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**APPENDICES**

- A Lesson plan no 1 - Communication skills**
- B Lesson plan no 2 - Communication skills**
- C Lesson plan no 3 - Communication skills**
- D Lesson plan no 4 - Reading Comprehension.**
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**A LESSON PLAN NO 1**  
**COMMUNICATION SKILLS**

Class B. A. B. Ed.

Subject – English for Communication

Unit – Communication Skills.

Teaching Method – Advance Organizer Model.

	<b>Presentation</b>	<b>Phase</b>
	<b>Teacher's Activity – Student's Activity</b>	
Teacher	Today we are going to learn 'Expressing Attitudes and opinions'. Before that I would like to present a picture and cassette player, which includes the important learning items, which you have to study in this unit. Look at the picture and listen to the cassette.	Phase I Clarify the aims of lesson.

	<b><u>Advance Organizer</u></b>	Present organizer
Seema	<p>What is use of studying Yaar !</p> <p>Lets enjoy, don't be too serious. Oh! Shakespeare's friend, what is the use of studying literature and doing M. A.? there are many subjects to study which are useful for our life.</p>	
Sunil	<p>My dear don't teach us. What do you mean by useful of what is being useful? You seem to have very narrow idea of usefulness.</p>	
Sujit	<p>Literature is mirror of life and I think it makes us to understand life.</p>	
Sneha	<p>I am quite agree with you, in my opinion, literature is very useful to our life. It supplies healthy food for our mind, not only this but it purifies our thinking and we learn to rise above petty joys and sorrows.</p>	
Rajan	<p>You mean it improves the quality of our mind and moulds the personality.</p>	

Seema	“Literature is lifelike but not life” and the most important question is how does it helps us for getting a job?	
Sneha	Look! The purpose of education is not just getting a job and making money or earning bread and butter. In Fact it is not the purpose at all.	
Sujit	I believe the aim of education is to develop our personality and enrich our mind or to make it pure. In my opinion literature plays the most important role in it.	
Seema	The truth is different yaar, you are all students of literature, so you have a strong bias for literature.	
Reena	I don't think so, sujit has a good point there all fine arts enrich our mind and useful to heighten our life.	
Teacher	What is the subject of this conversation?	
Student	Usefulness of literature.	
Teacher	Why do we study literature?	
Student	For getting a job and enrich our mind.	

Teacher	What did Sunil say?	
Student	What is being useful? You seem to have a very limited idea of usefulness.	
Teacher	Read the dialogue of Sneha.	
Student	I quite agree with you. In my opinion through literature we learn to rise above petty joys and sorrows.	
Teacher	<p>In all these expressions, you will find the expressions, you seem to have, I think, I am quite agree with you, in my opinion, you mean, the question is, what do you say, the truth is, I believe, I could not believe, I don't think so, in fact etc.</p> <p>All these expressions are very important to express your point of view on various topics and it is necessary that you should use such constructions and make your ideas clear to others. It is a leadership quality to express in persuasive manner. To become a good and fluent speaker it needs Variety of expressions and command over such constructions, which expressed</p>	

	<p>your approval, disapproval, agreement, disagreement etc. It is a leadership quality to be able to express your opinion in a polite and persuasive manner. It makes you successful in your life. You have to learn all these expressions in spoken as well as in written use of language in day-to-day life.</p> <p>Use I believe, in my opinion and I think in your own sentences.</p>	
Student	<p>I believe that God is in this world.</p> <p>I think india will win the match.</p> <p>In my opinion it is very tuff for India to win the match.</p>	
Teacher	<p>How do you express your disagreement except the earlier construction in my opinion?</p>	
Student	<p>I don't think so-</p> <p>I am disagree with this</p> <p>I don't believe it.</p>	
Teacher	<p>Look the following piece of conversation which is similar to previous one –</p>	Phase II

Teacher	<p>Seema is raising an objection.</p> <p>Sunil is counter questioning.</p> <p>Sujit is stating his opinion.</p> <p>What did sneha express?</p>	
Student	<p>Sneha - supporting others and expressing her agreement.</p> <p>Rajan - Gives interpretation of others expressions.</p>	
Student	<p>Seema (second time) focusing attention on a specific problem</p> <p>Sneha (Second time) – making a strong opposite point.</p>	
Student	<p>Sujit – stating his belief.</p> <p>Seema - (3<sup>rd</sup> time)- expressing disagreement indirectly.</p> <p>Reena – expressing disagreement.</p>	
Teacher	<p>Match the expressions with their purposes in spoken and written English.</p> <p>(A) (B)</p> <p>i) I don't think so a) opposite point</p> <p>ii) In fact b) Raising an objection.</p> <p>iii) The question is c) counter question.</p>	

	<p>iv) you mean                      d) supporting.</p> <p>v) In my opinion                    e) Interpretate.</p> <p>vi) you seem to                    f) attending focus.</p> <p>vii) I think                            g) opposite point.</p> <p>    h) disagreement.</p> <p>    i) agreement/belief     opinion.</p>	
Students	<p>i = h                                      v = (i)</p> <p>ii = g                                    vi = (c)</p> <p>iii = (f)                                vii = (a)</p> <p>iv = (e)</p>	
Teacher	<p>Like opinions, there can be different attitudes of looking at things. You have a positive attitude or negative, hopeful or despondent, encouraging or discouraging etc. see for ex.</p> <p>Suppose there is a match between Pakistan and NewZeland and if I ask you who will win the match? What would be your answer – Pak. Or Newzeland. If you are not confident, how you will say.</p>	



Student	I am not sure.	
Teacher	Here is an example of uncertainty :  Who will win the match ?  I can't say half the team is made up of new boys.	
Teacher	Your attitudes may be negative, pessimistic or hopeful, optimistic, look at the examples on Blackboard and identify.  I don't think he will pass the examination.	
Student	It is negative & pessimistic sentence.	
Teacher	I am hopeful for the return of money, this month.	
Student	Positive / hopeful.	
Teacher	See the example in the text.  I don't think that our son will get admission here.  ---negative pessimistic attitudes.  Let us try. There is no harm in trying.  ---hopeful optimistic.  he has actually got a distinction!.  - surprise / disbelief.	

