

Name of School ANUBHAV PUBLIC SCHOOL

Class 8th class (Se-B)

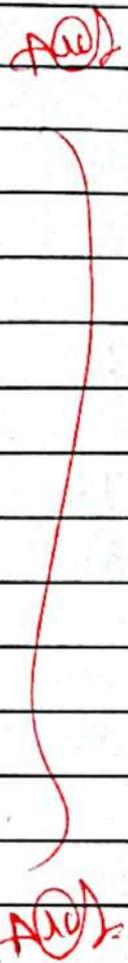
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TIME - TABLE

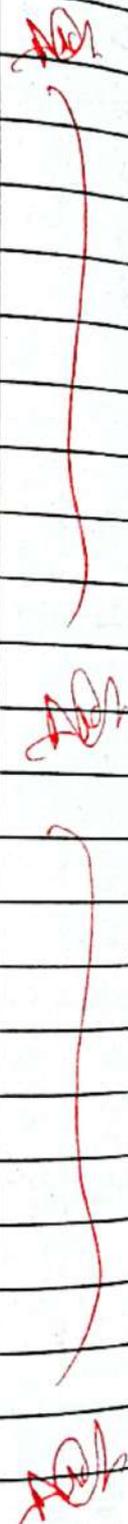
Day	I	II	III	IV	V	VI	VII	VIII
MON	Maths	English	Hindi	E	Maths	English	P.T	music
TUE	Maths	English	Hindi	I	Science	English	Social Science	maths
WED	Maths	English	Hindi	T	Science	English	maths	Science
THU	Maths	computer	music	B	Social Science	music	maths	art
FRI	Maths	computer	P.T	R	Hindi	Dance	Hindi	Dance
SAT	Maths	G.K	Hindi	E	Hindi	Hindi	ART	English.

Signature _____

INDEX

Sr. No.	Date	Lesson No.	Topic	Pages	Sign. of the Supervisor
1.		1.	Types of Noun		
2.		2.	The Hidden Treasure		
3.		3.	Helping verbs		
4.		4.	ADVERB		
5.		5.	Article		
STIMULATED TEACHING					
LESSONS					
Voice					
1.		1.	Sentences and its		
2.		2.	Kind		
3.		3.	Non-Finites		
4.		4.	Helping - verb		
5.		5.	usage		
6.		6.	Singular and		
7.		7.	Plural		
DISCUSSION LESSONS					
1.		1.	Speech and parts of speech		
SCHOOL TEACHING PRACTICE					
LESSONS					
1.		1.	voice types of examples		
2.		2.	The thirsty crow		

INDEX

Sr. No.	Date	Lesson No.	Topic	Pages	Sign. of the Supervisor
3.		3.	The fox and the grapes		
4.		4.	The life of marcopolo		
5.		5.	How beautiful is the rain.		
6.		6.	The Ducks and the Kangaroo.		
7.		7.	The snake Trying		
8.		8.	The Hidden Treasure in the land.		
9.		9	The lion and the mouse		
10.		10	My best friend		
11.		11.	The greedy dog		
12.		12.	Model Auxillaries		
13.		13.	Article Types		
14.		14.	Tense		
15.		15	A slumber did spirit		
			Discussion Lesson		
1		1	Clause.		
			OBSERVATION pollution		
1		1	Adverb		
2		2	Tense		
3		3	Preposition		
4		4	Article		



**MICRO TEACHING
LESSONS**

Date..... 04-011-2024 LESSON No. 1
 Pupil Teacher's Name Ruby Duration of the period..... 40 min
 Class..... VII Pupil Teacher's Roll No. 2446
 Subject..... English Average Age of the pupils.....
 Topic..... Types of Noun

EXPLAINING SKILL

PUPIL-TEACHER ACTIVITY	STUDENT'S ACTIVITY
<p>The pupil teacher explains that nouns are of five types : Proper noun, common noun, collective noun, Material and Abstract Noun.</p>	<p>The student's will listen carefully and understand the main points.</p>
<ul style="list-style-type: none"> • <u>PROPER NOUN</u> :- A noun is the name of a particular person, place or thing 	<p>The student's listen carefully and try to understand the noun.</p>
<ul style="list-style-type: none"> • <u>COMMON NOUN</u> :- A general name for a person, place, thing or idea. 	
<ul style="list-style-type: none"> • <u>COLLECTIVE NOUN</u> :- A noun given to a group/collection of similar kind of things 	<p>The student's listen & try to understand</p>
<ul style="list-style-type: none"> • <u>MATERIAL NOUN</u> :- A noun naming matter of things 	<p>The student's will listen carefully</p>
<ul style="list-style-type: none"> • <u>ABSTRACT NOUN</u> :- A noun naming feeling /action/ state. 	

