas</p> <div data-bbox="1085 224 1484 694"> <p style="text-align: center;"><b>DISASTERS</b></p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Natural</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Man made</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p>Volca no</p> <p>Tsunami Leavage earthquake</p> </div> <div style="text-align: center;"> <p>Bomb Leavage explosion</p> </div> </div> </div>





<p>Mind mapping Silent Reading Recapitulation questions Assignment</p>	<p>influential questions to make them construct their own text The teacher will make them construct their own text * the teacher will ask the questions from the lesson in objective format. 1] in which beach in Thailand did Tilly save lives? a) Yami beach b) Phuket beach 2] where was Smith family from a) South East England b) South East Asia. * The teacher will write the Assignment on the black board 1) How many days before did Tilly study about Tsunami 2) why did Tilly's family come to Thailand?</p>	<p>Pupil will read the lesson silently without any noise. children answer * Phuket beach * south East England. Students will copy down the assignment from the black board</p>	<p>Assignment questions</p>
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## LESSON PLAN - 3

### Preliminary Information:

Name of the student teacher: xxx ; class : 8th

Registered number : xxx ; Subject : English ;

TOPIC : "A Visit to Cambai; Time : 45 min ; Date : 03.04.2024

Age: Name of the observer: G. Someshwara Rao".

### Competencies:

- 1] Listening and Speaking: To develop their interest in oral and written expressions with listening the facts and ideas of passage
- 2] Conventions of writing: To enable the students to know that "It matters if you just don't give up"
- 3] Reading and responding: To develop the students to read English passage loudly with correct pronunciation and stress
- 4] creative Writing: To develop the vocabulary of the students and group the meaning of the passage
- 5] content: Cambridge was my metaphor for England, and it was strange that when I left it had become altogether something else, because I had met Stephen Hawking there. It was on a walking



tour through Cambridge that the guide mentioned Stephen  
 Hawking, 'poor man', who is quite disabled now, through he is  
 a worthy successor to Issac newton, whose chair he has at  
 the university: and I started, because I had quite forgotten  
 that this most brilliant and completely paralysed astrophysicist.  
 Teaching points: Peer-reading  
 Reading Passage: Individual reading, collaborative reading.  
 Vocabulary: Appropriate forms, Appropriate meanings  
 Teaching learning materials: Charts, Pictures  
 Reference books: oxford's dictionary, Advanced learners dictionary.

Teaching Steps	TLM	Teacher-Activity	Pupils-Activity	Black board
Introduction		Good morning children? Where do you study? Name some universities you know * Do you understand and what this University is?	Good morning Ma'am! * In School * know university, Delhi university	
Peer-Reading	By showing facesheet		Problematic Question.	





<p>Universities in Cambridge</p>	<p>ARU west minister</p>	<p>Pupil will</p>	<p>read the lesson silently with making any noise.</p>	<p>Regional Muslim</p>
<p>to make them construct their own text.</p>	<p>The teacher will make the student to read silently and keenly</p>	<p>The teacher ask the questions on the lesson</p>	<p>1] who was Stephen Hawking? 2] who is Frida Kahlo? 3] Name the book of Stephen Hawking.</p>	<p>Astrophysicist "The Author" A Brief History of Time " people seeing somebody like them achieving something huge</p>
<p>Mind mapping</p>	<p>Silent Reading</p>	<p>Recapitulation questions</p>	<p>Assignment:</p>	<p>Recapitulation questions at home</p>





<p>Announcement of the topic</p>	<p>All right students today we shall study the lesson "A visit to Cambridge" and will come to know that what is the story in detail</p>	<p>"A visit to Cambridge"</p>
<p>Individual reading by student</p>	<p>* I shall ask the pupils to read the first passage from the lesson and underline the difficult words</p>	<p>Children enthusiastic-ly for the lesson</p>
<p>Collaborative reading</p>	<p>* I will divide the class into groups and read passage in group of 5 and discuss</p>	<p>Pupil read the Passage silently and individually</p>
<p>Scaffold reading.</p>	<p>Shall ask them to refer glossary on dictionary for difficult words and meanings</p>	<p>Pupil read in groups and share their ideas.</p>

C H A R T





## LESSON PLAN - 4

### Pre-liminary Information:

Name of the student teacher: x x x x ; Class :

Registered numbered: x x x x ; Subject: English ; Period : 2

Topic : "A visit to Cambridge" ; Time : 30 min ; Date : 04.04.2024

Name of the observer: G. Someshwara Rao.

### Competencies:

1] Listening and Speaking: To enable the students to know meaning of the lesson reading aloud with correct pronunciation.

2] Reading and responding: To develop the vocabulary of the students and develop interest in reading and writing.

3] Conventions of writing: Students will acquaint the knowledge facts and ideas of the passage to grasp the meaning of the passage.

4] Creative writing: To enable students to write correct English, and develop students interest in grammar knowledge.

5] Content: The author of a Brief history of Time, one of the biggest best sellers ever, lived here. When the walking tour was done, I rushed to a phone booth and, almost leaving the





<p>the card so it could reach me outside, phoned Stephen Hastings phone. There was his assistant on the line and I told him, I had come in a wheel chair from India (perhaps he thought I had propelled myself all the way) to write about my travels in Britain. I had to see Professor Hastings - even ten minutes would do. Half an hour! he said, "from three-thirty to four".</p> <p>Teaching points: Pre-reading</p> <p>Reading passage: Individual reading, collaborative reading, Scaffolded</p> <p>Vocabulary: words for active use and passive use: reading.</p> <p>Teaching learning materials: charts, pictures, flash cards</p> <p>Reference books: 8th class text book, Oxford English dictionary.</p>	<p>Black Board</p> <p>Pupil's Activity</p> <p>Good morning ma'am!</p> <p>Teacher's Activity</p> <p>Good morning children</p> <p>The students are acquainted with the English language and similar story and describe certain stories such as Isaac Newton,</p>
<p>Teaching steps</p> <p>Introduction</p> <p>Pre-reading.</p>	<p>TLM</p>





<p>Announcement of the Topic</p>	<p>Albert Einstein .                  * All right students today we will continue with the last class lesson "A visit to Cambridge" and will understand the story further                  * I shall ask pupils to read the passage and explain vocabulary.                  1) Autophysicist                  2) Paralyse                  * students give the meaning of the words working in groups, help them to improve active vocabulary.                  The teacher reads aloud the first paras of listening story of normal conversation                  &lt; speed</p>	<p>Children will respond enthusiastically Cambridge Meanings</p>
<p>Individual reading by student</p>	<p>The pupil will find it difficult to understand the passage one by one.</p>	<p>The pupil try to pronounce and exchange the ideas on Passage and vocabulary.                  * Listen to the story Carefully</p>
<p>Collaborative reading</p>	<p></p>	<p></p>
<p>Scaffold reading</p>	<p></p>	<p></p>





<p>Pupil loudly read the Passage one by one.</p>	<p>Universities of Cambridge</p>
<p>ARU Regional west minister</p>	<p>Muslim</p>
<p>1] The Scientist gave a message to disabled that they should concentrate on goals</p>	<p>2] gratitude for Stephen Hawking</p>
<p>3] "A Brief history of Time" Pupils will tape down the work</p>	<p>write few lines about the author</p>
<p>Teachers read the passage with correct intonation and expressions.</p>	<p>The students will now read the lesson and copy the words, meanings with silent reading.</p>
<p>The teacher asks the questions on the story.</p>	<p>1] What is the Scientist's message for disabled.</p>
<p>2] What is the writer's gratitude for?</p>	<p>3] Name the book written by Stephen Hawking</p>
<p>The teacher will write the Assignment on the black board</p>	
<p>Mind Mapping</p>	<p>Silent Reading</p>
<p>Recapitulation (questions)</p>	<p>Assignment.</p>





## LESSON PLAN - 5

Preliminary Information:  
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Name of the Student Teacher: xxx x ; class: 8th  
 Registered number: xxx x ; Subject: English ; Period: 3rd  
 Topic: "A Visit of Cambridge" Time: 45 min ; Date: 05.04.2024  
 Name of the observer: G. Someshwar Rao"

### Competencies:

- 1] Listening and Speaking: To enable students to read English lang- uage passage loudly with correct Pronunciation, stress and articulation.
- 2] conventions of writing: To develop interest in reading and writing, and grasp the meaning of the passage.
- 3] Reading and responding: To develop their interest in oral and the vocabulary of the students.
- 4] Creative writing: To acquaint the students with the Passage: "A Visit to Cambridge" and understand important facts and ideas of Passage.

