

CHAPTER 2

Meaning, Need and Importance of Lesson Planning

Lesson planning is the backbone of classroom teaching. It is the essential means by which the desirable end is achieved. In the words of L.B. Sands "A lesson plan is actually a plan of action. It, therefore includes the working philosophy of the teacher, her knowledge of philosophy of the teacher, her knowledge of philosophy, her information about and understanding of her pupils, her comprehension of the objectives of education, her knowledge of the material to be taught and her ability to utilize effective method."

MEANING OF LESSON PLANNING

L.B. Sands, conceives a lesson plan as "Plan of action" implemented by the teacher in the classroom.

G.H. Green says, "the teacher who has planned his lesson wisely, related it to his topic and to his class will be in a position to enter the class-room without any anxiety, ready to embark with confidence upon a job he understands, and prepared to carry it to a workable conclusion. He has fore seen the difficulties that are likely to arise, and prepared himself to deal with them. He knows the aims, his lesson is intended to fulfil, and he has marshalled his own resources for the purpose, and because he is free of anxiety, he will be able to estimate the value of his work as the lesson proceeds, equally aware of failure and success and prepared to learn from both."

Bossing, explains the meaning of lesson planning in these words, "Lesson planning is the title given to a statement of the achievements to be realized and the specific means by which these are to be attained, as a result of the activities engaged in

day-by-day under the guidance of the teacher." This definition tends to focus the teacher's attention upon:

1. Outcomes or results in terms of the pupil.
2. Definite processes and procedure with a recognition of activity as the basis of learning.
3. The pupil in the foreground and the teacher in the background as guide and director only of the learning activity.

Nature of Lesson Planning

According to Bossing, "Lesson planning is essentially an experience in anticipatory teaching. It is living through in advance, mentally and emotionally the classroom experience as the teacher visualises it. The eager faces, the questions that will arise, the difficulties the pupils will encounter, the way these difficulties are to be met all these the teacher will experience in imagination. This is the first essential of good planning. It is here that the teacher can bring into play the subtle power of well-developed imagination. The more vivid, the better, so long as it is fully tinged with realism." The teacher must possess the following four qualities to plan effectively.

1. A broad understanding of the subject-matter, materials and activities that will provide the nucleus for the classroom experience.
2. An intimate knowledge of the environmental forces that have played upon the life of the class collectively and individually.
3. A thorough comprehension of the psychology of the mental process with an understanding of the realisation of the laws of learning leading to the anticipated classroom situation.
4. Teaching technique to meet the general and specific needs of a learning situation.

Need of Lesson Planning

Necessity of planning a lesson arises because of the following reasons:

- (i) Lesson planning keeps both, the teacher and the taught on the right track. As a result teaching activities do not become haphazard and vague or confused.
- (ii) Lesson planning makes teaching activities meaningful and stimulates us to see what the outcome is going to be.
- (iii) It is a yardstick to measure success or failure. Teaching becomes effective when the teacher plans in the desirable direction.
- (iv) Lesson Planning is a time saving device. The teaching can be properly organised and becomes systematic.
- (v) It is very much helpful to the teacher to illustrate teaching materials effectively. He can enter into the class with confidence.
- (vi) It helps the teacher to avoid unnecessary repetition. Continuity of the lessons of a unit is maintained.

PRINCIPLES OF LESSON PLANNING

While planning a lesson, the teacher should keep in mind the following principles:

- (i) Planning should be flexible. It can be changed according to the needs of the teacher and the pupils. It should not act as a master of the teacher. Rather it should simply guide him in his teaching activities.
- (ii) The teacher should have sufficient knowledge and background of the subject he desires to plan.
- (iii) The teacher should have sufficient training in the methods and techniques of teaching English. As a result, he can plan the lesson effectively.
- (iv) The teacher should encourage pupil's participation at the time of delivering the lesson.
- (v) Planning should be done in advance. As a result, the teacher can get an opportunity to have a glance at the subject that he is going to teach. He should go fully prepared to the class.