OBSERVATION

COMPONENTS	RATING			
	Never	seldom	Occasionally	frequent
1) use of Introducing Statement	0	1	2	3
2) using of Suitable device	0	1	2	3
3) use of increasing regularity	0	1	2	3
4) use of Simple vocabulary	0	1	2	3
5.) Develop reading skill	0	1	2	3

LESSON No. 2

Date... 06-011-2024

Duration of the period... 50 min

Pupil-Teacher's Name... Ruby

Pupil Teacher's Roll No... 2446

Class... VII

Average Age of the pupils... 11 yrs

Subject... ENGLISH

Topic... The HIDDEN TREASURE

QUESTIONING & SKILL

PUPIL-TEACHER ACTIVITY

- How many sons did the farmer have?
- How were they?
- What did the farmer advise them?
- What happened to the farmer?
- What did the farmer want to teach his sons?
- What did he tell his sons?
- Where did the son's go after their father's death?

PUPIL'S - ACTIVITY

- The farmer had four sons
- They were lazy.
- The farmer advised them to work hard
- The farmer fell ill.
- He wanted to teach a lesson to his sons.
- He told his sons that he had hidden a treasure in the field.
- The son's went to the field, after their father's death

OBSERVATION

COMPONENTS	RATING							
	NEVER	SELDOM	OCCASIONALLY	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	

Date.....08-011-2024.....

Duration of the period.....40min.....

Pupil Teacher's NameRuby Jha.....

Pupil Teacher's Roll No.2446.....

Class.....VII.....

Average Age of the pupils.....

Subject.....English.....

Topic.....Helping verb.....

STIMULUS VARIATION SKILL

PUPIL-TEACHER ACTIVITY

STUDENT'S ACTIVITY

• what is helping verb?

The verb which does not have its own importance but makes the tense combined with main verb, is called helping verb.

• Example of helping verb :-

◦ She is going home.

◦ I have finished my homeworks.

→ can you tell me some examples of helping verbs.

1) You will win a prize
2) She is a beautiful girl.

Good

• How many types of helping verbs?

There are two types of helping verb.

Very Good

• He is a rich man
Here "is" is a helping verb.

OBSERVATION

COMPONENTS	RATING							
	NEVER	SELDOM	OCCASION- ALLY	FREQUENT	VERY FREQUENT			
1) Body Movements	0	1	2	3	4	5	6	
2) Gestures	0	1	2	3	4	5	6	
3) voice modulation	0	1	2	3	4	5	6	
4) Shifting Sensory channels	0	1	2	3	4	5	6	
5) Pause	0	1	2	3	4	5	6	

Date 09-11-2024

Duration of the period 40 min

Pupil Teacher's Name Ruby Jha

Pupil Teacher's Roll No. 2446

Class VII

Average Age of the pupils

Subject English

Topic ADVERB

EXAMPLING SKILL

PUPIL-TEACHER'S 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><u>Example</u> :- The tortoise <u>ran</u> slowly but steadily</p> <p>Here "ran" is the adverb</p>	<p>The student's will listen carefully</p>
<p>Give an example of adverb</p>	<p>This is <u>very</u> <u>sweet</u> apple. [Here very is the adverb.]</p>
<p><u>Kinds of adverb</u>: There are three types of adverb</p>	
<p>(i) <u>Simple adverb</u></p> <p><u>Example</u> :- He runs fast → Do it now</p>	
<p>(ii) <u>Interrogative adverb</u></p> <p><u>Example</u> :- Where do you live?</p>	
<p>(iii) <u>Relative adverb</u></p> <p><u>Example</u> :- This is the place where he lives.</p>	<p>Why do you get late?</p>

OBSERVATION

COMPONENTS	RATING						
	NEVER	SELDOM	OCCASION ALY	FREQUENT	VERY FREQUENT		
1) Meaningful & related example	0	1	2	3	4	5	6
2) using simple examples	0	1	2	3	4	5	6
3) using interesting examples	0	1	2	3	4	5	6
4) using appropriate method	0	1	2	3	4	5	6
5) using suitable device & induction and reduction	0	1	2	3	4	5	6

Date 14-11-2024

Duration of the period 40 min

Pupil Teacher's Name Ruby Jha

Pupil Teacher's Roll No. 2446

Class VIII

Average Age of the pupils

Subject English

Topic ARTICLE

Reinforcement Skill

PUPIL-TEACHER ACTIVITY

- It was a cold morning
- would you like an apple
- This is a cat
- what are the underlined words?
- Yes, these are articles so our today topic is "article".
- 'A' and "An" are indefinite and
- "The" is definite article

PUPIL'S ACTIVITY

The student's listen carefully.

The student's listen carefully.

