



SRI GOWTHAMI COLLEGE OF EDUCATION

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

Teaching Practice Cum Internship Record

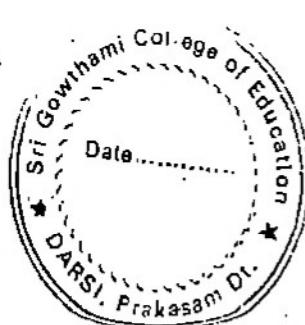
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Method

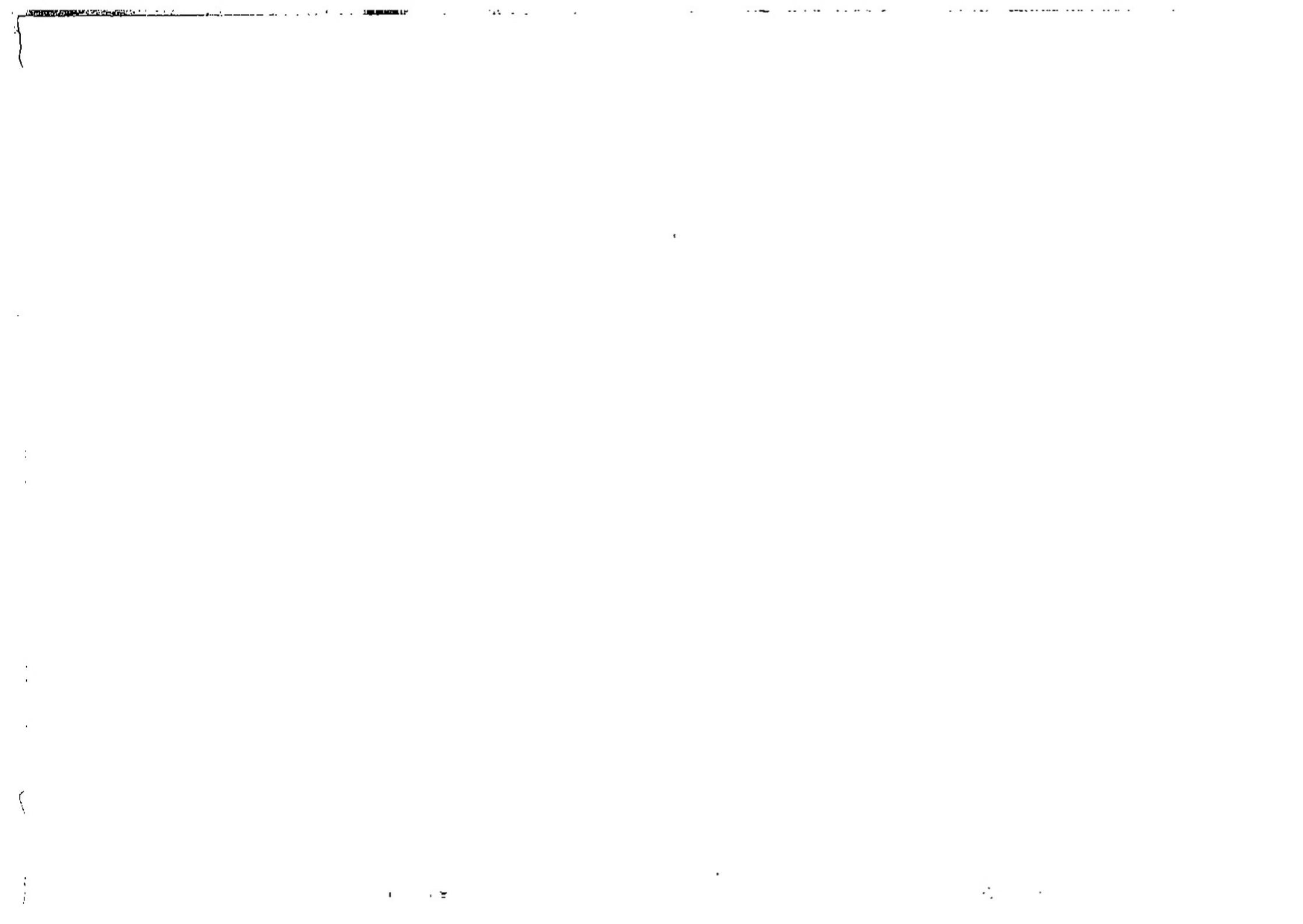
English



Signature of the Lecturer

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MACRO LESSON PLAN-I

Name of the student teacher: Kumi Sannigai

Subject :

Class :

School :

Topic :

Time :



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

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



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

Objectives:- To introduce the following vocabulary

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

Teaching Aids:- Picture of different wear clothes

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

Method :- Structural approach

need

wear

beautiful

dangerous

Modern

Meaning of the above words
need :-(to want something)

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

Oral work listening practice	Pupils develop listening skills. They recognise characteristic English sound	to listen to him care fully. the teacher Readout the "what clothes say" from text clothes at normal conversation al speak with current pronunciation. Intantion stories and pause	The pupils listen to the 1st and 2nd paragraph in the lesson
ii) Presentation of language work	Pupils active knowledge of language elements (vocabularies)		
a. Words from active use	Pupils understand the meaning of the word recognise its use	<ul style="list-style-type: none"> → which are compulsory of human being → which are need for a cooking → which are compulsory pupils → which is need for scientist → Which is need for software Engineer 	<ul style="list-style-type: none"> → food cloth, shelter need. → fire wood, other material → books, pens → laboratory → computer

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

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

D. Silent reading by the pupils	Pupils develop the skill of silent reading	The teacher asks the following question after silent reading <ul style="list-style-type: none"> → Which can make us look beautiful (or) ugly → Which were us ready wear shorts → Who have light and easy cloths to move → Who have light and easy clothes green cloths 	The pupils answer the following question <ul style="list-style-type: none"> - clothes - Players - sportsmen - Soldiers 	
Evaluation based on content	Pupils recall the content they apply elements of language learnt	<ul style="list-style-type: none"> → Say whether following statements → Clothes are important things about us. → Peoples wear special clothes → The swim → Soldiers wear red and white clothes 	<p>True</p> <p>False.</p>	

