

Name of the School EKTA HIGH SCHOOL

Class : VII<sup>TH</sup>

**TIME-TABLE**

DAY	I	II	III	IV	V	VI	VII	VIII
MON	HINDI	ECONOMICS	ENGLISH	SOCIAL STUDIES	ENGLISH	SOCIAL STUDIES	ENGLISH	ECONOMICS
TUE	HINDI	ECONOMICS	ENGLISH	SOCIAL STUDIES	ENGLISH	SOCIAL STUDIES	ENGLISH	ECONOMICS
WED	HINDI	ECONOMICS	ENGLISH	SOCIAL STUDIES	ENGLISH	SOCIAL STUDIES	ENGLISH	ECONOMICS
THU	HINDI	ECONOMICS	ENGLISH	SOCIAL STUDIES	ENGLISH	SOCIAL STUDIES	ENGLISH	ECONOMICS
FRI	HINDI	ECONOMICS	ENGLISH	SOCIAL STUDIES	ENGLISH	SOCIAL STUDIES	ENGLISH	ECONOMICS
SAT	HINDI	ECONOMICS	ENGLISH	SOCIAL STUDIES	ENGLISH	SOCIAL STUDIES	ENGLISH	ECONOMICS

Parul Chattrath  
Signature

Name of the School EKTA HIGH SCHOOL 3

Class : VII<sup>TH</sup>

**TIME-TABLE**

DAY	I	II	III	IV	V	VI	VII	VIII
MON								
TUE								
WED								
THU								
FRI								
SAT								

*Paarul Chatterjee*  
Signature





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**MICRO TEACHING  
LESSONS**

Date 03/11/2012

Duration of the period 5-6 MINUTES

Pupil Teacher's Name PARUL CHATRATH

Pupil Teacher's Roll No 1450

Class VII<sup>TH</sup>

Average Age of the pupils 12 YEARS

Subject ENGLISH

Topic USES OF PREPOSITION.

## CRITERIA OF THE SKILL:

- 1.) Introduction of idea to the students.
- 2.) Establishing structural relationship in language for the flow of idea and thought.
- 3.) Covering main idea of the content and concept.
- 4.) Keeping optimum normal speed in narrating.
- 5.) Change of voice.

## COMPONENT OF THE SKILL:

- 1.) Opening statement.
- 2.) Closing statement.
- 3.) Movement in the class.
- 4.) Using visual techniques.
- 5.) Covering main ideas.

## SKILLS OF STIMULUS VARIATION:

PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	COMPONENTS
The pupil teacher will draw a picture and		Gesture Skill.

PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	COMPONENTS
<p>ask the students - look at this picture and tell</p> <p>1) Where is the book?</p> <p>2) Where is the pen?</p> <p>The pupil teacher will ask - What are those?</p> <p>These are preposition.</p> <p>Preposition is a word placed before noun or pronoun to show its relation to show other words in the sentence.</p> <p>Example :- The pen is on the table (Pause).</p> <p>The pupil teacher</p>	<p>The book is on the table.</p> <p>The pen is on the book.</p> <p>No, response</p> <p>The students will listen carefully and try to understand it.</p> <p>We sit on</p>	<p>Aural-Visual Switching</p> <p>Focusing</p> <p>Change in voice.</p>



PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	COMPONENTS
<p>will write on the black-board.</p>	<p>the table.</p>	
<p>Uses of Preposition 'on' →</p> <p>1) for a day - (gesture) eg:- He will come on Monday.</p> <p>2) For a date → eg:- Mahatma Gandhi was born on 2 October 1869 (Pause)</p>	<p>The students will listen carefully.</p>	<p>Pausing movement</p>
<p>Give some other example.</p> <p>'On' denotes contacts with the surface on which something is laying as. (gesture)</p>	<p>India got freedom on 15 August 1947.</p>	<p>Physical involvement of the pupil.</p>
<p>Putting her hand on the book.</p> <p>eg:- My hand is on my book.</p> <p>She is sitting on the floor.</p>		

## RATING SCALE:

COMPONENT	RATING	TALLIES
Gesture	0 1 2 3 4 5	Yes/No
Change in voice	0 1 2 3 4 5	Yes/No
Focusing	0 1 2 3 4 5	Yes/No
Pausing	0 1 2 3 4 5	Yes/No
Aural - Visual switching	0 1 2 3 4 5	Yes/No
Physical involvement of the pupil.	0 1 2 3 4 5	Yes/No
Change in interaction style.	0 1 2 3 4 5	Yes/No

## RATING GRADE:

0 - Poor  
1 - Below Average  
2 - Average

3 - Good  
4 - Very good  
5 - Excellent.

Date 05/11/2012

Duration of the period 5-6 MINUTES.

Pupil Teacher's Name PARUL CHATRATH

Pupil Teacher's Roll No. 1450

Class VII<sup>TH</sup>

Average Age of the pupils 12 YEARS

Subject ENGLISH

Topic SINGULAR AND PLURAL

## CRITERIA OF THE SKILL:

- 1.) Introduction of idea to the student.
- 2.) Establishing structural relationship in language for the flow of idea and thought.
- 3.) Covering main idea of the content and concepts.
- 4.) Keeping optimum normal speed in narrating.
- 5.) Change of voice.

## COMPONENT OF THE SKILL:

- 1.) Opening statement.
- 2.) Closing statement.
- 3.) Movement in the class.
- 4.) Using visual technique.
- 5.) Covering main ideas.

## ILLUSTRATION WITH EXAMPLE:

PUPIL-TEACHER'S COMPONENT	STUDENT'S ACTIVITY	COMPONENTS.
Showing flash card to the	The pupil will answer.	Gestures Skill.

PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	COMPONENT
<p>Students. The pupil teacher will ask - "What is this?"</p>	<p>"This is an apple".</p>	<p>Aural - Visual switching</p>
<p>Now the pupil teacher will show another flash card to the students with more apples and ask,</p>	<p>After seeing another card the students will answer,</p>	<p>Focusing</p>
<p>"What are these?"</p>	<p>"These are apples".</p>	<p>Change in interaction style.</p>
<p>Then the pupil teacher will explain that singular is used for one thing or one</p>	<p>The students will listen carefully.</p>	

## PUPIL-TEACHER'S ACTIVITY

person and plural  
is used for more  
than one.

The pupil teacher  
will give more  
examples like :-

Star — Stars

Mat — Mats

Apple — Apples

Bag — Bags

Orange — Oranges

Box — Boxes

Boy — Boys

While making plural  
with some words  
'es' is used and  
with some only  
's' is added.

## STUDENT'S ACTIVITY

The students  
will write  
down singular  
and plural  
in their  
note books.

Students  
will not  
down all  
the examples  
in their  
notebook.

## COMPONENT.

Pausing  
movement.

Physical  
involvement  
of the students.

### RATING SCALE:

COMPONENT	RATING	TALLY
Gesture	0 1 2 <u>3</u> 4 5	Yes/No
Change in voice	0 1 2 <u>3</u> 4 5	Yes/No
Focusing	0 1 2 <u>3</u> 4 5	Yes/No
Pausing	0 1 2 <u>3</u> 4 5	Yes/No
Aural - Visual Switching	0 1 2 3 4 5	Yes/No
Physical involvement of the pupil.	0 1 2 3 4 5	Yes/No
Change in interaction style.	0 1 2 3 4 5	Yes/No

### RATING GRADE:

- 0 - Poor
- 1 - Below Average
- 2 - Average

- 3 - Good
- 4 - Very good
- 5 - ~~Excellent.~~

Date 06/11/2012

Duration of the period 5-6 MINUTES

Pupil Teacher's Name PARUL CHATRATH

Pupil Teacher's Roll No 1450

Class VII<sup>TH</sup>

Average Age of the pupils 12 YEARS

Subject ENGLISH

Topic ARTICLE (USE OF 'A' AND 'AN')

## CRITERIA OF THE SKILL:

- 1.) Introduction of idea to the students.
- 2.) Establishing structural relationship in language for the flow of idea and thought.
- 3.) Covering main ideas of the content and concepts.
- 4.) Keeping optimum normal speed in narrating.
- 5.) Change of voice.

## COMPONENT OF THE SKILL:

- 1.) Opening statement.
- 2.) Closing statement.
- 3.) Movement in the class.
- 4.) Using visual technique.
- 5.) Covering main ideas.