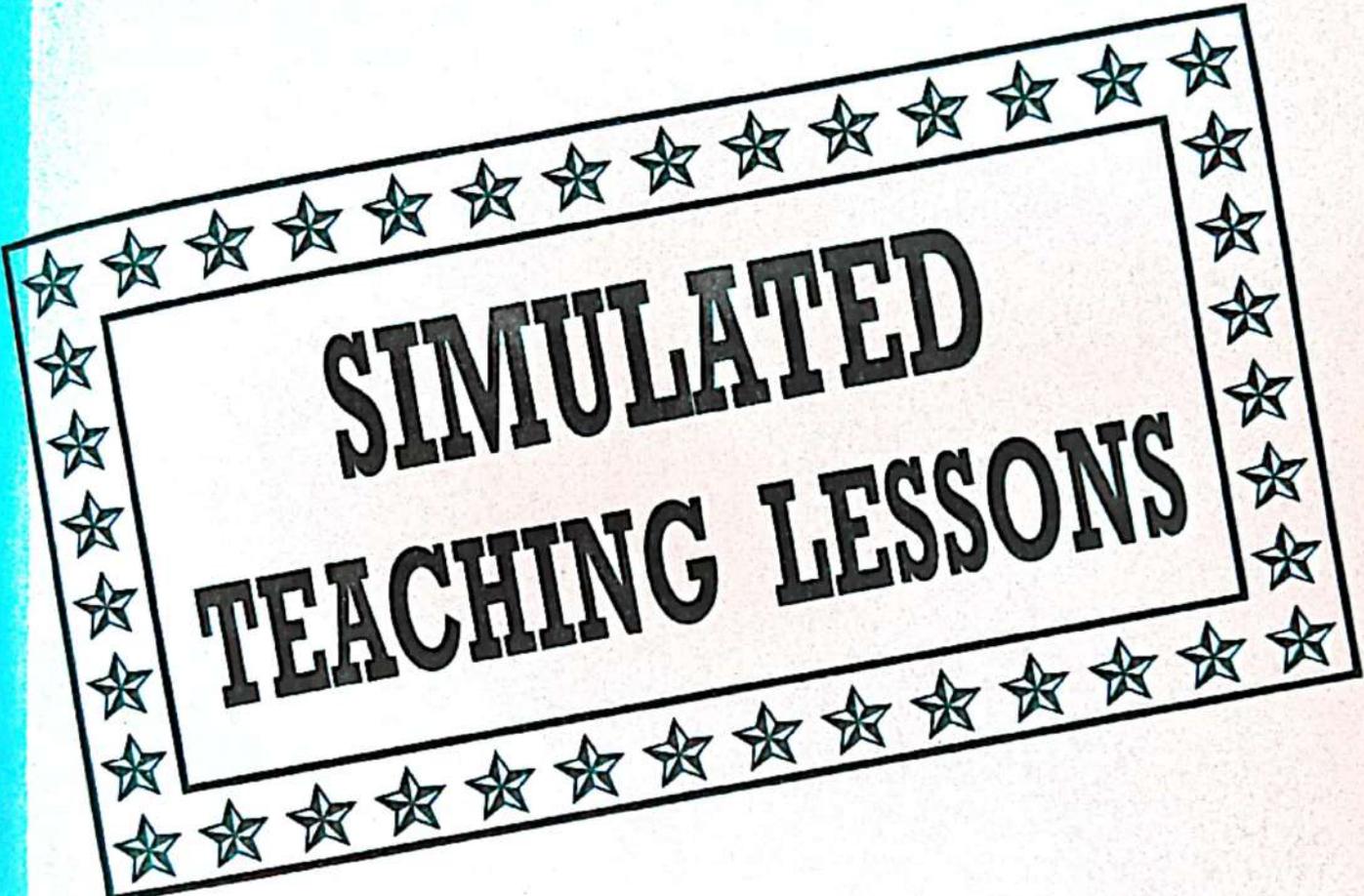
Student's gives answer, these are articles

Student's listen carefully.

Student's will listen carefully.

OBSERVATION

COMPONENTS	RATING					5	6
	NEVER	SELDOM	OCCASIONALLY	FREQUENT	VERY FREQUENT		
1) Meaningful and relevant examples	0	1	2	3	4	5	6
2) using simple illustrations	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



**SIMULATED
TEACHING LESSONS**

LESSON No.1.....

Date.....14-11-2024.....

Duration of the period.....40min.....

Pupil Teacher's NameRuby Jha.....

Pupil Teacher's Roll No.2446.....

Class.....VIII.....

Average Age of the pupils.....

Subject.....English.....

Topic.....VOICE.....

INSTRUCTIONAL OBJECTIVES

- 1) Student's are able to recognize and recall the "voice"
- 2) Student's are able to classify their types and examples of voices.
- 3) Student's are able to reasons out the rules of changing of voice.
- 4) Student's are able to analyse the difference between the type of voice.

