

## Yash college of Education, Rurkee (Rohtak)

School list for B.Ed School Internship programme 2016-18

B.Ed 2<sup>nd</sup> Year

Sr. No.	School Name	Roll No.	Total students	Teacher Incharge
1	D.R.M. Sr. Sec. School, Rurkee	1701, 02, 03, 04, 05, 06, 07, 08, 09, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21	20	Ms. Nisha
2	CSM High School, Mungan	1722, 24, 25, 26, 27, 28, 29, 31, 32, 33, 35, 36, 37, 38, 39, 40, 41, 42, 44, 46,	20	Ms. Pinki
3	Baba Nagar Das Sr. Sec. School, Kiloi	1747, 48, 50, 52, 53, 54, 55, 57, 58, 59, 60, 62, 63, 64, 67, 68, 69, 70, 71, 72, 74	21	Ms. Monika
4	H.R. M. Sr. Sec. School, Kiloi	1775, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 93, 94, 95, 96	21	Mr. Ashok

Schedule: 24.11.17 to 15.03.18

## Name &amp; Roll

Abirav	P	P	P	P	T	P	P	P	P	P	P	T	P	P	P	P	P	P	T
Amitabh	P	P	P	P	I	P	P	P	P	P	P	I	P	P	P	P	P	P	I
Anir	P	P	P	P	H	P	P	P	P	P	P	H	P	P	P	P	P	P	H
Bikram	P	.	P	P	O	P	P	P	P	P	P	O	P	P	P	P	P	P	O
Candy	P	P	P	P	L	P	P	P	P	P	P	L	P	P	P	P	P	P	L
Christine	P	P	P	P	I	P	P	P	.	P	P	I	P	P	P	P	P	P	I
Devanshi	.	P	P	P	D	P	P	P	P	P	P	D	P	P	P	P	P	P	D
Dvender	P	P	P	P	A	P	P	P	P	P	P	A	P	P	P	P	P	P	A
Shiman	P	P	.	P	Y	P	P	P	P	P	P	Y	P	P	P	P	P	P	Y
Farhan	P	P	P	P	I	P	P	P	P	P	P	I	P	P	P	P	.	P	I
Fazzan	P	P	P	P	I	P	P	P	P	P	P	I	P	P	P	.	P	P	I
Fatimah	P	P	P	P	H	P	P	P	P	P	P	H	P	P	P	P	P	P	H
Gagan	P	.	P	P	O	P	P	P	P	P	P	O	P	P	P	P	P	P	O
Girish	P	P	P	P	L	P	P	P	P	.	P	L	P	P	P	P	P	P	L
Harish	P	P	P	P	I	P	P	P	P	P	P	I	P	.	P	P	P	P	I
Hitesh	P	P	.	P	D	P	P	P	P	P	P	D	P	P	P	P	P	P	D
Braya	P	P	P	P	A	P	P	P	P	P	P	A	P	P	.	P	P	P	A
Titender	P	P	P	P	Y	P	P	P	P	P	P	Y	P	P	P	P	P	P	Y
Talin	P	P	P	P	I	P	P	P	P	P	P	I	P	P	P	P	P	P	I
Tegash	P	P	P	P	H	P	P	P	P	.	P	H	P	P	P	P	P	P	H
Tejvan	P	P	.	P	O	P	P	P	P	P	P	O	P	P	P	P	P	P	O
Kartik	P	P	P	P	L	P	P	P	P	P	P	L	.	P	P	P	P	P	L
Krishan	P	P	P	P	I	.	P	P	P	P	P	I	P	P	P	P	P	P	I
Lokesh	P	P	P	P	D	P	P	P	P	P	P	D	P	P	P	.	P	P	D
Lovely	P	P	P	P	A	P	P	P	P	P	P	A	P	P	P	P	P	P	A
Mohan	P	P	P	P	Y	.	P	P	P	P	P	Y	P	P	P	P	P	P	Y
Madhu	P	P	P	P	I	P	P	P	P	P	P	I	P	P	P	P	.	P	I
Mainish	P	P	P	P	I	P	P	P	P	P	.	I	P	P	P	P	P	P	I

Name & Roll																				
Nalaj	P	P	P	P	P	P	I	P	P	P	P	P	P	I	P	P	P	P	P	
Navan	P	P	P	P	P	P	I	P	P	P	P	P	P	I	P	P	P	P	P	
Nesraj	P	P	P	P	P	P	H	P	P	P	P	P	P	H	P	P	P	P	P	
Om Prakash	P	P	P	P	P	.	O	P	P	P	P	P	P	O	P	P	P	P	P	
Prakash	P	P	P	P	P	P	L	P	P	P	P	P	P	L	P	P	P	P	P	
Parvath	P	.	P	P	P	P	I	P	P	P	P	P	P	I	P	P	P	P	P	
Pankaj	P	P	P	P	P	.	D	P	P	P	P	P	P	D	P	.	P	P	P	
Aweshi	P	P	P	P	P	P	A	P	P	P	P	P	P	A	P	P	P	P	P	
Rachna	P	P	P	P	P	P	Y	P	P	P	P	P	P	Y	P	P	P	P	P	
Rakhi	P	P	P	P	P	P	I	P	P	P	P	P	P	I	P	P	P	P	P	
Burash	P	P	P	P	P	P	I	P	P	P	P	P	P	I	P	P	P	P	P	
Subadh	P	P	P	P	P	P	H	P	P	P	P	P	P	H	P	P	P	P	P	
Taranjeet	P	P	P	P	P	P	O	P	P	P	P	P	P	O	P	P	P	P	P	
Tanya	P	P	P	P	P	P	L	P	P	P	P	P	P	L	P	P	P	P	P	
Tarat	P	P	P	P	P	P	I	P	P	P	.	P	P	I	P	P	P	P	P	
Tamanna	P	P	P	P	P	P	D	P	P	P	P	P	P	D	P	P	P	P	P	
Ujjwal	P	P	P	P	P	P	A	P	P	P	P	P	P	A	P	P	P	P	P	
Umesh	P	P	P	P	P	P	Y	P	P	P	P	P	P	Y	P	P	P	P	P	
Umakant	P	P	P	P	P	P	I	P	P	P	P	P	P	I	P	P	P	P	P	
Uma	P	P	P	P	P	P	H	P	P	P	P	P	P	H	P	P	P	P	P	
Vaasun	P	P	P	P	P	P	O	P	P	P	P	P	P	O	P	P	P	P	P	
Vaibhav	P	P	P	P	P	P	L	P	P	P	P	P	P	L	.	P	P	P	P	
Vidhu	P	P	P	P	P	P	I	P	P	P	P	P	P	I	P	P	P	P	P	
Vineet	P	P	P	P	P	.	D	P	P	P	P	P	P	D	P	P	P	P	P	
Vinay	P	P	P	P	P	P	A	P	.	P	P	P	P	A	P	P	P	P	P	
Vishal	P	P	P	P	P	P	Y	P	P	P	P	.	P	Y	P	P	P	P	P	
Zakhir	P	P	P	P	P	P	I	P	P	P	P	P	P	I	P	P	P	P	P	
Zaheer	P	.	P	P	P	P	I	P	P	P	P	P	P	I	P	P	P	P	P	

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**MICRO TEACHING  
LESSONS**

Lesson No : 1

Date 12-11-2010

Duration of the period 05-10 mins

Pupil Teacher's Name RACHNA KAPUR

Pupil Teacher's Roll No 637

Class VII<sup>th</sup>

Average Age of the pupils 11 yrs

Subject ENGLISH

Topic TYPES OF NOUN

## EXPLAINING SKILL

PUPIL - TEACHER ACTIVITY	PUPIL'S ACTIVITY
<p>The pupil teacher explains that nouns are of five types - Proper noun, Common noun, Collective, Material, Abstract noun.</p>	<p>The students listen carefully and try to understand the main points.</p>
<p>• <u>Proper noun</u> : A noun in the name of a particular person, place or thing</p>	<p>The students listen carefully and try to understand the noun.</p>
<p>• <u>Common noun</u> : A noun is the name of given common (to any and every) person of same class</p>	
<p>• <u>Collective noun</u> : A noun given to a group/collection of similar kind of things</p>	<p>The students listen &amp; try to understand.</p>
<p>• <u>Material noun</u> : A noun naming matter of things</p>	<p>The students listen carefully</p>
<p>• <u>Abstract noun</u> : A noun naming feeling/action/state</p>	

## OBSERVATION

COMPONENTS	RATING				4	5	6
	NEVER	SELDOM	OCCASIONALLY	FREQUENT			
1) Use of Introducing Statement	0	1	2	3	4	5	6
2) Using Suitable device	0	1	2	3	4	5	6
3) Use of increasing the regularity	0	1	2	3	4	5	6
4) Use simple vocabulary	0	1	2	3	4	5	6
5) Develop reading skill	0	1	2	3	4	5	6

Lesson No : 2

Date 13-11-2010

Duration of the period 05-10 mins

Pupil Teacher's Name RAHMNA KAPUR

Pupil Teacher's Roll No 637

Class VII

Average Age of the pupils 11yrs

Subject ENGLISH

Topic THE HIDDEN TREASURE

## QUESTIONING SKILL

PUPIL - TEACHER ACTIVITY	PUPIL'S ACTIVITY
• How many sons did the farmer have?	The farmer had four sons
• How were they?	They were lazy.
• What did the farmer advise them?	The farmer advised them to work hard
• What happened to the farmer?	The farmer fell ill.
• What did the farmer want to teach his sons?	He wanted to teach a lesson to his sons.
• What did he tell his sons?	He told his sons that he had hidden a treasure in the field.
• Where did the sons go after their father's death?	The sons went to the field, after their father's death.



## OBSERVATION

COMPONENTS	RATING					5	6
	NEVER	SELDOM	SOMETIMES	FREQUENT	VERY FREQUENT		
1) Grammatical Correctness	0	1	2	3	4	5	6
2) Consistency	0	1	2	3	4	5	6
3) Relevancy	0	1	2	3	4	5	6
4) Specificity	0	1	2	3	4	5	6
5) Speed of asking question	0	1	2	3	4	5	6

Lesson No : 3

Date 15-11-2010

Duration of the period 05-10 mins

Pupil Teacher's Name RACHNA KAPUR

Pupil Teacher's Roll No. 637

Class VII

Average Age of the pupils 12 yrs

Subject ENGLISH

Topic HELPING VERB.

## STIMULUS VARIATION SKILL

PUPIL - TEACHER ACTIVITY	PUPIL'S ACTIVITY
<ul style="list-style-type: none"><li>• What is helping verb?</li></ul>	The verb which does not have its own importance but makes the tense combined with main verb, is called helping verb.
<ul style="list-style-type: none"><li>• Example of helping verb :-<ul style="list-style-type: none"><li>◦ She <u>is</u> going home</li><li>◦ I <u>have</u> finished my homework</li></ul></li></ul>	
<ul style="list-style-type: none"><li>• Can you tell some examples of helping verbs</li></ul>	<ol style="list-style-type: none"><li>1. You <u>will</u> win a prize.</li><li>2. She <u>is</u> a beautiful girl</li></ol>
Good	
<ul style="list-style-type: none"><li>• How many types of helping verbs?</li></ul>	There are two types of helping verbs.
Very Good	
<ul style="list-style-type: none"><li>• He <u>is</u> a rich man</li></ul> <p>Here "is" is the helping verb.</p>	

## OBSERVATION

COMPONENTS	RATING					
	NEVER	SELDOM	DICASSIMALLY	FREQUENT	VERY FREQUENT	
1) Body movements	0	(1)	2	3	4	5
2) Gestures	0	1	(2)	3	4	5
3) Voice Modulation	0	(1)	2	3	4	5
4) Shifting sensory channels	0	1	(2)	3	4	5
5) Pause	0	1	(2)	3	4	5

4.  
Lesson No : .....

Date: 16-11-2010  
 Pupil Teacher's Name: RACHNA KAPUR  
 Class: VII  
 Subject: ENGLISH

Duration of the period: 05-10 mins  
 Pupil Teacher's Roll No: 637  
 Average Age of the pupils: 12 yrs  
 Topic: ADVERB

## EXAMPLING SKILL

PUPIL - TEACHER ACTIVITY	PUPIL'S ACTIVITY
<p><u>Adverb</u>: An adverb is a word which usually modifies the meaning of a verb, adjective, adverb, a preposition, a conjunction</p> <p>Example: The tortoise <u>ran</u> slowly but steadily.                      Here "ran" is the adverb</p>	<p>The students listen carefully.</p>
<p>Give an example of adverb</p> <p>Kinds of adverb :- These are of three types.</p> <p>i) <u>Simple adverb</u>                      Example - He runs fast                      - Do it now</p> <p>ii) <u>Interrogative adverb</u>                      Example - Where do you live?</p> <p>iii) <u>Relative adverb</u>                      Example - This is the place, where he lives.</p>	<p>This is <u>very sweet</u> apple                      Here very is the adverb</p> <p>Why do you get late?</p>

## OBSERVATION

COMPONENTS	RATING					
	NEVER	SELDOM	Occasionally	FREQUENT	VERY FREQUENT	
1) Meaningful & related example	0	1	2	3	4	5
2) Using simple examples	0	1	2	3	4	5
3) Using interesting examples	0	1	2	3	4	5
4) Using appropriate method	0	1	2	3	4	5
5) Using suitable device & Induction & Reduction	0	1	2	3	4	5

Lesson No : 5.

Date 18-11-2010

Duration of the period 05-10 mins

Pupil Teacher's Name RACHNA KAPUR

Pupil Teacher's Roll No. 637

Class VII<sup>th</sup>

Average Age of the pupils 13 yrs

Subject ENGLISH

Topic ARTICLE

## REINFORCEMENT SKILL

PUPIL - TEACHER ACTIVITY	PUPIL'S ACTIVITY
<ul style="list-style-type: none"><li>• It was a cold morning</li></ul>	The students listen carefully.
<ul style="list-style-type: none"><li>• Would you like an apple</li></ul>	The students listen carefully
<ul style="list-style-type: none"><li>• This is a cat</li></ul>	
<ul style="list-style-type: none"><li>• What are the underline words?</li></ul>	Students gives answer, these are articles.
<ul style="list-style-type: none"><li>• Yes, these are articles so our today's topic is "article"</li></ul>	Students listen carefully.
<ul style="list-style-type: none"><li>• "A" and "An" are indefinite and "The" is definite article</li></ul>	Students listen carefully

## OBSERVATION

COMPONENTS	RATING					5	6
	NEVER	SELDOM	OCCASIONALLY	FREQUENT	VERY FREQUENT		
1 Meaningful & relevant example	0	1	2	3	4	5	6
2 Using simple illustration	0	1	2	3	4	5	6
3 Using appropriate method	0	1	2	3	4	5	6
4 Using suitable device	0	1	2	3	4	5	6
5 Inductive - Deductive approach	0	1	2	3	4	5	6

**MEGA TEACHING  
LESSONS**



Lesson No : .....1:.....