		<p>B. Use the following words in sentences yours even</p> <p>need need wear beautiful dangerous</p> <p>Q Assignment Pupils recall what they have learned in the class they developed writing skills</p>	<p>The teacher writes the following on the black board and asks the pupils to take down as home work</p> <ul style="list-style-type: none"> → write a few sentences about the clothes → write the fire sentences using each of words need, wear, beautiful 	<p>1. Write a few sentences about the clothes</p> <p>→ Write fire sentences using each of words need, wear, beautiful.</p>
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MACRO LESSON PLAN-2

Name of the student teacher: Kishori Banjara

Subject :
Class :
Topic :
Time :



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

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

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

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

Objectives:- To introduce the following vocabulary

- ① words from active use - used tail
- ② words from passive recognition - eril, attractive
- ③ words from pronunciation - used, tail, attractive, chinere
Tapane

Teaching Aids:-
→ Pictures of kites
→ China, Japanes, political maps.

Reference material:- VII class reads, Oxford learners dictionary

Method:- Structural approach.

Step / teaching points procedure	Objectives / specifications	Teachers Activities	Pupils Activities	Black Board work.
I Introductory Activities	To build report with the pupils	To build report with the teacher asks the following questions		
A. Motivation	Pupils get ready to learn English	<ul style="list-style-type: none"> → Good morning children? → Have you seen the kites? → Can you make kites? → When you flying kites? → How to make the kites? <p>Then teacher read out 1st, 2nd and 3rd Paragraphs for children. He asks them to listen him carefully</p>	<ul style="list-style-type: none"> → Good morning Madam → Yes teacher → Yes teacher → In pongal holiday → With the papers gum <p>The pupils listen to the 3rd Paragraph in the lesson</p>	
B. Oral work/ listening practices.	Pupils develop listening skills they have recognized characteristic English sounds.	The teacher reads out the kites at normal conversation. Speak with correct pronunciation. Introduction, stories and pause.		

① Presentation of language wrote	Pupils acquire knowledge of language ele- ments		
② words from a active use 'use'	Pupils under- stand the mea- ning of the word and recognise its use	The teacher show the picture of coco nut tree and free read the following statements	Pupils listen and understand the meaning of the 'word' "used"
"Tail"	Pupils understa- nd the meaning of word and recognise its use.	<ul style="list-style-type: none"> → It is used for coco nut water → It is used for fire wood? → It is used for heads → It is leaves used cover the roof of the shelter <p>Showing the pictures of tiger, elephant different kind of animals round marking like tiger, dog, cat and round marking their tails and ask question.</p>	"Tail"

		<ul style="list-style-type: none"> → What is this picture → cat → What is the name of round marking place → Tail → Every animal have tail? → No 	
b. words from passive recognition "Attractive"	Pupils acquire the knowledge of recognition (vocabulary) Pupils understand the meaning of the following statements work.	<p>1. In gifts shop there are attractive gifts</p> <p>In cloth show room there are attractive stories</p>	Pupils listen and understand the meaning of the word "Attractive"

C. Words for pronunciation used tail Attractive eril different	Pupils acquire the correct pronunciation of the word	Teacher writes and words used tail Attractive eril and different etc. On the black board and says there aloud and afterward ask the pupils to say after him	Pupils listen to the correct pronunciation of the word and repeat them after the teacher. There learning pronounces them correctly	used tail Attract are eril different
<u>VII Content</u>		To day we shall learn about kites the teacher says that he is going to hang picture on the wall.	The pupils listen to the teacher look at the passage.	
A. Announcement of the topic B. Model reading by the teacher	Pupils develop listening skills.	The teacher reads the passage with correct pronunciation introduction stress and pause.		
C. Silent reading by the pupil	Pupils develop the skill of pronunciation. Introduction accent or stress etc.	The teacher listens to the pupil reading and correct them when necessary	Some pupils will read the passage aloud one after another.	

<p>③ Silent reading by the pupils</p>	<p>Pupils develop the skill & silent reading</p>	<p>The teacher asks the following question after the following silent reading</p> <ul style="list-style-type: none"> → Which are means second oldest plaything → Who are made kites of attractive designs → Who are made kites with cloth → When did Chinese celebrated kites day 	<p>The pupils answer following question</p> <ul style="list-style-type: none"> → kites → Japanese → Chinese 	
<p>IV Evaluation based on content vocabulary item.</p>	<p>Pupils recall the content they appeals elements of language learnt</p>	<p>④ Say whether following statements are true or false</p> <ul style="list-style-type: none"> → The Japanese made kites of attractive designs → Kites were used only play things → Japanese flew kites on the day of boys festival 	<p>The pupils say suitable answer to questions</p> <ul style="list-style-type: none"> → True → False → True 	

		<p>→ Kites are not man's second oldest thing</p> <p>→ Use the following words in sentence of your own used</p> <p>tails Attractive different</p>	— True	
⑤ Assignment	Pupils recall what they have learned in the board or content/vocabulary items class.	<p>→ Write a few sentence about kites</p> <p>→ Write the five sentence using each of the words used tail, attractive erils different</p>	<p>Pupils take do- on the assignment in there notebook</p> <p>Assignment</p> <p>→ Write a few sentence about kites.</p> <p>→ Write fire sentences using each of the words us- ed tail attract- erils differ- ent.</p>	

MACRO LESSON PLAN-3

Name of the student teacher: Kirti Sanyasi

Subject :

Class:

Topic :

Time:

School :

Date:

Name of the
Supervisor:-

The elephant (Poem)

The elephant's big

The Elephant's big

His ears are wide

The Elephant's grey.

His back is broad

The Elephant walks
for miles each day

for all to ride

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

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

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

Objective:- To introduce the following vocabulary

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

Teaching Aids:- The picture of Elephant

Reference Material:- → viii Class Reader
→ Oxford learners dictionary

Method:- Structural approach.