### 5] Content: Part - 3 :

A lot of people seem to think that disabled people are chronologically unhappy." I said, "I know that's not true to myself. Are you often laughing inside?" About 3 minutes





later, he responded, "I find it amusing when people patronise me." "And do you find it annoying when someone like me comes and disturbs you in your work. The answer flashed "Yes". Then he smiled his one way smile and I know, without being sentimental or silly.

Teaching points: Pre-reading

Reading passage: Individual reading, Collaborative reading,

Vocabulary: a) Disembodied b) Disintegrating c) Frustrated.

Teaching learning materials: charts, pictures

Reference books: oxford's dictionary. Advanced learners dictionary

| Teaching Steps            | TLM | Teacher's Activity                                                | Pupil's Activity                                                                 |
|---------------------------|-----|-------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Introduction              |     | Good morning children!<br>Teacher will ask some questions.        | Good morning ma'am.<br>Cambridge is in England.<br>In England<br>Stephen Hawking |
| Pre-reading               |     | a) Where is Cambridge<br>b) In England who was an Astrophysicist? |                                                                                  |
| Announcement of the topic |     | All right students today we will continue with the                |                                                                                  |





|                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                           |                               |
|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Individual reading by student</p> <p>collaborative reading</p> <p>Scaffold reading</p> | <p>Story "A visit to Cambridge" and will understand the moral of the story in detail</p> <p>The teacher read the passage and advise students to read with correct pronunciation and intonation, with normal speed</p> <p>The teacher form groups and write down the difficult words from the taught passage one by one on the board and pronounce them with correct stress and accent.</p> <p>* Display a chart containing analytical, retaining, reflective, inferential questions to make them construct their own text.</p> | <p>Pupil's listen Carefully &amp; keenly.</p> <p>Students listen attentively to the Passage read</p> <p>The student will acquire the correct Pronunciation</p> <p>Universities of Cambridge</p> <p>ARU</p> <p>Region</p> <p>Muslim</p> <p>westminster</p> | <p>"A visit to Cambridge"</p> |
| <p>C H A R T</p>                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                           |                               |





|                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                               |  |
|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>Mind mapping</p> <p>Silent Reading</p> <p>Recapitulation (Questions)</p> <p>Assignment.</p> | <p>The teacher will make the student to read silently</p> <p>* the teacher ask the question from the lesson.</p> <ol style="list-style-type: none"> <li>1. who don't have choices?</li> <li>2. what did the writer feel suddenly?</li> <li>3. what did Firdausy Kanga do while walking?</li> </ol> <p>Fill in the blanks</p> <p>I felt _____ all over</p> <p>Living creatively with the _____</p> <p>Disabled people are chronically _____</p> <p>The most beautiful _____ in the world.</p> | <p>Pupils will read the lesson silently without any noise</p> <ul style="list-style-type: none"> <li>* Never give up work"</li> <li>* The writer inspired by Stephen Hawking".</li> </ul> <p>Pupil will take down assignment for homework</p> |  |
|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|





## LESSON PLAN - 6

### Preliminary Information:

Name of the Student teacher: x x x x ; class : 8th

Registered number : x x x x x ; Subject : English ; Period : 1st.

Topic : this is Jody's fawn ; Time : 35 min ; Date : 06.04.2024

Competencies: "Name of the observer: Ch. Surita"

- 1] Listening and Speaking : To enable the students to understand the theme of the chapter the Jody's fawn
- 2] Reading and responding : To enable the students to read and recall difficult words, and respond to the related question
- 3] Conventions of writing : writing a small paragraph to enhance the knowledge of students
- 4] creative writing : To enable the pupil teacher assess the learner's, understand the use of punctuation and vocabulary
- 5] Content : A man penny was bitten by the snake. the Jody allowed his thoughts to drift back to the fawn. the could not keep it out of his mind. He had held it, in his





dreams, in his arms. He slipped from the table and went to his father's bedside. Penny day at west, His eyes were open and clear, but the pupil's were still dark and dilated.

Jody said, "How are you feeling, Pa?" Just fine, Son.

Teaching points: Pre-reading

Reading passage: Individual reading, collaborative reading, Scaffold reading  
 1) drift back to: go back to 2) Sided back:

Vocabulary: 2) enlarged: a close shave walked back quietly, Teaching learning materials: charts, pictures and flash cards

Reference books: oxford's dictionary, Advanced learners dictionary.

Teaching Steps  
 Introduction

TLM

Teacher's Activity

Pupil's Activity

Black board

"Good morning children!"  
 \* what do you at evening time?  
 \* what do you on this chart?  
 \* what one should do after bitten by a Snake?

Good morning man  
 Play with friends.  
 "Snakes".

By showing face sheet

Problematic question.

Pre-reading





|                                          |                                  |                                                                                                                                                       |                                                                       |                                                              |
|------------------------------------------|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|--------------------------------------------------------------|
| <p>Announcement of the topic.</p>        |                                  | <p>Today we are going to study a new story "This is Jody's fawn".</p>                                                                                 | <p>Students learn carefully</p>                                       | <p>"The Jody's fawn"</p>                                     |
| <p>Individual reading by the student</p> |                                  | <p>The teacher will read the passage loudly with correct vocabulary and pronunciation.</p>                                                            | <p>Students will be able to read the passage with correct English</p> |                                                              |
| <p>Collaborative reading</p>             |                                  | <p>Teacher will form some groups to read out the passage and help other students with the vocabulary, meanings and note down the important points</p> | <p>Students share the views in groups</p>                             | <p>This is Jody's fawn.</p>                                  |
| <p>Scaffold reading</p>                  | <p>C<br/>H<br/>A<br/>R<br/>T</p> | <p>I will display a chart containing analytical, retelling, reflection, inferential questions to make them construct their own text.</p>              | <p>Jody was a emotional boy</p>                                       | <p>Author<br/>Kinnow<br/>Rawlings<br/>Conscious<br/>ness</p> |





|                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                       |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <p>Mind Mapping<br/>Silent Reading<br/>Recapitulation (questions)</p> | <p>Teacher will ask the students to read the passage silently. She will voice rounds in class and supervise them.<br/>The teacher will ask the questions on the lesson.<br/>1) Name the characters of the story?<br/>2) what had happened to his father?<br/>3) How did "Jody Snake penny!"<br/>The teacher will write the Assignment on the blackboard<br/>More Sentences:<br/>1. stared 2. Remedy<br/>* what had happened to Jody's father</p> | <p>Students will be able to do silent reading with concentration.</p> |
| <p>Assignment</p>                                                     | <p>Jody father (Penny)<br/>* Father bitten by rattlesnake<br/>Penny killed the dove.<br/>* Copy down the Assignment from the board</p>                                                                                                                                                                                                                                                                                                           | <p>Make sentences<br/>* Stared<br/>* Remedy</p>                       |





## LESSON PLAN - 7

### Preliminary Information:

Name of the student: x x x x ; class: 8th ; Period: 2nd

Registered number: x x x x x ; Subject: English

Topic: This is Jody's fawn; Date: 08-04-2024; Time: 45 minutes

"Name of the observer: Ch. Surita"

### Competencies:

- 1] Listening and Speaking: To enable the students to understand the theme of the chapter Jody's fawn.
- 2] Reading and responding: Reads and writes dialogues, develops response and participate in narrating stories
- 3] Conventions of writing: Enhance the knowledge of students and enable students writing a small paragraph.
- 4] Creative writing: The pupil teacher access the learner's previous knowledge and to create new learning situations.
- 5] Content: Jody gave himself over to thoughts of the fawn. They passed the abandoned clearing. He said, "Cut to the north, mill-wheel. It was up here that Pa





got bitten by the snake and killed the doe and I saw the fawn". Suddenly Jody was unwilling to have Mill-wheel with him. If the fawn was dead, or could not be found, he could not have his disappointment been. And if the fawn is there.

Teaching points: Pre-reading

Reading Passage: Individual reading, collaborative reading, Scaffold reading

Vocabulary: makes a bearing: acts as a compass; adjacent: nearby

Teaching Learning materials: charts, pictures, flash cards

Reference books: Oxford's dictionary, 8th class text book.

Teaching steps

Introduction

Pre-reading

TLM

By showing face sheet

Teacher's Activity

Good morning children!

"What do you do at evening at home"?

Teacher shows a face sheet.

\* What do you see on this chart?