- (vi) The teacher should be scientific in his treatment of lesson planning. The teacher should try to correlate the previous knowledge effectively.
- (vii) The teacher should provide opportunity to the students for the practical use of their knowledge.
- (viii) The teacher should use various teaching aids while presenting the topic. The presentation should be interesting.
- (ix) Planning should not be too long. It should be prepared within the required limitations.
- (x) Blackboard work should also be organised properly.

Importance of Lesson Planning

The following uses emphasise the importance of lesson-planning :

1. **Clarity of aims:** Unless the teacher himself is clear about the aims and objectives of teaching a particular lesson he cannot teach effectively. The teacher must be clear about the objectives to be achieved while teaching a lesson. Lesson planning helps in clarifying aims and objectives.
2. **Selection of teaching methods:** After specifying the objectives the teacher needs to select the methods of teaching "*which method would be best*", has to be decided in advance. The teacher has to keep in mind the abilities and capacities of pupils and the process of using a particular method.
3. **Help in managing teaching material:** The teacher has to make use of different kinds of teaching material to successfully execute a particular teaching method. If the required teaching material is arranged before hand, it facilitates the teaching work. eg. selection of lesson planning helps in managing the teaching material.
4. **Saves time and energy:** Lesson planning saves the time and energy of the teacher and the pupils. The whole teaching work proceeds according to a plan. The teacher knows what to do and when; so there is very little possibility of waste of time, which saves them from going astray.

5. **Helps in finishing, the syllabus on time:** The teacher has to finish the course during a fixed time frame. Therefore, it is necessary that the whole syllabus is divided into monthly units and then these should be divided into daily lesson plans. In this way the whole syllabus is covered in a balanced manner.

Functions of Lesson Plans

A lesson plan indicates the aim to be realised by teaching a lesson, the methods to be employed and the activities to be undertaken in the class so that it (class) is kept engaged for the realisation of the aim. A lesson plan is actually a plan of action. It includes:

- (i) The **working philosophy** of the teacher.
- (ii) His **information and understanding** of his pupils.
- (iii) His **comprehension of the objectives** of education.
- (iv) His **knowledge of the material** is to be taught.
- (v) His **ability to use effective methods** of education.

The lesson plan affects the teacher's skill, intelligence, ability and his personality.

- 1. It delimits the field of work of the teacher as well as of the students and provides a definite objective for each day's work.
- 2. As a goal is determined, the teacher gets impetus to realise his goal.
- 3. It tends to prevent wandering from the subject and going off the track. It serves as a check on the possible wastage of time and energy of the teacher and students. It makes teaching systematic, orderly and economical.
- 4. Planning helps the teacher to organise and systematise the learning process. The activities in the lesson are well-knit, inter-connected and associated. The continuity of the avoiding needless repetition.
- 5. Planning helps in avoiding needless repetition.
- 6. Planning helps the teacher to overcome the feeling of nervousness and insecurity. It gives him confidence to face the class.

7. Lesson planning gives opportunities to the teacher to think out new ways and means of making the lesson interesting and to introduce thought provoking questions.
8. Lesson planning ensures a definite assignment for class and availability of adequate materials for the lesson.

STEPS IN A LESSON PLAN

The steps in a lesson plan, in fact, are details of the procedure, which are logically arranged by teacher in order to make new learning quicker and more effective. It was Herbart the first educator, to apply psychology to education, and his followers who emphasised five normal steps for teaching a lesson which aims at acquisition of knowledge and information. These five normal steps are:

- (i) Preparation or Introduction
- (ii) Presentation
- (iii) Comparison or Association
- (iv) Application
- (v) Recapitulation

(i) Preparation or Introduction

The first of these steps is preparation. It is an introduction to the lesson whose main function is to prepare the child's mind for the new lesson. In this step, nothing new is taught or imparted to students. The teacher is only to make himself sure of what pupils already know, relevant to the topic in hand. This is done by putting a few questions, based on the pupil's previous knowledge. In this step the teacher connects the old knowledge with the new, and arouses the curiosity of the students to learn.

