

APPENDIX - B
LESSON PLANS

UNIT - I : ENVIRONMENT

SUBJECT : ENGLISH

STD : IX

Lesson Plan No. 1

Sub Unit and Period No.	Content Analysis	Objectives and Specifications	Teacher's Activities	Pupil's Activities	Supporting Material used	Evaluation
1.1 A Letter From Mother Earth	<u>INTRODUCTION :-</u> Environment :- Control of air and water pollution. Human being lives in the country and the city. They are responsible for the pollution and the imbalance of nature. Where do you live?	<u>Objectives :-</u> i) Listening ii) Speaking	He shows the two pictures He describes the life of countryside and the city life.	He observes. He listens.	<u>Two Pictures</u> i) Description of the city life. ii) Description of the countryside life. <u>Transparencies</u> benefits of village life and countryside life.	What do you see in the first picture? What do you see in the second picture? What can you do to protect the surroundings in your village or town? What are the benefits of natural surroundings?
	<u>Presentation :-</u> <u>Terms :-</u> Mother Earth, nature surroundings. <u>Concept :-</u> Surroundings <u>Vocabulary :-</u> Stream, traffic, black smoke, breath. <u>Phrase :-</u> a lot of <u>Teaching points :-</u> i) <u>The Countryside</u> - Full of trees, surrounded by hills, There is a river, stream, a lot of open space, birds singing happily. ii) <u>The City</u> - Crowded with people and tall buildings. The roads are full of traffic and you are not able to walk freely.		He asks a few questions based on the picture. He motivates them to collect pictures and participate in the programme.	He answers. He collects pictures and participates in the programme.		Collect the pictures, organise the tree plantation programme, celebrate vasundhara Day.
	<u>Students' Practice :-</u> Participate in the discussion. <u>Assignment :-</u>					

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A letter from Mother Earth Period No.2 (A Text)	<u>Introduction :-</u> Personal letters and Business letters are two main forms of the letters Personal letters, includes - Mother, Father, brother, sister, etc. The text is in the form of letter. <u>Presentation :-</u> Loud reading by the teacher. Silent reading by the students. <u>Terms :-</u> Mother Earth, God, citizens. <u>Concepts :-</u> Poets, philosophers, mountains, wood. <u>Vocabulary :-</u> affection, provide worship, destroy, plant. <u>Phrases :-</u> in praise of, as a result, to take care of <u>Main Idea :-</u> Mother Earth asking her children to think of their future and protect her from destruction.	<u>Objectives :-</u> 1) Reading 11) Listening <u>Specifications :-</u> He identifies the form of the text. He listens carefully and guesses the meaning. He reads English letters correctly. He uses proper pronunciation in reading English. He defines the concepts. He uses proper words and phrases in his sentences.	Teacher plays a recording of the letter. He asks questions what kind of text is this? story/instructions/ letters He reads the text with proper stress & intonation. He asks them to read the text. He creates situation and helps them guess the meanings of new words & phrases. He explains the main idea. He discusses the main points. He compares how she is treated by old people and present people. He gives reasons why she is sad.	He listens. He answers. He listens. He reads. He gives meanings. He understands. He participates in the discussions. He writes down his note book. the mother earth.	Tape Recorder Transparencies showing Mother Earth is treated in the past and in present. Flannel Board Flash cards	What kind of text is this? what are the two types of letters? Who has written in praise of Mother Earth? How old is the Mother Earth? Who is the text addressed to? What does the man need? What does Mother Earth want her children to do now? Plant more trees in your house, school and town.
	<u>Teaching points :-</u> 1) Who praise her, and how 2) How she is taken care by old people. 3) She provides man - 4) Her present's condition and complaint. 5) Her address to the children. <u>Assignment :-</u>					

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Period No.3 (composition) Letter writing	<u>Review :-</u> You have already learnt two types of letters-personal letters and business letters. Personal letters-family letters. What is the text about? Types of letter <u>Presentation :-</u> <u>Formal letter</u> Vocabulary-address, Salutation Register words. i) Date and Address ii) Salutation iii) Beginning of the letter iv) Body of the letter v) Concluding of the letter vi) subscription <u>Production :-</u> Students write a letter with the help of the points given. <u>Assignment :-</u>	Objectives:- i) Reading ii) Writing <u>Specifications</u> He tells the different forms of letters.	He explains the various types of letters He asks questions what is formal letter? What is informal letter? He discusses the heading required for letter writing. He uses transparencies & shows the model letter writing. He asks students to develop a letter with the points.	He listens. He answers. He participates in the discussions. He observes and writes main points. He writes.	Overhead projector - Transparencies showing the important points required for letter writing - A Model letter Roll up	Who complains? to whom? What is the complaint? Write a reply to the Mother Earth. Frame the format of letter writing.