Date: 19-11-2010

Duration of the period: 35-40 mins

Pupil Teacher's Name: RACHNA KAPUR

Pupil Teacher's Roll No: 657

Class: VII<sup>th</sup>

Average Age of the pupils: 11 yrs

Subject: ENGLISH

Topic: VOICE

## INSTRUCTIONAL OBJECTIVE

1 Students are able to recognise and recall the "voice".

2 Students are able to classify and cite examples of voice & their types.

3 Students are able to reason out the the Rules of changing of voice.

4 Students are able to analyse the difference between the types of voice.

## TEACHING AID

GENERAL AID Chalk, Duster, Pointer, Blackboard  
SPECIFIC AID Model

## PREVIOUS KNOWLEDGE TESTING

PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY
What is a sentence?	Students say a group of words making a meaning.
What is the structure of a sentence?	Students discuss to say "subject + verb + object"
Can we change this system	No response

## ANNOUNCEMENT OF THE TOPIC

Students, today we will discuss about "voice"

# PRESENTATION

SUBJECT MATTER	PUPIL TEACHER ACTIVITY	PUPIL'S ACTIVITY
Definition	Voice → A verb is said to be a voice which shows its' connection with Subject	The students listen carefully
Types of Voice	There are two types of voice i) Active voice ii) Passive voice	
Definition	i) Active voice - A verb is said to be 'active' voice when the Subject acts/performs the action	The students listen carefully.
Example Definition	Hari killed a snake ii) Passive Voice - A verb is said to be 'passive' voice when the Subject of the verb is acted upon by actions	
Example	A snake was killed by Hari The lion was killed by the hunter	

Subject  
Matters

Pupil Teacher's  
Activity

Pupil Activity

Differences  
between  
Active &  
Passive  
Voice

1. The cow eats  
grass
2. Grass is eaten by  
the cow

Here meaning of the sentences are equal but with a difference. In 1<sup>st</sup> sentence; the subject (cow) is the doer. In 2<sup>nd</sup> sentence, the subject (grass) does not do any work. So 1<sup>st</sup> sentence is Active & 2<sup>nd</sup> one Passive.

The students  
listen very  
carefully.

Rule of the  
change of  
the voice

1. Change sub into object & object into sub.
2. Use of types of verb be (is/am/are/was/were/has/have/has been/be being) & the III<sup>rd</sup> form of the verb.
3. We use "by" before object, when we change subject  $\rightarrow$  object.
4. When there are two obj. in a sentence, we change only one into subject -  
I  $\rightarrow$  me; we  $\rightarrow$  us;  
She  $\rightarrow$  her; He  $\rightarrow$  him

The students listen  
very carefully  
and write down  
in their notebooks

## RECAPITULATION

Ques) Give the definition of Active voice

Ques) Define Passive voice

Ques) Tell some examples of passive voice.

## HOME WORK

Write the definition and types of voice

Lesson No : 2

Date: 20-11-2010

Duration of the period: 35-40 mins

Pupil Teacher's Name: RACHNA KAPUR

Pupil Teacher's Roll No: 637

Class: VII<sup>th</sup>

Average Age of the pupils: 12 yrs

Subject: ENGLISH

Topic: SENTENCES & ITS KIND.

## INSTRUCTIONAL OBJECTIVE

- 1 Students are able to recognise and recall the sentences and its kind.
- 2 Students are able to classify subject and predicate in a sentence, and cite examples.
- 3 Students are able to establish hypothesis on the types of sentences.
- 4 Students are able to evaluate the different kinds of sentences and apply them correctly.

## TEACHING AID

GENERAL AID Chalk, Duster, Pointer, Board.

SPECIFIC AID Chart

## PREVIOUS KNOWLEDGE TESTING

PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY
Q) How do we express our thoughts?	A) Students say by speaking & writing
Q) What is this?	A) Students discuss to say "words"
Q) I saw a girl (What is this?)	A) Students answer "a group of words"
Q) A group of words which gives complete sentence - it is called?	A) No Response

## ANNOUNCEMENT OF THE TOPIC:

Students today we will discuss about "sentences and its kind."

# PRESENTATION

SUBJECT MATTER	PUPIL TEACHER ACTIVITY	PUPIL'S ACTIVITY
Definition	Sentence is a group of words which gives a complete sense. It is made of two parts:- i) Subject ii) Predicate	Students listen carefully
Subject	It is a word/group of words about which something is said.	Students listen carefully and take much interest
Predicate	It is a word which says something about the "subject".	
Ques)	Define Predicate	The Predicate is a word says or say something about the subject
Ques)	Find out the predicate "The boys fly kites very good."	"Fly kites"
Kinds of Sentence	Sentences are of 5 kinds Assertive; Imperative Optative; Interrogative Exclamatory	Students note down the main points.



Subject  
Matter

Pupil Teacher  
Activities

Pupil Activities

**Assertive**

Assertive or a  
declarative makes  
only a sentence

Students listen  
carefully

**Assertive**

It may be affirmative  
or negative. The  
Sentences which  
give positive sense  
they are affirmative  
and which give negative  
sense are 'negative'.  
like :-

Students write down  
on their notebook,

A cat is running after  
a rat.

A full stop (.) always  
comes after the sentence

**Interrogative**  
**Sentences**

These are those  
Sentences which ask  
a question like :-

Students listen  
carefully

"Will you help me?"

"Where is she going?"

A sign of interrogation

(?) comes at the end.

**Imperative**  
**Sentences**

These are sentences which  
express some order,  
request or advice like,

Students note  
down on their  
notebook

"Pls give me your notebook"

"Stand up on the bench"

## RECAPTULATION

Ques) Define 'subject' and 'predicate'?

Ques) Give any example of subject?

Ques) How many types of assertive sentences?

## HOME WORK

Write down the examples of all types of sentences.

Lesson No : .....3:.....

Date..... 22-11-2010 .....

Duration of the period..... 35-40 mins .....

Pupil Teacher's Name..... RACHNA KAPUR .....

Pupil Teacher's Roll No..... 637 .....

Class..... VII<sup>th</sup> .....

Average Age of the pupils..... 12 yrs .....

Subject..... ENGLISH .....

Topic..... NON - FINITES .....

## INSTRUCTIONAL OBJECTIVE

1 Students are able to recognise and recall the Non-Finites.

2 Students are able to interpret the types of Non Finites & cite their examples.

3 Students are able to reason out the difference between the types of non-finites.

4 Students are able to analyse the non-finites and their types.

## TEACHING AID

GENERAL AID Chalk, Board, Duster, Pointer.  
SPECIFIC AID Chart

## PREVIOUS KNOWLEDGE TESTING

PUPIL - TEACHER ACTIVITY	PUPIL'S ACTIVITY
Q) I want to buy a novel He wants to buy a novel How many verbs in the 1 <sup>st</sup> question?	A) Students answer "two verbs".
Q) Which are those?	A) Students discuss and answer " <u>want</u> and <u>buy</u> ".
Q) Which type of verb is "want"?	A) Finite Verb is the student's answer.
Q) Which type of verb is "to buy"?	A) Non-Finite Verb is the student's reply.
Q) How many verbs in 2 <sup>nd</sup> ones	A) No Response.

## ANNOUNCEMENT OF THE TOPIC

Students today we shall discuss about "Non-Finites".

# PRESENTATION

SUBJECT MATTER	PUPIL - TEACHER ACTIVITY	PUPIL'S ACTIVITY
Non-finites	These are those verbs which are not limited by a number, person & tense.	Students listen carefully
Types	These are of 3 types:- i) Infinitive. ii) Gerund iii) Participles.	Students listen carefully & write down in notebooks
Infinitive	Means the 1 <sup>st</sup> form of verb	
Types	These are of 2 types:- 1. Bare infinitive 2. To + infinitive	
Ques)	Tell me the types of infinitive	1. Bare infinitive & 2. To + infinitive.
Bare Infinitive	It means the 1 <sup>st</sup> form of verb which comes first after to is called to + infinitive	Students listen. Sl carefully & note in their notebook
Gerund	It is the 1 <sup>st</sup> form of verb with -ing. It does the function of a noun. Swimming is a good exercise.	SA
Example	Swimming is a good exercise	

Subject  
matter

Pupil Teacher  
Activity

Pupil Activities

Participle

It is that form of verb which acts as an adjective in the sentence.

Students listen carefully.

Types

Participles are of three (3) types :-  
1. Present Participle  
2. Past Participle  
3. Perfect Participle

Students listen carefully.

Present Participle in the first form + 'ing' and acts as an adjective

Students listen carefully.

Ques)

How many types of participles are there?

Students listen carefully.

## RECAPTULATION

Ques) What do you mean by Non-Finites?

Ques) What are the types of Non-Finites?

Ques) What is Gerund?

## HOME WORK

Write the types of Non-Finites and their definitions in the note-book.

Lesson No : 4.

Date: 23-11-2010

Duration of the period: 35-40 mins

Pupil Teacher's Name: RACHNA KAPUR

Pupil Teacher's Roll No: 637

Class: VII<sup>th</sup>

Average Age of the pupils: 12 yrs

Subject: ENGLISH

Topic: HELPING VERBS' USAGE

## INSTRUCTIONAL OBJECTIVE

1 Students are able to recognise and recall the "helping verbs".

2 Students are able to classify the correct usage of "helping verbs".

3 Students are able to establish hypothesis on the various helping verbs.

4 Students are able to evaluate the importance of helping verb and its correct application.



## TEACHING AID

GENERAL AID Chalk Board Duster Pointer  
SPECIFIC AID Model

## PREVIOUS KNOWLEDGE TESTING

PUPIL - TEACHER ACTIVITY	PUPIL'S ACTIVITY
Q) This <u>is</u> a ball I <u>am</u> reading They <u>were</u> laughing She <u>was</u> a good singer  What are these?	A) Students answer "group of words"
Q) What is a group of words that makes a complete sense	A) Students answer "a sentence"
Q) What connects subject & object in these sentences	A) No Response

## ANNOUNCEMENT OF THE TOPIC

Students today we will discuss about "helping verbs".

# PRESENTATION

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY
Helping Verbs	Ram <u>is</u> reading. She <u>was</u> a teacher. They <u>were</u> laughing. The above underlined words are called helping verbs	Students listen carefully
Uses of is/am/are	"is" is used with singular noun or pronoun. "Am" is used with "I". "Are" is used with "Plurals".	
Example is/am/are	This is a pen I am going Give another example	This is a table students, very good!!
Example Am "Are"	I am going to Delhi I am eating food 'Are' is used with plurals, like "we", "they", "there" etc. You are a good boy. Give another example	Students listen carefully Students note in their note book
Use of was & were	"Was" and "were" shows work done in the past. It is used with	There are many trees

Subject  
matter

Pupil Teacher  
Activities

Pupil Activity

Example

singulars, like  
He was a good student  
She was a good singer  
Give another example  
"Very good students!"

He was a teacher

Were

"Were" is used  
with plurals like  
"we", "you", "they"  
"those" etc.

Students listen  
carefully & note  
in their note book

Example

• They were talking  
• Those boys were  
playing  
• They were going  
to Delhi

Give another example  
They were eating  
food

Very Good Students!!

## RECAPTULATION

- Ques) What are helping verbs?
- Ques) Give examples of usage of 'is', 'am', 'are'?
- Ques) Give examples of usage of 'was', 'were'?

## HOME WORK

Make, write some sentences with helping verbs → "is", "are", "am", "was", "were" etc.

Lesson No : 5.

Date: 24-11-2010

Duration of the period: 35-40 mins

Pupil Teacher's Name: RACHNA KAPUR

Pupil Teacher's Roll No: 637

Class: VII<sup>th</sup>

Average Age of the pupils: 12 yrs

Subject: ENGLISH

Topic: NUMBER

## INSTRUCTIONAL OBJECTIVE

1 Students are able to recall and recognise the "number" and its types.

2 Students are able to classify the type of number and also give examples.


3 Students are able to generalize and reason out on the "types of number".

4 Students analyse the "number" and its types of "number".

## TEACHING AID

GENERAL AID Chalk, Duster, Board, Pointer  
SPECIFIC AID Chart

## PREVIOUS KNOWLEDGE TESTING

PUPIL - TEACHER ACTIVITY	PUPIL'S ACTIVITY
Q) What is your name?	A) A Student answers "My name is Monica".
Q)  What is this?	A) Students answer "This is an apple".
Q) What are the differences between two sentences above?	A) No response

## ANNOUNCEMENT OF THE TOPIC

Students today we will discuss about "Number".

# PRESENTATION

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY
Number Types	These are of two types 1) Singular Noun 2) Plural Noun	Students listen & carefully
Singular Noun	A noun that points out only one person or thing is called Singular Noun	Students listen & carefully and write down in their note books
Example	cow, dog, bird, father, servant, doll, book etc	
Plural Noun	A noun that points out more than one person or thing is called plural noun	Students note in their notebook
Example	Cows, dogs, birds etc.	
Question	Tell me two examples of singular noun	book & bird
Rules of Singular & Plural noun	When we use at the end of the noun 's'	Students listen carefully
Example	Actor - Actors Boat - Boats Boy - Boys Doll - Dolls	

Subject Matters	Pupil Teacher	Pupil Activity
Uses of "es"	Bus - Buses Gas - Gases	
Uses of "ies"	Army - Armies Copy - Copies Cry - Cries	Students listen
Use of "ves"	Calf - Calves Half - Halves Knife - Knives	carefully
Use of "s"	Bamboo - Bamboos Bee - Bees Cuckoo - Cuckoos Zoo - Zoos Tree - Trees	



## RECAPTULATION

Ques) Tell me how many types of numbers are there ?

Ques) Give one example of singular noun?

Ques) Give two examples of plural noun?

## HOME WORK

What is number and its types. Give one example of each.

**DISCUSSION  
LESSON - I**

Lesson No : ..... 1 .....