If the preparation or introduction of the lesson has been done effectively by the teacher it makes it easier for the students to follow the new lesson and also helps the teacher in announcing the topic. The announcement can be a brief statement "Today students, we shall study **Types of Nouns**". Such a statement gives a proper direction to the pupils.

(ii) Presentation

After the announcement of aim the teacher is required to present the new subject matter to his pupils. This is the most important step which involves a lot of mental activity on the part of the students. So the teacher should see that they not only get the new knowledge but also assimilate it as they get it. It is, therefore, suggested that for the purpose of convenience and facility, the presentation step should be divided into two columns the subject matter on the right hand side and the method on the left. In the presentation stage, the teacher should make proper use of questions, flash cards, pictures, models, and other illustrative materials besides creating situations, explanation and exposition etc. At the end of each section or unit, a few questions concerning that section only should be asked to test whether knowledge has been grasped and assimilated by the students. This is also called stage of recapitulation. Blackboard summary should be developed side by side as the lesson proceeds.

(iii) Associations or Comparison

In fact, association and comparison is not a separate step in English. It is included in presentation. The new knowledge is to be compared, contrasted, correlated and associated with the old knowledge. Through comparison and association the pupils grow in knowledge. Now knowledge may also be correlated with the social and physical environment of children. This step plays a very important part in the teaching of social studies in which almost all the lessons can be associated and correlated with the past or present social and physical environment of the pupils.

(iv) Recapitulation

Recapitulation means asking the pupils to reproduce what they have learnt. In social studies recapitulation can be done at the end of the lesson or it can be sectional recapitulation. Recapitulation is not possible unless the students have understood the lesson thoroughly in all its aspects. The teacher can use her own discretion while doing recapitulation, again depending upon the lesson she is teaching.

(v) Application

The students are asked to write short notes or an answer to a certain question concerning the lesson taught. This means that the students are applying the knowledge. Application is a means of ensuring knowledge and understanding. In English the application step is used when the teacher asks the student to fill up a blanks or identify, nouns etc. and use them in sentences.

There is another way of lesson planning, which is gaining grand these days. It is known as *Glover Plan*. This plan has four steps as follows.

1. **Questioning.** Teacher must introduce and develop his lesson through related and sequential questions. Start the lesson by asking questions about knowledge of the students. The questions should then lead to new knowledge under consideration. Lesson can also be introduced with the help of some teaching aid like a picture, chart or model etc. the introduction can also be made by describing a situation or by telling a short story. However, teacher should bear in mind that the introduction is brief and interesting.

2. **Discussion.** For discussion the class be divided into smaller groups and in such groups students be encouraged to express their ideas and opinions freely. This helps the students in removal of their difficulties.

3. **Investigation.** The students are encouraged to do a project or investigation on the lesson, or topic either individually or in small groups, by processing information or by laboratory work.

4. **Expressions.** It concerns the strategy in which the students and the teacher communicate ideas through observation and listening {passive expression} or through doing {active expression} or through performing arts {artistic expression} or by arranging learning {organisational expression}.

In developing a lesson a teacher must keep in mind the following psychological principles:

(1) **Principle of Selection and Division.** The teacher should

wisely divide the learning material into smaller segments. It is also for the teacher to decide about the quantum of subject-matter to be covered by him that which has to be elicited from the students.

(2) **Principle of Successive Clarity.** It is for the teacher to see that the different learning segments of lesson are well-structured, sequenced and connected. Teacher must ensure, that in each segment, that students have grasped the subject-matter given to them.

(3) **Principle of Integration.** Teacher should conclude his lesson only after combining various learning segments to produce some generalisation.

Blackboard work. Another important aspect of lesson planning is also the use of the Blackboard. The teacher while planning the lesson must make sure that she prepares also the **Black board summary**. This will enable the teacher to plan properly also the Black-board work.