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1.2	<u>Introduction :-</u> Trees are our best friends. They keep the balance of live without nature. There are adverse effect on nature because of the destruction of forest.	<u>Objectives :-</u> i) Listening ii) Speaking	Teacher shows the five pictures and ask questions.	He observes the pictures and answers the questions.	Pictures of place sword, kiln, axe etc.	Who are our best friends?
Period No.4	<u>Presentation :-</u> concepts - tools, community, project, Movement, axe	<u>Specifications :-</u> He states the value of forest He defines the concepts.	He defines the concepts with illustrations.	He listens.	Tape recorder.	Why have the womens put their arms around the trees?
(Before you read section)	<u>Terms -</u> Kiln, Chipko.		He illustrates new words & phrases.	He guesses the meaning.	Flat pictures from book, newspapers, posters.	What is the purpose of the text?
	<u>Vocabulary -</u> Concerned, embrace, sacred, ecology, fragile.	He uses appropriate words in his sentence.	He reads the text loudly.	He listens.	Map	What does the word chipko mean?
	<u>Phrases -</u> On occasions, made a vow ecological insight	He uses of phrases in his own sentences.	He explains the purpose of the text.	He listens.	Photographs	Why did the women hug trees?
	<u>Loud Reading</u> by the teacher/silent reading	He locates Rajasthan (state) in the map.	He discusses the main points in the text.	He participates in the discussions.	Flannel Board	
	<u>The purpose of the text -</u> To tell us about the danger of cutting down forest.	He guesses the meanings of words.	He asks questions to the pupils for practice.	He answers.		Why did the king need wood?
	<u>Incident -</u> chipko Movement	He gives reasons why they are worried.	He motivates them to collect additional information about C.M.			What is the purpose of the Bishnoi women?
	<u>Teaching points :-</u> i) People worried about the destruction of forests and its effect on climate. ii) The Chipko movement iii) The Bishnoi community hugged trees to protect from destruction. iv) The balance of nature. v) Prayer of the bishnoi women.	He locates the significance activities of the women of Bishnoi community. He explains the chipko movement. He interpretes the prayer of the Bishnoi women. He selects material from news papers.				Why do we protect trees?
	<u>Students' practice :-</u> <u>Assignment :-</u>					Collect more information about the chipko moment.

Sub Unit and Period No.	content analysis	Objectives and Specifications	Teacher's Activities	Pupil's Activities	Supporting Material Used	Evaluation
1.2	<u>Introduction :-</u> How could we All over the world people are live without increasingly becoming you. concerned about the destruction of forests and its effect on climate and the Vocabulary Focus and check land.	<u>Objectives :-</u> i) Reading ii) Speaking iii) Listening <u>Specification :-</u> He illustrates the words increasingly with example. He guesses the meanings of the words. He pronounces words correctly. <u>Presentation :-</u> Loud reading or record playing of the text. Silent reading by the pupils. <u>discussion :-</u> Students' practice	He asks questions by introducing new words. He plays the recording of the text. He discusses the main events in the Chipko Movement. He asks to frame meanings of the words. He asks to frame He writes. from the verbs.	He answers. He listens carefully. He participates and guesses the meanings of the words. He writes.	Non projected material flat pictures. Flash cards showing words & their descriptions. Roll up. Flannel Board (Matching words)	What are the people increasingly becoming concerned about? Who wanted to build a palace? What is a sacred tree? What are we beginning to realize?
	Why the forests are cut down? <u>Vocabulary</u> climate sect, delicate How large an area of forest is India losing every year? <u>Four elements :-</u> The soil, the light, the water and the air these four elements involved in ecological balance. <u>Assignment :-</u>	He describes the incident of chipko movement. He compares the loosing forest in India. He describes the four elements.	He motivates him to gather more information about the ruler in Rajasthan.	He notes in his information exercise book. He writes.	Map - Showing Garhwal district in Uttar Pradesh. Transparencies showing the Chipko Movement.	Coplllect more information about the rulers in Rajasthan.

