

UNIT – VII

Vocabulary Lesson

7.0 Introduction

In unit 6 we saw various aspects of a grammar lesson, a model grammar lesson plan, reflective questions to be asked of yourself after having taught this lesson, etc. In this unit you will learn about a vocabulary lesson plan, steps involved in planning such a lesson, model lesson plan, etc.

7.1 Why Vocabulary Lesson Plan?

We know that vocabulary is yet another component of language. Your pupils should have adequate knowledge of vocabulary in order to speak, read and write well. Understanding the meanings of vocabulary of a lesson makes the passage readable. In order to present the vocabulary of a lesson a number of classroom techniques could be used. You as a teacher trainee should know which are the relevant classroom techniques for presenting the words. Planning will facilitate you to choose appropriate techniques for presenting the vocabulary. You should also know how to choose a few items from many items. Here too, planning will help you a lot.

7.2 Steps Involved in the Plan

As in a grammar lesson plan, a vocabulary lesson plan also has five steps or stages, namely, motivation, presentation, practice-mechanical and meaningful, communicative activities and home task.

(i) Motivation

In the motivation stage we revise the structure introduced in the lesson. We may also ask the students related questions keeping in mind the type of vocabulary chosen. For example, you may choose six to seven vocabulary items from the lesson 'Onam', Class IX. The vocabulary items could be, celebrate, decorate, feast, invite, popular, remember greeting card, etc. In the motivation stage you could revise the simple present tense. Some related questions could also be asked, namely, when do you get up in the morning? After getting up what do you do? etc.

(ii) Presentation

After the motivation stage, you could move on to the presentation stage. In this stage, you could include the vocabulary chosen and the appropriate classroom techniques to be used, appropriate teaching aids to be used, relevant patterns of classroom interaction, etc. In the plan you may include an appropriate situation or isolated sentences for presenting the words chosen.

(iii) Practice

(a) Mechanical Practice

The next stage will be practice stage and this stage consists of two things, namely, mechanical and meaningful practice. For purposes of mechanical practice, you could include some mechanical exercises like fill in the missing letters, or arrange the jumbled letters of the vocabulary items taught.

(b) *Meaningful Practice*

For the meaningful practice you may include a paragraph constructed with the help of the words chosen and some questions based on it could be included.

(iv) *Communicative Activities*

The next step is the communicative stage. Here you could think of including information gap activities and tasks. For example tasks like word webbing, crossword puzzle, cue cards with related words, could be thought of. Students could do such tasks in pairs or groups.

(v) *Home Task*

The next stage is home task. For purposes of homework simple exercises could be included, namely, make sentences using the taught words or find out different meanings of the words from a dictionary.

7.3 Model Lesson Plan

Basic skills / Type of Lesson

Aural – Oral / Vocabulary

Topic: Vocabulary items of Lesson 3, Onam Class IX

Celebrate, decorate, feast, invite, popular, remember, greeting card.

Previous Knowledge Assumed.

The pupils are familiar with some vocabulary items. They are also familiar with the structure of the lesson, i.e. The Simple present Tense.

❖ **Overall Aims**

To enable the learners to increase their active vocabulary in English.

❖ **Specific Aims**

To enable the learners to understand the form, meaning and use of the taught vocabulary items.

To enable the learners to use the taught items in various life-situations for purposes of communication.

Specific objectives	Pupils Learning Activities	Sample of Language Materials Used	Techniques Used and Interaction Patterns
Stage 1 : Motivation			
<ul style="list-style-type: none"> ➤ To enable the pupils to revise the structure introduced in the lesson 'Onam' (The simple present) 	<ul style="list-style-type: none"> ➤ They will listen to the teacher. ➤ They will answer his questions. 	<ul style="list-style-type: none"> ➤ What is your name? ➤ When do you get up in the morning? ➤ What do you do then? ➤ Do you say prayers? ➤ Do you do your lesson? 	<p>Questioning</p> <p>T → S</p> <p>T → S</p>
Stage 2 : Presentation			
<ul style="list-style-type: none"> ➤ To enable the pupils to understand the form, meaning and use of the vocabulary items presented through different contexts. ➤ To enable them to repeat the sentences after the teacher. 	<ul style="list-style-type: none"> ➤ They will try to understand the meaning of the new words. 	<ul style="list-style-type: none"> ➤ Celebrate : We celebrate Diwali in October / November. ➤ Decorate : We decorate our homes ➤ feast. We have a feast on Onam day. 	<p>Verbal Illustration</p> <p>Pictorial Illustration</p> <p>Demonstration (Realia)</p> <p>T → S</p> <p>T → S</p>