	Are you joking? He couldn't do simple problems.	
Teacher	<p>We have seen the following:</p> <p>how to raise an objection.</p> <p>How to ask a counter question.</p> <p>Stating an opinion.</p> <p>Expressing agreement or disagreement.</p> <p>Inviting attention, interpreting what others say.</p> <p>Seeking opinion and strong opposition etc.</p> <p>Like opinions we have learnt about expressing our attitude about different things and on different situations. -</p> <p>Attitude may be positive or negative, hopeful or despondent, encouraging or discouraging.</p>	
Teacher	Do you express your opinion (negative or positive) about examination system today?	
Student	Express their various views on both negative and positive sides. They discuss some points with the teacher and their neighbouring students.	

Teacher	Look at the sentence and express your attitude, as directed:	
Teacher	Will he accept our invitation? (Make it doubtful.)	
Student	I am not sure whether he will accept our invitation?	
	Oral transaction Teacher $\longleftrightarrow$ student	
Teacher	Use the structures: -  I think, I feel, I believe ----  The question is ---  The point is ---  I have to say that ---  It is necessary that ---  And state your negative or positive opinion about pollution or violence in J. & K.	PHASE III
Student	Writes and read aloud: -  (Positive opinion):  I think pollution has become a severe problem now days. There are three types of pollution 1) water pollution 2) noise	

	<p>pollution and 3) air pollution. In this paragraph I am writing about noise pollution. Day by day cities are getting crowded with all kinds of vehicles. So I feel that our peaceful life is totally disturbed by the loud noise by the vehicles. I think if noise pollution is not stopped people may become deaf and dumb.</p>	
Student	<p>Negative opinion:</p> <p>The cry against noise pollution is a fashion. Why should we cry against it? The question is who is going to take care about it? Everyone talks about it but does not take such steps as a responsible individual. In this aspect I have to say that it is the duty of every Indian citizen to follow the rules and regulations of noise pollution and live peacefully and let other live peacefully. The point is that cars, T. V. and other bikes etc. are the necessities of the modern age. Without their use our life will become still.</p>	

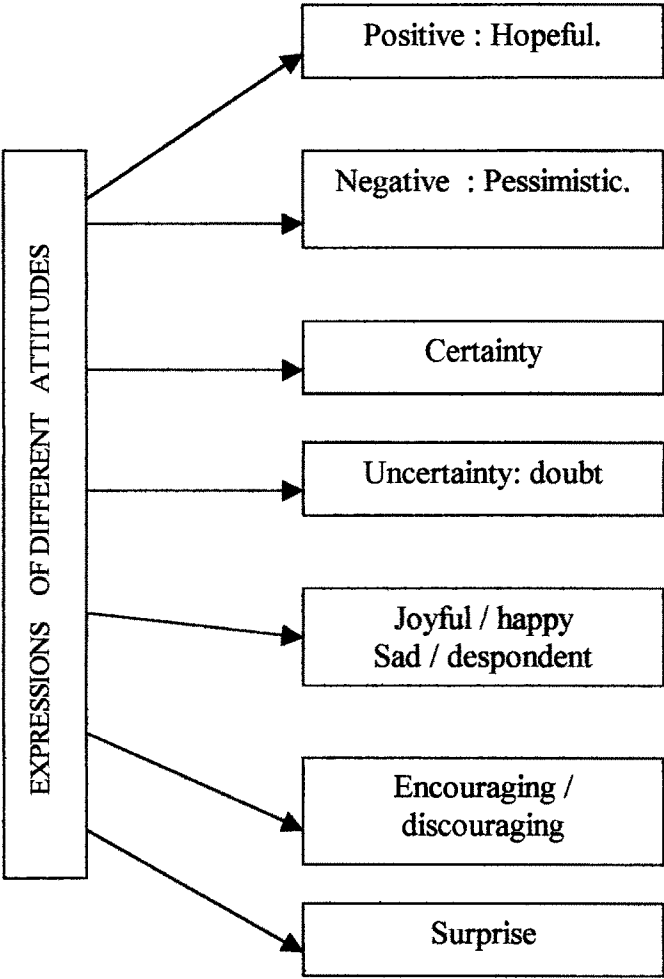
Teacher	You have written negative and positive aspects about noise pollution.  Do you have any problem regarding the use of constructions and stating your opinion?	
Student	Could we use any types of construction for stating negative or positive opinion?	
Teacher	Yes you can.	
Student	It is necessary to put, the constructions at the beginning of the sentence?	
Teacher	Not necessary. It depends on the situation.	
Student	While stating certainty 'can' is model auxiliary verb, will is also a model then are the model useful to express certainty?	
Teacher	Yes . Models are helpful to express various types of expressions.	
Teacher	How many models are there sir?	