TEACHING AID

General Aid :- Chalk, duster, Printer,

Specific Aid :- Model.

PREVIOUS KNOWLEDGE TESTING

PUPIL-TEACHER ACTIVITY	PUPIL -ACTIVITY
1) what is a sentence?	Student's say a group of words making a meaning
2) what is the structure of a sentence?	Student's discuss to say "Sub + verb + object"
3) can we change the system?	NO, Response

ANNOUNCEMENT OF THE TOPIC :-

Students today we will discuss about "voice"

PRESENTATION

SUBJECT
MATTER

PUPIL-TEACHER
ACTIVITY

STUDENT'S
ACTIVITY

BLACK-BOARD
ACTIVITY

DEFINITION VOICE: A verbs said to be a voice which shows its connection with Subjects

The student's will listen carefully

TOPIC :- voice
Definition

Voice: A verbs said to be a voice which shows its connection with Subjects

TYPES OF VOICE There are two types of voice

① ACTIVE VOICE

② PASSIVE VOICE

DEFINITION A) Active voice :- A verb is said to be 'active' voice when the subject acts/ perform the action.

The student's will listen carefully

→ Two types of voice

① Active voice

② Passive voice

Example: Hari killed a snake

DEFINITION B) Passive voice :- A verb is said to be "Passive voice" when the subject of the verb is acted upon by actions

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	STUDENT'S ACTIVITY	BLACK-BOARD ACTIVITY
<u>EXAMPLE</u>	A snake was killed by this "The lion was killed by the hunter."	The student's will listen very carefully.	Roles of the change of the voice
DIFFERENCE BETWEEN ACTIVE AND PASSIVE VOICE	<p>① The cow eats grass.</p> <p>② Grass is eaten by cow.</p> <p>Here meaning of the sentences are equal but with a difference in 1st sentence; the Subject (cow) in the 2nd sentence the Subject (grass) does not do any work, so 1st sentence is active & 2nd sentence is Passive.</p>		<p>1) change sub into object</p> <p>use of type voices be (is/am/are/was/were)</p> <p>→ object when we change subject</p> <p>→ When there are two object is a sentence we change only one into Subject.</p>
RULES OF THE CHANGE OF THE VOICE	<p>① change sub into object and object into sub.</p> <p>② use of types of verbs (is/am/are/was/were/ been / be-being) be the IIIrd form of the verb.</p> <p>③ we use "by" before object when we change sub → sub.</p>		<p>I me - I we</p> <p>I we - us</p> <p>She - her</p> <p>He - him</p>

SUBJECT
MATTER

PUPIL-TEACHER
ACTIVITY

STUDENT
ACTIVITY

BLACK-
BOARD
ACTIVITY

④ When there are two obj
in a sentence we change
only one into subject
I - Me :- We - us
She - her , He - him

RECAPITULATION

- ① Give the definition of active voice
- ② Define Passive Voice
- ③ Tell some examples of Passive voice

HOME-WORK

Ques 1 :- Write the definition and types of voice ?

LESSON No. ...2...

Date... 16-11-2024.....

Duration of the period... 40 min.....

Pupil Teacher's Name ... Ruby Jha

Pupil Teacher's Roll No. ... 2446.....

Class... VI.....

Average Age of the pupils.....

Subject... English.....

Topic... Sentences and its kind.....

INSTRUCTIONAL OBJECTIVES

- 1) Student's are able to recognize and recall the sentences and its kind
- 2) Student's are able to classify subject and predicate in a sentence and its example.
- 3) Student's are able to establish hypothesis on the types of sentences
- 4) Student's 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

STUDENT'S ACTIVITY

- | | |
|---|-------------------------------------|
| 1) How do we express our thoughts? | Student's say by speaking & writing |
| 2) What is this? | |
| 3) I am a girl (What is this?) | Student's discuss to say 'word' |
| 4) A group of words which gives complete sentence - it is called? | Statement answer
No, Response. |

ANNOUNCEMENT OF THE TOPIC

Students today we will discuss about the topic "Sentence and its types".