## SKILLS OF STIMULUS VARIATION:

PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	COMPONENT
Pupil teacher explains	Students are	Gestures

PUPIL - TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	COMPONENT
<p>articles to the students.</p> <p>The word 'a', 'an' or 'the' are called Article. They come before noun.</p>	<p>listening carefully and write down in their note books and also give response.</p>	<p>Skill</p>
<p>Today we shall learn the use of 'a', 'an' and 'the'</p>		<p>Change in interaction style.</p>
<p>Pupil teacher displays a chart. She further explains :- Look at the picture on the left side</p>	<p>Students will listen carefully.</p>	<p>Aural-visual switching.</p>
<p>A book, A car, A house, A tree.</p>		<p>focusing</p>



PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	COMPONENT
<p>'A' is used when a singular noun starts with 'O' but sounds as 'wa'.</p> <p>Eg:- A one eyed man.</p>	<p>Students will listen carefully.</p>	<p>Physical involvement of the pupil</p>
<p>'An' is used before a word beginning with a vowel.</p> <p>Eg:- An ass, An hour, etc.</p>		<p>Focusing</p>
<p>'The' is used before the name of the substances and abstract noun in a general sense.</p> <p>Eg:- Gold is the best metal.</p>		
<p>Is it clear?</p>	<p>Yes.</p>	<p>Change in voice</p>
<p>Give some examples?</p>	<p>Honesty is the best policy</p>	

### RATING SCALE:

COMPONENT	RATING	TALLY
Gesture	0 1 2 <u>3</u> 4 5	Yes/No
Change in voice	0 1 2 3 4 5	Yes/No
Focusing	0 1 <u>2</u> 3 4 5	Yes/No
Change in interactive style	0 1 <u>2</u> 3 4 5	Yes/No
Pausing	0 1 2 <u>3</u> 4 5	Yes/No
Aural - Visual switching	0 1 2 3 <u>4</u> 5	Yes/No
Physical involvement of the pupil.	0 1 2 3 <u>4</u> 5	Yes/No

### RATING SCALE:

- 0 - Poor
- 1 - Below Average
- 2 - Average

- ~~3~~ - Good
- ~~4~~ - Very Good
- 5 - Excellent

Date 07/11/2012

Duration of the period 5-6 MINUTES

Pupil Teacher's Name PARUL CHATRATH

Pupil Teacher's Roll No. 1450

Class VII<sup>TH</sup>

Average Age of the pupils 12 YEARS

Subject ENGLISH

Topic OUR SCHOOL (ESSAY)

## CRITERIA OF THE SKILL:

- 1.) Introduction of idea to the students.
- 2.) Establishing structural relationship in language for the flow of idea and thought.
- 3.) Covering main idea of the content and concepts.
- 4.) Keeping optimum normal speed in narrating.
- 5.) Change of voice

## COMPONENT OF THE SKILL:

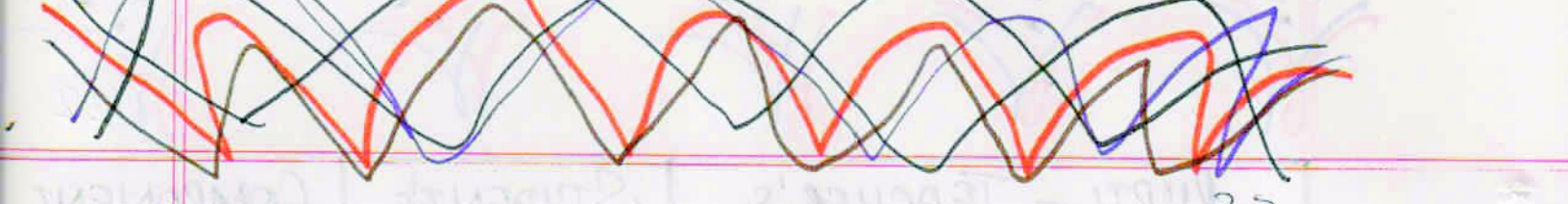
- 1.) Opening Statement
- 2.) Closing Statement
- 3.) Movement in the class.
- 4.) Using visual technique.
- 5.) Covering main idea.

## SKILLS OF STIMULUS VARIATION:

PUPIL-TEACHER'S ACTIVITY	PUPIL'S ACTIVITY	COMPONENT
The pupil teacher will put the following		Gesture Skill.

PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	COMPONENT
questions to the class one by one		Focusing.
1.) What is the name of your school?	Ekta high school	
2.) Where is it situated?	It is situated in Arya Nagar	Aural-Visual switching.
3.) Madhu, tell me how many students are there in your school?	There are about two-thousand students in my school.	
4.) Radha, tell me who is the principal of this school / your school?	Mrs. Usha Sharma	Pausing.
5.) And vice-principal of this school?	Mr. Rajesh Sharma.	

PUPIL - TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	COMPONENT
6.) What is the qualification of the principal?	M.A., B.Ed.	
7.) Urvashi, tell me how many teachers are there in your school?	Twenty five teachers.	Change in interaction style
8.) Now Vikash, tell me how many girls students are there in your school?	Five hundred.	
9.) Yes, Sapna tell me how many classrooms are there in your school?	Twenty two.	Physical involvement.
10.) How is the result of your school?	Very good.	
11.) How is the behaviour of teachers in your school?	Understanding	



RATING SCALE:

23

COMPONENT	RATING	TALLY
Gesture	0 1 2 3 4 5	Yes/No
Change in voice	0 1 2 3 4 5	Yes/No
Focusing	0 1 2 3 4 5	Yes/No
Aural - Visual switching	0 1 2 3 4 5	Yes/No
Physical involvement of the pupils.	0 1 2 3 4 5	Yes/No
Change in interaction	0 1 2 3 4 5	Yes/No
Pausing.	0 1 2 3 4 5	Yes/No

RATING SCALE:

0 - Poor  
1 - Below Average  
2 - Average

3 - Good  
4 - Very Good  
5 - Excellent

Date 08/11/2012

Duration of the period 5-6 MINUTES

Pupil Teacher's Name PARUL CHATRATH

Pupil Teacher's Roll No. 1450

Class VII<sup>TH</sup>

Average Age of the pupils 12 YEARS

Subject ENGLISH

Topic SENTENCE AND ITS USES

## CRITERIA OF THE SKILL:

- 1.) Introduction of idea to the students.
- 2.) Establishing structural relationship in language for the flow of idea and thought.
- 3.) Covering main idea of the content and concepts.
- 4.) Keeping optimum normal speed in narrating.
- 5.) Change of voice.

## COMPONENT OF THE SKILL:

- 1.) Opening statement.
- 2.) Closing statement.
- 3.) Movement in the class.
- 4.) Using visual technique.
- 5.) Covering main idea.

## SKILLS OF STIMULUS VARIATION:

PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	COMPONENT
The pupil Teacher will		Gestuse

PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	COMPONENT
<p>draw a picture on the blackboard and ask the students -</p> <p>This is a book. A is book this.</p>		skill.
<p>Which is the correct sentence?</p> <p>Yes, very good, but why?</p> <p>Now, tell me the definition of sentence.</p>	<p>This is a book.</p> <p>No response.</p> <p>No response Unsatisfactory answer.</p>	Aural - Visual Switching.
<p>SENTENCE: - A sentence is a group of words that makes a complete sense. There are five types of sentences:-</p> <p>Today we read</p>	<p>The students will listen carefully.</p>	Focusing



PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	COMPONENT
<p>Three types :-</p> <p>1) ASSERTIVE: It is of two parts.</p> <ul style="list-style-type: none"> <li>AFFIRMATIVE → A sentence that makes a simple sentence. Eg:- Humpty Dumpty set a wall.</li> <li>NEGATIVE → A sentence that makes a negative statement. Eg:- She is not singing a song.</li> </ul> <p>2) INTERROGATIVE: A sentence that asks question. Eg:- What is your name?</p> <p>3) IMPERATIVE: A sentence that expresses a command or a request. Eg:- Open the door for your parents.</p>	<p>The students will listen carefully and will notedown all the types in their notebook.</p>	<p>Change in interaction style.</p> <p>Physical involvement of the students.</p> <p>Change in interaction styles, change in voice.</p>

## RATING SCALE:

COMPONENT	RATING	TALLY
Gesture	0 1 2 3 4 5	Yes / No
Change in voice	0 1 2 3 4 5	Yes / No
Focusing	0 1 2 3 4 5	Yes / No
Change in interaction style	0 1 2 3 4 5	Yes / No
Pausing	0 1 2 3 4 5	Yes / No
Aural - Visual switching	0 1 2 3 4 5	Yes / No
Physical involvement of the pupil.	0 1 2 3 4 5	Yes / No

## RATING GRADE:

0 - Poor

1 - Below Average

2 - Average

3 - Good

4 - Very Good

5 - Excellent

**MEGA TEACHING  
LESSONS**

Date 09/11/2012

Duration of the period 30-35 MINUTES

Pupil Teacher's Name PARUL CHATRATH

Pupil Teacher's Roll No. 1450

Class VII<sup>TH</sup>

Average Age of the pupils 12 YEARS

Subject ENGLISH

Topic POEM (DAFFODILS)

## CONTENT ANALYSIS:

This poem is about a solitary walk.

- \* Analysis of difficult words like :- floats, vales, fluttering, stretched, tressing, sprightly, To cund, couch, pensive.
- \* Use of rhyming pair like :- cloud, crowd, hills, daffodill tree, breeze.

## GENERAL ANALYSIS:

- 1) To enable the students to cite and enjoy the poem with proper rhyming and intonation.
- 2) To enable the students to develop their power of imagination.
- 3) To enable the students to develop their taste for poetry.

## INSTRUCTIONAL OBJECTIVES:

### KNOWLEDGE:

The student will be able to learn the poem by heart and recall the meaning of difficult words.

### UNDERSTANDING:

The student will be able to learn the central theme of the poem.

### APPLICATION:

The student will be able to express their ideas through the medium of poetry.

### SKILL:

The student will be able to recite the poem with proper rhyme, rhythm and intonation.

### TEACHING AIDS / TEACHING MATERIAL REQUIRED:

Blackboard, chalk, duster, pointer, chart, projector, books, flashcard, etc.

### PREVIOUS KNOWLEDGE:

The students have seen the natural scene, hills, valley and flowers.

### PREVIOUS KNOWLEDGE TESTING:

PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY
QUES Have you ever been to garden?	Yes mam.
QUES What do you see there?	Flowers.
QUES Do you like flowers?	Yes mam.
QUES Do you know how they give us pleasure?	Problematic Question.