Date: 25 Nov 2020

Duration of the period: 35-40 mins

Pupil Teacher's Name: RACHNA KAPUR

Pupil Teacher's Roll No: 637

Class: VII<sup>th</sup>

Average Age of the pupils: 12 yrs

Subject: ENGLISH

Topic: SPEECH & PARTS OF SPEECH

## INSTRUCTIONAL OBJECTIVE

- 1 Students are able to recall and recognise "speech and its type."
- 2 Students are able to see the relationship between the types of speech.
- 3 Students are able to reason out the different types of speech and comment.
- 4 Students are able of seeing a relationship between the "speech" & "types of speech"

## TEACHING AID

GENERAL AID  
SPECIFIC AID

Chalk, Board, Duster, Pointer  
Chart

## PREVIOUS KNOWLEDGE TESTING

PUPIL - TEACHER ACTIVITY	PUPIL ACTIVITY
Q) What do you mean by Noun?	A) Student's answer, Noun is name of a person, place or thing.
Q) What are prepositions?	A) Student's answer, words which are used with verbs.
Q) What do you mean by speech?	A) No Response

## ANNOUNCEMENT OF THE TOPIC

Students Today we will discuss about "speech" and "Parts of Speech."

# PRESENTATION

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY
<b>PARTS OF SPEECH</b>	<p>The pupil teacher define the parts of speech when words are divided into different kinds, called parts of speech</p> <p>According to their use, that is called parts of speech</p> <p>There are 8 parts of speech</p> <ol style="list-style-type: none"><li>1. Noun</li><li>2. Adjective</li><li>3. Pronoun</li><li>4. Verb</li><li>5. Adverb</li><li>6. Conjunction</li><li>7. Preposition</li><li>8. Interjection.</li></ol>	<p>Students listen carefully</p> <p>Students make notes in their note-books.</p>
<b>Noun</b>	<p>A noun is a word used as the name of a person, place or thing.</p>	

Eg) Kolkata is a large city.

Eg) Akbar was a great being.

Eg) Honesty is the best policy.

**ADJECTIVE** It is a word used to add something to the meaning of a noun.

Eg) He is a brave boy.

Eg) The hand has five fingers.

Eg) These mangoes are sour.

Eg) Raghav is an honest person.

Give another example There are two books on the table.

Subject  
Matter

Pupil Teacher  
Activity

Pupil  
Activity

## PRONOUN

A Pronoun is a word which is used instead of a noun.

Eg) John is absent because he is ill.

What do you mean by Pronoun?

## VERB

A verb is a word used to express an action or state. Students listen carefully.

Eg) Kolkatta is a big city.

Eg) Iron and Copper are useful metals.

Can you give any example of speech?

## ADVERB

It is a word used to add something to meaning of a verb, an adjective or another adverb.

Subject  
matter

Pupil Teacher  
Activity

Pupil  
Activity

What do you mean by  
Adverb?

Students  
answer "A  
word that  
adds the  
meaning of  
verb is called  
Adverb."

### PREPOSITION

It is a word used with  
a noun or pronoun to  
show how the person  
or things denoted by  
noun or pronoun, stand  
in relation to, something  
else.

Ex) There is a cow in  
the garden

### INTERJECTION

It is a word which  
expresses some sudden  
feelings.

Ex) Alas! She is dead.

Ex) Hurray! We have  
won the match.



Subject  
Grammar

Pupil teacher Activity

Pupil Activity

**CONJECTION**

It is a word used to  
join words or sentences

Students  
show active  
participation

Ex) Rama and Hari  
are cousins.

**Ques)**

What is conjunction?

Students  
answer "it  
helps to join  
words or  
sentences"

Give me an example of  
conjunction

I ran fast  
but missed  
the train

Conjunction is also a  
main part of the  
speech. It relates  
one sentence to the  
other sentence.

## RECAPITULATION

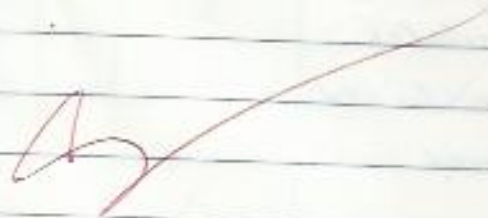
Ques) What do you mean by noun?

Ques) What are interjections?

Ques) What do you mean by conjunctions?

## HOMEWORK

Explain what do you mean by verb. Write the definition of prepositions and pronoun. Give examples of each.



**SCHOOL TEACHING  
PRACTICE LESSONS**

Lesson No : ..... 1 .....

Date: 26-11-2010

Duration of the period: 35-40 mins

Pupil Teacher's Name: RACHNA KAPUR

Pupil Teacher's Roll No: 637

Class: VI<sup>th</sup>

Average Age of the pupils: 11 yrs

Subject: ENGLISH

Topic: VOICE - TYPES & EXAMPLES

## INSTRUCTIONAL OBJECTIVE

1 Students are able to recognise and recall the "voice".

2 Students are able of classifying and citing examples of voice and their types.

3 Students are able to reason out the Rules of changing voice.

4 Students are able to analyse the difference between the types of voice.

## TEACHING AID

GENERAL AID : Chalk Duster Board Pointer  
SPECIFIC AID : Chart

## PREVIOUS KNOWLEDGE TESTING

PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY
Q) What is a sentence?	A) Student's answer 'A group of words that make a complete sense'
Q) What is the structure of system of a sentence?	A) Student's answer "Subject + Verb + Object"
Q) Can we change this system?	A) No Response

## ANNOUNCEMENT OF THE TOPIC

Students today we will discuss about "voice".

# PRESENTATION

SUBJECT MATTER	PUPIL TEACHER ACTIVITY	PUPIL'S ACTIVITY
Definition	A voice is a form of verb which knows its connection with a sentence.	Students listen carefully.
Types of voice	There are two types of voice - 1. Active Voice 2. Passive Voice	
Definition	1. Active Voice - When the subject acts or performs the action	Students listen carefully.
Example	The hunter killed the lion	
Definition	2. Passive Voice - When the subject of the verb is acted upon the action	
Example	The lion was killed by the hunter	

Subject  
matter

Pupil Teacher Activity

Pupil  
Activity

Difference  
between  
Active &  
Passive  
Voice

The cow eats grass.  
Grass is eaten by the cow  
→ The meanings are  
different in these senten-  
ces. The subject is cow  
in the 1<sup>st</sup> sentence, but  
in the 2<sup>nd</sup> sentence, the  
subject (grass) does not  
do any work itself.  
So the 1<sup>st</sup> sentence is  
Active and 2<sup>nd</sup> sentence  
is Passive.

Students  
listen  
carefully  
write in

Change the  
rule of  
voice

The rules of changing Active  
into Passive

notebook

1. We change subject into  
object and object into  
subject

2. The use of type of the  
Type of verb (is, am,  
are, was, were), been,  
being and III<sup>rd</sup> form of  
verb.

Subject  
Matter

Pupil Teacher Activity

Pupil  
Activity

3. When we change subject into object, we use the word (by) before the word.

If the subject is any pronoun students then we should change it into object. Listen carefully

I - me  
We - us  
He - Him  
It - It  
They - Them  
She - Her

Rules of  
Changing  
Present  
Identification  
Tense

When we change the sentence if the present indefinite tense into passive, then we use the helping verb (is am are) and form of the verb



## RECAPITULATION

Change following sentences into passive voice :-

Ques) I see a bird

Ques) He eats the apple

Ques) He makes chains.

## HOME WORK

Change the voice of the above in your notebooks.

Lesson No : 2

Date: 27-11-2010

Duration of the period: 35-40 mins

Pupil Teacher's Name: RACHNA KAPUR

Pupil Teacher's Roll No: 637

Class: VII<sup>th</sup>

Average Age of the pupils: 12 yrs

Subject: ENGLISH

Topic: THE THIRSTY CROW

## INSTRUCTIONAL OBJECTIVE

1 Students are able to recognise and recall the story "The Thirsty Crow".

2 Students are able to interpret the story "The Thirsty Crow".

3 Students are able to Predict and establish hypothesis on the story "The Thirsty Crow".

4 Students are able to Synthesise on the meaning of the story "The Thirsty Crow".

# TEACHING AID

- GENERAL AID Chalk Duster Pointer Board
- SPECIFIC AID Model

## PREVIOUS KNOWLEDGE TESTING

PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY
Q) Do you know about any story?	A) Students answer "Yes we know about 'The Greedy Dogs' story"
Q) What is the system of sentence	A) Students answer "It is Subject + Verb + Object."
Q) Can we change this system?	A) No response.

## ANNOUNCEMENT OF THE TOPIC

Students today we will discuss about the story "The Thirsty Crow"

# PRESENTATION

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY	WORK														
<p><b>Model Reading</b></p>	<p>Teacher will ask the students to open their book. He will read a paragraph of the story with proper pause and correct pronunciation</p>	<p>Students will see in their books and listen carefully</p>															
<p><b>Pronunciation and Drill</b></p>	<p>It was a hot summer day. A crow was very thirsty for water, but he could not get it anywhere. At last he reached a garden. The teacher will now perform a pronunciation drill of the following difficult words.</p> <table border="1" data-bbox="319 1553 817 1962"> <thead> <tr> <th>Words</th> <th>Meaning</th> </tr> </thead> <tbody> <tr> <td>Summer</td> <td>गर्मी</td> </tr> <tr> <td>Thirsty</td> <td>प्यासी</td> </tr> <tr> <td>Flew</td> <td>उड़ना</td> </tr> <tr> <td>Search</td> <td>पाना</td> </tr> <tr> <td>Water</td> <td>पानी</td> </tr> <tr> <td>Get</td> <td>प्राप्त करना</td> </tr> </tbody> </table>	Words	Meaning	Summer	गर्मी	Thirsty	प्यासी	Flew	उड़ना	Search	पाना	Water	पानी	Get	प्राप्त करना	<p>Students will learn correct pronunciation of words and note the difficult words in their note-books.</p>	
Words	Meaning																
Summer	गर्मी																
Thirsty	प्यासी																
Flew	उड़ना																
Search	पाना																
Water	पानी																
Get	प्राप्त करना																

Subject Matter	Pupil Teacher Activity	Pupil Activity
----------------	------------------------	----------------

Anywhere	कहीं भी
Last	अन्त
Reached	पहुँचा
Garden	बाग

**Imitation Reading**

Students to read the story.

Other Students listen.

The pupil-teacher will make the error of students during reading.

Students listen carefully &

Teacher will write words and their meanings on the board and explain them one by one.

write in their notebooks

**Difficult Word**

**Words**

**Meaning**

meanings the teacher

Saw

देखना

very

बहुत

little

थोड़ा

Saw

Book

किताब

-----

leach

चोच

What to do

Drink

पहुँचना

Fix

पीना

Do

जमाना

करना

**Silent Reading**

What did the crow do?

He flew about

Subject Master Pupil Teacher Activity Pupil Activity

Teacher will ask students to read story without moving their lips & pronouncing sounds and teacher looking at the students

in search of water

Reading of the story by students

The Pupil-Teacher will make error of students during reading

Other students will also listen

Teacher will write words & their meanings on board and explain one by one

students listen & note in their note-books

Moral of the story

Where there is a will there is a way

Students listen carefully

## RECAPITULATION

Ques) What is the title of the story?

Ques) Where did the crow reach & what did he do?

Ques) What is the Moral of the story?

## HOME WORK

Write and learn the story in your own words.

Lesson No : ..... 3

Date: 29-11-2010

Duration of the period: 35-40 mins

Pupil Teacher's Name: RACHNA KAPUR

Pupil Teacher's Roll No: 637

Class: VII<sup>th</sup>

Average Age of the pupils: 12 yrs

Subject: ENGLISH

Topic: THE FOX & THE GRAPES

## INSTRUCTIONAL OBJECTIVES

### KNOWLEDGE OBJECTIVE

Students are able to recognise and recall the story "The fox and the grapes".

### UNDERSTANDING OBJECTIVE

Students are able to see the relationship and reason-out the narration of the young fox going after the grapes' bunch.

### APPLICATION OBJECTIVE

Students reason out and try to add hypothesis to the story.

### SKILL OBJECTIVE

Students analyse and infer, within grapes that the fox could not eat them and finally called them Sour.



## TEACHING AID

GENERAL AID Chalk Duster Board Pointer  
SPECIFIC AID Chart

## PREVIOUS KNOWLEDGE TESTING

PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY
Q) Do you know about any story?	A) Yes, we know about the story of the "Generous God".
Q) Do you know about the structure of a sentence	A) Student's answer "Sub + Verb + Object"
Q) Can we change this system	A) No Response

## ANNOUNCEMENT OF THE TOPIC

Students today we will discuss about the story "The Fox and The Grapes".

# PRESENTATION

SUBJECT MATTER	PUPIL - TEACHER ACTIVITY	PUPIL'S ACTIVITY														
MODEL READING	Teacher will ask the students to open and look into their books. She will read the story with proper pause & correct pronunciation	Students will see in their books and listen carefully.														
Pronunciation & drill	Now pupils - teacher will conduct a pronunciation drill of the following words:-	Students will listen correct pronunciation of the word.														
Explanation of difficult words	<table border="0"> <tr> <td>Hungry</td> <td>भूखा</td> </tr> <tr> <td>Search</td> <td>खोजना</td> </tr> <tr> <td>Reached</td> <td>पहुँचा</td> </tr> <tr> <td>Garden</td> <td>बाग</td> </tr> <tr> <td>Saw</td> <td>देखा</td> </tr> <tr> <td>Grapes</td> <td>अंगूर</td> </tr> <tr> <td>Ripe</td> <td>पक्का फल</td> </tr> </table>	Hungry	भूखा	Search	खोजना	Reached	पहुँचा	Garden	बाग	Saw	देखा	Grapes	अंगूर	Ripe	पक्का फल	
Hungry	भूखा															
Search	खोजना															
Reached	पहुँचा															
Garden	बाग															
Saw	देखा															
Grapes	अंगूर															
Ripe	पक्का फल															
Imitation Reading	Teacher will ask two or three students to read the story, aloud	Other students listen.														

Subject  
Matter

Pupil Teacher Activity

Pupil Activity

**Reading of the story by the Students** The pupil-teacher makes other error of the students during reading. The teacher will write words & their meaning on the board and explain them one-by-one:-

Wanted	चाहना	Students
Jumped	दुकाना	listen
Reached	पहुँचा	carefully
Again	फिर से	and write
Vain	शकना	in their
Tired	थकना	notebooks
Saw	देखा	
Fall	गिरना	
Ill	बिमार	

Teacher will ask the students to read the story, silently, without moving their lips or without producing any sound.

Subject  
Matter

Pupil Teacher  
Activity

Pupil Actio

Application  
of Difficult  
Words of  
Students  
in class

Pupil - Teacher will ask  
students to read the  
story and sound the  
class for looking at  
that student.