No lesson can be taught effectively unless a proper use of the blackboard has been made from the beginning of the lesson until its very end. Of all the aids and tools employed by the teacher, the black-board is the most useful and most handy. In a subject like ENGLISH many concepts and facts can be made clear by drawing sketches, outlines, diagrams, matchstick figures, pictures, on the black-board. Brief summaries of all the important points or sections are also written on the black-board as the lesson proceeds. Thus black board work through out the lesson, enables pupils to see what they have heard. In this way both the aural and the visual sensations are combined and learning is facilitated. Black-Board work must, therefore, form an essential part of the lesson notes, prepared by pupils teacher in training colleges.

Evaluation of a Lesson Plan

After having formulated a lesson plan a teacher must evaluate to see if the plan fulfils the under mentioned condition.

1. Teaching points.

2. Introductory questions that the teacher will ask.
3. Announcement of the topic has been made.
4. It must have properly framed questions.
5. The illustrative aids to be used should be shown in the lesson plan.
6. The materials of instruction or subject-matter should be carefully selected and organised.
7. To motivate the students, there must be a provision for audio-visual aids.
8. The plan should be divided into units, but care be taken to see that the lesson remains an integrated whole and every unit develops from the previous and merges into the next one.
9. The children must be given enough scope to be active. It should not make them mere passive listeners.
10. The plan should be prepared in such a way as it does full justice to all the students of varied capacities and provides for individual differences.
11. It should show certain routine things. The plan should indicate the duration of the period, the period itself, average age of the students, subject and the class.
12. It should be flexible. The plan is a means and not an end. The teacher should be prepared to change his teaching methods from those as referred to in the plan.
13. The lesson plan should include the summary of the whole lesson which is to be built up on the blackboard with the help of the students.
14. It should include assignments for children.
15. A good lesson plan must provide for self-criticism.

CHAPTER 3

The Herbartian Lesson Plan

A lesson plan is an effective presentation of a small unit or units of the subject matter to a class of students. It contains description of the meaningful activities and teaching steps that the teacher uses in order to achieve the objectives of the lesson. The origin of lesson plan is from Gestalt Psychology. A unit plays an important role in learning because the learner usually takes help of units in understanding the whole concepts.

The Herbartian Lesson Plan

In most of the training institutions the five steps approach of lesson planning is used. John Fredrik Herbert, a German Philosopher and great educationist gave us this approach to lesson planning. The approach is based on **apperceptive mass theory of learning**. He lays more emphasis on teacher presentation. This approach is influenced by Classical Human Organizational Theory, and the proposition behind this approach is that all the knowledge is given from the outside. If new knowledge is imparted by linking with the previous or old knowledge of the student, it can be easily retained for a longer period of time.

Under this approach the lesson plan is prepared using the following five steps:

1. Preparation
2. Presentation
3. Comparison and Association
4. Generalization
5. Application

1. Preparation: In this step some questions are asked from the pupils in order to test their previous knowledge so that curiosity of the students is aroused to learn the new knowledge. This stage is called the **Introductory** stage. Here the teacher tests the previous knowledge of the students, introduces the lesson by taking care of specific and general aims.

A few activities included in this step are:

- (i) Identifying general and specific aims of the lesson.
- (ii) Identification of the teaching aids.
- (iii) Previous knowledge assumed
- (iv) Announcement of the topic.

Main Features of Preparation

It should contain no new knowledge.

It should stimulate curiosity.

It should be as brief as possible and much time should not be wasted on this step.

How to Start a Lesson

- 1. We can start the lesson with the help of two or three interesting questions.
- 2. We can start with the help of some aids i.e. pictures, chart or models.
- 3. We can start by asking some questions on the subject matter.
- 4. We can start with the help of a relevant story.

Statement of the Aim: Infact it is the announcement of a topic.

2. Presentation: In this step the lesson is developed with the help and co-operation of students, and there is also lot of activity on the part of the students. The teacher can take the help of many devices i.e. questions, illustrations, explanation, exposition, demonstration and sensory aids. Information and knowledge may be given, explained, revealed and suggested.