### ANNOUNCEMENT OF THE TOPIC:

Well, students today we will read a poem which is about flowers called Daffodils. In this poem poet tells us, How beautiful flowers makes us happy.

### PRESENTATION:

The student teacher is going to take the help of the students. She will use the chart in between for making the things clear. She will write down the main point on blackboard.

TEACHING POINT	PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	BLACKBOARD ACTIVITY
INTRO- DUCTION	<p>This poem is about daffodills. Daffodills are the yellow flowers. It blooms in spring season.</p> <p>(Pupil teacher reads the poem with proper gesture, rhythm and stress).</p> <p>Now one of you stand up and recite the poem</p>	<p>Students will listen carefully.</p> <p>One student</p>	<p>The poem is about Daffodills. Daffodills are the yellow flowers.</p>

TEACHING POINT	PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	BLACKBOARD ACTIVITY.
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EXPLANATION

as I did.

Pupil, in this poem poet says that he was roaming here and there like a cloud. As cloud keeps floating over vallies and hills in the sky. The poet is also wondering. But at once he sees a crowd, the crowd is of daffodills flowers. There are so many flowers with lake and under the trees. They are fluttering and dancing.

They are blooming constantly like galaxy. They are so many that poet can't see anything else beyond that

recites the poem.

Students will listen attentively.

He was roaming here and there like a cloud. As cloud keeps floating over vallies and hills in the sky.

TEACHING POINT

PUPIL-TEACHER'S ACTIVITY

STUDENT'S ACTIVITY

BLACKBOARD ACTIVITY

The waves besides them was blowing but the sparkling of happiness surpass the beauty of waves. Poet says that he keeps looking at the flowers for a long time. This experience is added to his life. But when the poet is lying in his bed and in sad mood that time all the beauty of flowers came to his mind. Now he can understand the advantage of that scene. He begins dancing with the flowers.

Students will note down all the main points in their note book.

The waves besides them was blowing but the sparkling of happiness surpass the beauty of waves. This experience is added to his life.

CENTRAL IDEA

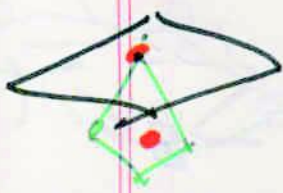
The central idea of the poem is that if we see a beautiful thing or an object of beauty it gives us pleasure throughout the life.

Students will listen carefully.

ABOUT THE POET

William Wordsworth is called the nature poet. He said that poetry should be so simple that





TEACHING POINT	PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	BLACKBOARD ACTIVITY
WORD-MEANINGS	<p>everyone can read it to enjoy.</p> <p>WORDS</p> <p>Floats Vales Fluttering Stretched Tossing Sprightly To cund Couch Pensire</p> <p>MEANING</p> <p>Spreads Valley to flap wings to expand to jump lively happy bed sad.</p>	<p>Students will notedown all the meanings of the words.</p>	<p>WORDS Meaning</p> <p>Floats Spread</p> <p>Valles Valley</p> <p>Cluttering to flap wings</p> <p>Couch bed</p> <p>Pensire sad</p>

### RECAPITULATION:

- Q1: What is the central idea?
- Q2: In what form poem is written?
- Q3: Who is the poet of this poem?

### HOME WORK:

- Q1: Learn the poem with proper rythem, rhyme and stress?
- Q2: Write four lines on nature and its beauty?

Date 10/11/2012

Duration of the period 35 MINUTES

Pupil Teacher's Name PARUL CHATRATH

Pupil Teacher's Roll No. 1450

Class VII<sup>th</sup>

Average Age of the pupils 12 YEARS

Subject ENGLISH

Topic WEST MINISTER BRIDGE

## CONTENT ANALYSIS:

- \* The poem is about Wordsworth's walk over the Westminster Bridge.  
Analysis of many different words like glittering, splendour, Bright and Majesty.
- \* Poem reading and its meaning.

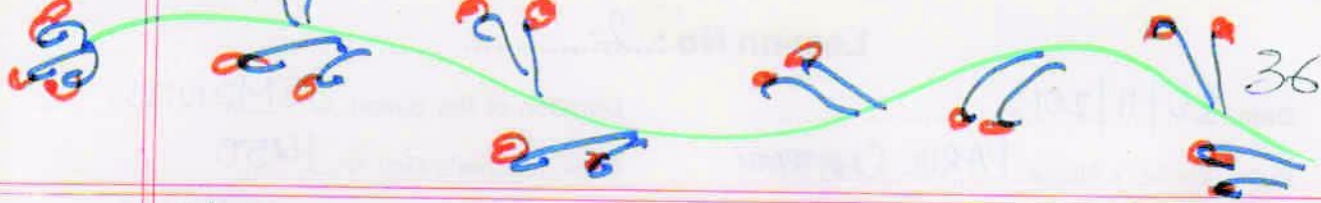
## GENERAL OBJECTIVES:

- 1.) To enable the students to recite the poem and enjoy the poem with proper intonation.
- 2.) To enable the students to develop their power of imagination.
- 3.) To enable the students to develop their taste for poetry.

## INSTRUCTIONAL OBJECTIVES:

### KNOWLEDGE:

The student will be able to learn the poem by heart.  
The student will be able to recall the meaning of difficult words.



### UNDERSTANDING:

The student will be able to learn the central theme of the poem.

### APPLICATION:

The student will be able to express their ideas through the medium of poetry.

### SKILL:

The student will be able to recite the poem with proper rhythm and intonation.

### TEACHING MATERIALS REQUIRED / TEACHING AIDS:

Blackboard, chalk, duster, pointer, chart, projector, books, flash card, etc.

### PREVIOUS KNOWLEDGE:

The students have seen the noisy and smoky city but they have never seen the beautiful scene of their city which the poet describe in his this poetry.

### PREVIOUS KNOWLEDGE TESTING:

PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY.
QUES When do you get up early	6'0 clock.

in the morning?

Ques Have you ever seen the early morning scene of the city?

Yes.

Ques Do you like it?

Yes, madam.

Ques Do you like the busy noisy city?

No

Ques Do you know how could we get pleasure in the city?

Problematic Question.

### ANNOUNCEMENT OF THE TOPIC:

Well, students today we will learn a poem which is about the beauty of city which is always covered by smoke, noise and crowd.

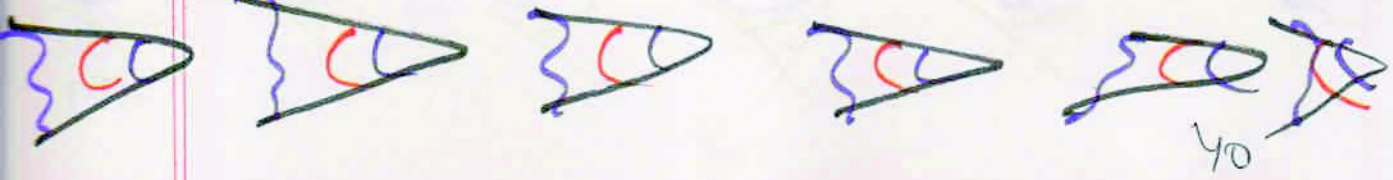
### PRESENTATION:

The student teacher is going to take the help of the students. She will use the chart in between for making the things clear. She will write down the main points on the blackboard.

TEACHING POINT	PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	BLACKBOARD ACTIVITY.
INTRODUCTION	This poem is about a what	Students	This poem is

TEACHING POINT	PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	BLACKBOARD ACTIVITY
	<p>a poet sees and feels standing on this bridge in the early morning. Soon after sun rises. Now one of you stand up and recite the poem.</p> <p>One day when poet was walking along with his sister on the Westminster bridge which is established over river Thames. He is feeling that there could not any beauty on this earth. Now here on earth is there a more beautiful sight only a person who does not care for beautiful things would be able to pass by this sight which is so</p>	<p>will listen carefully.</p> <p>Students will listen attentively.</p>	<p>a poet sees and feels standing on this bridge in the early morning. Soon after sun rises. He is happy.</p>

TEACHING POINT	PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	BLACKBOARD ACTIVITY
	<p>moving in its splendour.</p> <p>The city was looking like wearing beautiful white cloth. Everything - ships, temple, domes, theatres, towers, open fields and sky all were silent and not covered with smoke. In Wordsworth's time London used to be covered during the day by smoke from the burning of coal and wood. At this lovely morning there is no smoke in this air so the ships and buildings looks same. Not even the beauty of sunlight on nature's objects (valley, rock) or hill is greater than this beauty of sun light on the city's object. The poet says that he never seen or never feel before so relaxed and calm.</p>	<p>Students will listen carefully and will notedown all the main points in their note books.</p>	<p>The city is looking like wearing beautiful white cloth. Everything ships, temple, domes, theatres, towers and sky, all covered with smoke</p>



## RECAPITULATION:

Ques 1 In what form poem is written?

Ques 2 Who is the poet of this poem?

Ques 3 What is the central idea?

## HOME WORK:

Ques 1 Learn the poem with proper rhythm, rhyme and stress?

Ques 2 Describe the beauty of Westminster bridge?



Date... 16/11/2012

Duration of the period... 30-35 MINUTES

Pupil Teacher's Name... PARUL CHATRATH

Pupil Teacher's Roll No... 1450

Class... VII<sup>TH</sup>

Average Age of the pupils... 11 YEARS

Subject... ENGLISH

Topic... ON KILLING A TREE

## CONTENT ANALYSIS:

- \* The poem is about cutting the tree and ignoring its value.