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Period. 6 Grammar and writing focus. (I.2)	<u>Review:-</u> i) Ramesh is a clever boy. ii) There are red flowers in the garden. nouns-boy, flowers. adjectives-clever, red. Term- adjective (A word which qualifies the noun is called adjective) (Adjectives + ing + noun) <u>Presentation :-</u> Adjective + noun red flower . good girl. adjective + ing + noun wander + ing + noun wandering tribes. dancing dalls. <u>Students' Practice:-</u> prepare words for the following <u>Assignment :-</u>	<u>Objectives :-</u> i) Reading ii) Writing <u>Specifications :-</u> He locates the ajectives in the sentences. He defines the term adjective. He uses adjectives in the sentence. He tells the meanings of adjective. He selects & uses appropriate words. He selects proper describing words matching to the nouns.	Teacher gives various examples and asks him to locate the adjectives in the sentence. He provides a table and asks to describe the things. He asks to prepare words. He motivates him to make as many words as they can.	He finds adjectives in the sentence. He observes and answers. He writes. He writes.	Flash cards Substitution Table. Overhead projector-Transparencies showing names of things and the words of describing things.	Word formation make noun- i) Move ii) Protect iii) inspire Making adjectives i) Prevent ii) Protect iii) fear Fill in the blank with appropriate present participulars i) A bus which is moving is called a.....bus. ii) Machines which wash clothes are called.....machines. Make sentences from the substitution table.

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I-3 Vanishing Forests . Period 7 (Before you read section)	<u>Introduction :-</u> Forests help human beings as well as animals in various ways. Wood is very useful. Different uses of wood. <u>Presentation :-</u> Term - wood Concept - Zones. Vocabulary zones - Tropical, Temperate and frigid. <u>Presentation:-</u> Playing a record of the text. Central idea of the text Forests are being destroyed everywhere in the world. <u>Discussion :-</u> i) How are forests valuable? ii) Destruction of forests responsible. iii) What was the cause of floods? iv) What is deforestation? <u>Assignment :-</u>	<u>Objectives :-</u> i) Listening ii) Speaking <u>Specifications :-</u> He tells the uses of wood. He motivates to think. He defines the concepts & lists the zones. He locates the names of the countries. He chooses the correct alternatives. He expresses his opinion emphatically. He inspires to collect materials. iv) What is deforestation?	Teacher introduces the word vanish with illustration. He asks the uses of wood by dividing a class into two groups. He shows the word Map & points zones. He reads the text. Asks to locate the countries. He asks what is the text about. He asks questions. He asks to gather things.	He listens. He answers. He observes. He listens. He writes. He answers. He answers. He writes.	Transparencies, Black Board, Map of the world, Roll up	What are the different uses of wood? What are the three zones? What does the title vanishing forests suggest? Who are responsible for great destruction of forests? Collect things which made from the wood.

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1.3 period-8 Read the Text	<u>Introduction :-</u> All living things to be cared for, Trees are important to us. They provide many things we need. But now a days forests are being destroyed very quickly. So government should act quickly. <u>Presentation:-</u> Term - Forest, wood. <u>Vocabulary</u> - Vanishing devastate, deforestation. <u>Phrases</u> - on the retreat, to soak up. Loud Reading by the teacher Silent Reading. <u>Teaching points</u> i) Different uses of wood. ii) Trees on the retreat. iii) Saving the forests. <u>Assignment :-</u>	<u>Objectives :-</u> i) Reading ii) Listening iii) Speaking iv) Writing <u>Specifications :-</u> He uses the correct words in the sentences. He pronounces words correctly. He guesses the meanings of the words. Listens with proper stress and intonation. He reads with proper stress and intonations. He tells the uses of wood. He locates the area. He gives the reasons of forests being destroyed. He motivates them to prepare a graph.	He explains how forests are useful to mankind. He explains the difficult words and phrases with meaning. He reads the text. He asks to read. He shows the map and graph. He discusses the main points & asks questions. He gives assignment.	He listens. He listens. He understands the Map. He listens. He reads. He observes and locates. He participates and answers the questions. He writes.	Tape recorder. Graph Pie-Chart. Transparencies. Map.	Why trees are very important to us? What are the benefits of wood? How much area of forests is lost every year? Which communities are responsible for destroying forests. Prepare a line graph showing how forests are destroyed last two decade.