Steps/Teaching Objectives and Points procedure specifications		Teachers Activities	Pupils Activities	Black Board Work
I. Introductory Activities	To build report with the pupil	To build report with the pupils the teachers ask the following questions		
A. Motivations	Pupils get ready to learn English	<ul style="list-style-type: none"> → Good morning children? → Which is the big animal? → Have you ever seen Elephant? → Where is you see it? → How is it ears <p>The teacher read out the poem The Elephant for children. he asks them to listen carefully</p>	<ul style="list-style-type: none"> → Good morning → Elephant → Yes → In Hropathi → big 	
b. Oral work	Pupils develop listening prelistening skills they recognise characteristic English sounds.	The teacher read out the Olympic games from text at normal conversation speak with correct pronunciation Introduction stress and peace.	The pupils listen to the poem	

<p>11 Presentational language work</p> <p>Ride</p>	<p>Pupils acquires the knowledge of language elements (vocabulary)</p> <p>Pupils understand the meaning of the word recognise its use.</p>	<p>Showing the picture of cat and elephant and teacher asks the following question</p> <ul style="list-style-type: none"> → What is the first picture? → Cat → What is the second picture? → Elephant → Which is the big animal between them? → Elephant <p>Then teacher from following statements</p> <ul style="list-style-type: none"> → Practice is the biggest ocean 	<p>Pupils listen & understand the sentences formed.</p>
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<p>b Words for passive recognition kindly</p> <p>big ride Kindly broad carvy Elephant.</p>	<p>Pupils acquire the knowledge of recognition (vocabulary)</p> <p>Pupils understand the meaning of word christ and of the word kind the teacher ask the following question</p> <ul style="list-style-type: none"> → Who is he? → He is lord christ → What he shown on people? → Kindly → We are showing kindly on poor people → Yes 	<p>The teacher writes the words big, ride kindly, broad and carvy them a loud report the teacher thus learning Pronunciation them correctly.</p>	<p>Pupils listen to the correct pronunciation of the words.</p>	<p>big ride Kindly carvy Elephant "The Elephant"</p>
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(B) Model reading by the teacher	Pupils develop listening skills	The teacher says that she will hand picture on the wall. The teacher reads the poem with correct pronunciation, intonation, stress and pause.	The pupils listen to the teacher looking at the passage.
(C) Reading aloud by the pupils	Pupils develop the skills of pronunciation, intonation, stress etc.	The teacher listens to the pupils reading and corrects them when necessary.	Some pupils will read the poem loud one after another when everyone else is necessary.
(D) Silent reading by the pupils	Pupils develop the skills of silent reading.	The teacher asks the following questions after silent reading.	<ul style="list-style-type: none"> → What colour of the elephant is? → grey → How is the elephant? → Long trunk → Do children like the elephant? → Yes

<p>Evaluation based on content vocabulary item</p>	<p>Pupils recall the content they apply elements of language learnt.</p>	<p>→ How are the elephant ears? → broad a Say whether following statements</p> <ul style="list-style-type: none"> → The elephant walks for miles each day. → True → The elephant ears are not wide? → False → The elephant carries the children round the zoo. → True → Its trunk is very short. → False 	<p>big ride kindly broad write a few sentence about the elephant</p> <p>→ Write five sentence using each of the 4 words ride, big, kindly, broad.</p>
<p>Assignment Based on content vocabulary items.</p>	<p>Pupils recall what they have learnt in the class they develop writing skills.</p>	<p>The teacher writes the following on the black board and ask the pupils to take down as home work</p> <ul style="list-style-type: none"> → Write a few sentence about the elephant → write a fair sentence each of the words big ride, kindly broad. 	

MACRO LESSON PLAN -1

English

7th

Vikram Ambalal Sarabai

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

Vikram Sarabhai as he was called later had his schooling in Ahmedabad and then for his college education he went to Cambridge England. He obtained his Degree from st. Johns college Cambridge in 1939.

Returning to India in the same years sarabhai started doing research in the field of nuclear physics with sir C.V Raman at the Indian Institute of science, Bangalore to work hard day and night fearing he stay at the Institute. He wanted to carry out further research and specialize in this over. So in the year 1945 he went back to Cambridge there in 1947. He got the degree of doctor of philosophy (Ph.D) in Nuclear Physics.

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

Objectives :- To introduce the following vocabulary

- Ⓐ words for Active use - obtained born
- Ⓑ words for passive recognition, Industrialist - specialise
- Ⓒ words for pronunciation, obtained, born, industrialist and cambridge.

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

Reference Material :- → 7th class reads
→ Oxford learners Dictionary

Method :- Structural approach



Steps/Teaching points procedure	Objectives and specification	Teacher's Activities	Pupil's Activities	Black board work
I. Introductory activity	To build report with pupils	The teacher asks the following		
(A) Motivation (B) Oral work/ listening practice	Pupils get ready to learn English Pupils develop listening skills.	<ul style="list-style-type: none"> → Good morning children showing the picture of C.V Ramon → Who is he? → Say about some of Indian scientist → Who is the father of Indian atomic science → What is specification of his research work? <p>The teacher reads out the vikram sarabhai from the text book at normal conversation speak with correct pronunciation Intonation stories and pupils.</p>	<ul style="list-style-type: none"> → Good morning Sir → He is C.V Ramon → C.V Ramon, Swaminadhan and Vikram Sarabhai → Vikram Sarabhai → Nuclear Science <p>The pupils listen to the 3rd and 4th paragraph in the lesson</p>	