Analysis of difficult words like:-

Hack, Twigs, Expand, Heal, Chocking, Anchoring, Source, withering and Feeding.

- \* Reading of the poem, translation of the poem.

## GENERAL OBJECTIVES:

- 1) To enable the students to understand the english language and poetry.
- 2) They perform according to the instruction given by teacher.
- 3) To enable the students to develop their taste for poetry.

## INSTRUCTIONAL OBJECTIVES:

### KNOWLEDGE:

- \* The students will be able to learn the poem by hearing.
- \* The students will be able to recall the meanings of difficult words.
- \* They will recall the main theme of the poem.



### UNDERSTANDING:

- \* They will understand how to translate poem.
- \* The students will be able to answer the questions based on text.

### APPLICATION:

- \* The students will be able to understand the value of tree.
- \* They will be able to apply the theme when it is needed.

### SKILL:

They will understand the uses of trees in our daily life.

### TEACHING MATERIALS REQUIRED / TEACHING AIDS:

Blackboard, chalk, duster, pointer, chart, projector, books, etc.

### PREVIOUS KNOWLEDGE:

- \* Students were aware of the uses of trees and deforestation.
- \* The students have seen the people cutting the tree.

### PREVIOUS KNOWLEDGE TESTING:

	PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY
QUES	Have you ever cut the tree?	No.
QUES	Do you think they feel?	Yes.
QUES	Should we plant some trees?	Yes
QUES	How do they take rebirth or do they rebirth?	Problematic Question.

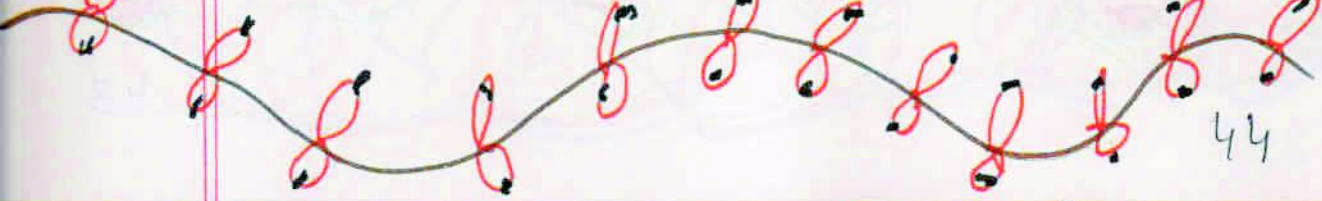
### ANNOUNCEMENT OF THE TOPIC:

Well students today we will read a poem about trees. And killing of a tree.

### PRESENTATION:

The student teacher is going to take the help of the students. She will use the chart in between for making the things clear. She will write down the main points on the blackboard.

TEACHING POINT	PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	BLACKBOARD ACTIVITY.
INTRODUCTION	The poem is about trees. The poet feels that when we cut a tree. It does not	Students will listen carefully.	The poem is about trees.



TEACHING POINT

PUPIL - TEACHER'S ACTIVITY

STUDENT'S ACTIVITY

BLACKBOARD ACTIVITY

falls down easily. It doesnot fall down with single blow instead it takes a lot of time. It is rooted inside the earth. It is not a job like we are cutting something with knife. It slowly grows under the earth than after feeding it rises out. It is very strong. Different sources help the trees to grow like sun, water, air it all together gives it power to grow. So, it is not a process of one day or few days. It needs some long time to be completely a big tree. So much efforts have to pay then it to fall. But still after a little

Students will listen attentively.

It doesnot fall down with single blow instead it takes a lot of time. It is rooted inside the earth. It is not a job like we are cutting something with knife.



TEACHING  
POINT

PUPIL-TEACHER'S  
ACTIVITY

STUDENT'S  
ACTIVITY

BLACKBOARD  
ACTIVITY

span of time it started to be cut with back. But later some time it started growing again from its roots. The Bark started to heal and in the ground green shoots will start to rise from its roots and if don't cut it again it will rise or expand again to their earlier size.

Then we have to uproot it by the help of many things. We have to pull out its roots out of its supporting earth.

We have to cut it down with binding it with rope and then pulled it out. Thus the entire tree comes out from the earth. Then the strong tree falls. The strength of the strong tree vanished. The fall of the tree is like the death of the tree. The root is while wet, soft and hidden part of the tree.

Students will pay attention.

Students will listen carefully.

Sometime it started growing again from its roots. The bark started to heal and in the ground green shoots will start to rise.

TEACHING POINT	PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	BLACKBOARD ACTIVITY.
	<p>It remains inside the earth and provide essential minerals to the tree. It is uprooted. Then the trees comes to death. It is like to sheeking trees. Before finished it. It is twisting and withering.</p>	<p>Students will note down all the points in their notebook.</p>	<p>It remains inside the earth and provide essential minerals to the trees.</p>

### RECAPITULATION:

- Ques1 How does the tree grown to its full size?  
Ques2 Can a single knife cut tree?  
Ques3 How does the tree bring to death?

### HOME WORK:

- Ques1 Learn the poem?  
Ques2 How do trees take rebirth?

Date 17/11/2012

Duration of the period 30-35 MINUTES

Pupil Teacher's Name PARUL CHATRATH

Pupil Teacher's Roll No. 1450

Class VII<sup>TH</sup>

Average Age of the pupils 11 YEARS

Subject ENGLISH

Topic THE FOX AND THE CROW.

## GENERAL OBJECTIVES:

- 1) To enable the students to develop their taste for stories.
- 2) To enable the students to develop their power of imagination.
- 3) To enable the students to enjoy story lessening and gain interests.

## INSTRUCTIONAL OBJECTIVES:

### KNOWLEDGE:

- 1) The students get knowledge about the story 'The Fox and the Crow'.
- 2) They are able to recognise and recall the story and the sentences use in it.

### UNDERSTANDING:

- 1) The students are able to understand the moral - 'Beware of flatters'.
- 2) They are able to give more sentences of that type.

### APPLICATION:

- 1) The students are able to make a chart of story.
- 2) They are able to apply the moral of the story in their life.

## SKILL:

- 1.) The students get listening practice.
- 2.) They get practice of writing english correctly.

## TEACHING MATERIAL REQUIRED:

Blackboard, duster, chalk, pointer, chart, projector, books, etc.

## PREVIOUS KNOWLEDGE

Students have heard about fox and crow but they have not the story of 'The fox and the crow'.

## PREVIOUS KNOWLEDGE TESTING:

	PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY.
Ques	Have you seen a crow?	Yes.
Ques	Have you seen a fox?	No.
Ques	Have you read about this story?	No.

## ANNOUNCEMENT OF THE TOPIC:

Well, students today we will read a story

of 'The Fox and The Crow'.

**PRESENTATION:**

The student teacher is going to take the help of the students. She will use the chart in between, for making the things clear. She will write down the main points on the blackboard.

TEACHER'S POINT	PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	BLACKBOARD ACTIVITY.
<p>ASK QUESTIONS FROM THE STUDENTS</p>	<ol style="list-style-type: none"> <li>1) Do you like story?</li> <li>2) Have you heard any story?</li> <li>3) Mention any name?</li> <li>4) Who narrates you these stories?</li> <li>5) Can you tell me name of some wild animals?</li> <li>6) Which animal is the cleverest one?</li> <li>7) Students tell me the name of any story which is related with fox?</li> </ol>	<ul style="list-style-type: none"> <li>- Yes.</li> <li>- Yes</li> <li>- Greedy dog, The thirsty crow, etc.</li> <li>- Our grand-mother.</li> <li>- Lion, tiger, fox, bear, etc.</li> <li>- Fox</li> <li>- The fox and the grapes.</li> </ul>	<p>Do you like story? Have you heard any story? Mention any name? Who narrates you these?</p>



TEACHING POINT	PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	BLACKBOARD ACTIVITY
THE FOX AND THE CROW	<p>Once there was a fox, he was very hungry. He went here and there in search of food but he did not get food anywhere. At last he reached a garden. There he saw a crow, on a tree. The crow had a piece of bread in his beak.</p> <p>The fox was very clever. He began to praise the crow. He said, "Dear crow you are very beautiful. Your voice is very sweet. Please sing a song for me". The crow was taken in.</p> <p>Looking at the picture in the book,</p>	<p>Students will listen carefully.</p> <p>Students will listen attentively.</p>	<p>One there was a fox, he was very hungry. He went here and there in search of food but he did not get food anywhere.</p>

TEACHING POINT

PUPIL-TEACHER'S ACTIVITY

STUDENT'S ACTIVITY

BLACKBOARD ACTIVITY

The crow opened his beak to sing a song, the piece of bread fell down on the ground where fox was standing.

Fox without any delay ate that piece of bread and went away. And crow just saw fox going in a shock state of mind.

So, tell me students what did you learn from this story?

Can anybody tell me the moral of the story?

The moral of the story is Be-ware of flatterers. It means be careful from clever people.

Never trust a stranger.

No response.

Students will listen carefully.

The crow opened his beak to sing a song, the piece of bread fell down on the ground where fox was standing.

## RECAPITULATION:

QUES 1 Why did the fox go here and there?

QUES 2 What did fox asked from crow to do?

QUES 3 What was there in crow's beak?

## HOME WORK:

QUES 1 What is the moral of the story?

QUES 2 Where did fox go in search of food?