The teacher should follow the following principles :

(i) **Principle of selection and division:** The material should be wisely and judiciously selected. Once the material is selected she must decide how much she has to convey by way of teaching and how much the pupils are to find out for themselves.

(ii) **Principle of Successive sequence:** This implies that the different sections are properly connected and a sequence maintained.

(iii) **Principle of Absorption and Integration:** This implies synthesis and combination of all aspects covered. The teacher at this stage can present her lesson through developmental questions also, in such a lesson, the lesson develops side by side with the help of students and they also participate in this.

3. **Comparison and Association:** The teacher tries to compare the newly learnt matter with the one already learnt. Association is in fact the main contribution of Herbart to educational theory. Through association new things are retained in the mind for a longer time. When comparison and association is made between the two subject matters then no doubts and confusion are left in the minds of the students. In this step the law of association is at work. The teacher is required to compare, contrast and associate every new knowledge acquired by the students with the old one.

4. **Generalization:** Generalization means arriving at a particular law, or formula or principle. This step involves reflective thinking because, the knowledge acquired in presentation is systematized and that leads to generalization etc. the teacher should teach the students how to draw out conclusions.

5. **Application:** The laws and principles arrived at in the generalization step are applied to the solution or examples in the application step. When the acquired knowledge is applied to different situations it provides more knowledge to the learners. Recapitulation, testing previous knowledge, giving assignments are all ways of application. For application, both familiar and unfamiliar situations should be provided to the learners. Thus the knowledge gained by the student is well fixed up in their minds.

Merits of Herbartian Lesson Plan

Herbartian scheme of lesson planning is a land mark in teaching. It has the following merits :

1. The teacher proceeds with a well thought out plan of action, therefore. it helps in making teaching systematic.
2. It is useful for achieving the cognitive objectives of teaching
3. It helps in avoiding needless repetition in teaching.
4. It employs both inductive and deductive methods of teaching.
5. It employs previous knowledge for imparting new knowledge.
6. It gives a framework to the beginner teachers. They are able to gain confidence and self-reliance by using these steps.

Drawbacks of the Herbartian Lesson Plan

Herbert's scheme although it has made a significant contribution to theory and practice also suffers from same defects.

1. It is dominated by teachers.
2. Specific objectives are not written in behavioural terms.
3. It does not work well in the case of appreciation lesson and skill lesson.
4. There is more emphasis on teaching than on learning.
5. It confines teaching to memory level only.
6. This type of approach does not succeed in the hands of ordinary teachers.
7. It is suitable for the average students only. The gifted and below average are not benefitted by this.
8. It is highly structured, almost all activities are controlled.
9. There are less opportunities for the learners for imitation, originality and creativity.

CHAPTER 4

The RCEM Approach to Lesson Planning

The RCEM Approach developed by the Regional College of Education, Mysore is developed by an Indian educationists. It is an improvement over the other approaches. It involves seventeen mental abilities for writing objectives in functional terms.

This lesson plan covers three aspects. Design of the lesson plan is as follows:

1. Input
2. Process, and
3. Output

Structure of the Lesson Plan

The lesson plan is developed with the help of input, process and output aspect of teaching. These resemble the introduction, presentation and evaluation phase of a lesson plan.

1. Input: It includes the identification of objectives known as Expected Behavioural Outcomes (EBOs). These objectives are broadly categorized into four categories — knowledge, understanding, application and creativity. They are written in behavioural terms by employing mental abilities.

The entering behaviour of the learners is identified and the sequence of the instruction procedure is determined with the help of these objectives. The 17 mental processes or abilities i.e. recall, seeing relationship, cite examples, classify, interpret, verify, generalise etc.

2. **Process:** The second step represents the interaction process of the classroom. This describes the teaching strategies and techniques that the teacher uses to achieve these objectives. It describes the learning experiences, (Teachers' and Students activities) the communication strategy, and audio-visual aids that are employed for the effective presentation of the content. The main focus is to create the learning situation for providing proper learning and appropriate learning experience to the students. It also includes the techniques of motivation so that student's behaviour can be reinforced for getting desirable responses.