\* What one should do

Pupil's Activity

"Good morning teacher"!

Play with the friends in pair

"Snakes".

"Problematic Question"

Black board





|                                          |                                                                                                                                                                                                                             |                                                                                                                             |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <p>Announcement of the topic</p>         | <p>after bitten by the Snake<br/>"Today we are going continue the Story "This is Jody's Fawn" and complete the story in detail.<br/>The teacher will read the passage loudly with correct vocabulary and pronunciation.</p> | <p>"This is Jody's fawn"</p>                                                                                                |
| <p>Individual reading by the student</p> | <p>Teacher will form some group to read out the passage and help other students with the vocabulary, meaning and note down the important points.</p>                                                                        | <p>Students will be able to read the passage with correct English.</p>                                                      |
| <p>Collaborative reading</p>             | <p>will display a chart containing analytical, retaining, reflection, inferential questions to make them construct their own text</p>                                                                                       | <p>Students share the views in groups</p>                                                                                   |
| <p>Scaffold reading</p>                  | <p>C<br/>H<br/>A<br/>R<br/>T</p>                                                                                                                                                                                            | <p>This is Jody's fawn<br/>↓<br/>Author<br/>Kinnan Rawlings<br/>↓<br/>Jody was an emotional boy<br/>↓<br/>Consciousness</p> |





|                                                                                           |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                          |                                              |
|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| <p>Mind mapping<br/>Silent Reading<br/>Recapitulation (questions)<br/>Assignment work</p> | <p>Teacher will ask the students read the passage silently. She will take rounds in class and supervise them.<br/>The teacher will ask the questions about the lesson.<br/>1) why does Jody want to bring fawn home<br/>2) who was afraid to leave Jody alone?<br/>3) who failed the little fawn's mother?<br/>* Teacher will write the Assignment on the blackboard.</p> | <p>Students will be able to do silent reading with concentration<br/>A) Jody worried what will happen to little fawn<br/>Mill-wheel was afraid<br/>Jody<br/>Copy down the Assignment from the board.</p> | <p>Paragraph writing on "My Pet Animal".</p> |
|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|





## LESSON PLAN-8

### Preliminary Information:

Name of the Student: x x x x ; Registered number: x x x x x

Subject: English ; Date: 08.04.2024 ; Time: 40 min.

Topic: "Bepin choudhury's lapse of memory"; Period: 1st

"Name of the observer: ch. Surita"

### Competencies:

To make the learners innovate and

1] Listening and speaking:

develop the ability in listening and speaking

2] Reading and responding: To make the learners express their thoughts and ideas in simple English in an organized and systematic.

3] Conventions of writing: To develop communicative competence

of using English in their day to day life among learners

4] Creative writing: To enable learners to give their personal response to literature and creative writing on the story.

5] Content: Every Monday, on his way back from work,

Bepin choudhury would drop in at Kalicharan's in new market to buy books. Crime stories, ghost stories, and thrillers



He had to buy at least five at a time to last him through the week. He lived alone, was not a good mixer, had few friends, and didn't like spending time in idle chat. Today at Kalicharan's, Bepin babu had the feeling that someone was observing

Teaching points: Pre-reading

Reading passage: Individual reading, collaborative reading, scaffold reading

Vocabulary: 1) Idle chat: unnecessary, surtine conversation  
2) meek: quiet; humble

Teaching learning materials: charts, pictures, flash cards

Reference books: Oxford's dictionary; 8th class text book.

| Teaching Steps | TLM | Teacher's Activity                                                                                    | Pupil's Activity                               | Black board |
|----------------|-----|-------------------------------------------------------------------------------------------------------|------------------------------------------------|-------------|
| Introduction   |     | Good morning children                                                                                 | Good morning ma'am.                            |             |
| Pre-reading    |     | "Do you have a good memory?"<br>"Do you know Bepin Choudhary?"<br>"Another word for lapse of memory?" | Yes<br>Problematic<br>Question<br>Short memory |             |





|                                          |                                                                                                                                                                  |                                                                                |                                                               |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------|
| <p>Announcement of the topic</p>         | <p>Today we are going to study about the chapter "Bepin Choudhary's lapse of memory".</p>                                                                        | <p>"students listen Carefully"</p>                                             | <p>"lapse of memory".</p>                                     |
| <p>Individual reading by the student</p> | <p>The teacher will ask the student to read the passage aloud with correct pronunciation</p>                                                                     | <p>Students are reading passage individually</p>                               | <p>Students are listening carefully to the Pupil teacher.</p> |
| <p>Collaborative reading</p>             | <p>The teacher will ask the class to form group of five. The pupil teacher will read Passage along with correct Pronunciation, intonation, Pause and stress.</p> | <p>Students are listening carefully to the Pupil teacher.</p>                  | <p>childhood friend Ask help for.</p>                         |
| <p>Scaffold reading</p>                  | <p>I will display a chart containing analytical, retaining, reflective inferential, questions to make them construct their own text</p>                          | <p>Bepin's choudhary lapse of memory</p> <p>Salujit<br/>Goyal</p> <p>Japan</p> | <p>Bepin babu<br/>Pavinal<br/>ghosth</p>                      |

C H A R T





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| <p>Mind Mapping</p> <p>Silent reading</p> <p>Recapitulation (questions)</p> <p>Assignment work.</p> | <p>"The teacher will raise the student to read silently she will take rounds in class and supervise them".</p> <p>"The teacher will ask the questions about the lesson</p> <ol style="list-style-type: none"> <li>1) who was Churikal?</li> <li>2) why did the man stare at Bepin babu in disbelief</li> <li>3) where did Bepin babu say he went in October '58th</li> </ol> <p>* Teacher will write the Assignment on the blackboard</p> <ol style="list-style-type: none"> <li>1) who is the author of the story "Bepin choudhury's lapse of memory"?</li> </ol> | <p>* Pupil will read the lesson without any noise.</p> <p>* Churikal was Bepin babu's school mate.</p> <p>* Perimal Ghose confused and stared at Bepin</p> <p>copy down the Assignment from the board.</p> | <p>"who is the author of the book!"</p> |
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## LESSON PLAN - 9

### Preliminary Information:

Name of the student: x x x x ; Registered number: x x x x x  
 Subject: English ; Date: 10.04.2024 ; Time: 40 min

TOPIC: "Bepin's choudhury's lapse of memory"; Period: 2nd.  
 "Name of the observer: Ch. Surita"

### Competencies:

- 1] Listening and Speaking: To make the learners innovate and develop the ability in listening and speaking skills.
- 2] Reading and responding: To make the learners express their thoughts and ideas in simple English in an organised and systematic way.
- 3] Conventions of writing: To develop communicative competence of using English in their day to day life among learners.
- 4] Creative writing: To enable learners to give their personal response to literature and creative writing on the story.

5] Content: Bepin Babu's car was safely parked in Bearam street by the light house Cinema. He told the driver as he got into the car, "Just drive by the Ganga, will you 'sitaram' driving up the Strand Road. Bepin Babu regretted





having paid so much attention to the intruder. He had never been to Ranchi - no question about it. It was inconceivable that he should forget such an incident which took place only six or seven years ago. He had an excellent memory. Unless -

Teaching points: Pre-reading  
 Reading passage: Individual reading, collaborative and Scaffold reading  
 Vocabulary: 1) losing his mind: becoming mad  
 2) bracing: stimulating; Intimate: Very personal.  
 Teaching learning materials: charts, pictures, flash cards  
 Reference books: Oxford's dictionary; 8th class text book.

| Teaching steps | TLM | Teacher's Activity                                                                       | Pupil's Activity                                       | Black board |
|----------------|-----|------------------------------------------------------------------------------------------|--------------------------------------------------------|-------------|
| Introduction   |     | "Good morning children<br>"Do you have a good memory"?<br>"Do you know Bepin Choudhary?" | "Good morning ma'am"<br>Yes.<br>"Problematic question" |             |
| Pre-reading    |     |                                                                                          |                                                        |             |





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| <p>Announcement of the topic</p> <p>Individual reading by the student</p> <p>Collaborative reading</p> <p>Scaffold reading</p> | <p>Today we are going to study about the chapter further</p> <p>"Bepin's choudhary lapse of memory"</p> <p>The teacher will ask the student to read the passage aloud with correct pronunciation.</p> <p>* the teacher will ask the class to form group of five</p> <p>The pupil teacher will read passage along with correct Pronunciation, intonation and Pause &amp; stress.</p> <p>* will display a chart containing analytical, retaining, reflective, inferential, questions to make them construct their own text.</p> | <p>Students listen carefully.</p> <p>Students are reading Passage individually</p> <p>"Students are listening Carefully to the Pupil teacher".</p> | <p>"Bepin's choudhary lapse of memory"</p> |
| <p>C<br/>H<br/>A<br/>R<br/>T</p>                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>childhood friend asking to</p>                                                                                                                  | <p>childhood friend asking to</p>          |