Date 20/11/2012

Duration of the period 30-35 MINUTES

Pupil Teacher's Name PARUL CHATRATH

Pupil Teacher's Roll No 1450

Class VIII

Average Age of the pupils 12 YEARS

Subject ENGLISH

Topic PRESENT TENSE

## CONTENT ANALYSIS:

Present Tense :- Its meaning and types.

## GENERAL OBJECTIVES:

- 1) To enable the students to express themselves in english while speaking.
- 2) To create interest among the students.
- 3) To understand the concept of english
- 4) To enable them to act according to the direction given by the teacher.

## INSTRUCTIONAL OBJECTIVES:

### KNOWLEDGE:

- 1) Students will be able to recall the definition of present tense.
- 2) Students will be able to recognise the sentence of present tense.

### UNDERSTANDING:

- 1) Students will be able to differentiate among various kinds of tense.
- 2) Students will be able to give more sentences of that type.

## SKILL:

- 1.) Students will be able to acquire four skills of English i.e. listening, speaking, reading and writing.

## TEACHING MATERIAL REQUIRED:

Blackboard, chalk, duster, pointer, chart, projector, books, etc.

## PREVIOUS KNOWLEDGE TESTING:

The students have general knowledge about time.

	PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY
QUES	I write this letter to please you (which tense is being used in this sentence)	Problematic Question
QUES	What is present tense ?	A verb that is referred to present time.

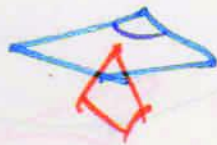
## ANNOUNCEMENT OF THE TOPIC:

Well, students today we will learn about the present tense. Its meaning and its types.

## PRESENTATION:

The student teacher is going to take the help of the students. She will use the chart in between for making the things clear. She will write down the main points on the blackboard.

TEACHING POINT	PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	BLACKBOARD ACTIVITY
TENSE	A simple definition of tense is that which tells us about the time when a work is done.	Students will listen carefully.	Tense is that which tells us about the time when a work is done.
TYPES OF TENSE	<p>There are three types of tense :-</p> <ol style="list-style-type: none"> <li>1.) Present tense</li> <li>2.) Past tense</li> <li>3.) Future tense</li> </ol> <p>Each of types has four forms :-</p> <ol style="list-style-type: none"> <li>1.) Indefinite.</li> <li>2.) Continuous</li> <li>3.) Perfect</li> <li>4.) Perfect Continuous.</li> </ol>	Students will look at the blackboard	



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TEACHING  
POINTPUPIL-TEACHER'S  
ACTIVITYSTUDENTS'  
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INDEFINITE TENSE:-

Indefinite tense not indicate whether the action is complete or not.

CONTINUOUS TENSE:-

Continuous tense indicates that the action is still going on.

PERFECT TENSE:-

Perfect tense indicates that the action is complete.

Perfect continuous indicates that the action began in the past and is still continue.

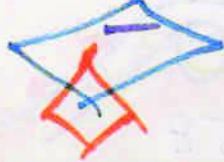
PERFECT INDEFINITE:-

We use III<sup>rd</sup> person and V<sub>1</sub> use with I, we, you,

Students will listen attentively and will notedown all the points in their notebook

TYPES  
OF TENSES:-

- 1.) Present tense
  - 2.) Past tense
  - 3.) Future tense.
- Each type has four forms.

TEACHING  
POINTPUPIL-TEACHER'S  
ACTIVITYSTUDENT'S  
ACTIVITYBLACKBOARD  
ACTIVITY

they and plural. We use present continuous tense:  
is/am/are + v, +ing  
(pupil teacher will give an example)  
eg: - I am playing.

PRESENT  
PERFECT  
TENSE

In present perfect tense we use has/have + V<sub>3</sub> + O  
eg: - I have played.

PRESENT  
PERFECT  
CONTINUOUS

In present perfect continuous we use: has/have + been + V<sub>1</sub> + ing + O  
eg: - I have been playing.

So, students will discuss about 'Tense'. Its meaning and all its types.  
SIMPLE PRESENT TENSE:  
The verb denotes the action which completion is not certain.  
eg: - I get up everyday at 5'0 clock.

Students will listen attentively and will write down the types in their notebook.

In present tense we use has/have + V<sub>3</sub> + O.  
eg:  
1) I have played.  
2) I have finished my work.



## RECAPITULATION:

QUES 1. What do you understand by Tense?

QUES 2. How many types of tenses are there? Explain?

QUES 3. What is simple tense?

## HOME WORK:

QUES 1. Where do we use has been + V<sub>1</sub> + ing?

QUES 2. Give 2 examples of Present Perfect Tense?

A

**DISCUSSION  
LESSON**

Date 21/11/2012

Duration of the period 30-35 MINUTES

Pupil Teacher's Name PARUL CHATRATH

Pupil Teacher's Roll No. 1450

Class VIII<sup>TH</sup>

Average Age of the pupils 13 YEARS

Subject ENGLISH

Topic THE SHEPHERD BOY AND THE WOLF.

## GENERAL OBJECTIVES:

- 1) To develop the interest of students in English.
- 2) To enable the students to listen english language with understanding.
- 3) To enable the students to express their ideas and views correct in english.
- 4) To enable the student to read english language with correct pronunciation of expression.

## INSTRUCTIONAL OBJECTIVES:

### KNOWLEDGE:

- 1) The students get knowledge about the story 'The Shepherd boy and the wolf'.
- 2) They are able to recognise and recall the story and the sentences use in it.

### UNDERSTANDING:

- 1) The students are able to understand the moral - 'Never tell a lie'.
- 2) They are able to give more sentences of that type.

### APPLICATION:

- 1) The students are able to make a chart of the story.
- 2) They are able to apply the moral of the story.

in their life.

### SKILL:

- 1) The students get listening practice.
- 2) They get practice of proper pronunciation.

### TEACHING MATERIAL REQUIRED:

Blackboard, duster, chalk, pointer, books, projector, chart, etc.

### PREVIOUS KNOWLEDGE TESTING

In order to test the previous knowledge of the students, the pupil teacher will ask the following questions:-

- 1) Do you like story?
- 2) Name some stories you like most?
- 3) Have you read the story 'The Shepherd boy and the wolf'?
- 4) Tell me, a few lines of the story?

### ANNOUNCEMENT OF THE TOPIC:

Finding the students answer to the last question is not correct way, the pupil teacher will say, "Dear students, today we shall develop the story, The Shepherd boy and the wolf."

## PRESENTATION:

The student teacher is going to take the help of the students. She will use the chart in between for making the things clear. She will write down the main points on the blackboard.

TEACHING POINT	PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	BLACKBOARD STUDY
<p>ORAL DEVELOPMENT OF COMPOSITION BY PUPIL TEACHER.</p>	<p>The pupil teacher will display the chart showing the pictures of different stages of the story and short oral development of composition. She will be speaking sentences by pointing towards various aspects of the story. She will also write the important lines of the story on the blackboard side by side.</p> <p>There was a shepherd by in a village. He used to take his sheep for</p>	<p>Students will listen carefully and will write down</p>	<p>There was a shepherd in a village. He used to take his sheep for grazing on a small hill.</p>

TEACHING POINT	PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	BLACKBOARD ACTIVITY
	<p>grazing on a small hill. There was a thick forest near the hill.</p> <p>One day he thought of planning jokes on the villagers. He thought, shouted wolf! Wolf! has come, please come and help me.</p> <p>The villagers heard his cries. And they ran to help him! When they reached on the hill. They saw no wolf.</p> <p>The shepherd boy laughed and said that it was only a joke. The villagers were very angry with him. They went away.</p>	<p>Students will listen attentively.</p> <p>Students will listen carefully.</p>	<p>One day he thought of planning jokes on the villagers. He thought shouted wolf! wolf! has come, please come and help me.</p>

TEACHER'S POINT

PUPIL-TEACHER'S ACTIVITY

STUDENT'S ACTIVITY

BLACKBOARD ACTIVITY

After some days, the villagers again heard the boy's cries. Again when villagers went to help him, there was no wolf. He again laughed and said he was joking. Villagers were angry but went away. After few days, villagers again heard the boy's cries but this time wolf had really come there. The villagers thought that he was joking. They did not go to help him. And the wolf killed the boy and his sheep too.

MORAL OF THE STORY: -

'Never tell a lie'.

1.) Where was the shepherd boy lived?

Students will listen attentively and with excitement.

- On a hill.

After some days, villagers again heard the boy's cries but this time wolf had really come there. The villagers thought that he was joking.

TEACHING POINT	PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	BLACKBOARD ACTIVITY
<p>ORAL DEVELOPMENT OF COMPOSITION BY THE STUDENTS.</p>	<p>2) Why did he shout? 3) Why the villagers did not go for his help?</p> <p>Whenever the students find difficulty in answering the question the pupil teacher will give them key words. In case the students still find it hard to answer, half of the sentence may be given and for the remaining half 2 or 3 answers may be pick up one to complete the sentences correctly.</p> <p>1) A shepherd lived</p>	<p>to fool the villagers. Because he tell a lie.</p> <p>Students will listen carefully.</p>	<p>Where was the shepherd boy lived? 2) Why did he shout? 3) Why the villagers did not go for his help?</p>



TEACHING POINT

PUPIL - TEACHER'S ACTIVITY

STUDENT'S ACTIVITY

BLACKBOARD ACTIVITY

- in a \_\_\_\_\_.
- 2.) There was a thick \_\_\_\_\_ near the hill.
- 3.) The villagers were \_\_\_\_\_.