Sub Unit and Period No.	Content analysis	Objective and Specifications	Teacher's Activities	Pupil's Activities	Supporting Material Used	Evaluation
1.3	Review:- Revision of Verbs of preposition like know, understand, remember, forget, want etc.	Objectives :- 1) Reading 11) Writing	He revises verb of prepositions.	He listens.	Flannel board	Find out noun clauses from the following sentences and say which are noun clause.
Period No.9 Grammar and writing focus.	a) I know Gopal. b) He understands Marathi. Gopal, Marathi - nouns. know, understand - verb of prepositions. Presentation - noun clause a) What did they know? b) What are we beginning to understand today? -They knew that (somehow the soil, the light, water, the air mutually interdependent) The Bishnoi Community believed that trees were living things like other living things.	Specifications :- he describes the noun clause.	He asks to find the noun clause. He asks to write and locate noun clause. He provides examples to answer. He gives supporting words and asks to use in the sentences.	He answers. He writes. He answers. he writes.	Roll up chart of suggesting word.	1) Long ago the people believed that the east was flat. Write a composition on myself in the past present.
	In the above sentence the words in the underlined are the noun clauses object of the verb believe. Writing Focus :- Two groups. 1) What they did or do in the past 2) What they do now, describing actions like those given in the table or below - English, Climb 'A' Past In my childhood I could not speak English. 'B' Present Now I can speak English. Assignment :-	He states the noun clause.	He shows the table of descriptions.	He reads.		

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I.4	<u>Introduction :-</u>	<u>Objectives :-</u>	He explains the natural surroundings.	He listens.	Pictures.	Where does the boy want to go?
A boys Song (poem)	We have already learnt the natural surroundings in the first unit. Generally we like to live in the surroundings of trees and mountains rivers and pools. We want to be free from the cage of city life.	1) Listening ii) Reading. He recalls the natural surroundings in the first unit.			Tape recorder.	Whom does the word me refer to?
Period 10	<u>Presentation :-</u> <u>Term -</u> grey trout . hqwthorn.		He introduces words with the help of pictures.	He observes.	Visual Media in the form of objects.	Find the rhyming pairs in the poem.
	<u>Vocabulary -</u> trout, chirp, flee,steep, banter, Meadow. <u>Reading -</u> Teacher's loud reading or record playing. Silent reading by the pupils . Where exactly does the boy want to go?	<u>Specifications:</u> He pronounces words correctly. He guesses the meaning of the words. He notes the proper stress and intonations. He uses proper stress and intonations in his readings. He locates the answer. He locates the repeated lines in the poem.	He reads the poem. He asks to read the poem. He asks to mark the words. He asks to find rhymes in the poem.	He listens carefully. He reads. He marks in the text book. He answers.		Collect the various poems.
	<u>Repeated lines :-</u> That's the way for Billy and Me. latest, sweetest, cleanest rhyming words. <u>Assignment :-</u>					

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1.4 period-II Check your understanding	<u>Introduction :-</u> The boy in this poem want to free from the city life and lives in the natural surrounding. <u>Presentation :-</u> Four pictures describing the words description. a) a gray trout in a bright pool. ii) hawthorn bushes around a field. iii) a blackbird singing on a tree. iv) a nestling in a nest. <u>Rhymes :-</u> deep - sleep /di:p/ /s/i:p/ /li:/and /ml:/ <u>Comparative degree:-</u> toys, books, boxes, pens. This box is big. This box is bigger. This box is biggest of all. Chorus reading of the poem in a chorus. <u>Assignment :-</u>	<u>Objectives :-</u> i) Listening ii) Speaking <u>Specifications :-</u> he describes the natural healthy surroundings. He distinguishes the city life & countryside life. He explains the meanings of the words. He guesses the meanings of the words. He locates the rhyming pairs. He asks to read the poem. He gives reasons. He uses comparative words in the sentences. He pronounces the words correctly. He explains the life of countryside.	He describes the life of countryside. He shows the pictures of describing the situations. He asks questions. he asks to find rhyming pairs. He asks to read the poem. He asks to use the words in the sentences. He asks to read the poem in a chorus.	He listens. He observes. He answers. He writes. He reads.	Tape recorder. Pictures. Film strips. Flash cards. Visual media in the do? form of object. Who drives away little girl from the play? Find the rhyming pairs from the poem. Read the poem.	Where does the boy want to go? What are the pools like? What are the grey trout? What does the black bird in the do? Who drives away little girl from the play? Find the rhyming pairs from the poem. Read the poem.