<p>1 Presentational language work words for activerise</p>	<p>Pupils acquire the knowledge of language elements (vocabulary)</p> <p>Obtained Pupils understand showing the marks and the meaning statements certificate of the word and asks the recognise its following question</p> <p>She get mark following Telugu (70), English (50), method (35) Hindi (20) Science (150) Social (75)</p> <ul style="list-style-type: none"> → How many subjects are there → Six → She obtained marks in Telugu. → 70 marks → She obtained marks in social → 75 marks. 	<p>Obtained</p>
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'born'	<p>Pupils understand the meaning of the word and recognise its use</p>	<p>So obtained meant getting marks</p> <p>Read the following statements</p> <ul style="list-style-type: none"> → When your birthday → Say date of birth day → Are you born in which year → Say the year → Nehru born on with November 1889 → Pupils understand the sentence and meaning of born <p>⑥ Words for passive recognition Industrialist.</p> <p>Pupils understand the meaning of two words and recognise it use.</p>	<p>Industrialist</p> <p>Showing the picture of Mukesh Ambani, Anil Ambani and Lakshmi Tal and Ratan Tata</p> <ul style="list-style-type: none"> → Anil Ambani 	
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		<ul style="list-style-type: none"> → Who is the owner of Reliance mobile → Anil Ambani → Who is the chair man of Tata Group → Ratan Tata → Where did the Iron produced → In Iron Indust ry → Industries established by person are called → Industrialist
Specialise	Pupils understand the meaning of the word and recognise its use	<p>Teacher reading the following statements</p> <p>Pupils read the sentences and understand the meaning of specialise</p> <ul style="list-style-type: none"> → Doctors of medicines is a specialisation in health education → Scholaric research specialise to topic?

		<p>→ Computer education in specialise chapter in 9th?</p> <p>Teacher writes word born specialise obtain Industrialisation</p> <p>Words asks the pupils to say after him</p> <p>To day we shall learn about the Olympic games</p>	<p>Pupils listen to the concern pronunciation of the word and cambridge on the black board and says them</p> <p>repeat them after the teacher there learning to pronounces learning the correctly</p>	<p>born specialise</p> <p>Obtain Industrialist Cambridge</p> <p>Vikram Ambala Sarabhai</p>
Words for pronunciation born specialise	Pupils acquire the correct pronunciation born specialise			
Obtain Industrialist Cambridge				

IV Evaluation based on content	Pupils recall the content they apply elements of language learnt.	<ul style="list-style-type: none"> → Ambalal Sarabhai was a very well known Industrialist → True. → Sarala Deni is mother of C.R. Ramon → False → Vikram Sarabhai Schooling Ahmedabad → True → He doing got research or nuclear Physics → False <p>B Use the following words in sentence of your own</p> <p>born obtained Industrialist specialise</p>	<p>Born obtained Industrialist specialise.</p>
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Assignment based on content & vocabulary	Pupils recall what they have learned in the class	<p>The teacher writes the following on the black board and asks the pupil to take down as home work</p> <ul style="list-style-type: none"> → Write a few sentences about the vikram Sarabhai childhood. → Write five sentences using each of the words born obtained. 	Assignment <ul style="list-style-type: none"> → Write a few sentences about the vikram Sarabhai childhood. → Write five sentences using each of words born obtained.
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MACRO LESSON PLAN -5

Name of the student teacher: Kiron Saraygari Hossain.

Subject :

School:

Class :

Time:

Long ago a Merchant lived in a town. He was very rich but he was miser. He knew how to save money and he hesitated to spend a single rupee.

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

The tailor said "Four rupee"

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

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

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

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

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

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

Teaching Aids:- → Picture of caps
 → Picture of Anil Ambani, Mukesh Ambani and Ratan Tata etc.

Reference Material:- → VII class English supplementary Reader
 → Oxford owner Dictionary

Method:- Structural approach.



Steps teaching Points Procedure	Objectives and Specification	Teacher Activities	Pupils Activities	Black Board Work
I. Introductory Activities	To build report with pupils	→ To build report with the pupils the teacher asks the following question		
"Motivation"	Pupils get ready learn English	<ul style="list-style-type: none"> → Good morning children? → What is your name? → You buy may thing where its → Who are selling there? → boies also called merchant? 		

		<p>The teacher reads out the story "THE MIC ER AND THE TEN CAPS" the English supplementary reader at normal conversational speak with correct pronunciation. Intonation, stories and pause.</p>	<p>To pupils listen to the story with their reserve English supplementary reader shut.</p>
<p>@ Work for active role</p>	<p>Pupils acquire the knowledge of language elements (vocabulary)</p>		
<p>Money</p>	<p>Pupils understand the meaning of the word money and recognise its use.</p>	<ul style="list-style-type: none"> → What is this? → What we do with it? → Cash is also called? → How many kinds of money? → What are they? 	<p>Money</p> <ul style="list-style-type: none"> → Cash → Purchase books, pens and sweets etc. → Money → Two → Succinct and spend coins

Spend	Pupils understand the meaning of the word recognise its use.	Showing the picture of the pen and teacher asks the following question <ul style="list-style-type: none"> → What is your name? → You have pen → How much spend for it? → You have box → How much spend for it so spend meant the able payment for consumption 	
(b) Word for passive recognition merchant	Pupils acquire knowledge Pupils understand the meaning of the word	Showing the picture of provision fancy shop and also shop owner and also	

a)

39.

- What is the picture? → Shop
- Could you went shop → Yes
- any time?
- Who is in the shop → Shop owners buy
- What he is doing there? → Some goods
- What is the main of aim shop owner? → getting profit

c) Word for pronunciation

money
Spend
Merchant
Rich
miser

Pupils acquired the correct pronunciation of the words.

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

Pupils listen to the correct pronunciation of the words and repetition after the teacher these learning to pronounces from correctly.

Money
Spend
Merchant
Rich
miser

<u>Content</u>		To day "the miser and the caps" the teacher says that he will hand picture on the wall.	"The miser and the ten caps"
④ Announcement of the topic	Pupils develop listening skills	The teacher reads the passage with correct pronunciation, intonation stories and pause.	The pupils listen to the teacher looking at the passage.
⑤ Model reading by the pupils	Pupils develop the skills of pronunciation, intonation, accent or stress etc.	The teacher listens to the pupils reading and correct them when even necessary.	