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| <p>Mind mapping</p> <p>silent reading</p> | <p>The teacher will make the student to read silently. She will take rounds in class and supervise them".</p>                                                                                                                                | <p>"pupil will read the lesson without any noise".</p>                                 |                                                |
| <p>Recapitulation (Questions)</p>         | <p>"The teacher will ask the questions about the lesson.</p> <p>1) Had Bepin babu really lost his memory and forgotten why did Bepin babu change his mind about meeting Chuniyal?</p> <p>2) why did Bepin hesitate to visit Mr. Meherji.</p> | <p>A) Perhaps, NO.</p> <p>Chuniyal often visit Babu to request him in getting job.</p> |                                                |
| <p>Assignment work</p>                    | <p>* Teacher will write the Assignment on the black board.</p> <p>1) write a short note on Bepin babu character!</p>                                                                                                                         | <p>copy down the Assignment from the board.</p>                                        | <p>"Short note on Bepin babu's character"?</p> |





## LESSON PLAN - 10

### Preliminary Information:

- Name of the Student: \_\_\_\_\_, Registered number: \_\_\_\_\_
- Subject: English ; Date: 10.04.2024 ; Time: 40 mins
- Topic: "Belin babu's Lapse of memory" ; Period: 3rd
- Competencies: "Name of the observer: ch. Surita"
- 1] Listening and Speaking: To make the learners innovate and develop the ability in listening and speaking skills.
  - 2] Reading and responding: To make the learners express their thoughts and ideas in simple English in an organised and systematic conventions of writing: To develop communicative competence of using English in their day to day life among learners.
  - 3] Creative writing: To enable learners to give their personal response to literature and creative writing of the story.
  - 5] Content: After lunch-time, Bipin Babu realised that he couldn't possibly carry on sitting at his desk and working. This had never happened in the twenty-five years he had





been with the firm. He had a reputation for being a tireless, conscientious worker. But today his head was in a whirl. Back home at two-thirty. Bepin behu lay down in bed and tried to gather his wits together. He knew that it was possible to use one's memory through an injury in the head.

Teaching points: Pre-reading

Reading passage: Individual reading, collaborative reading, scaffold reading.

Vocabulary: 1) Conscientious: Careful and correct  
 2) having a rough time: having a lot of problems.

Teaching Learning materials: charts, pictures, flash cards.

Reference books: Oxford's dictionary; 8th class textbook.

| Teaching steps | TM | Teacher's Activity                                                                        | Pupil's Activity                                         | Black board |
|----------------|----|-------------------------------------------------------------------------------------------|----------------------------------------------------------|-------------|
| Introduction   |    | "Good morning children"<br>"Do you have a good memory?"<br>"Do you know Bepin Choudhary?" | "Good morning ma'am."<br>yes.<br>"Problematic question". |             |
| Pre-reading    |    |                                                                                           |                                                          |             |





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|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <p>Announcement of the Topic</p>          | <p>Today we are going to study about the chapter further discussion on the topic</p>                                                                                     | <p>Students listen carefully</p>                                                                       | <p>"Bepin Choudhary 'Lapse of memory'"</p> |
| <p>Individual reading by the student.</p> | <p>The teacher will ask the student to read the passage aloud with correct pronunciation.</p>                                                                            | <p>Students are reading passage individually</p>                                                       |                                            |
| <p>collaborative learning</p>             | <p>* the teacher will ask the class to form group of five<br/>The pupil teacher will read passage along with correct pronunciation, intonation and pause and stress.</p> | <p>"Students are listening carefully to the pupil teacher"</p>                                         | <p>childhood friend ask help for</p>       |
| <p>Scaffold reading.</p>                  | <p>* will display a chart containing: analytical, retaining, reflective, inferential, questions to make them construct their own text.</p>                               | <p>Bepin Choudhary's Lapse of Memory</p> <p>Japan</p> <p>Sajit Nay</p> <p>Bepinbaber Pasimal Ghosh</p> |                                            |





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| <p>Mind mapping</p> <p>Silent reading</p> <p>Recapitulation (Questions)</p> <p>Assignment work.</p> | <p>The teacher will make the student to read silently she will take rounds in class and supervise them"</p> <p>* The teacher will ask the questions about the lesson."</p> <p>1] why was Bepin engrossed in reading?</p> <p>2] what was Bepin babu suspicious of?</p> <p>3] what did pasimal tell about himself.</p> <p>* Teacher will write the Assignment on the black board</p> <p>1) what comforted Behin babu after dinner?</p> <p>2) How did he contact Dinak Mukherji.</p> | <p>"Pupil will read the lesson without any noise".</p> <p>copy down the Assignment from the board.</p> |
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LESSON PLAN - 11Preliminary Information:

Name of the student : ; Registered number :

Subject : English ; Date : 12.04.2024 ; Time : 40 mins

Topic : A Short Monsoon Diary ; Period : 1st ; Class : 8th.

Competencies : "Name of the observer: Ch. Surita".

- 1] Listening and Speaking : To enable the students have command over all active vocabulary and develop imaginative power.
- 2] Reading and responding : To enable the students to have read the lesson with correct punctuation and comprehend the passage
- 3] Conventions of writing : To enable them get enjoyment through the reading of English prose, and able the understand the writings of the concept of story
- 4] creative writing ' the students to acquaint the read lesson with correct pronunciation and practice them up .
- 5] Content : The first day of monsoon mist . And it's strange how all the birds fall silent as the mist comes climbing up the hill. Perhaps that's what makes the mist so melancholy ; not only does it conceal the hills , it blankets them in silence too.



only an hour ago the trees are singing with birdsong.  
 And now the forest is deathly still as though it were  
 midnight. Through the mist Bijju is calling to his sister. I can  
 hear him running about on the hillside but cannot see him

Teaching points: Pre-reading Collaborative and Scaffold reading  
 Reading passage: Individual reading.  $\Rightarrow$  Scarlet minivet & bright red  
 Vocabulary: 1) melancholy: Very sad bird like a cuckoo  
 2) blankets: covers  
 Teaching learning materials: charts, pictures, flash cards  
 Reference books: oxford's dictionary; 8th class textbooks

| Teaching Steps | TLM | Teacher's Activity                                                                                                     | Pupil's Activity                                        |
|----------------|-----|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| Introduction   |     | Teacher's Activity<br>"Good morning children"                                                                          | Pupil's Activity<br>"Good morning<br>mum!"<br>In Diary. |
| Pre-reading    |     | "What do you write school homework and notice?"<br>The students read and understand simple English and have idea about |                                                         |

Black board





|                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                  |                                 |
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| <p>Announcement of the topic</p> <p>Individual reading by the student.</p> <p>Collaborative Reading</p> <p>Scaffold reading</p> | <p>the story.</p> <p>Today we shall try to know about the thoughts and personal experiences through the chapter "A Short Monsoon Diary" written by Ruskin Bond</p> <p>* Pupil teacher will read the passage with correct Pronunciation and translation</p> <p>* The teacher will ask the class to form group of five.</p> <p>The pupil teacher will read Passage along with correct intonation, pause and stress</p> <p>* Will display a chart containing, analytical, retaining, inferring, inferential questions to make them Construct their own text</p> <p style="text-align: center;">C H A R T</p> | <p>Students will learn the topic</p> <p>Pupil will listen to and understand Carefully.</p> <p>Students are listening to carefully to the teacher</p> <p>Mussoorie</p> <p>A Short monsoon Diary</p> <p>The mist which might have been is calling to his sister</p> <p>The Diary of Anne Frank</p> | <p>"A Short Monsoon Diary".</p> |
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| <p>Mind Mapping</p> <p>Silent reading</p> <p>Recapitulation (Questions)</p> | <p>The teacher will make the student to read silently she will take rounds and supervise them</p> <p>* The teacher will ask the questions about the lesson.</p> <p>1] who was the author of this story?</p> <p>2] which hill station does the author describe in the diary?</p> <p>3] what did the author receive in the mail?</p> | <p>"Pupil will read the lesson without any noise."</p> <p>A) Rustin bond</p> <p>A) mousie</p> <p>A) cheque.</p> |
| <p>Assignment work</p>                                                      | <p>Teacher will write the Assignment on the blackboard</p> <p>1) Bijju is not seen but his voice is heard - - - -</p> <p>2) The minutes are early noticed because - - - -</p>                                                                                                                                                      | <p>fill in the blanks.</p> <p>copy down the Assignment from the board.</p>                                      |





## LESSON PLAN - 12

### Preliminary Information:

Name of the student: \_\_\_\_\_, Registered number: \_\_\_\_\_

Subject: English; Date: 13.04.2024; Time: 45 mins

TOPIC: "A Short Monsoon Diary"; Period: 2nd; class: 8th

Competencies: "Name of the observer: Ch. Surita"  
To enable the students have command

1] Listening and Speaking: To enable the students to have read over all active vocabulary and develop imaginative power.