Students  
will learn  
how to use  
the word in  
a sentence

Pupil - Teacher will ask  
students to use the  
difficult words in their  
own sentence.

Students  
listen  
carefully.

Moral of  
the story

The Grapes are sour.

## RECAPITULATION

Ques) What is the title of the story?

Ques) What did the fox reach for?

Ques) What did the fox do?

Ques) What is the moral of the story?

## HOMEWORK

Write and learn the story "The fox and the grapes" in your note-book.

Lesson No : 4

Date 30-11-2010

Duration of the period 35-40 mins

Pupil Teacher's Name RACHNA KAPUR

Pupil Teacher's Roll No 637

Class VI<sup>th</sup>

Average Age of the pupils 11 yrs

Subject ENGLISH

Topic LIFE OF MARCO POLO

## INSTRUCTIONAL OBJECTIVES

1 Students recall and reorganise the European who travelled across Asia.

2 Students are able to interpret the experience of Marco Polo, while crossing Asia,

3 Students are able to reason out the escapades of Marco Polo.

4 Students are able to evaluate the hardships of crossing through Asia, which we all do understand.

## TEACHING AID

GENERAL AID : Chalk Duster Board Pointer

SPECIFIC AID : Model

## PREVIOUS KNOWLEDGE TESTING

PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY
Q) What is the name of the person who travelled by sea and discovered America?	A) Students discuss and reply "Colombus".
Q) Who discovered the sea route of India	A) Vasco - de - Gama.
Q) What was the name of the European who travelled right across Asia	A) No response

## ANNOUNCEMENT OF THE TOPIC

Students today we will discuss about the life of Marco Polo, who travelled right across Asia

# PRESENTATION

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY																
Model Reading	Teacher will ask students to open and look into their books. He will read the paragraph from the topic with proper pause and pronunciation.	Students will see in their books with correct & proper pronunciation.																
Pronunciation & Drill	New pupil-teacher will conduct a drill of pronunciation and explain difficult words.	Students will listen carefully.																
	<table border="0"> <tr> <td></td> <td>प्रसिद्ध</td> </tr> <tr> <td>Famous</td> <td>शुभ</td> </tr> <tr> <td>Empire</td> <td>यात्री</td> </tr> <tr> <td>Traveller</td> <td>भाषा</td> </tr> <tr> <td>Language</td> <td>महाराजा</td> </tr> <tr> <td>Emperor</td> <td>राज्यपाल</td> </tr> <tr> <td>Governor</td> <td>आज्ञा</td> </tr> <tr> <td>Permission</td> <td></td> </tr> </table>		प्रसिद्ध	Famous	शुभ	Empire	यात्री	Traveller	भाषा	Language	महाराजा	Emperor	राज्यपाल	Governor	आज्ञा	Permission		
	प्रसिद्ध																	
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Governor	आज्ञा																	
Permission																		
Reading paragraph by teacher	New teacher will read the para loudly with correct & proper pronunciation.																	



Subject  
Matter

Pupil - Teacher  
Activity

Pupil  
Activity

**Imitation  
Reading**

Teacher will ask 2-3  
students to read the  
paragraph individually

Teacher will write  
words and meanings  
on the board.

Students  
listen  
carefully  
& note

**Meaning of  
difficult  
words**

Empire  
Kingdom  
King  
Important  
Special  
Permission  
leave

साम्राज्य  
राज्य  
राजा  
महत्त्वपूर्ण  
विशेष  
अज्ञात  
एडमिशन  
छुट्टी

down  
difficult  
words in  
their  
note book

**Comprehension  
Question**

Who was the  
emperor of China  
when Marco Polo  
reached there?

Kublai  
Khan

**Silent  
Reading**

Teacher will ask  
students to read  
the paragraph silently  
without moving their  
lips, & without  
producing any sound.  
Teacher will move

Subject  
notes

Pupil Teaches Activity

Pupil Activity

around and observe  
the students, meanwhile

**Comprehension** How Kubla Khan  
**Question** received Marco Polo?

Ans: Kubla Khan received  
Marco Polo with great  
kindness.

Pupil teacher will  
write wrongly pronounced  
words on board and  
will provide pronounced  
drill to students to  
improve their English  
pronunciation.

Students  
will learn  
correct  
pronunciation  
of words.

## RECAPITULATION

Ques) Who was the emperor of china when Marco Polo reached there?

Ques) How did Kubla Khan receive Marco Polo?

Ques) Which part was given to Marco Polo?

Ques) Why did the Emperor of China, Kubla Khan, allow Marco Polo to go to Persia?

## HOMEWORK

Write & learn the Summary of "Marco Polo", in your notebook.

Lesson No : 5.

1-12-2010

35-40 mins

Date

Duration of the period

Pupil Teacher's Name

RACHNA KAPUR

Pupil Teacher's Roll No.

637

Class

VII<sup>th</sup>

Average Age of the pupils

13yrs

Subject

ENGLISH

Topic

HOW BEAUTIFUL IS THE RAIN

## INSTRUCTIONAL OBJECTIVE

1 Students recall and recognize the poem "How beautiful is the rain".

2 Students are able to cite examples and express the beauty brought by rain.

3 Students reason out the beauty of the rain.

4 Students Synthesize their importance towards the poem.

## TECHNICAL AID

GENERAL AID : Chalk Duster Board Painter

SPECIFIC AID : Chart

## PREVIOUS KNOWLEDGE TESTING

PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY
Q) How many seasons are there in a country?	A) The students discuss & answer "there are four main seasons."
Q) Write the names of the seasons	A) Students answer "Summer, Autumn, Rainy Season & Winters."
Q) What is the season when the clouds cover the sky	A) No Response

## ANNOUNCEMENT OF THE TOPIC

Students today we will discuss a poem "How beautiful is the rain."

# PRESENTATION

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY
How Beauty ..... fairy street	Teacher will give the gist of the poem to the students. There is dust and dust in the summer season and all the people wait for the rainy season	Students will keep their note books closed & listen the poem very attentively.
Gist of the problem	Where there is rainfall, it cools, refreshes the earth and all the people enjoy the rain because it looks very beautiful at that time.	
In houses ..... hopes	But after some time, there is mud and mud on the roads Rain soothes the hearts of people & they like it.	Students will pronounce words individually one by one
Model Reading	Now the teacher will recite the poem with proper pause & rhythm.	

Subject  
Matters

Pupil Teachers Activity

Pupil  
Activity

**Pronunciation  
Skill**

Teacher will conduct a  
pronunciation drill of the  
following words:-

Beautiful

सुंदर

Broad

चौड़ा

Fiery

ज्वलंत आग

Struggle

संघर्ष

Narrow

सींग

clatters

कीलतकत

Students

listen

carefully

**Model**

**Reading**

Teacher will recite the poem  
in a well modulated voice  
as before.

Students

will try

to note in

the note

books, the

**Difficult**

**Words**

**Meanings**

Teacher will try to explain  
the meaning of difficult  
words, in the clearest  
manner to be able to  
give the students, the  
meanings of all the  
difficult words

meanings

of all

the

difficult

words.

Subject Poetry	Pupils Teacher Activity	Pupil Activity
	<p> <math>\frac{92}{2131}</math>  Broad  <math>\frac{0}{2120.21 213d}</math>  Fixer  Lane  <math>\frac{31114}{}</math>  Suddenly </p>	<p> Students  listen  carefully </p>
<b>Model Reading</b>	<p>The teacher will recite poem again</p>	<p>Other Students will enjoy the poem</p>
<b>Imitation Reading by the students</b>	<p>Teacher will ask a few students to read the poem individually, one by one.</p>	<p>in real sense.</p>
<b>Choral Recitation</b>	<p>Now the teacher will ask all students to read the poem in a group.</p>	<p>The pupil teacher &amp; the pupils will read the poem in chorus</p>



## RECAPITULATION

Ques) How do the streets look beautiful?

Ques) When does the rain look beautiful?

Ques) How do the streets look in the rainy season?

## HOME WORK

Write the summary of the poem "How beautiful is the Rain" in your own words.

Lesson No : ..... 6 .....

Date..... 2-12-2010 .....

Duration of the period..... 35-40 mins .....

Pupil Teacher's Name..... RACHNA KAPUR .....

Pupil Teacher's Roll No..... 637 .....

Class..... VII<sup>th</sup> .....

Average Age of the pupils..... 13 yrs .....

Subject..... ENGLISH .....

Topic..... THE DUCK & THE KANGAROO .....

## INSTRUCTIONAL OBJECTIVE

1. Students are able to recall & recognize the poem "The duck and the Kangaroo".
2. Students have verified that the contents and the poem are seeing a relationship between the duck and the Kangaroo.
3. To generalize the system & understanding the need for installation of a part between the duck and the Kangaroo - Students are able to do this.
4. Students analyse that duck has skill by virtue of which it could ride on the Kangaroo.

## TEACHING AID

GENERAL AID      Board Chalk Duster Painter  
SPECIFIC AID      Model

## PREVIOUS KNOWLEDGE TESTING

PUPIL - TEACHER ACTIVITY	PUPIL'S ACTIVITY
Q) Can birds swim in water?	A) Students answer "Yes"
Q) Name a bird that can swim in water?	A) Students discuss & then answer "A Duck"
Q) What is the name of the animal, which keeps its baby in a pocket attached to its belly?	A) No response.

## ANNOUNCEMENT OF THE TOPIC

Students today we will discuss about the poem "The Duck & the Kangaroo".

# PRESENTATION

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY
Said the duck..... .....to the Kangaroo	Teacher will tell the story of the poem to the students  Said the duck to the Kangaroo - "Good gracious" How do you hop in the field and water too, as if you never stop. My life is a bore in the nasty pond, and I long to go in the world beyond. I wish I could also hop like you, said the duck to the Kangaroo.	Students listen carefully and note in their notebooks.
Gist of the poem		Students listen carefully
Question	Where did the duck live?	He lived in a pond
Model Reading	Now the teacher will read the poem with proper pause rhythm & rhyme.	Students listen carefully

Subject  
Matters

Pupil Teacher Activities

Pupil Activities

**Pronunciation** The teacher will conduct  
**-tion** pronunciation drill of  
**Drill** the following words.

**Difficult**  
**word**  
**meanings**

Said

Duck

Kangaroo

Good

Hop

Field

Life

Food

High

कहा

डक

कंगारू

अच्छा

कूदना

खेती

फ़िल्ड

लाइफ

फूड

हाई

Students  
note the  
difficult  
words in  
note book

Teacher will read the  
poem in well  
modulated voice.

Students  
listen poem  
carefully

**Please** Please give me a ride  
**give me** on your back, the  
**.....** duck said to the  
**of it** Kangaroo. The Kangaroo  
replied if you would sit  
quietly. The duck

said I would sit quietly  
and say nothing but  
"Quack". The whole of  
long day through and we  
go to the DEE and the  
Jelly Ball, over the land  
and over the sea. Please  
take me for a ride,  
said the duck to the  
kangaroo.

<b>Pronunciation Drill</b>	The students will conduct the pronunciation drill of following difficult words.	Student listen carefully & note
<b>Difficult word meanings</b>	Ride Still Quack Please Sea	difficult word meanings in their note book

Now the teacher will  
ask all students to  
read the poem in a  
group.

## RECAPITULATION

Ques) where all could the kangaroo hop?

Ques) where did the duck live?

Ques) where did the duck want to go?

Ques) what request did he make to the kangaroo?

## HOME WORK

Write a brief note on the poem "The Duck & the Kangaroo".

Lesson No : 7.

Date 3-12-2010

Duration of the period 35-40 mins

Pupil Teacher's Name RACHNA KAPUR

Pupil Teacher's Roll No. 637

Class VII<sup>th</sup>

Average Age of the pupils 13 yrs

Subject ENGLISH

Topic THE SNAKE TRYING

## INSTRUCTIONAL OBJECTIVE

- 1 Students shall ~~goat~~ <sup>goat</sup> liked in ~~the~~ <sup>the</sup> woods recall and objective of the ~~Snake~~ <sup>Snake</sup> and ~~talk~~ <sup>talk</sup> on the poem.
- 2 Students are able to discriminate the use of stick to catch hold of a snake.
- 3 Students are able to reason out ~~the~~ <sup>the</sup> wounds, that snake would ~~bring~~ <sup>bring</sup>-in.
- 4 Students are able to synthesise the body of the snake with the poem.



## PRESENTATION

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY
The Snake ----- The Snake	Teacher will give the first of the poem to the students. The snake trying to escape the pursuing stick with sudden	Students listen carefully and write in their notebooks.
Model Reading	curvings of their long body. How beautiful & gracious, gliding in the water.	
Ques)	What is the snake trying to do?	It is trying to escape.
Pronunciation & Drill	Now the teacher will read the poem with proper pause rhythm and rhythm.	
Difficult word meaning	The teacher will conduct a pronunciation drill for following difficult words:  Try Snake	$\frac{21}{21}$ शुभ

Subject matter	Pupil Teacher Activity	Pupil Activity
----------------	------------------------	----------------

Slick

सुस्ती

Students

Sudden

अचानक

listen

Thin

पतला

Carefully

Body

शरीर

Teacher will read the poem well modulated as before.

O' let him  
him....  
.... even  
to  
children

O' let him go over the water into the roads to hide without hurt. Small & green. He is harmless even to children, in their

Students  
listen  
carefully  
& write

Teacher will conduct the role pronunciation drill of following difficult meanings.

Difficult word meanings

Water  
Roads  
Hide  
Hurt

पानी  
सड़कें  
पुछना  
चोट लगना

Subject  
Matter

Pupil Teacher Activity

Pupil  
Activity

Ques)

Where is he going & why?

He is  
going in  
the water

Pronunciation  
Drill

The teacher will read the poem well modulated, as before. The Teacher said "Along said, he lay until observed, & chased away & now he vanishes in the green slim reeds among the ripples."

Students  
listen  
carefully  
& write  
the

Difficult  
word  
meanings

Teacher will now conduct the following difficult words.

meaning  
in their  
note  
books.

Observed

देखा गया

Chased

पीछा किया गया

Vanishes

मौजूब ही गया

Now the teacher will ask the Students to read the poem in group.

Students  
recite  
in a  
group.

## RECAPITULATION

Ques) Name the poem & the poet?

Ques) What is the snake trying to do?

Ques) Where did the snake go and why?

Ques) Where was the snake lying.

## HOME WORK

Write a brief note of the poem "The snake trying".

Lesson No : 8.