3. **Output:** The third stage is output. It is the evaluation phase of the lesson. It includes the real learning outcomes (RLOs). In the process aspect, learning experiences are provided for the desirable change in the behaviour of the students. The change of behaviour is known as Real Learning Outcomes (RLOs.) Various evaluative devices are used to measure the learning outcomes. The teacher generally uses oral and written questions.

Input, process and output can be implemented in organizing teaching. These aspects resemble the introduction, presentation and evaluation phases in a traditional lesson plan.

RCEM's Classification of objectives and Mental Processes seen in relation to Bloom's objectives.

S. No.	Bloom's Classification	RCEM's Classification	Mental Process/ Abilities
1.	Knowledge	1. Knowledge	Recall Recognition Discriminate
2.	Comprehension	Understanding	See Relationship Cite examples Discriminate Classify Interpret Verify Generalize
3.	Application	Application	Reason out Formulate

		Establish
		Hypothesis
		Infer
		Predict
4. Analysis	Creativity	Analyse
5. Synthesis		Synthesis
6. Evaluation		Evaluation

It can be seen that the four categories of objectives have been divided into seventeen mental processes or abilities. The processes or abilities are used for writing the objectives in behavioural terms.

Evaluation of RCEM Approach

1. This approach is more suitable for our schools, because it has been developed keeping the Indian conditions in mind.
2. It is applicable to all the three domains of teaching and learning i.e. cognitive, affective and conative.
3. It lays emphasis on the mental abilities or processes in writing objectives in behavioural terms, therefore, it is capable of shifting focus from product to process in the writing of objectives in behavioural terms.
4. It has given us a list of seventeen mental abilities or processes associated with instructional objectives.
5. All the seventeen abilities can help us to formulate objectives in all the teaching subjects.
6. The approach enables the teacher and the learner to set up their goals in satisfactory manner.
7. The approach makes the task of evaluating and test construction very easy.

Limitations of RCEM Approach

1. This approach is more suitable to the cognitive objectives.
2. The conative objectives or those dealing with development of skill, interest and attitude in some of the subjects and content areas cannot be properly dealt with.

3. It is erroneous to assume that all human learning can be explained through the seventeen mental abilities. The list of mental abilities is too narrow according to Guilford. There are more than seventeen abilities that everyone uses.
4. The list of mental abilities is less in the categories of objectives belonging to categories of knowledge and creativity.
5. In this scheme under creativity objectives only three mental processes are mentioned whereas Torrence has mentioned five mental processes. Therefore, in this scheme two mental processes cannot be used.
6. It is a tedious task to match the content element with the appropriate mental abilities or processes.

Design of Lesson Plan

<i>Input</i> <i>Instructional/</i> <i>Expected</i> <i>Behaviour</i>	<i>Process</i> <i>Communication Strategy</i> <i>Learning Experiences</i>		<i>Output</i> <i>Evaluation</i> <i>Real Learning</i>
	<i>Teacher's Activities</i>	<i>Student's Activities</i>	<i>Outcomes (RLOs)</i>
1. Knowledge objective	Lecture demonstration chart, maps, explanation, question-answer methods.	Listening observation, taking notes, interaction	Review, questions define, state, describe, name, list.
2. Understanding	Discussion, problem solving question-answer method demonstration.	Participation in group discussion listening observation interaction	Interpret, translate explain discriminate problem-solving
3. Application Objective	Group discussion Laboratory work, question-answer, problem-solving	Experiment, use of knowledge for his problems.	Practical tests, situational test, essay type test, Observation.
4. Creativity Objective	Individual work, group discussion problem-solving	Analysis, synthesis of elements establish new relationship	Essay type test, problem solving situational test, observation.