Specific objectives	Pupils Learning Activities	Sample of Language Materials Used	Techniques Used and Interaction Patterns
Stage 3 : Practice			
<p><u>Mechanical Practice</u> To enable the pupils to become more familiar with the form of the vocabulary.</p> <p><u>Meaningful Practice</u> To enable the learners to understand the use of the vocabulary in a context.</p>	<p>➤ They will repeat the words after the teacher.</p> <p>➤ They will spell the words.</p> <p>➤ They will read the paragraph silently and answer the questions.</p>	<p>➤ Fill in the missing letters.</p> <p>1) e _ l _ b r a _ _ . 2) d e _ o r _ t _ 3) f _ a _ t</p> <p>Read the paragraph and answer the questions.</p> <p>➤ We celebrate Diwali in October / November.</p> <p>➤ We decorate our houses. We send greetings cards.</p> <p>1) When do we celebrate Diwali? 2) Do we decorate our houses?</p>	<p>Read & Say</p> <p>Listen & Repeat</p> <p>Questioning</p>
Stage 4 : Communicative Activity			
<p>➤ To enable the pupils to take part in meaningful communicative interaction.</p>	<p>They will work in pair / group and will do the task.</p>	<p>Work in pairs</p> <p>Read the points on the cue-cards and make sentences.</p> <div data-bbox="807 1598 1051 1685" style="border: 1px solid black; padding: 5px; margin: 5px 0;">Celebrate Diwali Decorate</div> <div data-bbox="807 1708 1051 1795" style="border: 1px solid black; padding: 5px; margin: 5px 0;">Feast Sweet chips variety</div>	<p>Pair Work</p>

Specific objectives	Pupils Learning Activities	Sample of Language Materials Used	Techniques Used and Interaction Patterns
Stage 5 : Home Task			
To enable the pupils to do some independent work at home.	They will do the assignment.	Refer to the dictionary and find out the meanings of words celebrate, greetings cards.	Assignment

7.4 Preparation and Presentation

You could plan your vocabulary lesson based on the model plan given above. Having planned your lesson you could present it in the class.

(i) *Motivation*

First of all you may motivate the class by revising the structure of the lesson, (ONAM) namely, the simple present. Your motivation question could be as follows. What is your name? When do you get up? After getting up what will you do? Do you wash your face? Do you brush your teeth? Do you take bath? Do you drink milk in the morning? etc. You may also ask some questions related to the vocabulary, namely, - Do you celebrate festivals? Which festivals do you celebrate? When does Diwali come?

(ii) *Presentation*

After motivation, you may move on to the next stage, namely, the presentation stage. In this stage your task is to present the new vocabulary items using appropriate techniques. For example, for presenting words like celebrate decorate, invite, etc. you could use

verbal illustration. Diwali is a popular festival in north India. People in north India wait eagerly for Diwali days. They buy new clothes, fire-crackers, etc during these days. The poor and the rich celebrate this festival with enthusiasm. Similarly to teach words like greeting cards, decoration you could do demonstration. For the word boat-race, pictorial illustration can be used.

(iii) *Practice*

(a) *Mechanical Practice*

After the presentation stage you could move on to the practice stage. As you know this stage consists of two kinds of practices, namely, mechanical and meaningful. For the mechanical practice, you may use exercises like fill in the missing letters or the arrangement of jumbled letters. Here your main task is to give your learners more practice with regard to the form of the vocabulary.