PRESENTATION

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	STUDENT'S ACTIVITY	BLACK-BOARD ACTIVITY
DEFINITION	Sentence is a group of words which gives a complete sense - It is made of two parts - 1) Subject 2) Predicate	Student listen carefully	<u>Definition</u> Sentence is a group of words which gives a complete sense - It is made up two parts a) Subject b) predicate <u>Kinds of Sentence</u> Assertive Imperative Interrogative Exclamatory
SUBJECT	It is a word/group of words about which something is said	Student's listen carefully and take much interest	
PREDICATE	It is a word which say something about the subject		
<u>Ques 1:</u>	Define Predicate?	The predicate is a word say in something about the subject	
<u>Ques 2:</u>	Find out the Predicate "The boys fly kites"	"fly kites"	

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	STUDENT'S ACTIVITY	BLACK-BOARD ACTIVITY
KIND OF SENTENCE	Sentence are of 5 kinds Assertive, Imperative, optative, interrogative, exclamatory	Student's listen carefully	
ASSERTIVE SENTENCE	Assertive are a declarative make only a sentence It may be affirmative or negative. The sentence which given positive sense they are affirmative and which give negative sense are negative. Like - A cat is running after a rat. A Full stop (.) always comes after the sentence.	Student's will note down in the note- books.	<u>Assertive</u> <u>Sentence</u> A cat is running after a cat A Full stop (.) always comes after the sentence.
INTERROGATIVE SENTENCE	These are those sentence which asks a question like - • will you help me? • where is she going? A sign of interrogation (?) comes at the end.		<u>interrogative</u> These are those sentence which ask question.

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	STUDENT'S ACTIVITY	BLACK-BOARD ACTIVITY
IMPERATIVE- -VE SENTENCES	The sentences which express same order request or advice like - Please give me your Notebooks - Stand up on the bench.	Student's Note down in the Notebooks	

RECAPITULATION

- ① Define 'subject and predicate'?
- ② Give any example of subject?
- ③ How many types of assertive sentences?

HOME-WORK

Write down the example of all types of sentences

DEFINITION

A group of words that makes complete sense is called a sentence.

Kinds OF Sentence

1. Declarative or Assertive (statements)
2. Interrogative (questions)
3. Imperative (commands, request, suggestion, advice)
4. Exclamatory (exclamations)



Learning by Doing

State whether the following sentences are **assertive**, **imperative**, **interrogative** or **exclamatory**.

- | | |
|---|---------------|
| 1. What a lovely day! | Exclamatory |
| 2. Please hand over that book to me. | Imperative |
| 3. Sachin loves playing cricket and driving cars. | Assertive |
| 4. Alas! He has lost his father. | Exclamatory |
| 5. Why did you hit your brother? | Interrogative |
| 6. May he live long! | Exclamatory |
| 7. May I have your book for today? | Interrogative |
| 8. I will reach late for the function. | Assertive |

LESSON No. 3

Date 18-11-2024

Duration of the period 40 min

Pupil Teacher's Name Ruby Jha

Pupil Teacher's Roll No. 2446

Class VII

Average Age of the pupils

Subject English

Topic Non-Finites

INSTRUCTIONAL OBJECTIVES

- 1) Student's are able to recognize and recall the non-finites.
- 2) Student's are able to understand the types of non-finites and cite their example.
- 3) Student's are able to reason out the difference between the types of Non-Finites.
- 4) Student's are able to analyse the non-finites and their types

TEACHING AID

General Aid :- chalk, Board, duster

Specific Aid :- chart

PREVIOUS KNOWLEDGE TESTING

PUPIL-TEACHER ACTIVITY

STUDENT'S ACTIVITY

- 1) I want to buy a book
He wants to buy a novel
How many verbs in the 1st Question

Student's answer
"two verbs"

2) Which are those?

Student's discuss and answer want and buy

3) Which type of verb is 'want'?

Student answer
Finite verb

4) Which type of verb is to 'buy'?

Non-Finite verb is
Student's reply

5) How many verbs in 2nd class?

No, Response

ANNOUNCEMENT OF THE TOPIC :-

Student's today we shall discuss about the Non-Finites.

PRESENTATION

SUBJECT
MATTER

PUPIL-TEACHER
ACTIVITY

STUDENT'S
ACTIVITY

BLACKBOARD
ACTIVITY

NON-
FINITES

These are those verbs which are not limited by a number, person & tense.

Student's
listen
carefully

NON-FINITES
These are those verbs which are not limited by a number, person and tense.

TYPES

There are three types of Non-Finites.

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	STUDENT'S ACTIVITY	BLACK-BOARD ACTIVITY
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INFINITE	Means the 1 st form of verb	Student's will listen	These are of 3 types
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TYPES	These are of 2 types :- 1. Base infinitive 2. To + infinitive	carefully	① infinite ② Gerund ③ participle
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Ques	Tell me the type of Infinitive.	Base infinitive To + infinitive	<u>Infinitive</u>
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BASE INFINITIVE -VE	It means the 1 st form of verb which out to and first after to is called to + infinitive	Student's will listen	These are of 2 types
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GERUND	It is the 1 st form of verb making it does the function of a noun	carefully & note down in the	① Base infinitive ② + infinitive
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EXAMPLE	Swimming is a good exercise	Notebook	<u>Participle</u>
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PARTICIPLE	It is that form of verb which acts as an adjective in the sentence		It is that form of verb which acts as an adjective in the sentence.
------------	--	--	---

TYPES	Participles are of three types :- ① Present Participle ② Past Participle ③ Perfect participle		a) present b) past c) perfect
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SUBJECT MATTER	PUPIL - TEACHER ACTIVITY	STUDENT'S ACTIVITY	BLACK-BOARD ACTIVITY
	present participle in the first form and acts as an adjective	Student's listen carefully	
Ques >	How many types of participle are there?		