2] Reading and Responding: To enable the students to have read the lesson with correct punctuation and comprehend the passage conventions of writing: The writings of the concept with the students to acquire the correct pronunciation and practice

3] Creative writing: To enable them get enjoyment through the reading of English prose, and able to understand.

4] Content: All night the rain has been drumming on the corrugated tin roof. There has been no storm, no thunder, just the steady swish of a tropical downpour.



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| <p>It helps me to be aware; at the same time; it doesn't keep me from sleeping. It is a good sound to read by - the rain outside, the quiet within - and, although tin roofs are given to springing unaccountable leaves, there is a feeling of being untouched by, and yet in touch with, the rain.</p> <p>Teaching points: Pre-reading</p> <p>Reading Passage: Individual reading, collaborative and Scaffold reading</p> <p>Vocabulary: 1] disconsolately: unhappy 2] ravine: valley 3] crevices: narrow openings 4] drumming: falling noisily</p> <p>Teaching learning materials: charts, pictures</p> <p>Reference books: Oxford's dictionary, 8th class text books.</p> | <p>Black board</p> <p>Pupil's Activity</p> <p>Good morning ma'am!</p> <p>"An Diary".</p>                                                                                                                |
| <p>Teaching steps</p> <p>Introduction</p> <p>Pre-reading</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Teacher's Activity</p> <p>"Good morning children"</p> <p>"What do you write school homework and notice?"</p> <p>* The students read and understand simple English and have idea about the story.</p> |
| <p>TUM</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Black board</p>                                                                                                                                                                                      |





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| <p>Announcement of the topic</p> <p>Individual reading by the student</p> | <p>Today we will try to know about the thoughts and experiences through the chapter</p> <p>* Pupil teacher will read the passage with correct pronunciation and translation</p> <p>* The teacher will ask the class to form group of five</p> <p>The pupil teacher will read passage along with correct intonation, pause and stress</p> <p>* will display a chart containing, analytical, retelling, referencing, inferential questions to make them and construct their own text.</p> | <p>Students will learn the topic</p> <p>Pupil will listen to and understand carefully</p> <p>Students are listening carefully to the teacher.</p> | <p>"A Short Monsoon Diary"</p> <p>The Diary of Anne Frank</p> <p>A short monsoon diary</p> <p>"Paradise That might have been"</p> <p>Moussie</p> <p>The mist breeze is calling to his sister</p> |
| <p>Collaborative reading</p> <p>Scaffold reading</p>                      | <p>C H A R T</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                   |                                                                                                                                                                                                  |





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| <p>Mind Mapping<br/>silent reading<br/>Recapitulation (questions)<br/>Assignment work.</p> | <p>The teacher will make the student to read silently. She will take rounds and supervise them.<br/>* The teacher will ask the questions about the lesson.<br/>1] This diary is written by?<br/>2] Monsoon rain is?<br/>3] In this diary the author is describing about which place?<br/>Teacher will write the Assignment on the blackboard<br/>"write a Short Summary on the lesson "A Short Monsoon diary".</p> | <p>* Pupil will read the lesson with out making noise".<br/>A) Ruskin Bond<br/>A) cold and Pleasant<br/>A) Mussoorie.</p> | <p>write a short Summary on the story</p> |
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## LESSON PLAN - 13

### Preliminary Information:

Name of the Student: \_\_\_\_\_, Registered number: \_\_\_\_\_

Subject: English ; Date: 15.04.2024 ; Time: 45 mins

Topic: "A Short monsoon Diary" ; Period: 3rd ; class: 8th

Name of observer: Ch. Gurita

### Competencies:

- To enable the students have command
- 1] Listening and Speaking: To enable the students to have read over all the active vocabulary and develop imaginative power.
  - 2] Reading and responding: To enable the students to have read the lesson with correct pronunciation and Comprehend passage.
  - 3] Conventions of writing: The writings of the concept with the students to acquire correct pronunciation and practice.
  - 4] Creative writing: To enable them get enjoyment through the reading of English prose, and able to understand.

5] Content: Winter rains in the Hills.  
In the hushed silence of the house, when Sam quite alone, and my friend, who was here has gone. It is very lonely, very quiet, as I sit in a liquid silence, a silence within





|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                              |
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| <p>Surrounded by the rhythm of rain, the steady drift of water on leaves, on leaves, on roof, drumming on drenched dahlias and window panes.</p> <p>As I pause near a window, the rain stops, and starts again, And the trees, no longer green but grey, menace me with loneliness</p> <p>Teaching points: Pre-reading</p> <p>Reading Passage: Individual reading, Collaborative and Scaffolded reading</p> <p>Vocabulary: 1) Caress: touching or holding lovingly<br/>2) menace: threaten 3) drumming: falling noisily</p> <p>Teaching learning materials: charts, pictures and flash cards</p> <p>Reference books: oxford's dictionary; 8th class text books</p> | <p>black beard.</p> <p>Pupil's Activity</p> <p>"Good morning ma'am!"</p> <p>Diary.</p> <p>Teacher's Activity</p> <p>"Good morning Students<br/>"what do you write School homework and notice?"</p> <p>* The students read and understand simple English.</p> |
| <p>Teaching steps</p> <p>Introduction</p> <p>Pre-reading</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>TLM</p>                                                                                                                                                                                                                                                   |





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| <p>Announcement of the Topic</p>         | <p>Today, we shall try to know about the thoughts and experiences through the chapter</p>                                                           | <p>Students will learn the topic</p>                                                                                                            |
| <p>Individual reading by the student</p> | <p>* Pupil teacher will read the passage with correct punctuation and translation</p>                                                               | <p>Pupil will listen to and understand and carefully</p>                                                                                        |
| <p>Collaborative reading</p>             | <p>* The teacher will ask the class to form group of five. The pupil teacher will read passage along with correct intonation, pause and stress.</p> | <p>Students are listening to carefully to the teacher</p>                                                                                       |
| <p>Scaffold reading</p>                  | <p>* will display a chart containing, analytical, referring questions to make them and construct their own text.</p>                                | <p>A short Monsoon Diary<br/>                 A paradise that might have been<br/>                 The mist breeze is calling to his sister</p> |





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| <p>Mind mapping<br/>Silent reading</p> | <p>The teacher will make the student to read silently. She will take rounds and supervise them.</p> <p>* The teacher will ask the questions about the lesson</p> <p>1) For how many days does it rain without stopping?<br/>2) When does the monsoon season begin and when does it end?</p> | <p>"A Pupil will read the lesson without making noise."</p> <p>A) eight or nine days<br/>A) starts from June 24/25 and it ends by August 31.</p> <p>Answer the questions</p> |
| <p>Recapitulation (questions)</p>      | <p>Teacher will write the Assignment on the blackboard</p> <p>i) where do the snakes and students take shelter?<br/>e) why do the snakes and students take shelter.</p>                                                                                                                     | <p>Copy the Assignment from the black board.</p>                                                                                                                             |
| <p>Assignment work.</p>                |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                              |





## LESSON PLAN - 14

### Pre-liminary Information:

Name of the student : ; Registered number :

Subject : English ; Date : 16.07.2024 ; Time : 40 min .

Topic : "Glimpses of the past" ; Period : 1st ; class : 9th

Competencies : "Name of the observer: ch. Surita."