<p>Teacher</p>	<p>There are 12 models in English.</p> <div style="text-align: center;"> <p><b>Auxiliary verbs</b></p> <pre> graph TD     AV[Auxiliary verbs] --&gt; P[Primary]     AV --&gt; M[Marginal]     P --- B[Be]     P --- H[Have]     P --- D[Do]     M --- CW[Will-Would]     M --- SS[Shall-Should]     M --- CC[Can-Could]     M --- MM[May-Might]     M --- OT[ought to]     M --- NT[need to]     M --- UT[used to]     M --- DARE[Dare]             </pre> </div> <p><b>Primary</b></p> <p>Be Have Do</p> <p><b>Central</b></p> <p>Will-Would Shall- Should Can -Could May-Might</p> <p><b>Marginal</b></p> <p>ought to need to used to Dare</p> <p>They express various types of polite expressions in different situations.</p>	
<p>Student</p>	<p>Sir, could we use such expressions in essay writing?</p>	
<p>Teacher</p>	<p>Yes, you could.</p>	
<p>Student</p>	<p>What is the difference between the construction, I think and I believe?</p>	
<p>Teacher</p>	<p>I believe, is more definite, more confident and fixed opinion.</p>	

Closure	<p>In this lesson we have learnt various types of expressions. You study all these examples once again at your home and express your attitude as marked in the bracket. (textual task No.1 (B).) example No. 1 and 2. and</p> <p>Plan a conversation between you and your friend on any topic, discuss it by using the expressions we have learnt in this lesson.</p>	
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**B. LESSON PLAN NO 2.**

	<p align="center"><b>Presentation</b></p> <p align="center"><b>Teacher's Activity – Student's Activity</b></p>	<p align="center"><b>Phase</b></p>
<p>Teacher</p>	<p>Today we are going to learn various types of expressions and attitudes. Before that you just look at this poster. – teacher presents a diagrammatic poster which represents different heads of expressions &amp; attitudes.</p> 	<p>PHASE I</p> <p>Present organizer.</p>



Teacher	Look at The sentences on BB.  a. it may rain today.  b. Work hard, never give up.  c. Nothing will come out of nothing.  d. It is simply unbelievable!	
Teacher	What do you understand by sentence no (a)?	
Student	It expresses positive and hopeful attitude.	
Teacher	What kind of attitude do the sentence (c) express?	
Student	It states negative attitude of the speaker.  It is pessimistic attitude.	
Teacher	Would you change it into positive and optimistic statement?	
Student	Something will come out of it.	
Teacher	There are different types of expressions, which states attitude of the speaker while speaking on different occasions and situations for ex. -your friend asks you “will you pass the exam?” here what is your answer / response ? it is depended on your study and performance or presentation in	

	the examination. If you have written the examination with studious answers then your answer is--	
Student	Yes I am quite sure of it.	
Teacher	If you have written the exam with low study and insufficient answers and without confidence then your answer is--	
Student	I am not sure, no guarantee. I am not confident God knows.	
Teacher	When do you say wonderful!	
Student	When one has done a work in perfect manner and with best results.	
Teacher	Reads the textual attitudes in positive hopeful category and negative category and asks the students to use them by presenting situations and clues.	PHASE II

	<b>Positive : hopeful</b>  1. let us give it a try  2. there is no harm in trying.  3.of course it will work.  4. never give up try again.  5. I am quite hopeful about it  6.with a right approach, you can find a solution for it.  7. some good will certainly come of it.	<b>Negative : Pessimistic</b>  1. Its no use trying  2. nothing will come.  3. he will never pass.  4. it is very difficult.  5. it is sheer waste a of time.  6. it is impossible.  7. this is the dead end.	
Student	Notes the expressions and remembers the occasions and situations to use the expressions.		

Teacher	<b>Certainty</b>	<b>Uncertainty</b>	
	1. I am quite sure of it	1. I am not sure he will come.	
	2. I am dead certain he will come	2. I am very much doubt it	
	3. I have no doubt at all	3. anything may happen.	
	4. there has got to be a bus	4. I can't say, there could be a bus	
	5. I am quite confident about it.	5. may be they will accept your proposal.	
Student	I am a dead certain means what sir?		
Teacher	<p>It means I have fixed confidence.</p> <p>Definitely he will come.</p> <p>I am very much sure of it.</p> <p>I am extremely sure of it.</p>		
Student	Writes the expressions and discuss with neighboring student – with utterances		

Teacher	See joyful / happy X sad / despondent expressions. :		
	1. Wonderful.	1. How sad.	
	2. How lucky.	2. I am very sorry to know it.	
	3. Bravo.	3. How unlucky he is.	
	4. I am so happy to know it.	4. I feel so helpless.	
	5. I am very glad that you have passed.	5. the situation is quite hopeless.	
	6. I don't know how to express my happiness.	6. will this never end.	
Student	Sir, what is mean by Bravo!		
Teacher	It means an excellent. You can use this expression when your friend or any person related to you does an excellent mission or work. Suppose your friend has won a very tuff competition.		
Student	Sir, could we use it in reference to Kargil Youdh.		

Teacher	Yes, definitely.	
Student	Sir, should we use it for the game restling?	
Teacher	Yes, why not.	
Teacher	Now see encouraging X discouraging and surprise expressing expressions.	
	<b>Encouraging</b>	<b>Discouraging.</b>
	1. Go ahead, we are with you.	1. Think twice before you do it.
	2. Continue, you are on the right track.	2. It is too difficult for you.
	3. And why not? You have every right to choose your career/ partner.	3. If I were you, I would not do it.
4. you are a girl so what? You can do it. You have the ability.	4. It isn't a field for people like us.	
Teacher	<b>Surprise :</b> 1. This is simply unbelievable! 2. I just can't believe it 3. Are you joking?	

