

Supplementary Document

Appendix

Lesson Plan 1

Business/Materials	Lesson Objectives			
1. 1. A video about a children’s story, “The Honest Girl”. 2. 2. Some cue cards with the difficult vocabulary written in it. 3. A cloze worksheet.	1. 1. To help the students learn vocabulary and use it while speaking. 2. 2. To make the students learn pronunciation and intonation while speaking.			
Warm-up and Objective Discussion				
1. Giving some situations to the students and asking them what would they do or how would they react when it comes for being honest and brave. 2. Before getting into the video, the students can be provided with some cue cards with the difficult vocabulary in it and asked to guess the meanings. (Top- down method) 3. Asking them about the importance and effectiveness of intonation and pronunciation, later, explaining those terms to help them understand its importance.				
Instruct and Model	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
LISTENING Playing the video. As the students listen, they must be observed carefully. Advise them to take note on the difficult words. Playing the video for the second time. They are now instructed to note on pronunciation and the change in tone.				
Guided Practice	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
WRITING AND SPEAKING Have some discussions regarding the vocabulary and their meanings after the video. The students are now asked to practice the vocabulary by writing sentences with it of their own and reading it aloud. The teacher can correct them then and there.				
Independent Practice	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
LISTENING, READING AND WRITING The video is played for the 3 rd time. This time the students are given a cloze worksheet to be filled in. They must look for further details in the video to fill in the blanks in the worksheet. (bottom-up method)				
Assessment	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S

SPEAKING

The students can be assessed by giving them a task to imitate the dialogues in the video. Each student can be given two or three dialogues. They can record and try to improve their pronunciation and intonation.

The students can summarize the story in their own words.

Lesson Plan 2

Business/Materials	Lesson Objectives			
1. 1. A video about a children’s story, “The Honest Girl”. 2. 2. agree/disagree value line’s sheet. 3. Some cue cards with vocabulary.	1. 1. To help the students learn vocabulary and use it while speaking. 2. 2. To make the students learn pronunciation and intonation while speaking. 3. To imbibe the quality of being honest in the minds of the students.			
Warm-up and Objective Discussion				
1. Giving some situations (being honest and brave, and not being so) to the students and asking them to mark on the agree/disagree value line’s sheet. 2. Before getting into the video, the students can be provided with some cue cards with the difficult vocabulary in it and asked to guess the meanings. (Top- down method) 3. Asking them about the importance and effectiveness of intonation and pronunciation, later, explaining those terms to help them understand its importance.				
Instruct and Model	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
<p>LISTENING</p> <p>Playing the video.</p> <p>As the students listen, they must be observed carefully.</p> <p>Advise them to take note on the difficult words.</p> <p>Playing the video for the second time.</p> <p>They are now instructed to note on pronunciation and the change in tone. (Bottom-up method).</p>				
Guided Practice	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
<p>WRITING AND SPEAKING (interactive speaking)</p> <p>Have some discussions regarding the vocabulary and their meanings after the video.</p> <p>The students are now asked to practice the vocabulary by writing sentences with it of their own and discussing it with their friends in “interaction lines” (instructs pupils to stand in two rows facing one another. The students in Row B will answer any queries raised by the students in Row A. Row A will then answer to any queries raised by Row B.)</p> <p>The teacher can correct them then and there.</p>				

Independent Practice	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
LISTENING AND SPEAKING (Interactive speaking) The video is played for the 3 rd time. The students can be given a task to imitate the dialogues in the video. Each student can be given two or three dialogues. They can record and try to improve their pronunciation and intonation with the teacher's guidance. (Imitative and intensive speaking)				
Assessment	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
SPEAKING This time, after listening, the students are asked to do “story chain” (Form four-student groups. A student from each group is requested to introduce the video's tale in their own words while including the language. The next member of the group would resume the tale after a certain amount of time, such one minute. This is carried out up to the finish of the narrative or the participation of all participants.)				