- 1] Listening and Speaking : To enable students to express their thoughts and ideas in oral and written form in an organized way.
- 2] Reading and responding : Students will be able to recognize different words, content words, sentence pattern in the chapter.
- 3] Conventions of writing : Students will be able to organize the ideas, facts etc. into the story.
- 4] creative writing : To enrich their active and passive vocabulary  
To develop their interest for writing
- 5] Content : with its superior weapons, the British East India Company was extending its power in 18th century India. Indian princes were short-sighted, the people





had to peace due to such constant fights  
 → The rivalries helped the East India Company and it could easily subdue Indian princes one by one.  
 → A far-seeing ruler like the brave Tipu of Mysore fought the British till he died fighting.

Teaching points: Pre-reading

Reading passage: Individual reading, Collaborative and Scaffold reading

Vocabulary: 1) rivalries; Subdue - overcome or bring under control.  
 2) short-sighted: lacking imagination

Teaching learning materials: charts, pictures and flash cards.

Reference books: Oxford's dictionary; 8th class textbooks

Teaching Steps

Introduction

Pre-reading

TLM

Teacher's Activity

Pupil's Activity

black beard

"Good morning children"  
 Name any one freedom fighter?  
 The pupil teacher will assess the student's previous knowledge and to create new learning situations.

Good morning ma'am

Bhagat Singh

children will be able to recall.





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| <p>Announcement of the topic</p>                                       | <p>Individual reading by the student.</p>                                                                      | <p>Collaborative reading</p>                                                                                                                        | <p>Scaffold reading</p>                                                                                                         | <p>C<br/>H<br/>A<br/>R<br/>T</p>                                                                                  |
| <p>Today, we shall begin with the story "The Glimpses of the past"</p> | <p>While reading the pupil teacher will tell the story before reading the text from the book about revolts</p> | <p>* The teacher will ask the class to form group of five. The pupil teacher read passage or story along with correct pronunciation and stress.</p> | <p>* will display a chart containing, freedom fighters, revolts, referring questions to make them construct their own text.</p> | <p>Students will be asked "Do you like the story?"</p> <p>Students note down the key points in their notebook</p> |
| <p>"The Glimpses of the past"</p>                                      | <p>Students will be asked "Do you like the story?"</p>                                                         | <p>Students note down the key points in their notebook</p>                                                                                          | <p>Glimpses of the past</p> <p>S.P. Sawant</p> <p>massacre</p> <p>displays British rule</p> <p>robbed landlords and farmers</p> | <p>Glimpses of the past</p> <p>massacre</p> <p>displays British rule</p> <p>robbed landlords and farmers</p>      |





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| <p>Mind Mapping</p> <p>Silent Reading</p> <p>Recapitulation (Questions)</p> <p>Assignment work.</p> | <p>The pupil teacher will ask the students to read Paragraphs one silently to answer the questions.</p> <p>* The teacher will ask the questions about the lesson</p> <p>1) Do you think the Indian Princes were short-sighted</p> <p>2) How did the East-India company Subdue the Indian Princes?</p> <p>* Teacher will write the Assignment on the blackboard as:</p> <p>Imagine that you are a reporter for your school magazine write an article for the "freedom fighter of 1857 revolts"</p> | <p>Students will read the text silently.</p> <p>Yes</p> <p>"Spread their wings"</p> <p>Copy the Assignment from the blackboard</p> | <p>Answer or write a magazine for the article.</p> |
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## LESSON PLAN - 15.

### Pre-liminary Information:

Name of the student: \_\_\_\_\_ Registered number: \_\_\_\_\_

Subject: English ; Date : 16.04.2024; Time : 45 minutes

TOPIC : Glimpses of the past . ; Period : 2 ; Class : 9th

Competencies: " Name of the observer: Ch. Sunita".

- 1] Listening and Speaking: To enable students to express their thoughts and ideas in oral and written form in an organized manner.
- 2] Reading and responding: students will be able to recognize different words, content words, sentence pattern in the chapter.
- 3] Conventions of writing: Students will be able to organize the ideas, facts etc into the story.
- 4] creative writing: To enrich their active and passive vocabulary to develop their interest for writing.
- 5] Content: Religious leaders preached ideas like untouchability and child marriage, The truth was that Indians had lost self respect. The British scorned them. Being merchants, the British wanted quick profits,



their heavy taxes forced farmers to abandon their fields  
 Indians: But you men are taking all my crop!  
 Britishers: you are still in arrears. If you don't pay next week.  
 I will send you jail  
 Skill, the British invented other methods which gave them methods  
 Teaching points: Pre-reading  
 Reading passage: Individual reading, collaborative and Scaffold reading  
 Vocabulary: Dethroned → remove from power  
 Scorned → feel or express contempt or disdain for  
 Teaching learning materials: charts, pictures and flash cards  
 Reference books: Oxford dictionary; test book of class etc

|                |              |             |              |
|----------------|--------------|-------------|--------------|
| Teaching steps | Introduction | Pre-reading | black board. |
| Teaching steps | Introduction | Pre-reading | black board. |
| Teaching steps | Introduction | Pre-reading | black board. |
| Teaching steps | Introduction | Pre-reading | black board. |
| Teaching steps | Introduction | Pre-reading | black board. |





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| <p>Announcement of the topic</p> <p>Individual reading by the student</p> <p>Collaborative reading</p> <p>Scaffold reading</p> | <p>Today we shall continue with the story we have previously started, shall detail now</p> <p>while reading the pupil teacher will tell the story before reading the text from the book about "Raja Ram Mohan Roy".</p> <p>* the teacher will ask the class to form group of five. The pupil teacher read passage or story along with correct stress</p> <p>* will display a chart containing, freedom fighters their struggle, interpreting referring questions to make them construct their own text</p> | <p>"Glimpses of the Past".</p> <p>S.D. Sawant</p> <p>Glimpses of the past</p> <p>display British rule</p> <p>subbed loud birds and farmers</p> <p>Students will be asked to you like the story</p> <p>students note down the key points in their notebook.</p> <p>marking</p> |
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C H A R T





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| <p>Mind mapping</p> <p>Silent reading</p> <p>Recapitulation (questions)</p> <p>Assignment work.</p> | <p>The teacher will ask the students to read the paragraphs one by one silently to answer the questions.</p> <p>* The teacher shall ask the questions about the lesson.</p> <p>1) In what ways did the British officers explain Indians?</p> <p>2) Who is an artisan? why do you think the artisans suffered?</p> <p>* Teacher will write the Assignment on the black-board as:</p> <p>"Play and act the role of farmers who have grievances against the policies of the government"</p> | <p>Students will read the text silently</p> <p>A) Silently<br/>                 Artisan is a craftsman<br/>                 Skilled in some trade</p> <p>Copy the Assignment from the black board</p> | <p><u>Answer</u> :</p> <p>Play and act the role of the farmers</p> |
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## LESSON PLAN - 16

### Preliminary Information:

Name of the Student: \_\_\_\_\_ ; Registered number: \_\_\_\_\_

Subject: English ; Date: 18.04.2024 ; Time: 40 mins

Topic: "Glimpses of the past" ; Period: 3rd ; Class: 9th

Competencies: "Name of the observer: Ch. Surita"

- 1] Listening and Reading: To enable students to express their thoughts and ideas in oral and written form in an organized way.
- 2] Speaking and Responding: Students will be able to recognize different words, content words, sentence pattern in the chapter.
- 3] Conventions of writing: students will be able to organize the ideas, facts etc. into the story.
- 4] Creative writing: To enrich their active and passive vocabulary to develop their interest for writing.
- 5] Content: Ram Mohan Roy, a learned man from Bengal understood what was wrong with the country.  
Ram: let us not despise ourselves, our ancient culture is great. And we are capable of greater achievements.



Superstitions have been swirling us.  
 He told his wife Uma.  
 \* Cows are of different colours, but the colour of the milk is the same. Different teachers have different opinions but the essence of every religion is the same.