	<p>4. Really?</p> <p>5. I am surprised that he came.</p> <p>6. It's a pleasant surprise.</p>	
Teacher	Suppose A and B are speaking see how they are using our examples	PHASE III
Asha	<p>A: I am girl so it is difficult job.</p> <p>B: You are girl so what? You can do it. You are able to do it. What is wrong in it many girls are now doing this job of conductor?</p> <p>A: It isn't a field for people like I.</p> <p>B: You have every right to choose your career but why you are missing the surprising opportunity.</p> <p>B joins the job of conductor and meets her friend Shubhangi who is studying at Shivaji University.</p>	
Asha:	Offer sweet to Shubhangi.	
Shubha ngi	<p>What kind of surprise my dear?</p> <p>B: have you selected the right choice?</p> <p>A: yes.</p>	
Shubha ngi	<p>But what, I can't understand ?</p> <p>A: Bus conductor yaar!.</p>	

Shubhangi	Oh what a surprise! I just can't believe it. That you have accepted such a challenging job. Go ahead, we are with you.	
Teacher	What would Shubhangi say if she had discouraging opinion about Asha's job.	
Student	<ul style="list-style-type: none"> <li>- If I were you, I wouldn't accept the job.</li> <li>- It is too difficult for you.</li> <li>- Think twice before you join it?</li> <li>- It isn't a field for people like us.</li> </ul>	
Teacher	Puts a transparency on O. H. P. and ON the switch. And asks the student to pay attention and write down:  Match (A) with (B)	
	(A)	(B)
	1. How sad.	a) Certainty.
	2. Never Give up.	b) Joyful.
	3. It is very difficult.	c) Positive.
	4. Are you joking?	d) Negative.
	5. I have no doubt.	e) Despondent.
	6. Bravo.	f) Surprising.



Student	<p>1. e) Despondent.</p> <p>2. c) Positive.</p> <p>3. d) Negative.</p> <p>4. f) Surprising.</p> <p>5. a) Certainty.</p> <p>6. b) Joyful.</p>	
Teacher	<p>Imagine the occasion and try to use the expressions you have learnt. You may discuss with your friends.</p>	
Student	<p>Sir, Are wonderful, Bravo, How lucky you are etc are same?</p>	
Teacher	<p>Not in complete sense but you have to select them according to situation and occasion of joy ness or happiness.</p>	
Teacher	<p>Practice the expressions at your home and use them according to situations.</p>	

**AOM****C. LESSON PLAN NO 3.**

	<b>Presentation</b>	<b>Phase</b>
	<b>Teacher's Activity – Student's Activity</b>	
Teacher	In last classes you have learnt expressions of different attitudes and where and when to use them appropriately. To day we are going to study different opinions, which are stated sometimes with modifications. You can modify your opinion by adding some more argument. Illustrate them and so on. Let see how it is done under the headlines criticizing, suggesting and explaining.	Phase I
Teacher	Presents some sentences on a <u>O. H. P.</u> and <u>flannel Board</u> and invites the attention of student.  1- Sachin himself is a great batsman.  <u>Moreover</u> he inspires the whole team by <u>his</u> performance.	Present organizer.

	<p>2- The government has prohibited the sale of gutkha <u>But</u> it is being sold in small pan shops. Smoking is <u>prohibited</u> in public places and public transport. <u>Yet</u> some young people <u>smoke</u> in buses and trains making nuisance of <u>themselves.</u> We cannot stop <u>such things</u> merely by laws. There ought to be meaningful support for these laws from the people.</p> <p>3- Teaching to drive a car requires a lot of patience. <u>Similarly,</u> teaching to repair it also requires considerable patience. Theft of electricity is a serious problem in Maharashtra. <u>Likewise</u> it is a problem in Bihar and Madhya Pradesh.</p>	
Teacher	<p>The underlined words modify the earlier statements and adds more information and illustrate them. They are called as linking words in English.</p>	

Teacher	<p>In example 1. <u>'moreover'</u> makes an addition to the earlier statement. The pronoun <u>he</u> refers back to <u>Sachin</u> in the first sentence.</p> <p>In example 2. <u>But</u>, and <u>yet</u> express opposition to the earlier statements.</p> <p>Conjunctions such as – however, but, yet, in spite of, on the other hand, like, similarly, likewise, in the same way – show comparison.</p>	
Teacher	<p>Let us see textual content:</p> <p>1. You state your opinion and then modify it:</p> <p>Science cannot be judged as moral or immoral <u>But</u> the means created by science can be used for moral or immoral purposes.</p> <p>Here <u>but</u> takes away some truth from the earlier statement.</p>	PHASE II
Teacher	What is but here?	
Student	But is conjunction.	

