

## LESSON PLAN

**CLASS VII**

**DATE 23 rd Jan – 27<sup>th</sup> Jan**

**SUBJECT English**

<b>TOPIC/SUB TOPIC NO. Of Periods</b>	<b>LEARNING OBJECTIVES</b>	<b>ENERGIZE LEARNERS To start the class</b>	<b>NAVIGATE CONTENT Teach and review</b>
3-TUES,WED,THURS			
<p>Topic- Shillong the rock capital of India</p> <p># Physical features of Shillong.</p> <p># tradition of Shillong</p> <p># custom</p> <p># music</p> <p>Sub topic Types of Participles</p>	<p>To understand the cultural significance of Shillong as the Rock Capital of Indai.</p> <p>To learn about the impact of tourism on the local economy and environment.</p>	<p>Teacher will begin with introductory questions</p> <p># Which state is known as abode of clouds ? What is its capital?</p>	<p>TEACHER;S ACTIVITY Model Reading of the lesson by the teacher. Explaining the content of the lesson. Discussion on main and the most important features of Shillong.</p> <p>STUDENTS ACTIVITY- Loud Reading ,Jot down the meaning of hard words,clarifying their doubts.</p>
<b>GENERATE MEANING</b>	<b>APPLY TO REAL LIFE</b>	<b>GAUGE THE MEANING</b>	<b>EXTEND</b>
<p>#Shillong existed as a nondescript village.</p> <p># Shillong’s thriving music scene is a mecca.</p> <p># Khasis, Garos, and Jaintias</p>	<p># students will locate Shillong in the map of India.</p> <p># discussion on positive and negative impact of Shillong tourism.</p>	<p># Choose the correct answer will be discussed in the class.</p> <p># Reference to the context will be discussed in the class.</p>	<p># Create an interesting and comprehensive advertisement on responsible travel practices.</p>

## LESSON PLAN

**CLASS VIII**

**DATE 23<sup>rd</sup> Jan – 27<sup>th</sup> Jan**

**SUBJECT English**

<b>TOPIC/SUB TOPIC NO. Of Periods</b>	<b>LEARNING OBJECTIVES</b>	<b>ENERGIZE LEARNERS To start the class</b>	<b>NAVIGATE CONTENT Teach and review</b>
3-TUES,WED,THURS			
<p>Topic- REPORTED SPEECH Direct speech Indirect speech</p> <p>Rule</p> <p>Simple present -Simple past</p>	<p>#To understand the concept of reported speech.</p> <p># Its usage in communication</p>	<p>INDUCIVE METHOD. Teacher will begin with introductory questions Teacher asked," # Vidhan ,What are you doing here?"</p> <p># Vidhan replied,"I am completing my not book." How you will inform this conversation to a third person.</p>	<p>TEACHER'S ACTIVITY These are the examples of direct speech. Example Vidhan ,What are you doing here?"</p> <p># Vidhan replied,"I am completing my not book." Indirect speech Teacher asked Vidhan what he was doing there. # Vidhan replied that he was completing his notebook.</p>
<b>GENERATE MEANING</b>	<b>APPLY TO REAL LIFE</b>	<b>GAUGE THE MEANING</b>	<b>EXTEND</b>
<p>#There are two kinds of speech #direct speech #indirect speech The actual or exact words of a speaker writing in inverted commas is known as direct speech. # reporting to the third person changing into the corresponding past tense. # Simple present -</p>	<p>Construct two direct speech of simple present tense.</p> <p>Now change into indirect speech by changing the corresponding past.</p> <p>Note-avoid comma and inverted comma</p>	<p># Identify the direct speech and indirect speech from the given exercise.</p> <p># Write direct speech #Change into indirect speech.</p>	<p># Do the exercise given in the textbook.</p> <p># do the exercise in cornerstone l-17.</p>

Simple past	in indirect speech.		
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## LESSON PLAN

### CLASS IX

DATE 23 rd Jan – 27<sup>th</sup> Jan

SUBJECT English

TOPIC/SUB TOPIC NO. Of Periods	LEARNING OBJECTIVES	ENERGIZE LEARNERS To start the class	NAVIGATE CONTENT Teach and review
3-TUES,WED,THURS			
<b>Topic:</b> <b>10. THE BEGGAR</b> # gist of the lesson # character sketch # High order thinking questions # discussion on the textbook questions.	# To Analyse the story #To interpret the story # To focus on theme and development of the story.	Teacher will begin with introductory questions  # Have you seen a beggar? # Have you talked with any beggar? # Have you tried to find the reason of any beggar? #introduction of the lesson -The beggar	<b>TEACHER;S ACTIVITY</b> Model Reading of the lesson by the teacher. Explaining the content of the lesson. Discussion on main and the most important features of all the characters.  <b>STUDENTS ACTIVITY-</b> Loud Reading ,Jot down the meaning of hard words, clarifying their doubts.
<b>GENERATE MEANING</b>	<b>APPLY TO REAL LIFE</b>	<b>GAUGE THE MEANING</b>	<b>EXTEND</b>
<b>Chapter Description-</b> —The Beggar" is a short story told with realism. A prosperous lawyer (Sergei) encounters a ragged beggar, who claims to be a teacher fired unjustly from his job. Sergei, however, remembers that he saw the same man the other	# students will identify the socioeconomic problems of beggars - To assess the government's services received by the beggars,. - To give remedial measures for improving their	# Choose the correct answer will be discussed in the class.  # Reference to the context will be discussed in the class.	# How can we help beggars/ abolish begging? Textual questions/ Extra questions/ Assignments/Character sketches/ Value based class.

<p>day, when he had claimed to be an impoverished student. The beggar (Luskoff) breaks down and admits that he is simply a drunk without work. Sergei offers him a job chopping wood, which he reluctantly accepts. Olga, the cook, takes Luskoff out and shows him the wood stack.</p>	<p>social status.</p> <p>Speaking skills-debate</p>		
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