In this way by putting questions, composition will be developed by the students whenever they find some difficulty all guidance will be provided by the pupil teacher.

WRITING OR COMPOSITION

All guidelines will continue appearing on the blackboard. The students will be asked to write composition in their notebooks. All efforts will be made by the pupil teacher that the students complete the composition in the classroom. Thus, the story is completed by the pupil teacher.

- Village.
- Jungle.
- Angry.

Students will listen attentively.

1) A shepherd lived in a \_\_\_\_\_.

2) There was a thick \_\_\_\_\_ near the hill.

3) The villagers were \_\_\_\_\_.

## RECAPITULATION:

QUES 1 Where was the Shepherd boy lived?

QUES 2 What did he shouted?

QUES 3 Why did the villagers not go for his help?

## HOME WORK:

Ques 1 Fill in the blanks—

- i) There was a \_\_\_\_\_ near the hill.
- ii) He shouted \_\_\_\_\_ come and save me.
- iii) The villagers were very \_\_\_\_\_ with him.

Ques 2 Moral:—

Never \_\_\_\_\_ a lie.

*Topic announced at proper time  
P.T. has command on topic  
P.T. voice was clear  
A. med in time  
Recap. done  
Sh...*

Date 22/11/2012

Duration of the period 35-45 MINUTES

Pupil Teacher's Name PARUL CHATRATH

Pupil Teacher's Roll No. 1450

Class VIII<sup>TH</sup>

Average Age of the pupils 13 YEARS

Subject ENGLISH

Topic INTERJECTION

## GENERAL OBJECTIVES:

- 1.) To develop the interest of students in English.
- 2.) To enable the students to listen english language with understanding.
- 3.) To enable the students to express their ideas and views correct in english.
- 4.) To enable the students to read english language with correct pronunciation of expression.

## INSTRUCTIONAL OBJECTIVES:

### KNOWLEDGE:

- 1.) Students are able to understand the use of Interjection.
- 2.) They are able to give more sentences uses of interjection

### APPLICATION:

Students construct a sentence by using an interjection

### UNDERSTANDING:

- 1.) Students recall the definition of interjection.
- 2.) Students recognise the interjection in the Students.

## SKILL:

Students will develop various kinds of linguistic skills such as listening, speaking, reading and writing.

## TEACHING MATERIAL REQUIRED:

Blackboard, chalk, duster, pointer, chart, books, projector, etc.

## PREVIOUS KNOWLEDGE TESTING:

Pupil teacher will ask some questions:

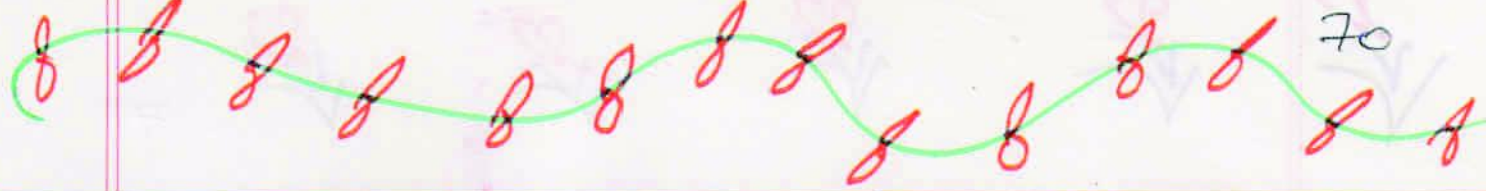
- 1.) Hurrah! we won the match. What feeling is shown in this sentence?
- 2.) Oh! I have lost my favourite pen. What feeling is this?
- 3.) Do you know the names of these feeling words?

## ANNOUNCEMENT OF THE TOPIC:

We students today we will learn about the 'Interjection'.

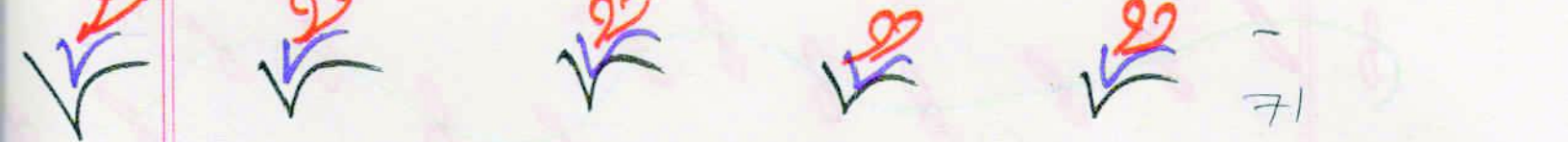
## PRESENTATION:

The student teacher is going to take



the help of the students. She will use the chart in between for making things clear. She will write down the main points on the blackboard.

TEACHING POINT	PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	BLACKBOARD ACTIVITY.
	<p>Pupil Teachers will write some sentences on Blackboard and underlined some words like this:-</p> <p><u>Alas!</u> He is dead.</p> <p><u>Hurray!</u> We have won the match.</p> <p><u>Ah!</u> have they gone.</p> <p>In the above sentences underlined words are showing happiness, grief or sudden feeling such as - <u>Alas!</u> <u>Hurray!</u></p>	<p>Students will listen carefully and try to understand it and note down in their notebooks.</p> <p>Students will listen attentively.</p>	<p>Alas! he is dead.</p> <p>Hurray! we have won the match.</p> <p>Ah! have they gone.</p>



TEACHING POINT	PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	BLACKBOARD ACTIVITY
	<p>are interjections. They are used to express some sudden feelings or emotions. It will be noticed that they are not grammatically related to the other words in a sentence.</p>	<p>Students will listen carefully.</p>	
DEFINITION OF INTERJECTION	<p>Interjection means sudden inference.</p> <p>"The interjection is a word or sound used to express some sudden feeling or emotions. Sometimes it so happen that a speaker is over whelmed with a feeling while speaking unconsciously. The</p>	<p>Students will listen attentively</p>	<p>They are used to express some sudden feelings or emotions. It will be noticed that they are not grammatically related to the other words.</p>

TEACHING  
POINTPUPIL-TEACHER'S  
ACTIVITYSTUDENT'S  
ACTIVITYBLACKBOARD  
ACTIVITY

interjection words in his speech is an almost shouting tone. They are called Interjection

Students will listen attentively.

INTER-  
JECTION

Interjection is not a part of speech; because it does not enter into the structure of a sentence.

Interjections are always distinguish by a mark of exclamation. A sentence uttered in excitement may be written with a note of exclamation such as -

My foot! My son!

eg: - Hello! What brings you here.

Oh! what a fine day.

Students will listen carefully.

Interjection is not a part of speech because it does not enter into the structure of a sentence. They are always distinguish by a mark of exclamation.

TEACHING POINT

PUPIL-TEACHER'S ACTIVITY

STUDENT'S ACTIVITY

BLACKBOARD ACTIVITY

Alas! I have failed.

Each sentence expresses a sudden of the mind in an exclaiming tone.

USES OF INTERJECTION

Uses of Interjection.  
An interjection usually express joy, grief, anger, surprise, contempt and so on.

Interjection may used in following situations

a) Joy: -  
To express joy we us hurray!  
eg: - Hurray! we have won the match.  
Give me more examples

Hello!  
what are you doing.

Students will understand it.

Hurray! Dad has come.

Alas!  
I have failed.  
Each sentence expresses a sudden of the mind in an exclaiming tone.



TEACHING POINT

PUPIL-TEACHER'S ACTIVITY

STUDENT'S ACTIVITY

BLACKBOARD ACTIVITY

b) Grief:-  
 To express grief we use  
 Alas! Ah, bad luck.  
 eg:- Alas! I have lost  
 my purse.  
 Ah! have they gone. Give  
 me an example

Ah! I have  
 failed.

c) Surprise:-  
 To express surprise we  
 use Oh!  
 eg:- Oh! Got such a fight.  
 Give me another example.

Oh! what a  
 fine score

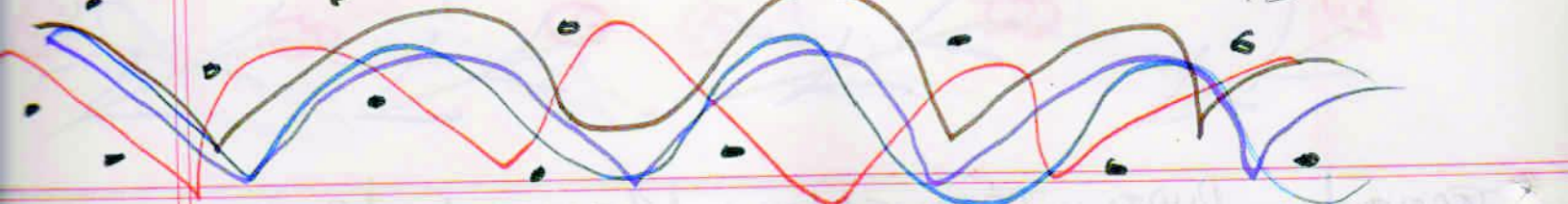
d) Approval:-  
 To express approval we  
 use Bravo!  
 eg- Bravo! It is a good  
 hit.  
 Give me an example.

Brave!  
 Victory is  
 yours.

Bravo! You have well done.

Interjection  
 may used  
 in  
 following  
 situations -

- 1) Joy
- 2) Grief
- 3) Surprise
- 4) Approval.