The RCEM approach has also used the Bloom's Taxonomy of Educational objectives with a little modification. The cognitive has been classified in six categories by B.S. Bloom and his associates. The system has been converted into four categories. The last categories : analysis, synthesis and evaluation are denoted by one category, i.e., creativity. These four categories have been further divided into seventeen mental abilities or processes. These abilities or processes are used for writing the objective of cognitive, affective and psychomotor domains in behavioural terms. These seventeen mental processes have been summarized below.

Taxonomy of Educational Objectives in the RCEM Approach

<i>Bloom's Taxonomy of</i>	<i>The RCEM Taxonomy of</i>	<i>Mental Process or Abilities Objectives</i>
1. Knowledge	1. Knowledge	1.1 Recall 1.2 Recognize
2. Comprehension	2. Understanding	2.1 Seeing relationship 2.2 Cite example 2.3 Discriminate 2.4 Classify 2.5 Interpret 2.6 Verify 2.7 Generalize
3. Application	3. Application	3.1 Reason out 3.2 Formulate hypotheses 3.3 Establish hypotheses 3.4 Infer 3.5 Predict
Analysis	4. Creativity	4.1 Analyse
Synthesis		4.2 Synthesize
Evaluation		4.3 Evaluate

ITEMS 7

Sample Lesson Plan RCEM Approach

A Identification Data

Name _____

Class VIII Date

Subject _____ English

Aspect Prose

Topic _____ Macro Polo.

Duration

B. INPUT

B (1) Teaching Points

Intensive comprehension of the prose passage from the lesson Marco Polo Addition of new words to the active vocabulary of the students Practice in the use of language items from the passage.

B(2) Objectives of the Lesson

To enable the student to:

- (a) read the passage from the topic Marco Polo with correct pronunciation.
- (b) know the difficulties and the problems encountered during a journey in olden days.
- (c) an understanding about the adventures of Marco Polo.
- (d) answer question based on the topic.
- (e) express ideas of the passage orally and in writing.

B (3) Expected Behavioural Objective

The student is able to read with correct pronunciation.

The student is able to understand the theme of the story.

The learner is able to analyse the thoughts expressed in the passage.

The learner is able to use the new words in sentences of his own.

The learner is able to use the vocabulary items in different parts of speech.

B (4). A.V. Aids

- (i) A chart depicting pictures of different means of travel.
- (ii) A picture dictionary.

C PROCESS

C (1) Motivation

1. Who was the person who travelled by sea and discovered America?
2. Who discovered the sea route to India?
Who was the first European to have travelled right across Asia?

C (2) Announcement of the Topic: Well students today, we will study about the life of Marco Polo who travelled right across Asia.

C (3) Presentation

	<i>Teacher activity</i>	<i>Student Activity</i>	<i>B.B Writing</i>
Model reading by the teacher	Teacher will ask the students to open their books. He will read a paragraph.	They will see in their books and listen to their teacher attentively.	Teacher writes the difficulties words or board conducting pronunciation.
Pronunciation Drill	Now teacher will conduct a pronunciation drill of the words :	They will pronounce the correct words individually one by one.	Famous Empire Travellers language Emperor

Step III.
Loud Reading
by the student

Teacher will
ask two or
three students
to read the
paragraph
individually.

Other students
will listen.

governor
permission

Words Meaning
Empire - Kingdom
emperor- king
important- special
permission- leave

Step IV
Silent reading

Teacher will
ask the
students to
read the
paragraphs
silently without
moving their
lips and
producing any
sound.
Teacher will
move and
observe the
students
meanwhile.

They will read the
paragraph silently.

C (4) Closure/Application Generalisation

Students today we have studied about the journey of Marco Polo.

D. OUTPUT

D. (1) Real learning outcomes (R.L.Os) Evaluation

1. Who was the emperor of China when Marco Polo reached there (Knowledge)
2. How did Kubla Khan receive Marco Polo? (Understanding)?
3. Which post was given to Marco Polo? (Understanding)
4. Use the word emperor in a sentence of your own (creativity)
5. Give the opposite of popular.

D (2) Assignment

Why did the emperor of China Kubla Khan allow Marco Polo to go to Persia.