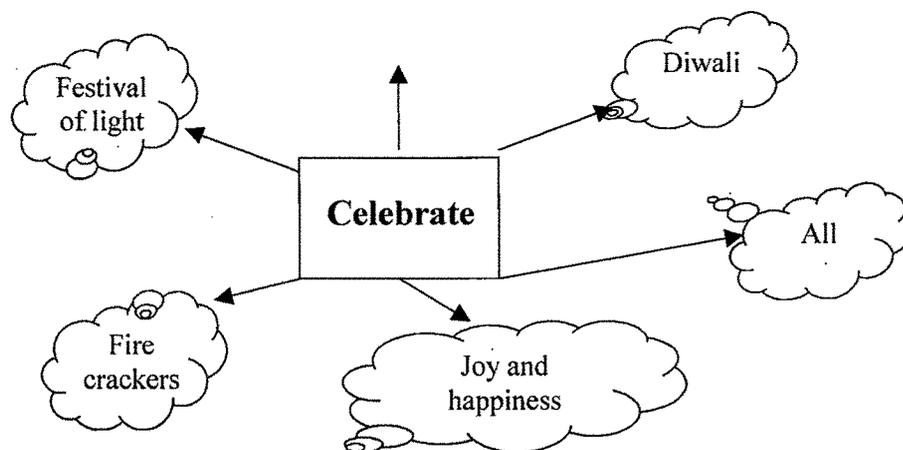
(b) *Meaningful Practice*

The mechanical practice stage is followed by meaningful practice stage. In this stage you may construct a paragraph using all the words taught and it can be written on a roll-up board. This roll-up board can be displayed in the class and you could give your students silent reading and this could be followed by questioning. In this stage you could use Read and Say and Questioning techniques.

(iv) *Communicative Activities*

Having completed the practice stage you could go on to the next stage, namely, the communicative stage. In this stage you could give the pupils some communicative activities, namely, look at the

words given in the cue-cards and make sentences of your own. Another exercise could be cross word puzzle or a word webbing exercise. For the word webbing exercise, you may think of related words.



(v) **Home Task**

After the communicative activities you could go to the last stage, namely, home task. For purposes of home task you could give your pupils some exercises. The exercise may be, find out the various meanings of the taught words from a dictionary.

7.5 Reflective Questions

After the completion of giving a vocabulary lesson you could sit down quietly and reflect on what all things happened in your vocabulary lesson. In this case you may use the tool of Lesson Report. You may spend a few minutes and may write answers to questions such as the following

1. What were the main goals of my vocabulary lesson?
2. What did the learner actually learn in the lesson?

3. What teaching procedures did I use?
4. What problems did I face and how did I deal with them?
5. What were the most effective parts of my vocabulary lesson?
6. What were the least effective parts?
7. Would I do anything differently if I taught the lesson again?

The questions such as those given above will help you write about the main features of the lesson and thereby help you improve your lesson giving.

7.6 Afterthoughts

Your reflection over the lesson with the help of questions such as those given above may give rise to afterthoughts such as that are given below. I was rather too ambitious, since I wanted to cover many vocabulary items within thirty five minutes. I should have selected only five to six items, this would have made my work easier. I would have given more drilling of pronunciation of new words. I should not have asked many students to use the new words in their own sentences. I could have involved three or four students only for this, then the results would have been more encouraging.

7.7 Conclusion

By now you are familiar with the what, why and how of planning a vocabulary lesson. In the next unit namely, unit 8 you will learn about a Reading Comprehension lesson.

UNIT – VIII

Reading Comprehension

8.0 Introduction

In unit 7, we have discussed the various aspects of a vocabulary lesson. We looked at the why of planning a vocabulary lesson, the various steps involved in its planning, a model vocabulary lesson plan, some reflective questions for preparing lesson reports, etc. In this unit you will learn about a Reading Comprehension Lesson Plan. Let us go through the details.

8.1 Why a Reading Comprehension Plan?

As you know reading is one of the basic skills of a language, and is a receptive skill. Of the four basic skills reading has the greatest surrender value, i.e. usefulness. Your pupils need to read a lot of materials in their day today life. So it is imperative to plan a reading comprehension lesson, namely a prose lesson systematically for presenting it in the class. Proper planning will enable you to include all the relevant aspects, namely, learner activities, sample of language materials, specific objectives, classroom techniques, teaching aids, interaction patterns, etc.

8.2 Steps involved in the Plan

As you know a Reading Comprehension lesson too has five stages, namely, motivation, presentation discussion I, discussion II and home task.