Teacher	<p>Yes, it is conjunction which expresses opposition, other such devices are:</p> <p>However, yet, nevertheless.</p> <p>There are number of science magazines <u>However</u> most of them are in English and cannot benefit a larger number of students.</p> <p>2. You make a point and add something to it we need English for up-to-date knowledge in technology. <u>Moreover</u> we need it for international communication.</p> <p>Other expressions of addition are:</p> <p>Besides, in addition to, additionally, to add to it, ex- Physics in itself is a difficult subject. <u>To add to it</u> this textbook is written in very difficult style.</p> <p>3. When you have a number of points to make you use expressions such as:</p> <p>firstly, secondly, thirdly, to begin with, next, another points, finally, to conclude.</p>	
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Student	What type of numbers are firstly, secondly and thirdly sir?	
Teacher	<p>First, second, third ..... are called ordinal numbers, and 1,2,3,4,5 .. are called cardinals. See for example:</p> <p>There are number of reasons why we should study English. <u>Firstly</u> the higher education in science is only through English medium. <u>Secondly</u> new research in science is published in English all over the world. <u>Thirdly</u> nearly 80% journals in science and technology are published in English. <u>Finally</u> even for inter- state communication in this country, we have to depend on English.</p>	
Teacher	For what purpose firstly, secondly, thirdly etc. are used?	
Student	For making number of points.	
Student	They add information.	
Teacher	Yes, they adds.	
Teacher	You discuss on these expressions and use them into your own language.	

Student	Discuss and writes in his notebook and reads.	
Teacher	<p>4. While expressing your point of view, you may agree with other people or disagree with them. You may not accept everything they say, but only some points. How do you express all this? See for example:</p> <p><b>Agreement:</b></p> <p>Co-education develops healthy understanding between boys and girls.</p> <p>i) That's quite true there cannot be two opinions about it.</p> <p>ii) I agree with you.</p> <p>iii) There is no doubt about it.</p> <p>iv) Yes, there is a sense in what you say.</p>	
Teacher	For expressing your agreement on the subject co-education you can select any expression from the four choices. Do you?	
Student	Yes sir, but what do the iv <sup>th</sup> expression mean?	

Teacher	It means what you mean is meaningful, real.	
Teacher	How would you express your <u>disagreement</u> with the above statement?	
Student	<p>i) I am afraid, the matter is rather controversial</p> <p>ii) I beg to differ it.</p> <p>iii) I don't look at it the same way.</p> <p>iv) Do you really think so? I some how feel the system needs some improvement. Then it can work.</p>	
Teacher	<p>As we have seen agreement and disagreement expressions. In the same way with a change you can express your agreement with same sense of regret.</p> <p>The subject is, the film was quite boring.</p>	
Teacher	Sachin you read the expressions.	
Student	<p>Reads:</p> <p>The film was quite boring.</p> <p>i) Yes <u>I am afraid it</u> was.</p> <p>ii) <u>I have to agree</u> that it was.</p> <p>iii) <u>To tell you the truth</u>, I slept through</p>	



	<p>much of it.</p> <p>iv) <u>I can hardly disagree</u> with you.</p>		
Teacher	<p>I am afraid</p> <p>I have to agree</p> <p>To tell you the truth</p> <p>I can hardly disagree</p>	<p>Express your</p> <p>agreement with</p> <p>unfavorable opinion</p>	
Teacher	<p><b>Partial agreement:</b></p> <p>Here you may agree with one aspect of the argument, but disagree with some other aspect.</p> <p>Subject / topic / statement:</p> <p>Our syllabuses are fifty years old.</p> <p>They need drastic change.</p> <p>i) You may have a point there, but basic principles don't change.</p> <p>ii) To some extent what you say is true your agreement applies to college level in some respects.</p> <p>iii) Yes, but you can't start straight way with Nuclear Physics, can you?</p>		

	<p>iv) You had better qualify your statement.</p> <p>Which level are you talking about? And which particular branch of science?</p> <p>These expresses your partial agreement.</p>	
Teacher	<p>In criticizing, suggesting and explaining expressions of opposition by using however, yet, nevertheless, but etc.</p> <p>To make a point and to add something to it. We have learnt the use of:</p> <p>Besides, in addition to, additionally, to add to it etc.</p> <p>How do you add your additional opinions to the expressions?</p>	PHASE III
Student	<p>By using besides, in addition to ----- to add to etc.</p>	
Teacher	<p>Correct.</p> <p>Rupali how do you express your opposition on any subject? What type of device you should use?</p>	
Student	<p>I will use But, However, yet, nevertheless to show my opposition.</p>	

Teacher	Very good. You may use any of them tell a sentence.	
Student	You are right but I am quite different of you.	
Teacher	We have learnt about expressing expressions <b>Expressions:</b> Agreement, Disagreement, Partial agreement, agreement with, unfavorable opinion.	
Teacher	Now, write a piece of dialogue between two friends expressing agreement disagreement, Partial agreement, agreement with, unfavorable opinion on the topic <u>Cable T. V. is Nuisance</u>	
Student	Writes a piece of dialogue.	
Teacher	Ask one student to read loud.	
Student reads :	Ramesh: Cable T. V. is Nuisance Mahesh: Yes I agree with you; there is no doubt in it. Ramesh : But we couldn't keep the fact	

	<p>away.</p> <p>Mahesh: What is that?</p> <p>Ramesh: Cable T. V. entertain people in vast types of programs , isn't it?</p> <p>Mahesh : you may have a point there but, our young generation is becoming mad of it.</p> <p>Ramesh: Yes, I am afraid of it.</p>	
Teacher	Tell the expressions you have used?	
Student	<p>Yes, I agree with you -- for agreement.</p> <p>You may have a point but -- partial agreement.</p> <p>I am afraid -for regret</p> <p>Unfavorable opinion.</p>	
Student	Could we use all types of expressions to write an essay in examination?	
Teacher	Yes, why not? But with an accuracy and appropriateness in situations.	
Student	Sir, should we use "I don't agree, I am disagree etc."	
Teacher	Yes, you may use.	
Teacher	Write down some statements and express	

	<p>your agreement, disagreement or partial agreement.</p> <ol style="list-style-type: none"><li>1. There is no future for test cricket.</li><li>2. English should not be compulsory subject in colleges.</li><li>3. Bombay is best film by Maniratnam.</li></ol> <p>Bring your papers for the next class. And study the textual expression at your home.</p> <p>Have a good day.</p>	
Student	Thank you sir.	