Teaching points: Pre-reading, collaborative and Scaffold reading  
 Reading passage: Individual reading, scarcity of food  
 Vocabulary: famines → extreme scarcity of food  
 cripple → Cause to become unable to walk or move  
 Teaching learning materials: charts, pictures and flash cards.  
 Reference books: oxford's dictionary, text book of class 8th.

| Teaching steps | TLM | Teacher's Activity                                                                                 | Pupil's Activity            | black board |
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| Introduction   |     | "Good morning students!"<br>Earlier we have studied about Raja Ram Mohan ray"<br>Do you remember!" | "Good morning mam".<br>Yes. |             |
| Pre-reading    |     | this story has divided into 4 parts and each part holds a story                                    | "Students listen keenly"    |             |





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| <p>Announcement of the Topic</p> <p>Individual Reading by the student</p> <p>Collaborative Reading</p> <p>Scaffold Reading</p> | <p>Today we shall continue with the story and understand in detail the topic "</p> <p>while reading, the pupil teacher will tell the story before reading the text from the book</p> <p>* The teacher will ask the class to form group of five. The pupil teacher read passage or story along with correct stress</p> <p>students, teacher will display a chart containing freedom fighters their struggle, interpreting referring questions to make them construct their own text.</p> | <p>Students show enthusiasm</p> <p>"students will be asked do you like the story"</p> <p>students note down the key points in their books</p> | <p>"Glimpses of the Past"</p> |
|                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                               |                               |
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| <p>Mind mapping<br/>Silent reading<br/>Recapitulation (questions)</p> | <p>The teacher will use the students to read the paragraphs one by one silently listen to answer the questions.<br/>* The teacher shall ask the questions about the lesson.<br/>1] The person who wanted to reform the society<br/>2] Two popular leaders who led the revolt</p> | <p>Students will read the text silently<br/><br/>Raja Ram Mohan Roy<br/>Kunwar Singh, Begum Hazrat Mahal<br/><br/>Copy the Assignment from the blackboard.<br/><br/>"Make a note of the rulers who fought against the British and died."</p> |
| <p>Assignment write.</p>                                              | <p>* Teacher will write the Assignment on the blackboard as:<br/>"Make a note of all the rulers who fought British battles against the British and died fighting"</p>                                                                                                            | <p></p>                                                                                                                                                                                                                                      |





## LESSON PLAN - 17

### Preliminary Information:

Name of the student : Registered number :

Subject : English ; Date : 19.04.2024 ; Time : 40 mins

TOPIC : "Glimpses of the past" Period : 4th ; Class : 9th

Competencies : "Name of the observer: Ch. Surita"

- 1] Listening and Speaking : To enable students to express their thoughts and ideas in oral and written form in an organized manner.
- 2] Reading and responding : Students will be able to recognize different words, content words, Sentence pattern in the chapter.
- 3] Conventions of writing : Students will be able to organize the ideas, facts etc into the story.
- 4] creative writing : To enrich their active and passive vocabulary to develop their interest for writing.
- 5] content : Education in India was in Persian and Sanskrit. In 1835, an Englishman named Macaulay suggested a change. Britisher : We should teach the natives through the English language.



English education produced clerics to whom the British gave petty jobs under them. Incidentally, it also produced a new generation of intellectuals.

By 1856, the British had conquered the whole of India  
**INDIAN KINGS:** Our kings have become puppets, and we have lost our old jobs

**Teaching points:** Pre-reading

**Reading passage:** Individual reading, collaborative and Scaffold reading

**Vocabulary:** Despise: feel contempt or deep repugnance  
 Gripping: holding, outstretched - extend.

**Teaching learning materials:** charts, pictures and flash cards

**Reference books:** Oxford's dictionary, textbook of class 8th

**Teaching Steps** TUM

**Teacher's Activity**

**Pupil's Activity**

**Black board**

"Good morning students!"  
 we have already gone through several parts of this chapter, which has divided into 9 parts and each part holds a story

"Good morning ma'am"

Pre-reading

"students wait enthusiastically."





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| <p>"Glimpses of the Past"</p>                                                                                                  | <p>Students try to recall the Subject</p> <p>"students asked about the story"</p> <p>students note down the key points in their book.</p>                                                                                                                                                                                                                                                                                                                                  | <p>Today we shall continue with the story and understand deep into freedom struggle.</p> <p>While reading the teacher will tell the story before reading the text from the book.</p> <p>* The teacher will ask the class to form group of five, the pupil teacher read passage or story along with correct stress</p> <p>Students, teacher will display a chart containing freedom fighters their struggle, inferring questions to make them Construct their own text.</p> | <p>Students try to recall the Subject</p> <p>"students asked about the story"</p> <p>students note down the key points in their book.</p> | <p>Glimpses of the Past</p> <ul style="list-style-type: none"> <li>S.P. Sawant</li> <li>Massacre</li> <li>displays British rule</li> <li>Hobbed land lords and farmers</li> </ul> |
| <p>Announcement of the topic</p> <p>Individual reading by the student</p> <p>collaborative reading</p> <p>scaffold reading</p> | <p>Today we shall continue with the story and understand deep into freedom struggle.</p> <p>While reading the teacher will tell the story before reading the text from the book.</p> <p>* The teacher will ask the class to form group of five, the pupil teacher read passage or story along with correct stress</p> <p>Students, teacher will display a chart containing freedom fighters their struggle, inferring questions to make them Construct their own text.</p> | <p>Today we shall continue with the story and understand deep into freedom struggle.</p> <p>While reading the teacher will tell the story before reading the text from the book.</p> <p>* The teacher will ask the class to form group of five, the pupil teacher read passage or story along with correct stress</p> <p>Students, teacher will display a chart containing freedom fighters their struggle, inferring questions to make them Construct their own text.</p> | <p>Students try to recall the Subject</p> <p>"students asked about the story"</p> <p>students note down the key points in their book.</p> | <p>Glimpses of the Past</p> <ul style="list-style-type: none"> <li>S.P. Sawant</li> <li>Massacre</li> <li>displays British rule</li> <li>Hobbed land lords and farmers</li> </ul> |
| <p>Announcement of the topic</p> <p>Individual reading by the student</p> <p>collaborative reading</p> <p>scaffold reading</p> | <p>Today we shall continue with the story and understand deep into freedom struggle.</p> <p>While reading the teacher will tell the story before reading the text from the book.</p> <p>* The teacher will ask the class to form group of five, the pupil teacher read passage or story along with correct stress</p> <p>Students, teacher will display a chart containing freedom fighters their struggle, inferring questions to make them Construct their own text.</p> | <p>Today we shall continue with the story and understand deep into freedom struggle.</p> <p>While reading the teacher will tell the story before reading the text from the book.</p> <p>* The teacher will ask the class to form group of five, the pupil teacher read passage or story along with correct stress</p> <p>Students, teacher will display a chart containing freedom fighters their struggle, inferring questions to make them Construct their own text.</p> | <p>Students try to recall the Subject</p> <p>"students asked about the story"</p> <p>students note down the key points in their book.</p> | <p>Glimpses of the Past</p> <ul style="list-style-type: none"> <li>S.P. Sawant</li> <li>Massacre</li> <li>displays British rule</li> <li>Hobbed land lords and farmers</li> </ul> |

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| <p>Mind mapping<br/>Silent reading<br/>Recapitulation (questions)<br/>Assignment work.</p> | <p>The teacher will ask the students to read the story, silently and listen to answer the questions<br/>* The teacher shall ask the questions about the lesson explained.<br/>] The person who recommends the introduction of English education in India<br/>] who lost importance?<br/>Teacher will write the Assignment on the black board as:<br/>"Write an articles of social practices prevailing then".</p> | <p>Students will read the text silently<br/>A) Lord Macaulay<br/>A) Kings.<br/>Copy the Assignment from the text book.<br/>and black board.</p> | <p>Write an article of social practices prevailing then.</p> |
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## LESSON PLAN - 18

### Preliminary Information:

Name of the student: \_\_\_\_\_ Registered number: \_\_\_\_\_

Subject: English ; Date: 20.04.2024 ; Time: 40 mins

Topic: "The best Christmas present in the world". Period: 1st ; Class: 9th

Competencies: \_\_\_\_\_  
 "Name of the observer: Ch. Sarita"

To develop the comprehensive ability

1] Listening and Speaking: \_\_\_\_\_  
 and creative thinking of the students

2] Reading and responding: they learn how to read write, listen and speak through the continuous exposure to the language.

3] Conventions of writing: To enable the students to speak and write correct English loudly with pronunciation.

4] Creative writing: To acquaint the student with the lesson, we knowledge to acquire the lesson.

5] Content: I spotted it in a junk shop in Bridport, a roll-top desk. The man said it was early nineteenth century, and oak. I had wanted one, but they were far too expensive. This one was in a bad condition, the roll-top



in several pieces one leg clumsily mended scorch marks all down one side. It was going for very little money. I thought I could restore it. It would be a risk, a challenge, but I had to have it. I paid the man and brought it back to my workshop at the back of the garage. I began work on it on Christmas Eve.