22

41.

<p>③ Silent reading by the pupils</p> <p>IV Evaluation</p>	<p>Pupils develop the skills of silent reading</p> <p>Pupils recall the content and apply the elements of language learnt.</p>	<p>The teacher asks the following question</p> <ul style="list-style-type: none"> → Where was merchant live → Who is rich? → What is meant by merchant? → How many caps given by the tailor? → Say where following → The merchant was rich but he was a miser → How wanted to have 12 caps for himself → How many 10 caps did the tailor make finally? → The merchant took nine rupees for making ten caps? 	<p>→ Town</p> <p>→ Merchant</p> <p>→ Person who hates to spend money.</p> <p>→ True</p> <p>→ False</p> <p>→ True</p> <p>→ False.</p>	
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E Assignment based on the content vocabulary

Pupils recall what they have learned in the class. They develop writing skills

(B) Use the following words in sentences of your own money
Spend
Merchant

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

→ Write a few sentences about the miser and the ten caps

→ Write five sentences using each of the words money spend and merchant.

Write a few sentences about the miser and ten the caps?

Write five sentences using each of the words money spend and merchant.

MACRO LESSON PLAN-6

Name of the student teacher: Kimita Sanyasiou Name of the school:

Subject : English

Class : IX

Date :

Topic : The cheer of True love

Time:

as any of the stories. In his writing. His real name was samuel elements" "Mark Twain" was just his pen name his friend called him sam.

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

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

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

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

24

95.

Teaching steps	Objectives/ specification	T.L.M	Teacher Activity	Pupils Activity	Black Board work	Evaluation
Introduction of lesson	The pupils motivated words the lesson		<ul style="list-style-type: none"> Who was mark Twacins ? → What was his real name? → Where was same at the begining → Why was he going totally land? <p>So to done we are going to learn about the lesson</p>	<p>Mark Tavain was a great story write His real name was samuel lemons</p> <p>At the begining of our story sam was on board the ship</p> <p>He was sent on my answer paper to write an articals</p>		
Announcement of topic					<p>"THE COURSE OF TRUE LOVE"</p> <p>A-Prayad HEAD MASTER ABC UNAIDED HIGH SCHOOL DARSI - 523247 PRAKASAM DT.</p>	

Language work structure which	Pupils acquire the knowledge and recognise the use of the structure use which	I will write the exercise on the black board ask some question <ul style="list-style-type: none"> → Who is this? → How many boxes on there? → Which is the biggest box there? <p>How will you feel when you will relative now?</p>	<ul style="list-style-type: none"> → This is a box → fire → We feel shy <p>we feel shy</p>	Which is your pen. My pen is red colour
Words for active use shy	Pupils understand the meaning of the word shy			Which is your native place in Lan leekur Shytwed in the company of other people
Words for Positive use Angelic	Pupil will understand the meaning of the word angelic	I will Also posted show a hair mean clear Picturamed methods of girl will explain the meaning of word angelic		

25

Words for pronunciation shy pupils acquire the correct pronunciation of the words. Angelic Appr-
iated

Model Reading the pupils recognise the correct way of reading the language

reading a loud by the pupils. Pupils develop the skill of pronunciation intonation and stress.

I will give some questions (Examples), I shall write the word on the black board and say them aloud and after word asks the pupils to do at same.

I shall read the passage with correct pronunciation intonation stress and peace

I shall encourage the pupil to read silently by going necessary instruction and observe them they read silently

The correct pronunciation of the word and repeat them.

Angelic Appociated

27.

Read the word correctly

Pupils develop the skill of silently reading

Questions comprehension	<ul style="list-style-type: none"> → Where did Sam go? → Who was Ali iron long dark sister → How was Ali iron very beautiful 	Sam went to Charterston		Where did Sam go
Assignment	<p>Pupils recall at home what has been learnt in the class.</p> <p>I shall write the Assignment on the black board</p>	<p>Pupils take down the Assignment in their books</p> <p>Falme some sentences on structure of which.</p>	<ul style="list-style-type: none"> → Write the meaning of the words angelic appreciation <p>Falme some sentences on structure of which.</p>	<ul style="list-style-type: none"> → Write the meaning of the words angelic appreciation <p>Falme some sentences on structure of which.</p>

MACRO LESSON PLAN-I

Name of the teacher: Klimi Banerjee

Subject :

Class :

Unit : 1

Topic: The course of true love

Name of the school: Z.P.H school satkh
avaram

Time:

Name of the supervisor:

The sam happened meet charles langden again in New work this time by the boy was not alone. His parents were with him and his sis. She was even more beautiful than in the picture. Mr Langon was friendly and invited sam to spent a week then family in clionira of course Sam accepted invitation.

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

- Listening
- Writing
- Speaking
- Reading (LSRW)

Objectives :-

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

T.L.M :- Charts

Reference :- IXth class text book.

Teaching steps	Objective and Specification	T.L.M	Teacher Activities	Pupils Activities	Black board Work	Evaluation
Introduction of lesson	Pupils motivate to words the lesson		<ul style="list-style-type: none"> → I shall ask some question 	Sam made friendship		
Announcement of topic			<ul style="list-style-type: none"> → Soon mark friendship with whom → What was the name of the boy → Who is Olinia 	<ul style="list-style-type: none"> • with a shy eighteen years old soon went to Charles along down. • Charles Langon • Olinia is the sister of Charles 		<p>"THE COURSE OF TRUE LOVE"</p>

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

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Elmira	Pronunciation of the words asks the pupil to say	Pupil listen to the correct pronunciation of the word and repeat them	alone beautiful happend Elmira Read the words correctly
Reading aloud the pupil	Pupil develop the skill of pronoun ciation	I will listen to the Pupils reading and correct them when ever necessary	Pupils will read the passage aloud one after another
Silent reading by the pupil.	Pupil develop the skill of silent reading to understand the content of the Passage	I shall encourage the pupils to read silently by giving necessary instructions and observe them while they read	Pupils read the passage silently

53.