**D Lesson Plan no 4.**

Class B. A. B. Ed.

Subject – English.

Unit – Poetry, Sub unit: The Indian Serenade, Poet: P. B.

Shelley

Teaching Method – Advance Organizer Model.

	<b>Presentation</b>	<b>Phase</b>
	<b>Teacher's Activity – Student's Activity</b>	
Teacher	<p>Today we are going to learn a poem, the Indian Serenade by Percy Bysshe Shelly. I have brought some lines on the role up board, look here, I read:</p> <p>On a poet's lips I selept            Dreaming like a love-adept            In the sound his breathing kept;            Nor seeks nor linds he mortal blisses,            But feeds on the aerial kisses</p>	<p>PHASE I</p> <p>Present organizer</p>
Teacher	<p>These lines are from P. B. Shelley's poem entitled the 'poets Dream'            where do the poet slept?</p>	

Student	The poet slept on a poet's lips.	
Teacher	could you identify the rhyming words? Which are they?	
Student	Slept – adept – kept Blisses – kisses	
Teacher	P. B. Shelley was the visionary and idealist poet of romantic movement he had written many poems with most elastic style. The present lines are example of his poetic expression in the poem the poet's dream.	
Student	What is the meaning of love – adept sir?	
Teacher	It means a person who is an expert lover. Great lover.	
Student	Sir, tell us some other poems written by shelly	
Teacher	His other famous poems are: - Hymn to Intellectual Beauty. - Ode to the west wind. - To a skylark. - The invitation. - The cloud etc.	

	In all his poems, he achieves a blending of idealistic message, precision of imagery and melody. In the poem the Indian serenade he has painted a beautiful picture of love. The poem is a love song. Lets see.	
Teacher	<p>Reads the first stanza.</p> <p style="text-align: center;">I</p> <p>I arise from dreams of thee  In the first sweet sleep of night,  When the winds are breathing low,  And the stars are shining bright,  I arise from dreams of thee,  And a spirit in my feet  Hath led me – who knows how?  To try chamber window, sweet!</p>	Phase II
Student	Listen to the teacher and put fingers on the lines when the teacher reading aloud.	
Teacher	Ask a student to read second stanza.	
Student	<p>Reads: -</p> <p>The wondering airs they faint  On the dark, the silent stream—  The champak odours fail</p>	



	<p>Like sweet thoughts in a dream;  The nightingale's complaint,  It dies upon her heart  As I must on thine,  Oh, beloved as thou art!</p>	
Teacher	Who will tell the rhyming words in second stanza?	
Student	Stream – dream Heart – art.	
Teacher	What type of figure of speech is used in stanza second?	
Student	personification	
Teacher	Tell the lines. The champak Odours fail	
Student	<u>Like sweet thoughts</u> in a dream	
Teacher	<p>Reads third stanza.  Oh lift me from the grass!  I die! I faint! I fail!  Let thy love in kisses rain  On my lips and eyelids pale  My cheek is cold and white, alas!  My heart beats loud and fast:</p>	

	Oh! Press it to thine own again, Where it will break at last.	
Teacher	Explains the theme:  The Indian serenade is a beautiful love poem / lyric. It is a song sung or played at night by a lover, outside the window of his beloved. The poet addresses his beloved in this poem. He says that he cannot have a silent sleep because when the winds are blowing gently and the stars are shining bright, he awakes from the dreams of his love and then a sudden impulse leads him to the chamber of his beloved.	
Teacher	Why the poet can't have a silent sleep?	
Student	Because the winds are blowing	
Student	The stars are shining bright.	
Student	He awakes.	
Teacher:	He finds that the wandering airs become still and motionless in the night. The stream is silent. The sweet and pleasant fragrance of the champak flowers spreads everywhere like sweet thoughts in a dream.	

	<p>Even the bird nightingale does not sing and express her complaint. The poet feels that he too must die on the heart of his beloved.</p> <p>He therefore requires his beloved to lift him from the grass as he feels if dying, fainting and failing. His cheek is cold and white, his eyelids and lips are pale. He ask his beloved to kiss them and refresh them. He tells her that his heart beats loud and fast. If his beloved does not respond to his love, his heart will break and he will die.</p>	
Teacher	Who does the poet address to in this poem?	
Student	Poet address to his lover.	
Teacher	Does the poet have silent and comfortable sleep?	
Student	No he couldn't sleep silently during night.	
Teacher	<p>Yes the poet cannot have silent sleep because the winds are blowing gently, the stars are shining bright and he awaked from the dreams of thee (beloved).</p> <p>1) In first stanza poet, arise from dream of his beloved and a spirit lead him to the</p>	

	<p>chamber of his lover.</p> <p>2) In second stanza the poet has described surrounding and atmosphere at night time and he became emotional.</p> <p>3) In third stanza, he became more emotional and says oh. Lift me from the grass! I die! I faint! I fail! My heart is breaking and beating fast. So you press it to your heart where it break at last.</p>	
Teacher	<p>Re-summarize by explaining the poem asking questions.</p> <p>Why does the poet go to the chamber of his beloved during night time?</p>	PHASE III
Student	Laughs and says- to meet his genuine love.	
Teacher	<p>You are right.</p> <p>Anybody tell in a little more?</p>	
Student	The poet goes to the chamber of his beloved to express his love.	
Teacher	Good.	
Teacher	What does the poet ask his beloved to do?	
Student	The poet asks his lover to kiss his lips.	