## RECAPITULATION:-

QUES Indicate which feeling is expressed:-

- 1.) Alas! My only son has died.
- 2.) What a glorious risk!
- 3.) Well done, my boy!
- 4.) Ha! What a beautiful flowers.

## HOME WORK:

QUES Write and learn the rules of Interjection.

Lesson was developed  
active co-operation of students

Over all lesson was cr

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**SCHOOL TEACHING  
PRACTICE LESSONS**

Date 23/11/2012

Duration of the period 30-35 MINUTES

Pupil Teacher's Name PARUL CHIATRATH

Pupil Teacher's Roll No. 1450

Class VIII<sup>TH</sup>

Average Age of the pupils 12 YEARS

Subject ENGLISH

Topic PARTS OF SPEECH

## GENERAL OBJECTIVES:

- 1) To understand the concept of english.
- 2) To develop written and reading skills among the students.
- 3) To create interest among the students.
- 4) To develop vocabulary.
- 5) To understand the concept of grammar.

## INSTRUCTIONAL OBJECTIVES:

### KNOWLEDGE:

- 1) Students will be able to recall the definition of 'Parts of Speech'.
- 2) Students will be able to recognise the different kinds of 'Parts of speech'.

### UNDERSTANDING:

- 1) The students will be able to verify the different kinds of parts of speech.
- 2) The students will be able to classify the 'Parts of speech'.

### APPLICATION:

- 1) Students will be able to classify sentences in different kinds of classes of words.

2) Students will be able to acquire and apply in their sentences.

### SKILL:

1) The students will be able to develop skill of listening, speaking, reading and writing.

### TEACHING MATERIAL REQUIRED:

Blackboard, chalk, duster, pointer, chart, projector, books, etc.

### PREVIOUS KNOWLEDGE:

It is assumed that students know about simple sentences.

### PREVIOUS KNOWLEDGE TESTING:

To test the previous knowledge of the students, the pupil teacher will ask the question:

Ques 1. What is present tense and give any examples of present tense?

Ques 2. What is classification?

Ques 3. What is the base of classification?

### ANNOUNCEMENT OF THE TOPIC:

Well, students in English also a sentence

can be divided into parts. These parts are called 'Parts of Speech'. Thus, today's topic is 'parts of speech'.

## PRESENTATION:

The student teacher is going to take the help of the students. She will use the chart in between for making the things clear. She will write down the main points on the blackboard.

TEACHING POINT	PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	BLACKBOARD ACTIVITY
DEFINE THE PARTS OF SPEECH.	First of all students I clear you the definition of Parts of Speech. The different kinds or classes into which the words in a sentence are divided are called "Parts of Speech".	Students will listen carefully and attentively.	The different kinds or classes into which the words in a sentence are divided.
TYPES OF PARTS OF SPEECH	Giving an example, there are eight types of 'Parts of Speech'. Following are the types of 'Parts of Speech':-	Students will listen carefully.	

TEACHING POINT	PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	BLACKBOARD ACTIVITY	
NOUN	All naming words are called Noun. For example: - Ram, Rahtak, Sofa, Towel, Mohan, etc.	Students will notedown all the examples.	All naming words are called Noun.	
PRONOUN	The words which we use at the place of noun are called "Pronoun" For example: - He, she, it, they, etc.			The words which are used at the place of noun are called Pronoun.
ADJECTIVE	<p>Adjective is a word which adds some thing to the meaning of a noun or pronoun. For example: - He is a good boy. Sunita is an <u>intelligent</u> girl.</p> <p>In the above sentences, good and intelligent, tells the quality of his/her. So, it is an adjective.</p>	Students will listen attentively.		

TEACHING POINT	PUPIL - TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	BLACKBOARD ACTIVITY
ADVERB	Verb is a word which expresses action, feeling. For example :- Write, eat, love, etc.	Students will listen attentively.	Adverb is a word which quality verb.
PREPOSITION	Preposition is a word which used before a noun or pronoun to show its relation with another word in a sentence. For example :- she is sitting on the floor.		Interjection is a word which expresses some sudden feelings or emotion.
INTERJECTION	It is a word which expresses some sudden feelings or emotions. For example :- Alas! Hurrah!	Students will notedown all the points in their notebook.	
CONJUNCTION	It is a word which joins two words or sentences. For example :- He and she go to school.		



## RECAPITULATION:

Ques 1: What is the definition of 'Parts of Speech'?

Ques 2: How many types of 'Parts of Speech'?

Ques 3: Explain Adverb.

## HOME WORK:

Students you will classify these sentences.

- 1) She is sitting on the bench.
- 2) Delhi is a big city.
- 3) The cat is black.
- 4) She is very intelligent.

Date: 26/11/2012

Duration of the period: 30-35 MINUTES

Pupil Teacher's Name: PARUL CHATRATH

Pupil Teacher's Roll No: 1450

Class: VIII

Average Age of the pupils: 12 YEARS.

Subject: ENGLISH

Topic: SANTOSH YADAV.

## CONTENT ANALYSIS:

- 1) Who is Santosh Yadav?
- 2) What is her achievement?
- 3) How did she achieve her goal?

## GENERAL OBJECTIVES:

- 1) To develop the interest of students in English Language
- 2) To enable the students to listen English language with understanding.
- 3) To enable the student to express their ideas and views correctly in English.
- 4) To enable the student to read English language with correct pronunciation of expression.

## INSTRUCTIONAL OBJECTIVES:

### KNOWLEDGE:

The students come to know about Santosh Yadav and her contribution in bringing honour for India.

### UNDERSTANDING:

The students may be able to understand that how can they achieve their goal. They get inspiration from Santosh Yadav's story.

## SKILL:

Students determine to do work for their goal like Santosh Yadav

## APPLICATION:

The students get knowledge of two mountains Aravalli Mountain and Mt. Everest.

They also come to know that Mt. Everest is the second highest peak in the world.

## TEACHING MATERIAL REQUIRED:

Blackboard, chalk, duster, pointer, chart, projector, books, etc.

## PREVIOUS KNOWLEDGE:

In order to check the previous knowledge of the students, Pupil teacher will ask the following questions:-

	PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY
QUES	Do you know who is Santosh Yadav	No
QUES	Do you know about Mt. Everest?	No
QUES	What is your ambition in life	Problematic Question

## ANNOUNCEMENT OF THE TOPIC:

Today we will learn about the life of Santosh Yadav and her achievement.

## PRESENTATION:

The student teacher is going to take the help of the students. She will use the chart in between for making the things clear. She will write down the main points on the blackboard.

TEACHING POINT	PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	BLACKBOARD ACTIVITY
WHO IS SANTOSH YADAV?	Santosh Yadav is the only woman who scaled Mt. Everest twice. She is the <del>only</del> sister to five brothers. She was born in small village. She was born in a society where the birth of a son regarded as a blessing and daughter was not generally welcomed.	Students will listen attentively.	Santosh Yadav is the only woman who scaled Mt. Everest twice.
SANTOSH BIRTH	Name Santosh means 'Contemporary' But she was not always content	Students will	

TEACHING POINT	PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	BLACKBOARD ACTIVITY
AGE AND TRADITION CULTURE	with her place in a traditional way of life. She preferred to wear shorts. Most of the girls in her village get married in the age of 16. Santosh was also under pressure from her parents.	carefully and attentively listen to Santosh's life.	Most of the girls in her village get married in the age of 16. She was also under pressure from her parents.
SANTOSH'S REVOLT AGAINST THESE OLD TRADITION	Santosh, where the other girls of village wear traditional Indian dress, she preferred shorts. She also made her father threatened not to get married. As according to their village's tradition, a girl has to get married by the age of 16. But she again went against this tradition and enrolled herself in the Jaipur's Maharani College. When her father refused to pay her school fee. She informed	Students will become excited to know more about her life. It seems like that they want to make Santosh Yadav of their life role model.	

TEACHING  
POINT

PUPIL-TEACHER'S  
ACTIVITY

STUDENT'S  
ACTIVITY

BLACKBOARD  
ACTIVITY

that she can pay her school fees by working part time. Then her parents agreed to pay her education.

HOW  
DID  
SHE GET  
INSPIRED  
FOR  
EXPEDITION

Santosh Yadav enrolled in Jaipur's Maharani College and got a room in Kasturba hostel. Kasturba hostel faced the Aravali Hills. One day she decided to go to Aravali hills. There she makes request to the mountaineers to join them. They pleasantly welcome her.

Students will attentively take interest in Santosh Yadav's life and writing down in their notebook.

HER  
FURTHER  
STEP  
TOWARDS  
HER  
GOAL

Once she determined she never looks back. She saved money and enrolled in a course at Uttar Kashi Nehru Institute of Mountneering. Her college ended on 19<sup>th</sup> May. She was supposed to be in Uttarkashi on 21<sup>st</sup>. So she sent an apology letter to her father, that she is

She enrolled in Jaipur's Maharani College and got a room in Kasturba hostel. Kasturba hostel faced the Aravali hill.

TEACHING POINT	PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	BLACKBOARD ACTIVITY
	<p>not coming back to home because she got enrolled at Uttarkashi. And she continues her expedition every year. Her climbing skill matured rapidly.</p>	<p>Students will listen carefully.</p>	<p>Her climbing skill matured rapidly.</p>

### RECAPITULATION:

- QUES 1. Who is Santosh Yadav?
- QUES 2. What do you learn from her life?
- QUES 3. What was her achievement?
- QUES 4. What was her first achievement?