RECAPITULATION

- ① what do you mean by Non-infinite?
- ② what are the types of Non-Finites?
- ③ what is Gerund?

HOME - WORK

Write the types of non-finites and their definition in the notebook

NON-FINITES

INFINITIVE

The word INFINITIVE is a kind of Noun but it has the feature of a verb

EXAMPLE :-

- 1) To Find Fault with others is easy.
- 2) To exercise is Good for health.

PARTICIPLES

A PARTICIPLE is partly a verb and partly an adjective.

EXAMPLE :-

- 1) Playing cards, he Set. to work.
- 2) walking along the Road, he's tired.

GERUND

A Gerund is partly a verb and partly a noun.

EXAMPLE :-

- 1) He is fond of playing cards.
- 2) He is tired of walking

Date..... 20-11-2024.....

Duration of the period..... 40 min

Pupil Teacher's Name Ruby Jha

Pupil Teacher's Roll No. 2446

Class..... VII

Average Age of the pupils.....

Subject..... English

Topic..... Helping verb usage

INSTRUCTIONAL OBJECTIVES

- 1) Student's are able to recognize and recall the "helping verb".
- 2) Student's are able to classify the correct usage of "helping verb"
- 3) Student's are able to establish hypothesis on the various helping verb.
- 4) Student's are able to evaluate the importance of helping verb and its correct application.

TEACHING AID

GENERAL AID :- Chalk, board, Duster

SPECIFIC AID :- Model

PREVIOUS KNOWLEDGE TESTING

PUPIL TEACHER ACTIVITY

- 1) This is a ball
I am reading
They were laughing
She was a good singer

- What are these?
- 2) What is a group of words that makes a complete sense
- 3) What connect Subject and object in these sentences

Student's ans. group of words
 Student's answer a sentence
 No. Response

ANNOUNCEMENT OF THE TOPIC
 Student's Today we will discuss about "helping verb."

PRESENTATION

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	STUDENT'S ACTIVITY	BLACK-BOARD ACTIVITY
HELPING VERB	Ram <u>is</u> reading, She <u>was</u> a teacher They <u>were</u> laughing The above underlined words are called helping verbs.	Student's listen carefully	Helping verb 1) Ram <u>is</u> Reading 2) She <u>was</u> a teacher 3) is used with singular Noun. 'Am' is used with 'I'
USE OF is/am/are	'is' used with singular noun & pronoun 'Am' is used with I, 'Are'		

SUBJECT
MATTER

PUPIL-TEACHER
ACTIVITY

STUDENT'S
ACTIVITY

BLACK-BOARD
ACTIVITY

For ex:

is used with plural

This is a Pen

I am going

- Give another example

Student very good

EXAMPLE

I am going to delhi

I am eating food

'Are' is used with
Plurals like 'we' 'they'
there e.t.c

Yes are a good boy.

Give another example

use of

'was' and 'were'

was

Shows work done

were

in the past, it is
used with singular
like

Ex:

He was a good
Student.

He was
a teacher

She was a good
Singer.

WERE

were is used with
plurals like we, you,
they, these e.t.c

Student's
listen carefully
and note in
their Notebooks

for ex:

They were talking

These boy was playing

use of was &
were

was and were

shows work
done in past.

It is used
with singular
Noun.

He was a
good student.

She was a
good singer.

were - were
is used with
plural you
were, you
they, this
e.t.c.

RECAPITULATION

1. what are helping verbs?
2. Give example of usage of "is, am, are"?
3. Give example of usage of 'was, were'?