MACRO LESSON PLAN-8

Name of the student teacher: Kimi Sannyasi

Name of the school:

Subject :

Name of the supervisor:

Class : IX

Period:

Unit : VI

Date:

Topic: "The course of TRUE LOVE"

Time:

THE COURSE OF TRUE LOVE

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

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

Objectives:- → To day drill the structure whose
 → To introduce the following vocabulary
 ① Words for active use - wild - formal
 ② Words for passive use - cultural
 ③ Words for pronunciation - cultural, humor, savor, formal
 wild

Teaching Aids:- → 10th class English reads
 → Active study dictionary.

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

Cultured	Pupils will understand the meaning of the word cultured	I will show some picture	I will ask some question <ul style="list-style-type: none"> → What is this? → This is a picture → What did know this picture? → Which type of family belong to this picture? 	Cultured civilisation	Read the words correctly
Reading aloud by the pupil	Pupils develop the skill of pronunciation, intonation	I will write the words on the black board and say them aloud one after another. The pupils to say the words after me	Pupils listen to the correct pronunciation of the words and repeat them after the teacher.	Pupils read one after another	

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

MACRO LESSON PLAN-9

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

Subject :

Class :

Time:

Unit :

Name of the supervisor:

Topic :

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

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

A - Played.
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Darsi - 523247
PRAKASAM DT.

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

<u>Introduction of the lesson</u>	Pupils motivate to words the lesson	I shall also ask pupils some question <ul style="list-style-type: none"> → What is the name of the school? → What is the name of the poet 	The school for Sympathy. E. V. Luca	
<u>Language Study</u>	The pupil acquire the knowledge of the element of language	I shall Explain the structure by use the words with question <ul style="list-style-type: none"> → Which is your favorite subject? 	English	THE SCHOOL FOR SYMPATHY

MACRO LESSON PLAN-10

Name of the student teacher: Kimi Sanyasi

Subject:

Class:

Unit:

Topic:

Time:

Name of the school:

Name of the supervisor:

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

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

"Apparently not" was the replay.

"Be your friend my self said Mr langdon" Take the girl I knew you better than they do:

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

To test the comprehension of the pupils on the passage.

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

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

Pupils read the passage silently

63.

Pupils develop silently reading skill.

Assignment
 ① Write the meaning of the word refference
 Proposce
 permission

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

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	Pupils will understand the meaning of the word permission	I support you want leave what will you here support given sentence of their given using who.	I will ask permission him	Permission concept oral Ghioni sahon	Pupils understand the structure to recognise into her
	Pupils will understand the meaning at the word retter-ed	I shall give the meaning of the word and I will some explain	The student will note down in their note books	Refined means refudce work	

65.

Teaching Steps	Objective Specification	T.L.M	Teaching Activities	Pupils Activities	Black Board Work	Evaluation
Introducing Activity	Pupil motivated to word		To Motivate the pupil I shall ask some question → Did he go by the night train → NO → Who did secretly moved the both of carriage.			
Announcement of the topic Presentation language of work structure who	Pupils acquire the knowledge and recognise the use of the structure who		I will write exercises and pair work given to make the given by pupils understand use of and they who	Pupils listen to the explanation.	A) I am looking for some one who boys stay.	

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

Objectives:- → To drill the following structure - who

→ Explain the following vocabulary

- Ⓐ Words for active use - permission refused
- Ⓑ Words for active use - proposal
- Ⓒ Words for pronunciation — Permission refused proposal

Reference Books:- → IX English reads

→ Dictionary,

Silent reading by the Pupil

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

To test comprehension of the pupils on the passage

I shall encourage the pupil to read silently and understand the necessary information while they read silently

Pupil read passage silent by giving stand the meaning of the passage

- Did he up the night train → No
- Who did secretly removed the bower of carriage → Sam

Assignment

To make the pupils work at home on the item learning the lesson

Pupil acquire the correct pronunciation of the word

I shall write the following on the black board and asks the pupils to take down as home work

I will the word Pupil listen Corroge son the black board and say them aloud and after words ask the pupil to say the words after me

Pupils take down assignment in their note book

Assignment

write the meaning of the following word cartridges Ditch

Read the word correctly

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

34

31.

Pupils read substitution table and make some sentences

Pupils read substitution table and make same sentences

- Why is it used?
- What is this?
- Why is it used?

I shall show substitution table and ask them to make meaningful sentences

I shall give slips to the student Doctor, parent

It is used for writing

This is a mirror

This is used for using surfaces

Student will match the words.

substitution table
Raju goes a walk
Sita goes a drive
Leela goes competition

A - Prayag.

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DARSI - 52324
PRAYAGRAM DT.

Introduction of the lesson	Pupil motivate the towards the lesson	<p>I What kind of family were the long doins were</p> <p>The london's were cultured family</p> <p>II Was sam get formal education No sam has no formal education</p> <p>III A boy where As a boy sam was sam working was working on the boat</p> <p>Q What kind of person sam was. at the ship He smoked so today we swore and was are going to learn often neatly the sam were dressed more paragraph</p>	
Announce topic	Pupils a acquirement of there the knowledge and recognise the use of the structure for.	<p>I will ask some question showing open</p> <p>→ What is this</p>	<p>THE COURSE OF TRUE LOVE</p> <p>This is a pen</p>

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

Objectives:- To drill the structure four

To introduce the following vocabulary.

words for active use carriage Ditch

Words for passive use faint pretended

Words for pronunciation carriage, ditch, faint, pretended

Teaching Aids:- Roles black board.

Reference Books:- IX class english Reader

Active study Dictionary.

Model read in by the teacher	Pupils listen to understand recognise The correct way of reading language	I shall read the passage with correct pronunciation intonation, pause	Pupils listen to the teacher looking at the passage	
Reading aloud by the pupil	Pupils develop the skill of pronunciation intonation accept	I will listen to the pupil reading and correct where necessary		
Question comprehension	To test the comprehension of the pupils on the passage	→ How was Miss Beam → What was the aim.		