UNIT - II : HEALTH

Lesson Plan No.12

Sub Unit and Period No.	Content analysis	Objective and Specifications	Teacher's Activities	Pupil's Activities	Supporting Material Used	Evaluation
II.1 Health. Period No.12 Before you read section and the text.	<u>Introduction :-</u> You wake up in the morning. Then you brush your teeth. Then what would you prefer to drink tea/coffee/milk. You see advertisements on T.V. concerning to either tea or coffee list of advertisement in short. <u>Presentation :-</u> <u>Terms -</u> Tea, Coffee <u>Concepts -</u> drinks. <u>Vocabulary :-</u> prohibit, dilute, introduce, toxin, accumulate. <u>Phrase :-</u> be involved, to act on, to get rid of. Read the text. Loud Reading/play a recording of the passage. Silent reading- Two statements (partly true) <u>Teaching Points :-</u> 1) A great deal of controversy about drinking coffee. ii) What does coffee bean contain off/caffeine, odour <u>Cause Effect</u> a) the tone of muscles is energetic b) Intestine Laxative become more active c) gastric helps glands digestion secrete more actively. iii) Effects of coffee on the body	<u>Objectives :-</u> i) Reading ii) Listening iii) Speaking <u>Specifications :-</u> He states what he prefers either tea or coffee. He tells the advertisement of tea or coffee on T.V. He defines the concepts & tells the attributes of the concepts. He pronounces the words correctly. He guesses the meanings of words. He uses the phrases in his own sentences. He describes the controversy about drinking coffee. He explains what coffee bean contains. He describes the causes and effect of drinking coffee. He motivates to drink coffee at different time.	He introduces the unit coffee by giving examples & narration. He asks questions. He explains the meaning of the words with illustration. He reads the text by play a recording of the text. He asks to reads the text. He discusses the main points & asks the discussion and questions. He participates in points & asks the discussion and answers to the questions.	He listens. He answers. He guesses the meaning of words. He listens. He reads. He participates in the discussion and answers to the questions.	Chart showing the list of advt. on T.V. Tape recorder. Flannel board (matching) Transparencies, pie-chart showing coffee bean contains. Transparencies showing the effect of coffee.	What do you drink in the morning? What do you prefer tea or coffee? When was coffee introduced in Europe? How much caffeine does the coffee bean contain? What does the coffee act on?

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II.1 Grammar Focus Period 13	<u>Review :-</u> <u>Past participles as adjectives</u> study the following sentences carefully i) I liked that painted doll ii) I love this dedicated behaviour. iii) He is a learned man <u>Presentation :-</u> Explanation (Past participles are used as adjectives and they come before the nouns they describe such as adjectives are called attributive adjectives) <u>Predicative adjectives</u> e.g. i) He looked worried. ii) He felt disappointed. worried, disappointed are also past participles used as adjectives. But they come after the verb (Adjectives which come after verbs as part of predicates are called predicative adjectives) <u>Past Participle Phrases</u> Study the following sentences. i) The coffee bean contains one percent of a substance known as <u>caffeine</u>.	<u>Objectives :-</u> i) Reading ii) Writing <u>Specifications :-</u> he locates the past participles as adjectives in the sentences. He defines the attributive adjectives. He locates the past participles and verb. He defines the predicative adjectives. He selects past participle phrases in the sentences.	He gives examples and introduces the past participles as adjectives. He explains the attributive adjectives He shows examples on Transparencies. He asks to define the P.ad. He asks to read the sentences. He asks to find the nouns that each of the phrases in bold type describe & write.	He listens He listens He observes and reads. He answers. He reads he finds & writes.	Transparencies showing sentences. Flannel board. Roll up. Roll up. Transparencies.	Find past participles as adjectives. i) A bird in a cage is a crippled thing. ii) But it was forbidden fruit for me. iii) He was not a satisfied person.

ii) And coffee, taken in the He tells adjective phrase.
evening seems to stimulate the

mind. The phrase 'known as
caffeine' describes the noun
substance'.

