

BASIC GUIDELINES FOR DIFFERENT TYPES OF LESSONS

FOR ALL LESSONS

- (1) Use good SMALL TALK. (2) Aim at POSITIVE FEED BACK.
 (3) Learn error treatment properly. (4) Be flexible and open to changes in your lesson plan. (5) Remain CHEERFUL throughout.

| Grammar | Speech | Vocabulary | Reading | Composition | Poetry |
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| <p>(1) Preliminary Work</p> <p>a) Revise only the related structure b) Not necessary to revise the structure taught in the previous lesson, unless directly useful c) Prepare class to receive new item/s.</p> | <p>a) Revise some related expressions unless the lesson is purely on pronunciation b) Ensure good listening.</p> | <p>a) Ask questions leading to the paragraph in which the words are presented. b) Revise the structure if needed.</p> | <p>a) Ask some general questions about the topic. b) Revise the structure introduced in the lesson. c) Prepare the class to read the passage.</p> | <p>a) Revise the structure and some vocabulary items that are to be used in the composition. b) Introduce the new words if there are any.</p> | <p>a) Ask some questions about a similar theme. b) Don't give the summary of the poem c) Introduce the key expressions using various techniques.</p> |
| <p>(2) Teacher's Work</p> <p>a) Teacher may involve the students. b) Use the mother tongue of the pupils judiciously.</p> | <p>a) Use the full pattern for aspects of spoken English. b) Use minimal pairs for pronunciation. c) Use a good pre-task by way of preparation. d) Think of rhymes and limericks.</p> | <p>a) Present only a limited no. of words, say, below 10 through a discourse (story paragraph, conversation etc) Decide the words for active use. b) Introduce them separately using techniques like verbal illustration, demonstration, pictorial illustration, situational presentation, context clues etc.</p> | <p>a) Key words are to be introduced here if not taught earlier. b) Reading may be useful, though not always. c) Give Model Reading after introducing the words if they are not introduced earlier.</p> | <p>a) Ask clear and simple questions. b) Involve many students, perhaps all. c) Have oral work for gathering ideas / information, and selection.</p> | <p>a) Recite the poem at least twice. b) Sing it ONLY you can. c) If possible, take the poem recorded with you for listening in.</p> |

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| <p>(3) Pupil's Work / Drill</p> <p>a) Use substitution tables or pattern practice drills.</p> <p>b) Focus on the form of the new item / structure not ignoring meaning.</p> <p>c) Try some rhymes, jingles, simple poems and songs.</p> | <p>a) Use Look & Say, Feel & Say, Read and Say techniques here</p> <p>b) Use patterns for practice prefer meaningful contexts. Focus on language functions rather than on mechanical repetition.</p> | <p>a) Practice in vocabulary items can be had through patterns in which the new words are used meaningfully.</p> | <p>a) Don't allow the pupils to murmur while they read silently, Train them to read with eyes, not mouths.</p> <p>b) Some broad and lead' questions may be given on the black board.</p> | <p>a) Try pair work, group work to involve all pupils.</p> <p>b) Help students select and organize their ideas / points / information.</p> | <p>a) Ask some broad / general questions on the poem.</p> <p>b) Ask them to read the poem carefully.</p> |
| <p>(4) Pupils' Work / Meaningful</p> <p>a) Use well-constructed passages dialogues, pictures, games, etc.</p> <p>b) Ask questions based on the passages / dialogues.</p> <p>c) Make use of classroom situations.</p> | <p>a) Use dramatization and questioning, role play and simulation.</p> <p>b) Use well thought out discourses.</p> | <p>a) Ask questions based on their experience.</p> <p>b) Ask questions on situations.</p> <p>c) Build contexts – stories, conversations.</p> <p>d) Think of crosswords, cloze passages, games, vocabulary quizzes, cue cards, riddles, jokes.</p> | <p>a) Ask detailed questions, Use objective type test items like true or false, multiple choice completion, matching etc.</p> <p>b) Don't ask them to read the lesson aloud.</p> <p>c) Ask question covering factual details as well as making students infer, interpret, summarize, apply and go beyond the text.</p> | <p>a) Check pair / group work. Let pairs / groups share each other's work. Act as a guide.</p> <p>b) Supervise students writing. Help them with needed vocabulary, spellings and grammar.</p> | <p>a) Ask some specific / detailed questions on the poem.</p> <p>b) Some questions may be on specific devices eg. Rhyme scheme, alliteration, assonance, imagery etc.</p> |

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| <p>(5) Class task / Home task</p> <p>(a) Use objective-type test items like completion, multiple choice, jumbled words, fill in the blanks, matching, completion etc.</p> | <p>a) Class task may be given.</p> <p>b) Give oral exercises as home tasks for speech work / discussion.</p> | <p>a) Use objective type test items like matching, fill in the blanks multiple choice etc here.</p> | <p>a) Give a few broad questions for discussion or writing at home.</p> | <p>a) Instruct the children to write the composition in class. Some of it may be written at home.</p> | <p>a) Ask them to recite the poem individually and chorally.</p> <p>b) Ask them to find out some aspects of the poem such as rhyme scheme, refrain, similar lines, sounds, etc.</p> <p>c) Ask them to respond to the poem : Like it ? Why ? Why not ?</p> |