Teaching points: Pre-reading Collaborative and scaffold reading  
 Reading Passage: Individual reading, Collaborative and scaffold reading  
 Vocabulary: 1) Spotted it: Saw it; found it  
 2) scorch marks: burn marks

Teaching learning materials: charts, pictures, flash cards  
 Reference books: 8th class English textbook, oxford English dictionary

|                |     |                                                                                                                                   |                                        |             |
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| Teaching Steps | TCM | Teacher's Activity                                                                                                                | Pupil's Activity                       | Blank board |
| Introduction   |     | Good morning children<br>1) What do you think about wars?<br>To enable the students to predicate the story from its illustrations | Good morning ma'am.<br>war kills, fear |             |
| Pre-reading    |     |                                                                                                                                   |                                        |             |





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| <p>Announcement of the topic</p> | <p>Individual reading by the student</p> | <p>Collaborative reading</p> | <p>Scaffold reading</p> | <p>Today we will begin our chapter, the best Christmas present in the world</p> <p>Pupil teacher read the lesson with action, voice modulation and expressions, and will tell the story before reading the text from book</p> <p>* The teacher will ask the class to form group of five, the pupil teacher read passage or story along with correct stress</p> <p>students, teacher will display a chart containing their struggle, inferring questions to make them, construct their own text.</p> | <p>students show keen interest</p> <p>learners follow the Pupil teacher their books</p> <p>students note down the key points in their book.</p> <p>Michael Mosquero</p> <p>Best Christmas Present in the world</p> <p>Cornie</p> <p>finds a letter</p> <p>war and fight bring sadness</p> | <p>"the best Christmas present in the world".</p> |
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| <p>Mind mapping</p> <p>Silent reading</p> <p>Recapitulation (questions)</p> <p>Assignment work.</p> | <p>The teacher will ask the students to read the story silently and listen to answer the questions</p> <p>* the teacher shall ask the questions about the lesson explained</p> <p>1) Describe the condition of roll-top box</p> <p>2) why did the author buy roll top box</p> <p>Teacher will write the Assignment on the black board as:</p> <p>"Describe briefly about how you spend the christmas morning".</p> | <p>Students will read the text silently</p> <p>A) junk shop in Bridport</p> <p>A) bad condition.</p> <p>Copy the assignment from the text book and blackboard</p> <p>Describe about how you spend the christmas morning.</p> |
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## LESSON PLAN - 19

### Preliminary Information:

Name of the student: \_\_\_\_\_ Registered numbers: \_\_\_\_\_

Subject: English ; Date: 22.04.2024 ; Time: 40 minutes

Topic: "The best christmas present in the world" Period: 2nd ; class: 9th

Competencies: "Name of the observer: ch. surita"

1] listening and Speaking: To develop the comprehensive ability and creative thinking to the students.

2] Reading and Responding: They learn how to read, write, listen and speak through the continuous exposure to the language.

3] Conventions of writing: To enable the students to speak and write correct english passage loudly with pronunciation creative writing: To acquaint the student with the lesson, use knowledge to acquire the lesson.

4] Content: I write to you in a much happier frame of mind because something wonderful has just happened that I must tell you about at once. we were all standing in our trenches yesterday morning, christmas morning. It was crisp





quiet all about, as beautiful a morning as I've ever seen, as cold as frosty as a Christmas morning should be.  
 I should like to be able to tell you that we began it. But the truth, I'm ashamed to say, is that Fritz began it. First someone saw a white flag waving from the trenches.

Teaching points: Pre-reading

Reading passage: Individual reading, Collaborative and Scaffold reading

Vocabulary: Understanding to: taking up positions

2) Tommy: a common English name, Flash cards

Teaching learning materials: charts, pictures, flash cards

Reference books: 8th class English textbooks, Oxford English-Dictionary.

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| Teaching steps | TLM | Teacher's Activity                                                                                                                                                    | Pupil's Activity                                                                            | Black Board |
| Introduction   |     | Good morning Children<br>1) what are the consequences of wars<br>The best Christmas present in the world is a story about the author buy's a roll-top table from shop | Good morning<br>ma'am.<br>→ Death, illness<br>Learner listen Carefully and enjoy the story. |             |
| Pre-reading    |     |                                                                                                                                                                       |                                                                                             |             |





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| <p>Announcement of the topic</p> <p>Individual reading by the student</p> <p>collaborative reading</p> <p>Scaffold reading.</p> | <p>Today we will begin our chapter, the best Christmas present in the world.</p> <p>* Pupil teacher read the lesson with action, voice modulation and expressions, and will tell the story before reading the text.</p> <p>* The teacher will ask the class to form groups of five, the teacher read passage or story along with correct stress.</p> <p>Teacher will display a chart containing their struggle, inferring questions to make them, construct their own text.</p> | <p>Students show keen interest</p> <p>Learners follow the Pupil teacher their books.</p> <p>Students note down the key points in their book.</p> | <p>"the best Christmas present in the world".</p> <p>war and fight bring Sadness</p> |
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| <p>Mind Mapping</p> <p>Silent reading</p> <p>Recapitulation (Questions)</p> <p>Assignment works.</p> | <p>The teacher will ask the students to read the story silently and listen to answer the questions</p> <p>* The teacher shall ask the questions about the lesson explained</p> <p>1) what was written on tin-box</p> <p>2) what was there inside the box.</p> <p>Teacher will write the Assignment on the blackboard</p> <p>" Do you think the title of the story is suitable "</p> | <p>Students will read the text silently</p> <p>January 25, 1915.</p> <p>There was an envelope</p> <p>Copy the assignment from the textbook and blackboard</p> <p>" Do you think the title of the story is suitable "</p> |
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## LESSON PLAN - 20

### Preliminary Information:

Name of the student: \_\_\_\_\_ Registered number: \_\_\_\_\_

Subject: English; Date: 23.04.2024; Time: 40 minutes

Topic: "The Best Christmas present in the world" \*Name of the observer: ch. Sunita\*

Competencies: To develop the comprehensive ability

- 1) Listening and Speaking: To develop the comprehensive ability and creative thinking of the students.
- 2) Reading and Responding: They learn how to read write, listen and speak through the continuous exposure language.
- 3) Conventions of writing: To enable the students to speak and write correct English passage loudly with pronunciation.
- 4) Creative writing: To acquaint the student with the lesson, we know to acquire the lesson.
- 5) Content: You cannot imagine, dearest Connie, my feelings as I looked into the eyes of the Fritz officer, who approached me, hand outstretched, "Hans Wolf" he said, gripping my hand warmly and holding it. "I am from Dusseldorf. I play the cello in the orchestra. Happy Christmas".





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| <p>Teaching points: Pre-reading</p> <p>Reading passage: Individual reading, Collaborative and Scaffolded reading.</p> <p>Vocabulary: 1) Fritz: a name for a German soldier<br/>2) that would be that was all.</p> <p>Teaching learning materials: charts, pictures and flash cards</p> <p>Reference books: 8th class English textbook, Oxford English dictionary</p> | <p>Teaching Steps</p> <p>Introduction</p> <p>Pre-reading</p> <p>Announcement of the topic</p> <p>Individual reading by the student</p> | <p>TLM</p> | <p>Teacher's Activity</p> <p>"Good morning, children"</p> <p>To enable the students to predicate the story from illustration</p> <p>Today we will begin our chapter.</p> <p>* Pupil teacher read the lesson with action, voice modulation and expressions and will tell the story before</p> | <p>Pupil's Activity</p> <p>"Good morning ma'am!"</p> <p>Students show keen interest</p> <p>Learners follow the teachers their books</p> | <p>Black board</p> <p>"The best Christmas present in the world"</p> |
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| <p>Collaborative reading</p> <p>Scaffold reading</p> <p>Silent reading</p> <p>Mind mapping</p> <p>Recapitulation (Questions)</p> <p>Assignment work.</p> | <p>The teacher will ask the class to form group of five and discuss the story</p> <p>Students, teacher will display a chart containing their inferring questions to make, *</p> <p>The teacher will ask the students to read the story silently.</p> <p>* The teacher shall ask the questions about the lesson</p> <p>1) who wrote the letter ?</p> <p>2) what was Connie birthday Christmas present</p> <p>Teacher will write the Assignment on the black board</p> <p>* what was "the best Christmas present in the world"</p> | <p>Students note down the key points</p> <p>Students will read the text carefully.</p> <p>Jim Macpherson wrote letter husband</p> <p>Copy the Assignment from the textbook.</p> | <p>Michael Morpurgo</p> <p>Best Christmas present in the world</p> <p>Connie</p> <p>"What was the best Christmas present in the world"</p> |
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