MACRO LESSON PLAN-II

Name of the student teacher: Kimi Sanayosi

Title:

Subject:

Time:

Class :

Name of the school:

Unit :

Name of the supervisor:

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

Assignment	Pupil develop their writing skill.	How was the married wife of sam asked oliria	His married wife was long lamanee	
		I shall writing Assignment on the black board and ask the pupil to note down in their note book	Pupils wife down the Assignment in their note books	<p><u>Assignment</u></p> <ul style="list-style-type: none"> → Write the meaning of the words & moments Pradecaled → Write some sentences about sam and oliria marriage.

New questions!

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

(5)

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

Teaching Steps	Objective Specification	T-L-M	Teacher Activities	Pupils Activities	Black Board work	Evaluation
	Pupils to motivate towards the book.		<ul style="list-style-type: none"> → Who did Sam want to marry? → What did Sam ask? → How many times did Sam? → How many times did Sam make a reject? 	<p>Olivia</p> <p>→ Sam asked permission to marry Olivia</p> <p>→ Mr. Langdon Three times</p> <p>The student pupils will note down their note books.</p>		
Reference.	Pupils understand the meaning of the word "Reference".			<p>The student will note down the word on the note book.</p> <p>moment mean very brief portion of happened</p>	<p>The course of the true love.</p> <p>HEAD MASTER ABC UNAIDED HIGH SCHOOL DARSI - 523247 PRAKASAM DT.</p>	

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

- (a) Words for active moment, Refer
- (b) Words for passive predicated
- (c) Words for pronunciation moment predicated refers Rollar black board.

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

MACRO LESSON PLAN-12

Name of the student teacher: Klimi Samyasi

Subject:

Name of the school:

Class :

Topic : THE SCHOOL FOR SYMPATHY

Time:

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

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

			<p>Miss Bram Scho ol</p> <p>→ When the poet arrived the school.</p> <p>→ How it was to be come here.</p>	<p>The poet heard a lot about the school</p> <p>Begining to turn gray.</p>	
Assignment	Pupil deve- lop the writing skill		<p>I shall write the assignment down on the black board and tell the pupils to note it in their note book.</p>	Pupil write the assignment in this note book.	

Model reading by the teacher	To enable the pupils recognise the correct way of reading language	I shall read the passage with correct pronunciation Intonation stress. Pause.	Students will follow the teacher. The pupils listen to the teacher.
Reading aloud by the pupils	Pupils develop the skill of pronunciation aspect etc.	I will listen to the pupil reading and correct if necessary.	Some pupils will read passage aloud one after another.
Comprehension education	To test comprehension to the pupil on the passage.	<ul style="list-style-type: none"> → I shall put the following question. → Who heard you lot of about. 	

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

Aims:- To enable the pupils develop the four fold skills of language, listening, Speaking, Reading, Writing.

Objectives:- To drill structure ----- so that

To introduce the following vocabulary.

- (a) Words for active use - visit, arrive
- (b) Words for passive use - deserve, expected
- (c) Words for pronunciation, describe, expected, visit, arrive

Teaching Aids:- Ruler black board

Reference Books:- → IX class English reader

→ Active study Dictionary.

D-project.

ABC WORLD
ABC book bank
GAKTA-GAKTA
IRU

MACRO LESSON PLAN-13

Name of the student teacher: Kimi Sannysari

Subject:

Time:

Class:

Title:

Unit : 1

Name of the school:

Name of the supervisor:

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

2011-2012

2012-2013

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

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

MACRO LESSON PLAN-14

Name of the student teacher: Kimi Sanniyasi.

Subject:

Name of the school:

Class:

Time:

Topic:

Name of the supervisor:

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

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

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

Introduction Activity	Pupils recall their previous knowledge	<p>I shall ask the following question</p> <ul style="list-style-type: none"> → What is your name? → My name is Pallavi → Which is your native place? → My native place → What was colour of hair miss Beam? → gray → What was the age of miss Beam? → Middle age. 		
Announce the pupil achievement of there the knowledge of the element of language.	The pupil acquire the knowledge of the element of language.	<p>So today we're going to learn about the school for sympathy I shall for explain the structure on question</p>		

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

Objectives:-

- To drill the following structure question
- Explain the following vocabulary
- (a) Words for active use chatted heard
- (b) Words for passive use original interest
- (c) Words for pronunciation chatted, heard original interest.

T. L. M.:-

- Picture of a school and pupils
- Charts

Reference Books:-

- IX class English reader
- Oxford dictionary.

MACRO LESSON PLAN-15

Name of the student teacher: Kimi Sanniyasi

Subject:

Name of the school:

Class:

Time:

Topic

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

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

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

Teaching step	Objectives Specifications	T.L.M	Teacher Activities	Pupil Activities	Black Board Work	Evaluation
Introduction of the lesson	Pupils motivate to words the lesson		<ul style="list-style-type: none"> → Shall ask the pupils some question? → What did the write first see at school? → what did the girl ask the boy ? <p>So today we are going to learn about in this passage.</p>	<p>He heard that good things</p> <p>He saw a girl about twelve years of age</p> <p>The girl ask the boy to let know who had come in</p> <p>The school for sympathy</p>	<p>The school for sympathy</p>	

Practice pair work	Pupils makes sentences with the hints provided what	Using the pair work. I will make the pupil spoke out sentences using.	Pupils form into pair and speak out sentences using what	<u>Pair work</u> What is our national today is not gaurd.	
Production	Pupils make sentences of their own using what?	I will concourage the pupils and help them gives sentences of their own using what? Very Surprise	Pupils give sentences of their own using what Surprise	What is the today carry sentences given by the pupil	Pupil understand the structure and recognise the use
Words for active use surprise	Pupils understand the meaning of the word surprise.	How boy ful elec tored achire minister How do you ful you father boy for you. → What are yours hobbies	reading books.		