### HOME WORK:

- QUES 1. Who is Santosh Yadav?
- QUES 2. How did Santosh Yadav begin to climb Mountain?
- QUES 3. Why was Santosh sent to local school?

*Learn through full confidence*

Date 27/11/2012

Duration of the period 30-35 MINUTES

Pupil Teacher's Name PARUL CHATRATH

Pupil Teacher's Roll No. 1450

Class VIII

Average Age of the pupils 12 YEARS

Subject ENGLISH

Topic CONJUNCTIONS

## CONTENT ANALYSIS:

Definition of conjunctions, its types, co-ordinating conjunctions and sub-co-ordinating conjunctions.

## GENERAL OBJECTIVES:

- 1) To enable the students to express themselves in english while speaking.
- 2) To enable the students to write beautifully with correct spelling, punctuation and proper expression.
- 3) To create interest among the students.
- 4) To understand the concept of english.

## INSTRUCTIONAL OBJECTIVES:

### KNOWLEDGE:

The students will be able to recall the definition of conjunction.

### UNDERSTANDING:

The students will be able to differentiate the conjunction.

### APPLICATION:

The students will be able to use conjunctions in their own sentences.





### SKILL:

The students will be able to use conjunction while speaking and writing english correctly.

### TEACHING MATERIAL REQUIRED:

Blackboard, chalk, duster, chart, pointer, books, projector, etc.

### PREVIOUS KNOWLEDGE:

The students have some general knowledge about conjunction.

### PREVIOUS KNOWLEDGE TESTING:

PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY
1) He is poor. He is a hard worker. (Join the sentence)	He is poor but he is a hard worker.
2) 'But' is here. Why we have used it?	For joining sentences.
3) What are these words called which are used to join the words?	Problematic question.

## ANNOUNCEMENT OF THE TOPIC:

Well, students we will study about conjunctions and their types.

## PRESENTATION:

The student teacher is going to take the help of the students. She will use the chart in between, for making the things clear. She will write down the main points on the blackboard.

TEACHING POINT	PUPIL - TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	BLACKBOARD ACTIVITY
DEFINITION	<p>A conjunction is a word which merely joins together sentences and sometimes words.</p> <p>example:-            Vinay and Saurabh are good players.            (Joining words)</p> <p>Vassha sings and dance beautifully.            (Joining sentences)</p>	<p>Students will listen carefully.</p> <p>Students will note down the examples in their note books.</p>	<p>A conjunction is a word which merely joins together sentences and sometimes</p>

TEACHING POINT	PUPIL - TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	BLACKBOARD ACTIVITY
	<p>Conjunction must be distinguished from Relative Pronoun, Relative Adverbs and Preposition which are also connected words.</p>		
TYPES OF CONJUNCTION	<p>Conjunctions are divided into two classes: -</p> <ol style="list-style-type: none"> <li>1) Co-ordinating Conjunction.</li> <li>2) Sub-co-ordinating conjunction.</li> </ol>	<p>Students will listen carefully and attentively.</p>	<p>TYPES OF CONJUNCTIONS</p> <ol style="list-style-type: none"> <li>1) Co-ordinating Conjunction</li> <li>2) Sub-co-ordinating conjunctions.</li> </ol>
CO-ORDINATING CONJUNCTION	<p>A co-ordinating conjunction joins together clauses of equal work or rank. The chief example of co-ordinating conjunctions are: -</p> <p>And, But, For, Or, Nor, Also, Either, OR, Neither, Nor</p>		

TEACHING POINT	PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	BLACKBOARD ACTIVITY
<p>SUB-ORDINATING CONJUNCTION</p>	<p>Example:- Birds fly and fishes swims</p> <p>(It has 2 independent sentences Birds fly Fishes swim)</p> <p>Sub-ordinating conjunction joins together one clause to another on which it depends for its full meaning as:-</p> <p>Till, Before, When, As, Where, While</p> <p>Example:- I read the newspaper because I love to.</p> <p>(I read the newspaper is independent because I love to is dependent).</p>	<p>Students will note down in their note books.</p>	<p>Sub-ordinating conjunction joins together one clause to another on which it depends for its full meaning.</p>

## RECAPITULATION:

QUES 1 What are Conjunctions?

QUES 2 What are the types of conjunctions?

QUES 3 Give 2-2 examples of each type of conjunction?

## HOME WORK:

QUES 1 Learn all the types of conjunctions.

QUES 2 What do you mean by co-ordinating conjunction?

QUES 3 What is the meaning of sub-ordinating conjunction?



Date 29/11/2012

Duration of the period 30-35 MINUTES

Pupil Teacher's Name PARUL CHATRATH

Pupil Teacher's Roll No. 1450

Class VII<sup>TH</sup>

Average Age of the pupils 12 YEARS

Subject ENGLISH

Topic PREPOSITION

## CONTENT ANALYSIS:

Definition of Preposition

Kinds of Preposition

Position of Preposition

Use of Preposition

## GENERAL OBJECTIVES:

- 1) To enable the students to speak english language with proper pronunciation.
- 2) To enable them to act according to the direction given by teacher.
- 3) To create interest among the students.
- 4) To understand the concept of english.

## INSTRUCTIONAL OBJECTIVES:

### KNOWLEDGE:

They can understand the meaning and use of Preposition.

### UNDERSTANDING:

Students can be able to give examples of different use of preposition through understanding.

## APPLICATION:

They can apply the use of preposition when they are speaking.

## SKILL:

The students will be able to write and speak English.

## TEACHING MATERIAL REQUIRED:

Blackboard, chalk, duster, pointer, chart, projector, books, etc.

## PREVIOUS KNOWLEDGE TESTING:

In order to check the previous knowledge about the students, pupil-teacher asks the following questions:-

	PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY
QUES	Can you give the definition of preposition?	No Response.
QUES	Can you give one, two examples of preposition	On, with
QUES	The book is on the table. What is preposition here?	On.

## ANNOUNCEMENT OF THE TOPIC:

Well, students today we will learn about preposition, their kinds and their uses.

## PRESENTATION:

The student teacher is going to take the help of the students. She will use the chart in between, for making the things clear. She will write down the main points on the blackboard.

TEACHING POINT	PUPIL-TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	BLACKBOARD ACTIVITY
DEFINITION	<p>A preposition is a word placed before a noun or a pronoun to show the person or thing denoted by it in regard to something else. Prepositions like in, beside, above, and out of all tell where, and are usually used with nouns and pronouns.</p> <p>For example:- This book is <u>under</u> the table</p>	<p>Students will listen carefully.</p> <p>Students will</p>	<p>Preposition like in, beside, above, and out of all tell where.</p>



TEACHING  
POINTPUPIL-TEACHER'S  
ACTIVITYSTUDENT'S  
ACTIVITYBLACKBOARD  
ACTIVITY

This book is near the table.

listen attentively.

Under, near in the above sentences show the relation between two things.

The noun and pronoun which is used with preposition is called its objects.

The noun and pronoun which is used with preposition is called its objects.

KINDS  
OF  
PREPOSITION

Prepositions are of 5 kinds, they are :-

- 1.) Simple Preposition
- 2.) Compound Preposition
- 3.) Double Preposition
- 4.) Participate Preposition
- 5.) Phrase Preposition.

Students will also tell the examples of each preposition.

• Simple Preposition  
on, by, in, of, for, off, out.

TEACHING  
POINTPUPIL - TEACHER'S  
ACTIVITYSTUDENT'S  
ACTIVITYBLACKBOARD  
ACTIVITY

eg: - 1) This cake is for you.  
2) He wants a piece of cake.

• Compound Preposition  
at, across, against, before, after,  
besides, into.

eg: - 1) I walked across the bridge.  
2) He came home after Jane did.

• Double Preposition  
within, among, beneath, from,  
under, out of.

eg: - 1) She was among her friends.  
2) I got a letter from my  
mother in the mail today.

• Participate Preposition  
keeping, considering, regarding,  
during.

eg: - 1) He often reads during dinner.  
2) He was talking regarding him.

• Phrase Preposition  
Along, according to, away from.

Students  
will  
notedown  
all the  
kinds of  
preposition  
in their  
notebook.

Preposition  
are of  
5 kinds:-  
1) Simple  
Preposition  
2) Compound  
3) Double  
4) Participate  
5) Phrase  
Preposition.



## RECAPITULATION:

Ques 1 What are the objects of prepositions?

Ques 2 How many kinds of prepositions.

Ques 3 Give 2-2 examples of each preposition.

## HOME WORK:

Ques 1 Definition of Preposition.

Ques 2 Give 2-2 examples of using under, during, before, and in place of.



Date 30/11/2012

Duration of the period 30-35 MINUTES

Pupil Teacher's Name PARUL CHATRATH

Pupil Teacher's Roll No. 1450

Class VII<sup>TH</sup>

Average Age of the pupils 11 YEARS

Subject ENGLISH

Topic NOUN

## CONTENT ANALYSIS:

Noun :- Meaning and kind.

## GENERAL OBJECTIVES:

- 1.) To understand the concept of english.
- 2.) To develop written and reading skills among the students.
- 3.) To create interest among the students.
- 4.) To develop vocabulary.
- 5.) To understand the concept of grammar.

## INSTRUCTIONAL OBJECTIVES:

### KNOWLEDGE:

They can understand the meaning of noun.

### UNDERSTANDING:

Students can give the examples of different kinds of noun.

### APPLICATION:

They can apply the rule of noun when they are speaking english.