Student	Oh lift me from the grass! I die! I faint! I fail! Let try love in kisses rain.	
Student	Press my heart upon your heart.	
Teacher	What will happen if the beloved does not respond to his love?	
Student	If she does not respond his love, his heart will break and he will die.	
Teacher	Point out the alliteration in the poem.	
Student	I couldn't know alliteration.	
Teacher	Alliteration is a figure of speech. In it poets repeats the words or same letter is occurring at the beginning of words for example- <u>Alone, Alone all all alone</u> <u>Alone on the wide wide sea</u> These lines are from coleridges! poem <u>"Ancient mariner"</u>	
Teacher	Pick out the adjectives used in the poem.	
Student	<u>Sweet</u> thoughts – <u>sweet</u> sleep- loud <u>Shining bright</u> – silent O fast.	

Teacher	<p>In this way we have studied the poem “The Indian serenade” in which P. B. Shelley has expressed his emotional state of mind and his eagerness to meet and how he couldn’t live without her fresh touch of kisses. He says my lips and eyelids are becoming pale, my cheek is cold and white, my heart beats loud and fast so you press my heart on your heart where it will break at last</p>	
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**E Lesson Plan No 5.**Class B. A. B. Ed. I<sup>st</sup>.

Subject – English for communication

Unit – Reading comprehension, Sub unit: 7. Never a perfect

spouce, writer: Johnnie Alves

Teaching Method – Advance Organizer Model.

	<b>Presentation</b>	<b>Phase</b>
	<b>Teacher's Activity – Student's Activity</b>	
Teacher	<p>Today, you are going to study topic No. 7<sup>th</sup> from section II i.e. "Never a perfect Spouce" written by Johnnie Alves.</p> <p>1. Have you read advertisements about Bride wanted 'or' bridegroom wanted in the magazines?</p> <p>2. There must be a large number of married couples around you. Do you feel that they are happy? If yes, can you tell why?</p> <p>If not can you tell why?</p>	<p>PHASE I</p> <p>Present organizer</p>
Teacher	<p>Supply advertisements and posters:</p> <p>See these advertisements and discuss in pairs, the expected qualification of bride or</p>	

	bridegroom generally mentioned in these advertisements.	
Teacher	Have you read the advertisements?	
Student	Yes.	
Teacher	Look at these posters and just see and imagine and discuss in pairs.	
Teacher	Ask one student to read one advertisement	
Student	Bride groom wanted. Attractive, bright, slim (5.5') ivy league, graduate, 23, working in consultancy firm in US, strong literacy bent. Parents Bengali Brahmins highly placed. Seeking suitable boy, educated, principled on a professional career path. Girl now in India. Write Box No MUM 114682C Times of India Mumbai, 400001.	
Teacher	See the beautiful description of a bride in this add. Attractive, fair, slim, bright, working in USA. Do you think that the brightness, fair, slim and attractiveness will remain same forever?	



Student	No, No.	
Teacher	What do they do to be beautiful?	
Student	Girls and women, uses cosmetics	
Student	Use fair and lovely and ponds and more. (laughs).	
Student	Use standard beauty soaps.	
Student	Regularly visits beauty parlors.	
Student	Maintain sliminess by dieting.	
Teacher	What type of bride groom or bride do you prefer if asked?	
Student	As described in the advertisement.	
Student	Handsome, Businessman, teacher, well cultured, modern, open minded, easygoing.	
Teacher	What do you think about your marriage? Or do you think that after marriage something very happy is going to happen in your life?	
Student	Yes, gentle and happy marriage life we will live.	

Student	There will be bungalow, car and bank balance etc. (both earning money)	
Student	Nothing new in marriage, it is just attraction.	
Student	जबसे हुई है शादी आँसू बहा रहा हूँ आफ्त गले पड़ी है उसको निभा रहा हूँ	
Student	There are tensions and tensions, mixture sorrowfulness and happiness	
Teacher	<p>All of you are expecting something either from bride or bridegroom. But be careful about the selection of your life partner. Here in this topic Johnnie Alves has presented a very vivid and realistic pictures of marriage and life after that at the very last he writes:</p> <p>There is no such thing as perfect marriage. Marriages may be made in heaven, but they are contracts between two earthly beings.</p>	

Teacher	<p>Read the text and explain</p> <p>In the first paragraph Johnnie Alves humorously points out that there is no such thing as a perfect marriage. Marriages may be made in heaven, but they are contracts between two earthly beings with human faults and failing. He says that being a good wife is not very difficult because what she has to do is to run the house and please a husband. The writer critically says that I am always unsuccessful to please my wife; her demands are never-ending like the stream of Gangas.</p> <p>Why it is not possible to have a perfect marriage?</p>	<p>PHASE</p> <p>II</p>
Student	<p>Because marriage is contract between two earthy beings with human faults and failings.</p>	
Teacher	<p>What does a good wife has to do?</p>	
Student	<p>To run a house and to please her husband.</p>	