(These phrases contain past-
participle known accumulated and
taken and describe nouns that
come before them. Therefore they
are called adjective phrases.

Assignment :-

Sub Unit and Period No.	Content Analysis	Objectives and Specifications	Teacher's Activities	Pupil's Activities	Supporting Material Used	Evaluation
Period No. 14	<u>Introduction :-</u> There are various types of composition just as easy writing, story writing, narrative, descriptive, informative, table description, letter writing, etc. <u>Presentation :-</u> An old man.....three sons..... lazy.....old man was on his death bed.....worried about his sons.....an idea.....calls the sons.....told the treasure..... buried.....his death.....sons dig a field.....on treasure.... rainy season.....saw a seeds.... good harvest.....realised the value of work. <u>Assignment :-</u>	<u>Objectives :-</u> 1) Reading 11) Writing <u>Specifications :-</u> he distinguishes the compositions. show the pictures. He develops the sentences. he finds the moral of the story.	He gives details about the composition. he shows the points on the transparency and the pictures. He asks to find the moral of the story.	He listens. He reads. He observes. He finds and tells.	Pictures Transparencies.	Write a short story with the help of the points given below.

Sub Unit and Period No.	Content Analysis	Objectives and Specifications	Teacher's Activities	Pupil's Activities	Supporting Material used	Evaluation
II.2 T.B. Easy to Cure fatal to Ignore (Before you read the section and the text)	<u>Introduction :-</u> There are various disease. T.B. is one of them. If it is detected in previous stage it can be cured. <u>Presentation :-</u> Term: Diseases concept. T.B. disease. <u>Vocabulary :-</u> bacilli untreated, ignorance, diagnose, sputum, disastrous, campaign. <u>Presentation :-</u> Record/play recording of the passage. 1) How many instructions are given? ii) What is sputum smear test? <u>Discussion :-</u> Every patient with infectious T.B. infects 20 others if he is left untreated. Instructions for detecting T.B. and cure. <u>Presentation :-</u> <u>Assignment :-</u>	<u>Objectives :-</u> i) Reading ii) Speaking iii) Listening <u>Specifications :-</u> He tells various names of disease. He defines the concepts and attributes the concepts. He uses the certain words in his own sentences. He locates instructions in his book. He explains the procedure of the text. He inculcates the instructions. He states how T.B. is cured.	He asks questions. He asks questions. He asks to use words and phrase in sentences. He asks questions. He explains. He discusses the instructions.	He answers He answers He writes He answers. He listens. He participates in the discussion.	Flannel board showing how T.B. infectious. Various posters. Film projector. Transparencies. Tape recorder.	What are the dead ful diseases? What are the signs of T.B.? What is the passage about? When is T.B. not infectious? How expensive is the treatment? Collect information about T.B.

Sub Unit and Period No.	Content Analysis	Objectives and Specifications	Teacher's Activities	Pupil's Activities	Supporting Material used	Evaluation
11.2	Vocabulary Focus.	Objectives :-	He asks to make nouns	He writes.	Flash cards	Make Nouns :-
Grammar and writing focus	Grammar Focus	1) Reading				Treat -
Period No.16	Writing Focus	11) Writing	He explains the rule.	He listens.	Flannel Board	govern -
	Word Formation :-	Specifications :-	He gives examples.	He observes		compart -
	govern - government	He tells the noun forms of the verb.				Judge -
	treat - treatment		He asks to make a measurable words.	He listens & writes.		Make measurable words from the following -
	(Certain nouns are made from verbs by adding - ment. The meaning of such nouns is out/fact of - ing.	He discriminates the quantity and numbers.	He asks to use appropriate words.	He writes.		Mouth -
	Grammar Focus :-			He writes.		Hand -
	Quantity & number	He locates the measurable words.				What are the infectious diseases?
	1) Which are the countable numbers? one, two	He uses words in the sentence.				Collect nouns from the text.
	2) Which are the measurable words? roomfull, spoonful, etc.	He selects appropriate words.				
	ake a measureable words,					
	1) basket, mouth, hand, pocket, etc.					
	Writing Focus :-					
	Short paragraphs with the help of clues.					
	Assignment :-					