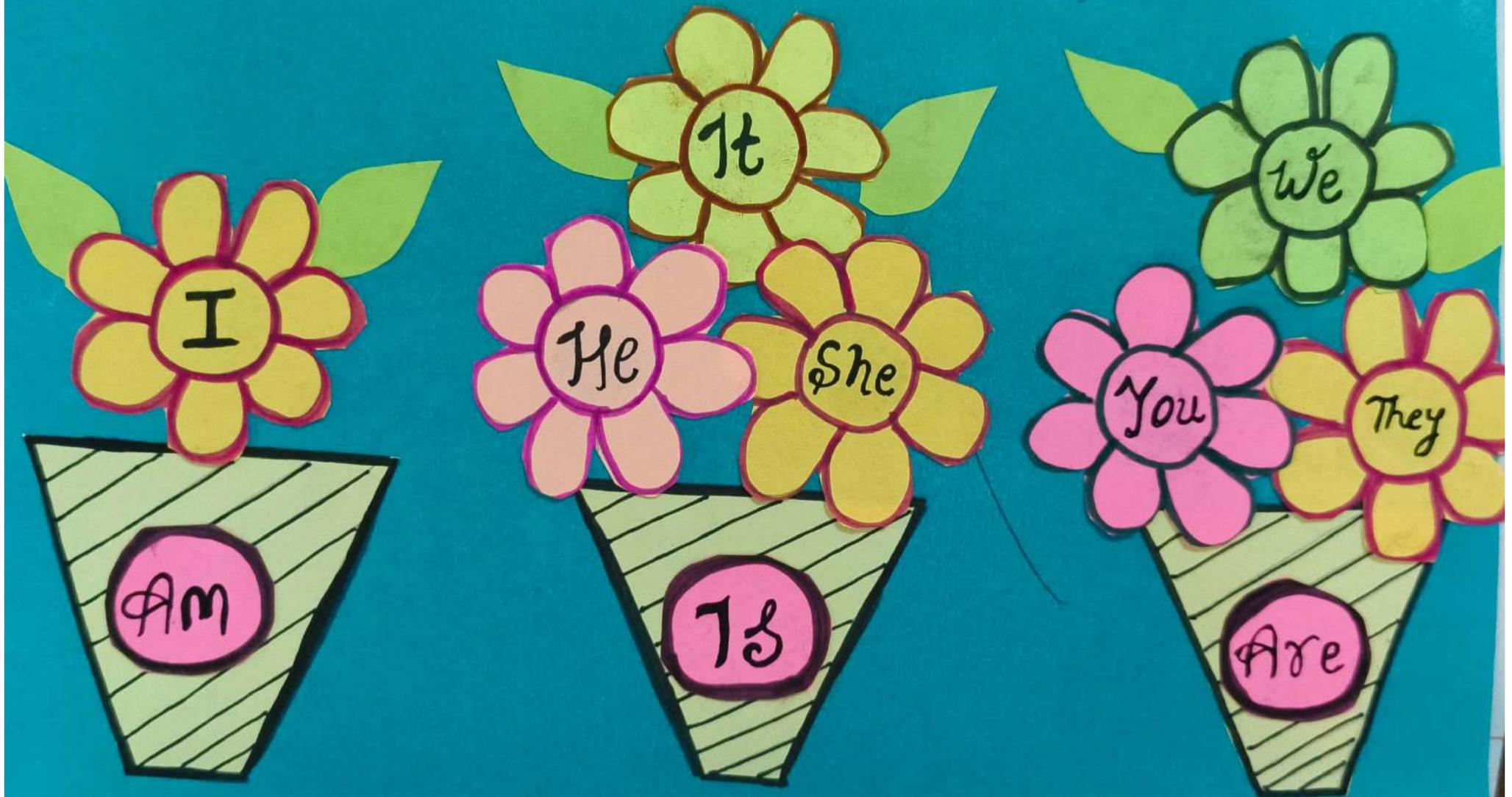
HOME-WORK

Ques 1

write some sentence with helping verbs is, am, are, were e.t.c.

~~Ans.~~

Verb To Be



LESSON No. 5

Date 22-11-2024

Pupil Teacher's Name Ruby Jha

Class 8th

Subject English

Duration of the period 35-40 min

Pupil Teacher's Roll No. 2446

Average Age of the pupils 12yr

Topic Singular & Plural

INSTRUCTIONAL OBJECTIVE

- 1) Student's are able to recall and recognize the Number and its types.
- 2) Student's are able to classify the types of number and also its example.
- 3) Student's are able to recognize and generalize reason and on the types of number
- 4) Student's analyze the Number and its types of Number

TEACHING AID

GENERAL AID - Chalk, duster, Board, Pointer

SPECIFIC AID - chart

PREVIOUS KNOWLEDGE TESTING

PUPIL-TEACHER ACTIVITY	STUDENT'S ACTIVITY
1) what is your name?	A student answer "My name is monica"
2) what is this?	Student answer This is an apple
3) what are the differences b/w two sentences above?	No, Response

ANNOUNCEMENT OF THE TOPIC

Student today we will discuss about Singular and plural.