Date: 3-12-2010  
Pupil Teacher's Name: RACHNA KAPUR  
Class: VII<sup>th</sup>  
Subject: ENGLISH

Duration of the period: 35-40 mins  
Pupil Teacher's Roll No: 637  
Average Age of the pupils: 12 yrs  
Topic: THE HIDDEN TREASURE IN THE LAND

## INSTRUCTIONAL OBJECTIVE

- 1 Students are able to recall and recognize the story "The Hidden Treasure".
- 2 Students see the relationship between the farmer was set to go, though after his holiness, the farmer's son understood the message their father wanted to teach them.
- 3 Students are able to reason out the reasons whether the sons treading and father showing them the "hard work" path was timely understood.
- 4 Students are recognizing and evaluate the case,

## TEACHING AID

GENERAL AID  
SPECIFIC AID

Board, chalk, Pointer, Duster  
Model.

## PREVIOUS KNOWLEDGE TESTING

PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY
Q) Where do you keep all your pocket money?	A) "At home" is the answer from the students.
Q) Where will you keep if you have a lot of money.	A) Students answer "In the bank".
Q) Where would you keep if there was no bank?	A) No Response.

## ANNOUNCEMENT OF THE TOPIC

Students, today we will discuss and study the story "The hidden treasure".

# PRESENTATION

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY										
<b>Story "The Hidden Treasure"</b>	Teacher will ask students to open and look into their books. He will read the story "The hidden treasure".											
<b>Model Reading</b>	Once there was an old farmer who was a farmer. He had three sons. They were all lazy. The farmer advised them to work hard.	Students listen carefully										
<b>Pronunciation Drill</b>	Now the pupil-teacher will conduct a pronunciation drill of difficult words.	Student will										
	<table style="margin-left: 20px;"> <tr> <td>Once</td> <td>ॠ००</td> </tr> <tr> <td>Old</td> <td>ॠ००</td> </tr> <tr> <td>farmer</td> <td>ॠ०००००</td> </tr> <tr> <td>Sons</td> <td>ॠॠ</td> </tr> <tr> <td>Lazy</td> <td>ॠॠॠॠ</td> </tr> </table>	Once	ॠ००	Old	ॠ००	farmer	ॠ०००००	Sons	ॠॠ	Lazy	ॠॠॠॠ	word meaning in their notes books
Once	ॠ००											
Old	ॠ००											
farmer	ॠ०००००											
Sons	ॠॠ											
Lazy	ॠॠॠॠ											
	Now teacher will read the paragraph loudly with proper											

Subject Matter	Pupil Teachers Activity	Pupil Activity
	pronunciation	
<p><b>One day</b> ..... <b>old farmer died</b></p>	<p>One day the farmer fell ill. He was at the point of death. He called his sons and told them "There is a big treasure in my field. Dig it after my death." Soon after his talk, the farmer died.</p>	<p>Students listen carefully</p>
<p><b>Difficult word meaning</b></p>	<p>Now the teacher will write the difficult words, and explain one-by-one :-</p> <p> <del>           fell                      १०१२११            ill                        ११११२            point                    १११११            called                   ११११११            big                        १११         </del> </p>	<p>Students note in their note-books.</p>



Subject matter	Pupil Teacher Activity	Pupil Activity
<b>Difficult word meanings</b>	Treasure खेत Field खोदना Dig बाद में After शीघ्र Soon पुराना Old	Students note in their note -books.
<b>Moral of the story</b>	Hard work is a man's greatest treasure.	Students listen carefully

## RECAPITULATION

Ques) What did the farmer advise his sons?

Ques) What happened to the farmer?

Ques) What did the farmer say to his sons?

## HOME WORK

Write a brief note on the story "The Hidden Treasure".

Lesson No : ..... 9 .....

35-40 mins

Date 4-12-2010

Duration of the period.....

Pupil Teacher's Name RACHNA KAPUR

Pupil Teacher's Roll No. 637

Class VII<sup>th</sup>

Average Age of the pupils 12 years

Subject ENGLISH

Topic THE LION & THE MOUSE

## INSTRUCTIONAL OBJECTIVE

1 Students will answer the the recognition and would recall immediately.

2 Seeing a Relation and pleased to bring relationship between the lion & the mouse.

3 Students are able to formulate hypothesis on the story.

4 Students are able to evaluate the importance the story "The lion & the mouse".

## TEACHING AID

GENERAL AID Chalk Board Duster Pointer.  
SPECIFIC AID Chart.

## PREVIOUS KNOWLEDGE TESTING

PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY
Q) Who is the king of jungle?	A) Students answer "lion".
Q) What are the methods of eating food in jungle?	A) Students answer "by hunting".
Q) Which is the animal associated with Lord Ganesha?	A) No Response.

## ANNOUNCEMENT OF THE TOPIC

Students today we will discuss about "The lion and the mouse".

# PRESENTATION

SUBJECT MATTER	PUPIL - TEACHER ACTIVITY	PUPIL'S ACTIVITY
STORY "The Lion & the mouse"	Teacher will ask students to open their books and look into it. He will read the paragraph with proper pronunciation & pause	Students listen carefully
Once there was a lion and a mouse	Once there was a lion. He was sleeping under the tree on a hot sunny day. A mouse lived in a hole nearby. He came out & began hopping. The lion woke & caught the mouse	Students listen
Difficult word meanings	The teacher will tell difficult word meanings.	Carefully & note in their note book
Summer	गर्मी	
Lion	शेर	
Asleep	सोया हुआ	
Under	नीचे	
Tree	वृक्ष	

Subject  
matter

Pupil Teacher Activity

Pupil  
Activity

Hele ०  
1007  
Mouse ८६१  
Hop ८५८१  
Near ५१२५

The lion  
woke up  
-----  
He let  
the mouse  
go.  
The mouse got  
frightened and said to  
the lion "Please do  
not kill me. I shall  
help you in trouble".  
The lion laughed & let  
him go.

Students  
listen  
carefully

Difficult  
word  
meanings  
Wake up ७१०११  
Flaw ३५१  
Rage ८१०५  
Seeing ८२५१  
Caught ५८५११

Subject  
Matter

Pupil Teacher Activity

Pupil  
Activity

Difficult  
word  
meanings

Got  
Frightened  
Kill  
Trouble  
Laughed  
Go  
Mause  
Help  
Please

प्राप्त करना  
भयभीत  
मारना  
संघर्ष  
इसना  
जाना  
वृष्टि  
सहायता  
कृपया

Student  
listen  
carefully

Moral of  
the  
Story

Do Good, Have Good.

## RECAPITULATION

Ques) What is the name of the story?

Ques) What happened to the lion.

Ques) What did the mouse do to help him?

## HOMEWORK

Write a brief summary of the story "The lion & the mouse".



Lesson No : 10

Date 6-12-2010

Duration of the period 35-40 mins

Pupil Teacher's Name RACHNA KAPUR

Pupil Teacher's Roll No 637

Class VI<sup>th</sup>

Average Age of the pupils 12 yrs

Subject ENGLISH

Topic MY BEST FRIEND

## INSTRUCTIONAL OBJECTIVE

- 1 Students are able to recall and recognize their best friends.
- 2 Students understand and see the relationship between friends, as an important one.
- 3 Students are able to analyze the traits of a good friend (ship).
- 4 Students evaluate the traits of different people and can choose their (best) friends.

## TEACHING AID

GENERAL AID Board, Chalk, Duster, Pointer  
SPECIFIC AID Model

## PREVIOUS KNOWLEDGE TESTING

PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY
Q) What is your friend's name?	A) A student answers "Hoban"
Q) Why do you need a friend?	A) Student's answer "It is helpful to have, in the event of any problem"
Q) What are the qualities of a friend?	A) No response.

## ANNOUNCEMENT OF THE TOPIC

Students today we shall discuss about the story "My Best Friend"

# PRESENTATION

SUBJECT MATTER	PUPIL - TEACHER ACTIVITY	PUPIL'S ACTIVITY
The Essay "My Best Friends"	The teacher will ask students to read the essay	
Mohan is .....- these days	Mohan is my best friend He is honest and sincere. I have full faith on him. He is my class fellow. Everyman needs a good friend. A faithful friend is the medicine of life.	
Difficult word meanings	Teacher will write the difficult words & explain one by one	
	Friend Honest Faith Life Love	मित्र शुद्ध विश्वास जीवन व्यक्त मन

Subject  
Matter

Pupil Teacher Activity

Pupil Activity

Essay--  
"My  
Best  
Friend"

Teacher will ask  
students to open book  
He will read the  
essay with correct  
pause and pronunciation

Students  
listen  
carefully

A friend  
--- Same  
desk

A friend in need is a  
friend indeed. — My  
friend Mehan is  
truly such a friend.  
He always helps me.  
We sit on the same  
desk in class.

Now teacher will  
conduct a pronounci-  
-ation drill of the  
following words:-

Subject-  
matter

Pupil Teacher Activity

Pupil  
Activity

Difficult  
word

Meanings

Need

Truly

Help

class-fellow

Desk

Always

Indeed

Qualities

Good

आवश्यक

सचमुच

सहायता

सहपाठी

बेंच

सदा

वास्तव में

गुण

अच्छा

Students

write in

their note

books.

## RECAPITULATION

Ques) What is the name of your friend?

Ques) Why do we need a good friend?

Ques) What are the qualities of a good friend?

Ques) What are the qualities in your mind of a friend?

## HOME WORK

Write and leave the essay "My Best friend"

Lesson No : 11

Date 7-12-2010

Duration of the period 35-40 mins

Pupil Teacher's Name RACHNA KAPUR

Pupil Teacher's Roll No. 637

Class VII<sup>th</sup>

Average Age of the pupils 13 yrs

Subject ENGLISH

Topic THE GREEDY DOG.

## INSTRUCTIONAL OBJECTIVE

1 Students are able to recall and recognize the story "The Greedy Dog."

2 Students are able to classify the greed of the dog, portrayed in the story.

3 Students are able to formulate hypothesis system, which is ready for your needful, for a greediness trait.

4 Students are able to evaluate the traits of greed of the dog in the story.

## TEACHING AID

GENERAL AID

Board, Duster, Pointer, Chalk,

SPECIFIC AID

Chart

## PREVIOUS KNOWLEDGE TESTING

PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY
Q) What type of stories have you heard	A) Students answer "An Educational Story"
Q) Do we have pets at home. Give 2 examples?	A) Yes, Ex - Dog, Cat.
Q) What are the qualities of a dog	A) No response

## ANNOUNCEMENT OF THE TOPIC

Students today we will discuss about a story "The Greedy Dog".



# PRESENTATION

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY																
Model Reading	Teacher will ask students to open the book & look. He would read the story with proper pause and pronunciation.	Students listen carefully																
Pronunciation & Drill	Now teacher will conduct a pronunciation drill of following difficult words:-																	
Difficult word meanings	<table border="0"> <tr> <td>Greedy</td> <td>मीलपी</td> </tr> <tr> <td>Hungry</td> <td>भूखा</td> </tr> <tr> <td>Search</td> <td>खोज</td> </tr> <tr> <td>Food</td> <td>खाना</td> </tr> <tr> <td>Store</td> <td>दुकाना</td> </tr> <tr> <td>See</td> <td>देखना</td> </tr> <tr> <td>Own</td> <td>अपना</td> </tr> <tr> <td>Way</td> <td>रास्ता</td> </tr> </table>	Greedy	मीलपी	Hungry	भूखा	Search	खोज	Food	खाना	Store	दुकाना	See	देखना	Own	अपना	Way	रास्ता	Students write in their note books.
Greedy	मीलपी																	
Hungry	भूखा																	
Search	खोज																	
Food	खाना																	
Store	दुकाना																	
See	देखना																	
Own	अपना																	
Way	रास्ता																	

Subject matter

Pupil Teachers Activity

Pupil Activity

Imitation Reading

Teacher will ask 2-3 students to read the story loudly

Other students listen.

Reading of story by student

The pupil teacher will mark errors of students on wrong pronunciation. He would note difficult words & will them to explain:-

Students listen.

Difficult word meanings

Another  
Reflection  
Top  
Want  
Bark  
Open  
Fell

कतरी  
अप  
गिर कतर  
अ  
एएए  
अअक  
अअअअ  
अअअअ  
अअअअ

Students note in their notebooks

Subject  
matter

Pupil-Teacher Activity

Pupil  
Activity

Silent  
Reading

Teacher will ask students  
to read story silently,  
without moving their lips.

Students  
read  
silently

Application  
of difficult  
words by  
students  
in the class

Students are asked by their  
pupil teacher to read the  
story aloud, while others  
look at that student.

Students  
look  
carefully

Pupil Teacher will ask to use  
different words in their own  
sentences.

Students  
make  
sentences

Moral of  
the story

"Do not be Greedy"  
or  
"Greed is curse"

## RECAPITULATION

Ques) What is the title of the story?

Ques) What did the dog see in the stream?

Ques) What is the moral of the story?

## HOME WORK

Write & learn the story "The Greedy Dog" in your own words.

Lesson No : 12.

7-12-2010

35-40 mins

Date

Duration of the period

Pupil Teacher's Name

RACHNA KAPUR

Pupil Teacher's Roll No.

637

Class

VI<sup>th</sup>

Average Age of the pupils

11 yrs

Subject

ENGLISH

Topic

MODEL AUXILIARIES

## INSTRUCTIONAL OBJECTIVE

- 1 Students are able to recognise and recall the "Model Auxillaries".
- 2 Students are able to see a relationship between the model auxillaries, which are with the subject & predicate.
- 3 Students are able to predict the model auxillaries.
- 4 Students are able to evaluate the usage of the auxillaries.

## TEACHING AID

GENERAL AID Chalk, Duster, Pointer, Board  
SPECIFIC AID Model

## PREVIOUS KNOWLEDGE TESTING

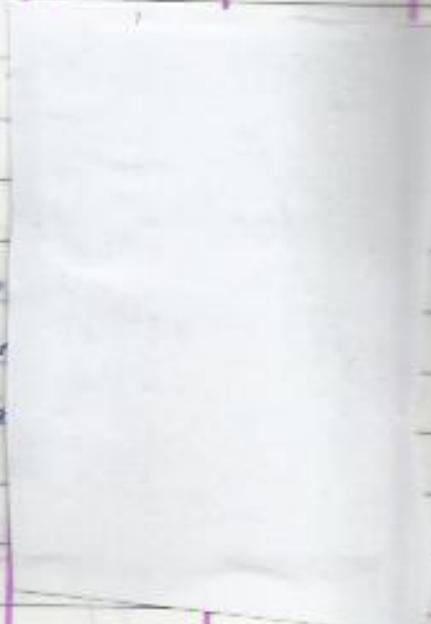
PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY
Q) What is a verb	A) Students reply "It is a word that has an action filling existence."
Q) How many kinds of Verbs are there?	A) Transitive, Intransitive & Helping Verbs,
Q) How many kinds of helping verbs are there?	A) No Response.