Teacher	<p>Reads the next paragraph and explain:-</p> <p>The secret of marriage is that you must accept the fact that you have not married an angel, but a human being with equal or more faults, like you. You should not expect too much because she is expecting too much.</p> <p>The writer tells that remember the case of Leslie who has married a doll with charm and love and now he is facing problems. It means she has taken him for every thing.</p> <p>The writer has presented another example of poor John who had married a wife, supposing as a good cook, and thought that he will have good meals but he is disappointed now and taking drinks. Once in the intoxication he had shoot his wife and fortunately bullet missed.</p>	
Teacher	<p>What vision did poor John have after marriage?</p>	
Student	<p>Poor John thought he was marrying a wife who was good cook and will have good</p>	

	cooked meals. But this vision turned wrong.	
Teacher	What is the meaning of adored?	
Student	Loved.	
Teacher	In third paragraph Alves says that do not believe her when wife says, “we are happily married.” The fact is that she is happy and I am married. The writer further state that don’t go on appearance and don’t expect her good looks to last forever. If she does try it will take your half income or salary, in response to this he has given an example of his friend Rui who loved his wife’s Chin before marriage, which is, now became double feature. Her lags were too lovely that any person could set his eyes, but they are of not of talking term.	
Teacher	Writer tells that when fall in love, they expect their happiness to last forever and points out an example of Madhu who had married expecting too much and made	

	himself a fool because she is doing the job for him.	
Teacher	How do you interpret the sentence: “we are happily married.”	
Student	Meaning 1: We had married happily (both happy)  Meaning 2: she is happy and I am married (wife is happy husband is unhappy.)	
Teacher	What is the result of marring for the sake of good looks in the case of Rui’s husband?	
Student	Before their marriage, it was her special beauty and legs were best but after marriage both has became worst and of un-talking terms.	
Teacher	Writer suggests that you should not go into the marriage business with an extraordinary kind of dream. You must understand no person can completely satisfy you. Here he presents the example of Maria who went wrong. Before marriage he didn’t believe in heaven and hell but	

	<p>experiencing the experience of hell.</p> <p>Writer advises that don't expect to be automatically happy even after marriage.</p> <p>You should be fully prepared for the conflicts and then you will be able to adjust yourself. You must have the capacity to bear with the faults of others.</p> <p>It is better not to marry at all if you expect your partner to be perfect like you. The writer further advise that you should not marry to find out your partners qualities. You should better find them out before marriage. Further do not marry hoping to change the girl. Remember that if she won't change before marriage, she won't change after. Thus the writer has pointed out the do's and don't do's in marriage with a humorous aspect.</p> <p>* what did Dennis weaver say?</p>	
Student	<p>"most people go into this marriage business with an extraordinary kind of dream that some how it is going to change everything."</p>	

Teacher	<p><b>Points to remember:</b></p> <p>Marriages are contracts between two earthly beings</p> <p style="text-align: center;">↓</p> <p>There is no such thing as a perfect marriage.</p> <p style="text-align: center;">↓</p> <p>Being a good wife or good husband is not very difficult or impossible. The most important thing in marriage is adjustment. Don't expect too much or to be automatically happy ever after.</p> <p style="text-align: center;">↓</p> <p>Don't fall on appearances and don't expect her good looks to last forever.</p> <p style="text-align: center;">↓</p> <p>No person can completely satisfy you. Don't marry to find out qualities of your mate. Find them before marriage. Don't be foolish enough to marry hoping to change the girl. If she won't change before marriage, she won't change after.</p>	PHASE  III
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Teacher	Match (A) with (B)		
	i) Usha said.	a) Happy – go –lucky	
	ii) writers wife says	b) “I had to marry to find how stupid you are”	
	iii) Mario	c) we are happily married.	
	iv) Dennis said	d) third marriage	
	v) Nelley	e) people marry expecting extraordinary dream .	
Student	i) – b    iv) – e ii) – c    v) – d iii) – a		
Teacher	How should one get into marriage?		
Student	By understanding that no person can completely satisfy him.		
Teacher	What did Usha say to her husband?		
Student	I had to marry to find out how stupid you are.		

Teacher	<p>Say whether the statements are true or false.</p> <p>i) Marriage changes a person completely.</p> <p>ii) Marriage does not lead to a world of perpetual bliss.</p> <p>iii) Rui kept the beauty of his wife after marriage.</p>	
Student	<p>i) wrong.</p> <p>ii) Right.</p> <p>iii) Wrong</p>	
Teacher	<p>Complete the following statements choosing the best alternatives:</p> <p>1) The fact is she is happy and I am married means—</p> <p>a) he is married but not happy.</p> <p>b) Both of them are married and happy.</p> <p>c) She is married and unhappy.</p>	
Student	<p>a)</p>	
Teacher	<p>Being a good husband is---</p> <p>a) easy.</p>	

	<p>b) Difficult.</p> <p>c) A bit difficult.</p>	
Student	c)	
Teacher	Match the words from 'A' with their meaning in 'B'	
	(A)	(B)
	1. atheist.	a) A married person.
	2. Squalls.	b) care free
	3. perpetual	c) Screams.
	4. happy-go-lucky.	d) unbeliever.
	5. spouce.	e) everlasting.
Student	<p>A -- 1 (d)      D -- 4 (b)</p> <p>B -- 2 (c)      E -- 5 (a)</p> <p>C -- 3 (e)</p>	
Teacher	<p>Read the text at your home and write a paragraph on Do's and Don't in marriage and</p> <p>Write the causes of unsuccessful marriage according to the writer.</p>	

Student	Can we refer to some our neighboring examples sir?	
Teacher	Yes you can refer.	
Student	Which are the correct words in IV (B) exercise?	
Teacher	1. earthly 2. Disappointed 3. Shoot. 4. expect. 5. Miserable.	
Teacher	To whom is the passage addressed?	
Student	To the readers	
Teacher	Thank you, we will stop here Have a nice day!	
Student	Thank you Sir!	