comprehension question	To test the comprehension of the pupil on the passage	<ul style="list-style-type: none"> → I shall put the following question → what the writer's seen in Beam's school → Why is the right is thinking → Why does you refer to. 	<p>All the children's were to be rippled</p> <p>The writer is not right in thinking see.</p> <p>The writer.</p>	
Assignment	To make the pupil work at home on the items learn in the class	<p>I shall write the Assignment on the black board</p>	<p>Pupils take down the Assignment in there note books</p>	<p><u>Assignment</u></p> <ul style="list-style-type: none"> → Where the children were not ready disabled at Beam school → Who does you refer to → Who is miss Beam what does seem

MACRO LESSON PLAN-16

Name of the student teacher: Kironi Satmaya Singh

subject: English

Class: IX

Topic: The school of sympathy

Time:

Name of the school:

Name of the supervisor:

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

A. Prasad.

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

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

Objectives:- To drill the following vocabulary

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

Reference Books:-

- IX class English reader
- Oxford dictionary,

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

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

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

MAGRO LESSON PLAN-17

Name of the student teacher: Kimi Sanniyasi
 subject:

Class : 8th

Unit : 2

Topic : THE OLD FIELD

Name of the school:

Time:

Name of the supervisor:

The Old field is sad

Now the children have gone home

They have played with him all after noon

Kicking the ball to him and him looking at back.



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

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

Teaching Aids:- Picture of old field picture of
board

Reference Books:- IX class English reader.

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

		<p>Do you play football?</p> <p>Where do you play the games?</p> <p>What is other word</p>	<p>→ Yes</p> <p>→ In the play ground</p> <p>THE OLD field</p>	"THE OLD FIELD"
Announcement of the topic presentation of new words.	Pupils understand the title meaning of the word Kick	I will ask the following questions. I shall show a picture of bull and ask same questions.		
Chorus reading by the people	Pupil read the poem chorus and appreciate the	I shall make the people to read the poem in chorus	The pupils read the poem in one time and appreciate its beauty of sad and melancholy.	

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

MACRO LESSON PLAN-18

Name of the student teacher: Kinni Samayani (B.Ed.)

Subject:

Class:

Unit:

Topic:

Name of the school:

Time:

Name of the supervisor:

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



A-prayab.
 HEADMASTER
 ABC UNAIDED HIGH SCHOOL
 DARSI - 523247
 PRAKASAM DT.

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

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

Reference Books:- Oxford dictionary.

Teaching Step	Objectives Specification	T-L.M	Teacher Activities	Pupil Activities	Black Board Work	Evaluation
Introduction Activity no tivation	Pupils becomes often fire		To motivate the people I shall ask some question → Good morning children → What is your name. → Do you like Cricket	→ Good morning sir. → My name is Swathi → Yes		
Presentation of new words	Pupil understand the meaning of the word growing		I shall give the meaning of the word grow and also I will explain it grouping	Pupil listen to the teacher class	THE OLD FIELD grow means increase in size	

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

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

MACRO LESSON PLAN-19

Name of the student teacher:- Nini Sainyani

Subject: English

Name of the school:

Class: IX

Unit: 7

Name of the supervisor:

Topic: THE OLD FIELD

And now he thinks true not even a dog.

To trike me

The gates are locked

The birds do it like mostly sneaking wind

And more class he.

-: Objectives and specification:-

Aim:-

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

Objectives:-

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

Teaching Aids:- Flash cards, charts

Reference Books:- IX class English reader
Oxford dictionary.

Teaching Step	Objective and Specification	T.L.M	Teacher Activity	Pupils Activity	Black Board Work	Evaluation
Introduction of the lesson	Pupils motivate to work on the lesson		<ul style="list-style-type: none"> → Who did the poet → Where did the children gone? → How old field free when the children play → How the children play with the field 	<ul style="list-style-type: none"> → The old field → Children gone to home → It is growing cold & dark. → It feel that the children feel like a little hot water bottle 		
Announcement of the topic	Pupils understand the meaning of the word.				"The old field"	

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

Silent reading by the pupil	Pupil understand the content	What is the bird hasty wind and who don't like nasty speaking wind → There is any dog → Who did say this sentences → Who is speaking in the poem ?	bird bird	What is the nasty wind land who don't like nasty speaking King wind → Who tick mean who did say this sentences → write the whole poem two times.
Assignment	Pupil recall of home what has been learnt in the class.	I shall write Pupils take the Assignment down the black board in their note book	dog the old field The old field	dog the old field
hours reading by the pupil	Pupil read the poem in exroses and appreciated the beauty the poem.	I shall ask the pupil read the poem in one time and appreciate its beauty of sound.	 PT. JAWAHARLAL NEHRU LIBRARY & MUSEUM	

MACRO LESSON PLAN NO - 20PRELIMINAR INFORMATION:-

Name of the student teacher :- Kimi Sannyan

Subject :- English

Class :- IX

Topic :- Deravvata

Date :-

Time :- 45 min

Name of the supervisor :-

Name of the school :-

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

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

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

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

4. To help them practice of writing English correctly.

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

② To make them understand the vocabulary.

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

		Substitution	Table	
		The book is The penis The boys are The fish is	I the bag 2 the box uniform. the water	
				chart
Production	Pupil make sentence of your own usi- ng in	I will encour- age the pupil and help them to give sen- tence of their own words.	Pupils give sentence of their own using 'In'	
	Words for new vocabulary. Pupils acquire knowledge of language elements			

Comprehension question	Pupil understand the paragraph and comprehension it.	I will ask the following questions	1. Where did Down the river side go for the fisherman.	2. What did she say to the fisherman	That Satya rothi children and her children will in her it the throne.	Assignment
Assignment	Pupils recall I will give them what they develop assignment through writing the pupil skill	I. What did he say to the fisherman	A-Project. HEAD MASTER ABC UNAIDED HIGH SCHOOL DARS - 523247 PRAKASAM DT.	What did he say to the fisherman?		