## ANNOUNCEMENT OF THE TOPIC

Students today we shall discuss about  
"Modal auxiliaries"

# PRESENTATION

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY
Definition	Modal auxiliaries are special, as they give a special meaning to sentence	Students listen carefully & note
Example	1. You may go now 2. She can dance very well.	
Use of Can	Can - It usually expresses the ability / capability in present tense	Student listen carefully
Example	1. I can swim across the river 2. He can solve this sum.	or how to use can/may
Use of may/can	May / Can - Both these modals are used to seek permission (formal use)	

Subject Matter	Pupil Teacher Activity	Pupil Activity
<p>Examples</p>	<p>You can/may leave from here now</p> <p>Can/may I use your pen</p>	<p>Students listen carefully</p>
<p>Use of 'may'</p>	<p>May -</p> <p>It is used to express possibility in affirmative sentences. In this condition can is used in a correspondence interrogative &amp; negative sentences.</p>	
<p>Examples</p>	<ol style="list-style-type: none"> <li>1. It may rain at night</li> <li>2. He may come today</li> </ol> <p>Tell me an example of 'you may go now.'</p>	



Subject  
Matter

Pupil Teacher  
Activity

Pupil  
Activity

In formal use, may is used  
to express a wish.

Examples

1. May you live long.
2. May you lead a happy  
married life.

Students

listen

carefully

Use of  
'must'

Must -

It is used to express  
a necessity or obligation.

Students

listen the

use of

must.

Examples

1. You must improve your spelling.
2. You must visit your aunts.

carefully

Must refers to present or the  
near future.

## RECAPITULATION

Fill in the blanks

- Q) He \_\_\_\_\_ play well for his country
- Q) She \_\_\_\_\_ drive very fast
- Q) He \_\_\_\_\_ come to office today.

## HOME WORK

Fill in the blanks with appropriate verb models

Lesson No : 13.....

Date 8-12-2010

Duration of the period 35-40 mins.

Pupil Teacher's Name RACHNA KAPUR

Pupil Teacher's Roll No. 637

Class VII<sup>th</sup>

Average Age of the pupils 12 yrs

Subject ENGLISH

Topic ARTICLES - TYPES

## INSTRUCTIONAL OBJECTIVE

1 Students are able to recall and recognize "Articles"

2 Students are able to classify: Articles are their types.

3 Students are able to reason out the differences between Articles (and types).

4 Students are able to evaluate the correctness usage of the evaluated Articles.

## TEACHING AID

GENERAL AID	Chalk Duster Board Pointer
SPECIFIC AID	Chart

## PREVIOUS KNOWLEDGE TESTING

PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY
Q) Ashok is a doctor. In this sentence, what is Ashok?	A) Students answer "The subject".
Q) What is "is" in this sentence?	A) Students answer "verb".
Q) What is "a" in this sentence?	A) No Response

## ANNOUNCEMENT OF THE TOPIC

Students today we shall learn about "articles".

# PRESENTATION

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY
Articles	It is a word that specifies things or persons.	Students listen and write in their
Examples	Sita is a doctor Mohan is an engineer Ram reads the newspapers.	note books
Types of Article	There are 2 types of articles 1. Definite 2. Indefinite	Students listen carefully.
Definite Article	"This" is called a "definite article" because it precedes a specific or "previously mentioned noun"	

Subject  
matters

Pupil Teachers Activity

Pupil  
Activities

Example

Ram is the tallest boy  
in the class

Students  
listen  
carefully

The Sun sets in the west

"The" is the definite  
article above

Use of  
Definite  
Article

1. To refer something  
which has already  
been mentioned

Students  
listen  
carefully  
& note

2. In a sentence or  
clause, when we define  
or identify a particular  
person/object

in their  
note books

Examples

The man who wrote this  
book is famous.

Subject  
matters

Pupil Teacher Activity

Pupil  
Activity

Use of  
Article

To refer the objects we  
use regard as unique.

Examples

The sun rises in the east

Students  
listen and  
write carefully  
in their  
note books.

Meaning of  
Indefinite  
Article

'A' or 'An' are the Indefinite  
articles. They are used to  
refer something in less  
specific manner.

He is an MBA.

She is a good girl.

## RECAPITULATION

Fill in the blanks.

- Q) \_\_\_\_\_ Sun rises in the east
- Q) \_\_\_\_\_ good person is nice to all
- Q) \_\_\_\_\_ pen was borrowed by me from Ramesh.

## HOME WORK

Fill in the blanks with appropriate words.



Lesson No : 14.

Date 9-12-2010

Duration of the period 35-40 mins

Pupil Teacher's Name RACHNA KAPUR

Pupil Teacher's Roll No. 637

Class VIII

Average Age of the pupils 12 yrs

Subject ENGLISH

Topic TENSE

## INSTRUCTIONAL OBJECTIVE

1 Students are able to recall and recognize the student's discussion on Tenses.

2 Students are able to classify Tenses are of three types - Past, Present & future.

3 Students can reason out and formulate hypothesis on the Tenses.

4 Students analyse the type of tense given in a customer's verdict/sentence.

## TEACHING AID

GENERAL AID Board, Chalk, Dustor, Pointer  
SPECIFIC AID Model

## PREVIOUS KNOWLEDGE TESTING

PUPIL - TEACHER ACTIVITY	PUPIL'S ACTIVITY
Q) "He is building a house" What is the subject?	A) Students answer "He"
Q) What is the verb in the sentence?	A) Students answer "build"
Q) What is the difference in the sentence	A) No Response

## ANNOUNCEMENT OF THE TOPIC

Students to day we shall discuss "Tense".

## PRESENTATION

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY
Definition	Tense is a form of verb used to indicate the time and sometimes continuation of action in relation to the time of speaking.	Students listen carefully
Examples	I like tea His father was a farmer. He is going to Bombay	
Types of Tenses	There are 3 types of tenses :- 1. Past Tense 2. Present Tense 3. Future Tense.	Students listen carefully

Subject  
matter

Pupil Teacher Activity

Pupil  
Activity

Present  
Tense

This tense - tells of some  
work done now

Examples

I am playing  
She is reading  
They are working

Types of  
Present  
Tense

These are of 4 types :-  
1. Present Indefinite  
2. Present Continuous  
3. Present Perfect  
4. Present Perfect  
Continuous.

Subject Matter      Pupil Teacher Activity      Pupil Activity

Present  
Indefinite  
Tense

It is used to express something which is done habitually.

Students listen

Carefully

and

wrote

Carefully

Examples

I go to office everyday.

It is used to express a universal truth.

Example

The sun rises in the east.

Question

Give me an example of simple tense.

The earth is round



## RECAPITULATION

Fill in the blanks with suitable tense

- a) He is \_\_\_\_\_ (write) a book
- b) He \_\_\_\_\_ (work) here for 40 years
- c) The sun \_\_\_\_\_ (set) in the west

## HOME WORK

Fill in the blanks with appropriate tenses.

Lesson No : 15.

Date: 10-12-2010

Duration of the period: 35-40 mins

Pupil Teacher's Name: RACHNA KAPUR

Pupil Teacher's Roll No: 637

Class: VII<sup>th</sup>

Average Age of the pupils: 13 yrs

Subject: ENGLISH

Topic: A SLUMBER DID MY SPIRIT SEAL

## INSTRUCTIONAL OBJECTIVE

- 1 Students are able to recall and recognize the poem "A slumber did my spirit seal".
- 2 Students are able to see the relationship between the poet and the little girl.
- 3 Students are able to reason out the emotions of the poet towards the girl in the poem.
- 4 Students analyse the relationship shared by the management for this poem.

## TEACHING AID

GENERAL AID Chalk Board Duster Pointer  
SPECIFIC AID Chart

## PREVIOUS KNOWLEDGE TESTING

PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY
Q) What is the last stage in a man's life	A) Student's answer "death"
Q) Is there a finite period of man's death?	A) Student's answer "No"
Q) What happens to the person after death?	A) No response.

## ANNOUNCEMENT OF THE TOPIC

Students today we discuss the poem "A Slumber did my spirit seal".



## PRESENTATION

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY	
Assumed ----- Trees	Teacher gives the gist of poem.  The poem expresses the poet's deep sorrows at the death of a beloved child, named Lucy - a child of poet's imagination. She lost all her physical motion after her death and the energy. Time will have no effect on her now. Like nature she too has become part of a cosmic world.	Students listen carefully.	
Model Reading	Teacher reads the poem with proper pause and rhythm.		

Subject  
matter

Pupil Teacher's Activity

Pupil Activity

Pronunciation  
& Drill

Teacher will perform  
a pronunciation drill  
of following difficult  
words:-

Difficult  
word  
meanings

Word	Meanings
Slumber	प. शुभ्र
Seal	शुभ्र शुभ्र शुभ्र
Human	शुभ्र
Fears	शुभ्र
With	शुभ्र शुभ्र

Students  
listen  
carefully  
& note  
in their  
note  
books.

Model  
Reading

Teacher will recite the  
poem in a well  
modulated voice as  
before. and try to  
explain the meaning  
of difficult words in  
clearest manner to  
make the students be

Subject  
Matters

Pupil Teacher Activity

Pupil  
Activity

able to grasp the  
actual meaning of the  
poem, as expressed by  
the poet.

Word

Meanings

Difficult  
word  
meanings

Divine  
emotion

child (girl)

Deep  
beloved

११०  
१११०

१११०/११

१११०

१११०

१११०

Students

note the  
difficult  
word -

- meanings  
in their  
note books.

## RECAPITULATION

- Q) What had sealed the poem's spirits?
- Q) What slumber is the poet talking about?
- Q) What could the girl not feel now?

## HOME WORK

Write the summary of the poem in your own words.

Lesson No : 16.

11-12-2010

Duration of the period 35-40 mins.

Date.....  
Pupil Teacher's Name RACHNA KAPUR

Pupil Teacher's Roll No. 637

Class VI H<sub>2</sub>

Average Age of the pupils 11 years

Subject ENGLISH

Topic VOICE - DEFINITION & USAGE

## INSTRUCTIONAL OBJECTIVE

1 Students are able to recall and recognise the "voice".

2 Students are able to classify and give examples of voice and their types.

3 Students are able to reason out the rules of changing the voice.

4 Students are able to analyse the difference between the types of voice.

## TEACHING AID

GENERAL AID	Chalk Duster Pointer Board
SPECIFIC AID	Model

## PREVIOUS KNOWLEDGE TESTING

PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY
Q) What is a sentence?	A) A sentence is a group of words making a meaning
Q) What is the structure system?	A) Noun + verb + object; is the students' answer
Q) Can we change this system?	A) No response.

## ANNOUNCEMENT OF THE TOPIC

Students, today we will discuss about "voice."

# PRESENTATION

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY
Definition	A voice is a form of verb which knows its connection with a subject	Students listen carefully
Types of voice	These are of 2 types:- 1. Active 2. Passive	
Examples	In an active voice - sub acts or performs an action	Students listen carefully
Examples	The hunter killed the lion.	
Passive Voice.	A verb is said to be passive when subject of the verb has acted upon the action.	

Subject  
Matter

Pupil Teacher Activity

Pupil Activity

Examples

The lion was killed  
by the hunter.

Difference  
between  
active &  
passive  
voice.

The Cow eats the grass  
Grass is eaten by the  
cow.

Both have different  
meanings. In the 1<sup>st</sup> sub  
(the cow) but in 2<sup>nd</sup> sub  
(the grass). So 1<sup>st</sup> sentence  
is active and 2<sup>nd</sup> sentence  
is Passive.

Students  
listen  
carefully

Change the  
Rule of  
the voice

Rules are as follows:-

1. Use change sub  $\rightarrow$  obj  
and obj  $\rightarrow$  sub.

2. Use of type of verb be  
(is, am, are, was, were)  
been being and III<sup>rd</sup>  
form of verb.

Students  
note  
in their  
note  
books.



Subject  
Matter

Pupil Teacher Activity

Pupil  
Activity

3. When we change into obj  
we use word (by) before  
the object

4. If subject is any pronoun  
we should change into obj..

I → we

we → us

He → Him

It → It

They → Them

She → Her.

Students

write in their  
note books.

Rule of  
change  
of Present  
Indefinite  
Tense

When we change a  
sentence into the present  
indefinite tense into  
passive voice, then we  
use helping verbs.

## RECAPITULATION

Change the sentence into passive voice.

- Q) I see a bird
- Q) He makes chain
- Q) I saw a match
- Q) He ate the apple.

## HOME WORK

change the voice and write in your notebooks.

Lesson No : 17.

Date 13-12-2010

Duration of the period 35-40 mins

Pupil Teacher's Name RACHNA KAPUR

Pupil Teacher's Roll No. 637

Class VII<sup>th</sup>

Average Age of the pupils 12 yrs

Subject ENGLISH

Topic THE FOX & THE GRAPES  
- SOUR TO EAT ?!!

## INSTRUCTIONAL OBJECTIVE

1 Students are able to recall and recognise the story "The fox & the grapes".

2 Students are able to see the relationship and reason out the narration of the young fox going after the grapes' bunch.

3 Students reason out why to add hypothesis to the story.

4 Students analyse that fox could not eat them and finally called them sour.

## TEACHING AID.

GENERAL AID Chalk Duster Pointer Board  
SPECIFIC AID Chart

## PREVIOUS KNOWLEDGE TESTING

PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY
Q) Which is the most cunning animal?	A) Students answer "the fox"
Q) Where do grapes grow	A) Students answer "on the tree"
Q) Do you know the story relating the two	A) No response

## ANNOUNCEMENT OF THE TOPIC

Students today we shall discuss the story "The Fox and the grapes".