Lesson Plan 3

Business/Materials	Lesson Objectives			
1. 1. A video about a children's story, "The Honest Girl". 2. 2. agree/disagree value line's sheet. 3. Ask the students to bring few things of their favourite.	1. 1. To help the students 2. 2. To make the students learn pronunciation and intonation while speaking.			
Warm-up and Objective Discussion				
1. To avoid the students' difficulty over language ego, the class can be started with an activity called “show and tell”. The students are asked to bring some things and they can talk about their likes and dislikes or how they are attracted towards that thing and few more. This activity warms up the class and prepares a platform for speaking. 2. Giving some situations (being honest and brave, and not being so) to the students and asking them to mark on the agree/disagree value line's sheet. 3. Asking them about the importance and effectiveness of intonation and pronunciation, later, explaining those terms to help them understand its importance.				
Instruct and Model	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
LISTENING AND SPEAKING Playing the video. As the students listen, they must be observed carefully. Advise them to take note on the difficult words. Playing the video for the second time, without audio. They are now instructed to narrate the story through the technique called “mind palaces”. They are also taught what are “mind palaces”				

Guided Practice	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
<p>SPEAKING (interactive speaking) Prepare some real life questions based on real life situations regarding the concept of being honest (authentic language). Split the students into even groups. Have two groups at a time let one group ask questions and the other can answer meanwhile the group that asked questions can evaluate them and point out mistakes in speaking. Do the vice versa. This would be interactive as well as the students can have some kind of conversations and feed backs. It would be effective because of its risk taking strategy. The teacher can correct them then and there. And give them valuable feedbacks.</p>				
Independent Practice	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
<p>LISTENING AND SPEAKING (interactive speaking) The video is played for the 3rd time. The students can be given a task to imitate the dialogues in the video. Each student can be given two or three dialogues. They can record and try to improve their pronunciation and intonation with the teacher's guidance.(imitative and intensive speaking)</p>				
Assessment	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
<p>SPEAKING The students can be separated into groups and give them a “role play” for 3 min, that is to be assessed in the next class. The role play must be based on “Honesty” (the content of the video played.). Tell them this is impossible task and motivate them to do it.</p>				

Lesson Plan 4

Business/Materials	Lesson Objectives			
1. 1. A video about a children's story, "The Honest Girl". 2. Some cue cards with difficult vocabulary form the video. 3. Phonemic chart.	1. 1. To help the students to speak up without any hesitation. 2. 2. To make the students learn pronunciation of some difficult words.			
Warm-up and Objective Discussion				
1. Asking them about the importance and effectiveness of intonation and pronunciation, later, explaining those terms to help them understand its importance. 2. Showing the phonemic chart and giving some inputs like how to pronounce certain sounds and giving them activity like identifying the sounds in some small words from the chart.				
Instruct and Model	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S

Playing the video. As the students listen, they must be observed carefully. Advise them to take note on the difficult words.

“Compare, Identify and Produce” strategy

Using this strategy the students are asked to see the cue cards and pronounce the words correctly with the help of the phonemic chart and the guidance of the teacher. Later the student is asked to pick another cue card that has a word, sounding similar to the word pronounced earlier by the student. Now the student is allowed to pronounce the word in a sentence and is cross checked with the help of the video.

Guided Practice	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
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SPEAKING (interactive speaking)
 Prepare some real life questions based on real life situations regarding the concept of being honest (authentic language). Split the students into even groups. Have two groups at a time let one group ask questions and the other can answer meanwhile the group that asked questions can evaluate them and point out mistakes in speaking. Do the vice versa.
 This would be interactive as well as the students can have some kind of conversations and feed backs. It would be effective because of its risk taking strategy.
 The teacher can correct them then and there and give them valuable feedbacks.

Independent Practice	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
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The video is played for the 3rd time.
The students can be given a task to imitate the dialogues in the video. Each student can be given two or three dialogues. They can record and try to improve their pronunciation and intonation with the teacher’s guidance. (Spot correction of global errors and stress in the sentence.)

Assessment	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
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SPEAKING
 The students can be separated into groups and given a “role play” for 3 min that is to be assessed in the next class. The role play must be based on “Honesty” (the content of the video played.). Tell them this is impossible task and motivate them to do it.
During the role play one group can be evaluated by another group to identify the mistake in the pronunciation and then corrected. (monitoring)