# PRESENTATION

SUBJECT MATTER	PUPIL - TEACHER ACTIVITY	PUPIL'S ACTIVITY														
Model Reading	Teacher will ask students to look into their books. She will read the story with proper pause and with pronunciation, correctly.	Students listen carefully														
Pronunciation & Drill	New pupil - teacher will conduct a pronunciation drill of the following difficult words :-															
Difficult word meanings	<table border="0"> <tr> <td>Hungry</td> <td>हलुडल</td> </tr> <tr> <td>Search</td> <td>दलललल</td> </tr> <tr> <td>Reached</td> <td>ललुललल</td> </tr> <tr> <td>Garden</td> <td>लललल</td> </tr> <tr> <td>Saw</td> <td>लललल</td> </tr> <tr> <td>Grapes</td> <td>लललल</td> </tr> <tr> <td>Ripe</td> <td>लललल लललल</td> </tr> </table>	Hungry	हलुडल	Search	दलललल	Reached	ललुललल	Garden	लललल	Saw	लललल	Grapes	लललल	Ripe	लललल लललल	Students write in their note book
Hungry	हलुडल															
Search	दलललल															
Reached	ललुललल															
Garden	लललल															
Saw	लललल															
Grapes	लललल															
Ripe	लललल लललल															
Imitation Reading	Teacher will ask 2-3 students to read the story loudly.															

Subject  
Matter

Pupil Teacher Activity

Pupil  
Activity

Reading  
of the  
story  
by  
Students

The teacher will mark  
error of students while  
reading. Teacher will  
write words and their  
meanings on the board  
and explain them  
one-by-one.

Other  
Students  
will  
listen

Difficult  
word  
meanings

Word

Meanings

Wanted

चाहना

Jumped

कूटना

Reach

पहुँचना

Again

दोबारा

Value

मूल्य

Tired

थकना

Saw

देखना

Fall

गिरना

Tell

बताना

Students  
write in  
their book

Silent  
Reading

Teacher will ask student  
to read story silently  
without moving their  
lips or making any sound

Students  
listen  
carefully

Subject Matter

Pupil Teacher Activity

Pupil Activity

Application  
of difficult  
words

Teacher will ask the students to read the story and sound the class for looking at that student.

Teacher will teach students to use difficult words in their own sentences.

Students  
listen  
carefully

Moral of  
the story

Grapes are sour

## RECAPITULATION

Ques) What is the title of the story?

Ques) Where did the fox try to reach?

Ques) What did the fox do?

Ques) What is the moral of the story?

## HOME WORK

Learn and write the story in your notebooks.



Lesson No : 18.

Date 14-12-2010

Duration of the period 35-40 mins

Pupil Teacher's Name RACHNA KAPUR

Pupil Teacher's Roll No. 637

Class VIII<sup>th</sup>

Average Age of the pupils 13 yrs

Subject ENGLISH

Topic HELPING VERBS - DEFINITION & EXAMPLES

## INSTRUCTIONAL OBJECTIVE

Students are able to recognise and recall the "helping verbs".

Students are able to classify correct usage of 'helping verbs'.

Students are able to set/establish hypothesis on the various helping verbs.

Students are able to evaluate the importance of helping verb and its' correct application.

## TEACHING AID

GENERAL AID

Chalk, Duster, Board, Paper

SPECIFIC AID

Model.

## PREVIOUS KNOWLEDGE TESTING

PUPIL TEACHER ACTIVITY	PUPIL'S ACTIVITY
Sentences: This is a ball I am reading	
Ques) What are these?	A) Students answer "A group of words."
Ques) What is it called?	A) Students answer "Sentences"
Ques) What connects the subject and object?	A) No Response

## ANNOUNCEMENT OF THE TOPIC

Students today we will discuss about "helping out"

## PRESENTATION

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY
<b>Helping Verbs</b>	Ram <u>is</u> reading She <u>was</u> a teacher They <u>were</u> laughing  The underlined words are called Helping Verbs.	Students listen cas
<b>Use of "is; am; are"</b>	It is used with singular noun/pronoun. "Am" is used with "I" and "Are" is used with plurals.	
<b>Example</b>	This <u>is</u> a pen I <u>am</u> going  <del>Give another example.</del> Very Good, Students !!  I <u>am</u> going to Delhi I <u>am</u> eating food	This <u>is</u> a table

Subject Matter	Pupil Teacher's Activity	Pupil Activity
<p>"Are"</p>	<p>"Are" is used with plurals. For eg) we / These / They etc.</p>	<p>Students listen carefully &amp; write in their notebooks</p>
<p>Examples</p>	<p>You <u>are</u> a good boy.  Give another example.</p>	<p>These <u>are</u> beautiful flowers</p>
<p>Use of 'was' &amp; 'were'</p>	<p>"was" and "were" show work done in the past. "was" is used with singular. Eg) He / she / It etc.  He <u>was</u> a good boy She <u>was</u> a good singer  Give another example.</p>	<p>He <u>was</u> a teacher Very good !! Students</p>

Subject  
matter

Pupil -Teacher Activity

Pupil  
Activity

"were"

"were" is used with plural.  
like we / you / They / These  
etc.

Example

we were playing

They were talking

They were going to Delhi.

Give another example.

Very Good Students !!

Students  
listen

Carefully &  
write in their  
notebooks.

They were  
eating food

## RECAPITULATION

Fill in the blanks

Ques) He \_\_\_\_\_ a teacher

Ques) I \_\_\_\_\_ a doctor

Ques) They \_\_\_\_\_ playing in the park.

Ques) She \_\_\_\_\_ a good student

## HOME WORK

Write sentences with the help of "helping-verbs":  
is / am / are / was / were etc.

Lesson No : .....19:.....

Date 15-12-2010

Duration of the period 35-40 mins.

Pupil Teacher's Name RACHNA KAPUR

Pupil Teacher's Roll No 637

Class VI<sup>th</sup>

Average Age of the pupils 11 yrs.

Subject ENGLISH.

Topic THE HIDDEN TREASURE OF FATHER TO SONS.

## INSTRUCTIONAL OBJECTIVE

Students are able to recall and recognise the story "The Hidden Treasure".

Students see the relationship between the farmer (father), was set to go, though after his holiness, the farmer's son understood the lesson their father wanted to teach them.

Students are able to reason out the reasons, whether the sons treating their father, and father showing them the "hard-work" path was timely understood.

Students are evaluating the case, as they are able to do so.

## TEACHING AID

GENERAL AID  
SPECIFIC AID

Chalk, Duster, Pointer, Board  
Chart

## PREVIOUS KNOWLEDGE TESTING

PUPIL - TEACHER ACTIVITY	PUPIL'S ACTIVITY
Ques) Where do you keep your pocket money?	Ans) Students answer "In the desk"
Ques) Where will you keep if you have a lot of money?	Ans) Students answer "In the bank"
Ques) If there is no bank where would you keep it?	Ans) No Response.

## ANNOUNCEMENT OF THE TOPIC

Students today we will discuss about the story "The Hidden Treasure".



# PRESENTATION

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY												
Story "The Hidden Treasure"	Teacher will ask students to open their books and look into it, carefully. He will read the story.	Students listen very												
Model Reading	"Once there was an old farmer. He had three sons. They were all lazy. The farmer advised them to work hard but they did not care." Now the teacher will conduct a pronunciation drill of difficult words.	St.												
Difficult word meanings	<table border="1"> <thead> <tr> <th data-bbox="359 1502 478 1553">Word</th> <th data-bbox="710 1492 925 1553">Meanings</th> </tr> </thead> <tbody> <tr> <td data-bbox="359 1614 470 1665">Once</td> <td data-bbox="734 1584 893 1624">एक बार</td> </tr> <tr> <td data-bbox="359 1676 478 1727">Old</td> <td data-bbox="742 1645 845 1696">बूढ़ा</td> </tr> <tr> <td data-bbox="359 1737 518 1798">farmer</td> <td data-bbox="742 1706 893 1747">किसान</td> </tr> <tr> <td data-bbox="359 1808 478 1860">sons</td> <td data-bbox="742 1757 821 1808">बेटे</td> </tr> <tr> <td data-bbox="359 1870 478 1931">lazy</td> <td data-bbox="734 1829 861 1880">लसुर</td> </tr> </tbody> </table>	Word	Meanings	Once	एक बार	Old	बूढ़ा	farmer	किसान	sons	बेटे	lazy	लसुर	write in their note books.
Word	Meanings													
Once	एक बार													
Old	बूढ़ा													
farmer	किसान													
sons	बेटे													
lazy	लसुर													

Subject  
Matter

Pupil Teachers Activity

Pupil Activity

Now the pupil-teacher will read the paragraph loudly, with proper pronunciation.

One day  
---- the  
old farmer  
died.

One day the farmer fell ill. He was at the point of death. He called the three sons and said, "There is a big treasure in my field" and asked them to dig it after his death. Soon after saying this the old farmer died.

Students  
listen  
carefully

Now the teacher will write difficult words on the board and explain one by one.

Subject  
Hindi

Pupil Teacher Activity

Pupil  
Activity

Difficult  
word  
meanings.

Word

Meanings

Fell

गिरना

Ill

बैमार

Point

बिन्दु

Death

मृत्यु

Called

बुलाना

Big

बड़ा

Treasure

खजाना

Field

खेत

Dig

खोदना

After

बाद में

Soon

शीघ्र

and

बूढ़ा

died.

मर गया

Students  
write the  
difficult  
word -  
- meanings  
in their  
note books.

Moral of  
the story

Hard work is a man's  
greatest treasure.

Students  
listen  
carefully.

## RECAPITULATION

Ques) What did the farmer advise his sons?

Ques) What happened to the farmer?

Ques) What did the farmer say to his sons just before his death?

## HOME WORK

Write a brief note on the story "The Hidden Treasure".

Lesson No : 20.

Date: 19-12-2010  
Duration of the period: 35-40 mins.  
Pupil Teacher's Name: RACHNA KAPUR  
Pupil Teacher's Roll No: 637  
Class: VII<sup>th</sup>  
Average Age of the pupils: 12 yrs  
Subject: ENGLISH  
Topic: TYPES OF ARTICLES

## INSTRUCTIONAL OBJECTIVE

Students are able to recall and recognise "Articles".

Students are able to classify the Articles and their types.

Students are able to reason out the differences between Articles (and their types).

Students are able to evaluate the correct usage of the articles.

## TEACHING AID

GENERAL AID Board, Chalk, Duster, Painter  
SPECIFIC AID Chart

## PREVIOUS KNOWLEDGE TESTING

PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY
Ques) Sentence: "Ashok is a doctor". In this sentence what is Ashok?	Ans) Students answer "Ashok is the subject."
Q) What is "is" in this sentence?	Ans) Students answer "a helping verb."
Ques) What is "a" in this sentence?	Ans) No Response.

## ANNOUNCEMENT OF THE TOPIC

Students Today we shall study about "articles".

# PRESENTATION

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY
ARTICLE	Article is the word which specifies things or persons.	Students listen
EXAMPLE	1. Sita is a doctor 2. Ram reads the newspaper	carefully Write in their note books.
TYPES OF ARTICLES	There are Two types of Articles 1. Definite 2. Indefinite	
DEFINITE ARTICLE	"The" is called definite article. It usually produces a specific or previously mentioned noun	Students listen carefully.

Subject Matter	Pupil Teachers Activity	Pupil Activity
<b>EXAMPLE</b>	<p>* Mohan is <u>the</u> tallest boy in our class.</p>	
<b>USE IN SENTENCE</b>	<p>* The sun sets in <u>the</u> west.</p> <p>Here "<u>the</u>" is used as a definite article.</p>	<p>Students listen carefully.</p>
<b>USE OF DEFINITE ARTICLE</b>	<p>To refer something which has already been mentioned.</p>	
	<p>In sentence or clause, where we define or identify a particular person/object.</p>	<p>Students listen carefully.</p>
<b>EXAMPLE</b>	<p>The man who wrote this book is famous.</p>	<p>1224 1000</p>



Subject  
Matters

Pupil Teacher Activity

Pupil  
Activity

USE OF  
ARTICLE

To refer the objects use  
regard as unique.

EXAMPLE

The sun rises in the east.

The teacher explains lesson  
to a student

Students  
listen  
carefully

INDEFINITE  
ARTICLE

"a" and "an" are called  
indefinite articles, because  
they are used to refer  
something in less specific  
manner or unspecified  
count noun.

EXAMPLE

He is an MBA

She is a beautiful girl

## RECAPITULATION

Fill in the blanks with suitable articles:-

Ques) (The) sun rises in the east.

Ques) He is an MBA

Ques) She is a good classical singer

Ques) Raj is a most intelligent student.

## HOME WORK

Fill in the following exercise with appropriate articles.



**DISCUSSION  
LESSON - II**

Lesson No : ..... 1 .....

Date..... 20-12-2010 .....  
Duration of the period..... 35-40 mins .....  
Pupil Teacher's Name..... RACHNA KAPUR .....  
Pupil Teacher's Roll No..... 637 .....  
Class..... VII<sup>th</sup> .....  
Average Age of the pupils..... 12 yrs .....  
Subject..... ENGLISH .....  
Topic..... CLAUSE .....

## INSTRUCTIONAL OBJECTIVE

Students are able to recognise and recall "clauses" and the "types of clauses".

Students are able to see the relationship between clauses (various types) in a sentence and how it sets the structure of a sentence.

Students are able to reason out the clauses, their types and usage.

Students are able to evaluate the use of clauses.

## TEACHING AID

GENERAL AID Chalk, Duster, Board Pointer  
SPECIFIC AID Chart

## PREVIOUS KNOWLEDGE TESTING

PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY
Ques) What is this? (pointing at a pen)	Ans) Student's answer "This is a pen."
Ques) In which State do you live?	Ans) Student's answer "Delhi"
Ques) Who is your best friend?	Ans) One of the student answers "Ram."
Ques) In above questions; what is pen, Delhi & Ram	Ans) No Response.

## ANNOUNCEMENT OF THE TOPIC

Students today we shall discuss about "Class"

# PRESENTATION

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	PUPIL'S ACTIVITY
<b>Clause</b>	Clause is a group of words which has a subject and a predicate of its own, but forms part of a sentence.	Students listen carefully
<b>Example</b>	<ul style="list-style-type: none"><li>• I don't know <u>what he does</u></li><li>• This is the house <u>where he lives</u>.</li></ul>	Students listen carefully
<b>Examples</b>	<ul style="list-style-type: none"><li>• I cannot work <u>while you are talking</u>.</li></ul> <p>In above sentences, the underlined words are <u>clauses</u></p>	and write in their notebooks.
<b>Types of clauses</b>	Clauses are of three types: <ol style="list-style-type: none"><li>1. Principal Clause</li><li>2. Subordinate Clause</li><li>3. Coordinate clause</li></ol>	

Subject  
matter

Pupil Teacher's Activity

Pupil Activity

Question)

How many types of clauses are there?

Students answer

"There are <sup>3</sup> types of clauses"

Principal Clause

A principal clause is a clause which stands by itself, as complete sentence.

Students listen carefully.

Example

- I do not know
- I cannot work
- This is the house

Question)

Are you satisfied with these examples?

Students answer "Yes"

Subject Matter Pupil Teachers Activity

Pupil Activity

**Subordinate  
Clause**

A subordinate clause is a clause which depends on the principal clause in the sentence for its full meaning.

Students listen carefully

**Example**

1. This is the house where he lives.

2. I cannot work while you are talking.

**Question**

What is the meaning of the underlined words?

These are Subordinate clauses.



Subject  
Matter

Pupil Teacher's Activity

Pupil  
Activity

**Coordinate  
Clause**

Coordinate clauses are introduced by subordinate conjunctions - as, because, since, than, though, if, that, but, and, so, or & otherwise

Students listen carefully & write in their notebooks

**Example**

I helped the old man and he thanked me for this.

Work hard or you will fail in the exams.

**Question**

What is the meaning of the underlined words.

Students answer "Coordinate Clause".

Subject  
Matter

Pupil Teacher Activity

Pupil  
Activity

Structure  
of  
sentences

There are 3 types of  
sentences

Students  
listen  
carefully.

1. Simple sentence.
2. Compound sentence.
3. Complex sentence.

Students  
answer "Yes".

Question

Do you know about these  
sentences?

Simple  
Sentence

It contains one subject  
& one verb in predicate.

Example

Ashoka was a great king.

Question

Do you know the above  
underlined words?

Students  
answer "Yes"  
there is  
one subject  
and one  
verb."

## RECAPITULATION

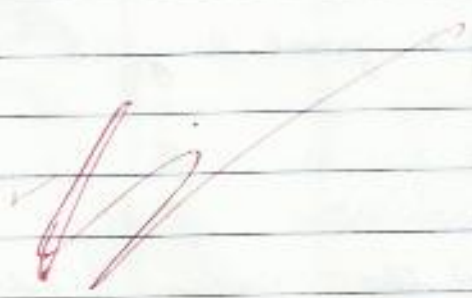
Ques) What is the definition of "clause"?

Ques) How many types of clauses are there?

Ques) Give some examples of clause?

## HOME WORK

Learn and write meaning & types of clause



**OBSERVATION  
LESSONS**

### Observation Lesson No.

Date..... 26-11-2010 ..... Duration of the period..... 30 minutes  
Pupil Teacher's Name..... SABIKA ..... Pupil Teacher's Roll No..... 632  
Class..... VII<sup>th</sup> ..... Average Age of the pupils..... 11 yrs  
Subject..... SST ..... Topic..... Pollution

1. Previous knowledge testing was simple & interesting.
2. Blackboard writing was satisfactory
3. Voice was clear and effective.
4. Proper explanation was given.
5. Chart was used as a teaching aid.
6. Students were involved in the lesson.
7. Home work was given to the students

*Sachin*  
Sign. of Pupil Teacher

Sign. of Supervisor

### Observation Lesson No.

Date..... 27-11-2010 ..... Duration of the period..... 30 minutes  
Pupil Teacher's Name..... HEENA ..... Pupil Teacher's Roll No..... 648  
Class..... VII<sup>th</sup> ..... Average Age of the pupils..... 12 yrs  
Subject..... Economics ..... Topic.....

1. The teacher maintained discipline in the class.
2. Previous Knowledge Testing was interesting.
3. Relevant examples were given.
4. Voice was clear and effective.
5. Black board writing was very good.
6. Home work was given to the students.

*Sachin*  
Sign. of Pupil Teacher

Sign. of Supervisor

### Observation Lesson No.

Date 29-11-2010

Duration of the period 30 minutes

Pupil Teacher's Name ADAIKA

Pupil Teacher's Roll No. 682

Class V1 hr

Average Age of the pupils 13 yrs

Subject .....

Topic .....

1. The teacher maintained discipline in class room
2. Students were involved in the lesson.
3. The Teacher was confident
4. Relevant examples were given.
5. Model was used as a teaching agent
6. Home work was given to the students.

*Teacher*  
Sign. of Pupil Teacher

Sign. of Supervisor

### Observation Lesson No.

Date 30-11-2010

Duration of the period 30 minutes

Pupil Teacher's Name TANVI

Pupil Teacher's Roll No. 622

Class IX

Average Age of the pupils 14 yrs

Subject .....

Topic .....

1. Previous Knowledge Testing was simple.
2. Black board writing was satisfactory.
3. Voice was clear & effective.
4. Proper explanation was given.
5. Relevant examples were given.
6. Home work was given to the students.

*Teacher*  
Sign. of Pupil Teacher

Sign. of Supervisor

### Observation Lesson No.

Date..... 1-12-2010 ..... Duration of the period..... 30 minutes .....  
Pupil Teacher's Name..... AAHANA ..... Pupil Teacher's Roll No..... 432 .....  
Class..... VII<sup>th</sup> ..... Average Age of the pupils..... 12 yrs .....  
Subject..... ..... Topic.....

1. Pupil-Teacher was confident.
2. Voice was clear and effective.
3. Students were involved in lesson.
4. Model was used as a teaching aid.
5. Proper explanation was given.
6. Board writing was satisfactory.
7. Home work was given to the students.

*Aaha*  
Sign. of Pupil Teacher

Sign. of Supervisor

### Observation Lesson No.

Date..... 2-11-2010 ..... Duration of the period..... 30 minutes .....  
Pupil Teacher's Name..... MANIKA ..... Pupil Teacher's Roll No..... 532 .....  
Class..... VII<sup>th</sup> ..... Average Age of the pupils..... 12 yrs .....  
Subject..... ..... Topic.....

1. The Pupil-Teacher maintained discipline in class.
2. The Black Board writing was effective.
3. Pupil-Teacher was confident.
4. Chart was used as a Teaching Aid.
5. Proper explanation was given.
6. Home work was given to the students.

*Aaha*  
Sign. of Pupil Teacher

Sign. of Supervisor

### Observation Lesson No.

Date..... 3-12-2010 ..... Duration of the period..... 30 minutes  
Pupil Teacher's Name..... DEVANSHI ..... Pupil Teacher's Roll No..... 642  
Class..... VII<sup>th</sup> ..... Average Age of the pupils..... 11 yrs  
Subject..... ..... Topic.....

1. Previous Knowledge Testing was interesting.
2. Teacher maintained discipline in the class.
3. Voice was clear and effective.
4. Teacher was confident
5. Board writing was satisfactory.
6. Home work was given to the students.

*Devanshi*

Sign. of Pupil Teacher

Sign. of Supervisor

### Observation Lesson No.

Date..... 4-12-2010 ..... Duration of the period..... 30 minutes  
Pupil Teacher's Name..... RAKHI ..... Pupil Teacher's Roll No..... 639  
Class..... VII<sup>th</sup> ..... Average Age of the pupils..... 12 yrs  
Subject..... ..... Topic.....

1. Teacher was confident
2. Chart was used as a teaching agent
3. Teacher maintained discipline in the class.
4. Proper explanation was given.
5. Board writing was satisfactory.
6. Home work was given to the students

*Rakhi*

Sign. of Pupil Teacher

Sign. of Supervisor



### Observation Lesson No.

Date..... 6-12-2010.....

Duration of the period..... 30 minutes.....

Pupil Teacher's Name..... CHITRA.....

Pupil Teacher's Roll No..... 429.....

Class..... 1<sup>st</sup>.....

Average Age of the pupils..... 14 yrs.....

Subject.....

Topic.....

1. Students were involved in the lesson
2. Proper explanation was given.
3. Voice was clear and effective.
4. Board writing was very good.
5. Relevant examples were given.
6. Home work was given to the students.

*Teacher*

Sign. of Pupil Teacher

Sign. of Supervisor

### Observation Lesson No.

Date..... 7-12-2010.....

Duration of the period..... 30 minutes.....

Pupil Teacher's Name..... TINA.....

Pupil Teacher's Roll No..... 621.....

Class..... VI<sup>th</sup>.....

Average Age of the pupils..... 11 yrs.....

Subject.....

Topic.....

1. Pupil Teacher maintained discipline in class
2. Previous Knowledge Testing was simple
3. Chart was used as a teaching aid.
4. Voice was clear and effective.
5. Teacher was confident
6. Board writing was very good.
7. Homework was given to the students.

*Teacher*

Sign. of Pupil Teacher

Sign. of Supervisor

### Observation Lesson No.

Date 8-12-2010

Duration of the period 30 minutes

Pupil Teacher's Name SANVI

Pupil Teacher's Roll No. 629

Class VII<sup>th</sup>

Average Age of the pupils 12 yrs

Subject .....

Topic .....

1. Board writing was very good.
2. Model was used as a teaching aid.
3. Proper explanation was given.
4. Pupil-Teacher was confident.
5. Teacher maintained discipline in the class.
6. Homework was given to the students.

*Sanvi*

Sign. of Pupil Teacher

Sign. of Supervisor

### Observation Lesson No.

Date 9-12-2010

Duration of the period 30 minutes

Pupil Teacher's Name DAMINI

Pupil Teacher's Roll No. 493

Class VI<sup>th</sup>

Average Age of the pupils 11 yrs

Subject .....

Topic .....

1. Previous Knowledge Testing was simple.
2. Board writing was satisfactory.
3. Teacher was confident.
4. Chart was used as a teaching aid.
5. Voice was clear and effective.
6. Home-work was given to students.

*Damini*

Sign. of Pupil Teacher

Sign. of Supervisor

### Observation Lesson No.

Date..... 10-12-2010 ..... Duration of the period..... 30 minutes .....  
Pupil Teacher's Name..... PADMANI ..... Pupil Teacher's Roll No..... 493 .....  
Class..... VII Hr ..... Average Age of the pupils..... 13 yrs .....  
Subject..... ..... Topic.....

1. Students were involved in lesson
2. Model was used as a teaching aid.
3. Board writing was very good.
4. Proper explanation was given.
5. Voice was clear and effective
6. Home-work was given to students

*Teacher*

Sign. of Pupil Teacher

Sign. of Supervisor

### Observation Lesson No.

Date..... 11-12-2010 ..... Duration of the period..... 30 minutes .....  
Pupil Teacher's Name..... CHANA ..... Pupil Teacher's Roll No..... 642 .....  
Class..... IX<sup>th</sup> ..... Average Age of the pupils..... 14 yrs .....  
Subject..... ..... Topic.....

1. Proper explanation was given.
2. Voice was clear and effective.
3. Teacher was confident
4. Board writing was very satisfactory
5. Chart was used as a teaching aid.
6. Homework was given to students.

*Teacher*

Sign. of Pupil Teacher

Sign. of Supervisor

### Observation Lesson No.

Date... 13-12-2010

Duration of the period... 30 minutes

Pupil Teacher's Name... AAINA

Pupil Teacher's Roll No... 498

Class... VII<sup>th</sup>

Average Age of the pupils... 11 yrs

Subject.....

Topic.....

1. Previous knowledge testing was simple.
2. Voice was clear and effective.
3. Teacher was confident
4. Teacher maintained discipline in the class.
5. Model was used as a teaching agent
6. Homework was given to the students

*Ladha*

Sign. of Pupil Teacher

Sign. of Supervisor

### Observation Lesson No.

Date... 14-12-2010

Duration of the period... 30 minutes

Pupil Teacher's Name... IKSHA

Pupil Teacher's Roll No... 361

Class... VII<sup>th</sup>

Average Age of the pupils... 13 yrs

Subject.....

Topic.....

1. Previous knowledge testing was simple and interesting.
2. Black-board writing was satisfactory.
3. Voice was clear and effective.
4. Proper explanation was given.
5. Chart was used as a teaching aid.
6. Students were involved in the lesson.
7. Home work was given to the students.

*Ladha*

Sign. of Pupil Teacher

Sign. of Supervisor

### Observation Lesson No.

Date..... 15-12-2010 ..... Duration of the period..... 30 minutes.....  
Pupil Teacher's Name..... IDHAYA ..... Pupil Teacher's Roll No..... 326.....  
Class..... VII Hr ..... Average Age of the pupils..... 14 yrs.....  
Subject..... Topic.....

1. The teacher maintained discipline in the class
2. Previous knowledge testing was interesting.
3. Relevant examples were given to the students
4. Voice was clear and effective.
5. Black board writing was very good.
6. Homework was given to the students.

*Joshi*

Sign. of Pupil Teacher

Sign. of Supervisor

### Observation Lesson No.

Date..... 16-12-2010 ..... Duration of the period..... 30 minutes.....  
Pupil Teacher's Name..... KAJAL ..... Pupil Teacher's Roll No..... 471.....  
Class..... VII Hr ..... Average Age of the pupils..... 13 yrs.....  
Subject..... Topic.....

1. Pupil Teacher was confident
2. Chart was used as a teaching aid.
3. The teacher maintained discipline in the class.
4. Proper explanation was given to the students.
5. Black board writing was satisfactory.
6. Home work was given to the students.

*Joshi*

Sign. of Pupil Teacher

Sign. of Supervisor

### Observation Lesson No.

Date.....18-12-2010.....

Duration of the period.....30 minutes.....

Pupil Teacher's Name.....DAKSHA.....

Pupil Teacher's Roll No.....473.....

Class.....VIII<sup>th</sup>.....

Average Age of the pupils.....11 yrs.....

Subject.....

Topic.....

1. Previous Knowledge Testing was simple & interesting.
2. The teacher maintained discipline in the class.
3. Voice was clear and effective.
4. Pupil - Teacher was confident.
5. Black Board writing was satisfactory.
6. Home work was given to the students.

*Daksha*

Sign. of Pupil Teacher

Sign. of Supervisor

### Observation Lesson No.

Date.....19-12-2010.....

Duration of the period.....30 minutes.....

Pupil Teacher's Name.....CHAITALI.....

Pupil Teacher's Roll No.....463.....

Class.....VIII<sup>th</sup>.....

Average Age of the pupils.....13 yrs.....

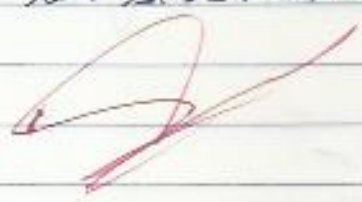
Subject.....

Topic.....

1. Pupil - Teacher was confident
2. Chart was used as a teaching aid.
3. The teacher maintained discipline in the class
4. Proper explanation was given to the students.
5. Black Board writing was satisfactory.
6. Homework was given to the students.

*Chaitali*

Sign. of Pupil Teacher



Sign. of Supervisor