PRESENTATION

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	STUDENT'S ACTIVITY	BLACK-BOARD ACTIVITY
NUMBER TYPES	There are of two types ① Singular Noun ② Plural Noun	Student's listen carefully and write	<p>There are two types of Noun</p> <p><u>Singular Noun</u></p> <p>A Noun that points out only one person or thing is called Singular Noun. eg: cow, dog</p> <p><u>Plural Noun</u></p> <p>A Noun that points out more than one called plural noun eg: cows, dogs e.t.c</p>
SINGULAR NOUN	A noun that points out only one person or thing is called Singular Noun.	down in the Note-book	
EXAMPLE:	cow, dog, bird, Father, Servant, doll, book, etc		
PLURAL NOUN	A noun that points out more than one called Plural noun		
EXAMPLE:	cow, dog, bird, e.t.c		
<u>Question</u>	Tell me two examples of Singular noun	beast & bird	
RULES OF SINGULAR NOUN	When we used at the end of the Noun 'S'		

SUBJECT
MATTER

PUPIL-TEACHER
ACTIVITY

STUDENT'S
ACTIVITY

BLACK-BOARD
ACTIVITY

EXAMPLE

Actor - Actors
Boat - Boats
Boy - Boys
Doll - Dolls

USE OF
"es"

BUS - Buses
Grass - Grasses

USE OF
"ies"

Army - Armies
Copy - Copies
Cry - Cries

USE OF
"ves"

Calf - Calves
Half - Halves
Knife - Knives

USE OF
"s"

Bamboo - Bamboos
Bee - Bees
Cockoo - Cockoos
Zoo - Zoos
Tree - Trees

→ USE OF "es"

eg - BUS,
BUSES

→ USE OF "ies"

Army - Armies

copy - copies

cry - cries

→ USE OF "ves"

calf - calves

Half - Halves

knife - knives

→ USE OF "s"

Bamboo =

Bamboos

Bee = Bees

Cockoo = Cockoos

RECAPITULATION

- 1) Tell me how many type of Number are there?
- 2) Give one example of Singular noun?
- 3) Give two example of plural noun?

HOME-WORK

What is number and its types give one example.

SINGULAR AND PLURAL

Nouns can be either **singular** or **plural**.)

* A noun is **singular** when it indicates only one person, object or thing.

Example:- a man, a book, a pen, an apple, a chair and so on.

* A noun is **plural** when it points to more than one person or thing.

Example:- five men, twenty pens, ten horses, fifteen babies and so on.



Singular	Plural	Singular	Plural
calf	calves	hoof	hooves
knife	knives	leaf	leaves
life	lives	loaf	loaves
thief	thieves	shelf	shelves
wolf	wolves	wife	wives

LEARNING OUTCOME(s)

- * Listening, Speaking & Observing
- * Logical Skill



**DISCUSSION
LESSON**

Date..... 22-11-2024 LESSON No. 1.....

Pupil Teacher's Name ... Ruby Jha

Duration of the period..... 40 min

Class..... VII

Pupil Teacher's Roll No. 2446

Subject..... English

Average Age of the pupils.....

Topic..... Speech & Parts of Speech

INSTRUCTIONAL OBJECTIVE

- 1) Student's are able to recall and recognize "Speech and its type"
- 2) Student's we are able to see the relationship between the type of speech.
- 3) Student's are able to reason out the different types of speech and correct.
- 4) Student's are able to assessing a relationship between the ~~speech~~ & types of speech.

TEACHING AID

GENERAL AID - chalk, Board, Duster, Pointer

SPECIFIC AID - chart

PREVIOUS KNOWLEDGE TESTING

PUPIL-TEACHER ACTIVITY

- 1) what do you mean by Noun?
- 2) what are prepositions?

PUPIL-ACTIVITY

Noun is the name of a person, place or thing
Student's answer words which are used with verbs.

3) what do you mean by speech?

No, Response

ANNOUNCEMENT OF THE TOPIC :-

Students today we will discuss about 'SPEECH' and "PART OF SPEECH"

PRESENTATION

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	STUDENT'S ACTIVITY	BLACK-BOARD ACTIVITY
PARTS OF SPEECH	The pupil teacher define the parts of speech when words are divided into different kinds, called parts of speech. There are 8 parts of speech	Student's listen carefully Student's listen carefully	Speech & parts of speech according to their use that is called speech. Different parts of speech
1	NOUN		1 Noun
2	PRONOUN		2 Pronoun
3	VERB		3 Verb
4	ADVERB		4 Adverb
5	ADJECTIVE		5 Adjective
6	CONJUNCTION		6 Conjunction
7	PREPOSITION		7 Preposition
8	INTERJECTION		8 Interjection

SUBJECT
MATTER

PUPIL-TEACHER
ACTIVITY

STUDENT'S
ACTIVITY

BLACK-BOARD
ACTIVITY

NOON

Noun is the name of a person, place or thing.

- Foreg 1 Kolkata is large city.
2 Akbar was a great King.
3 Honesty is the best policy.

ADJECTIVE

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

- Foreg 1 He is a brave boy
2 The hand has 5 fingers
3 These mangoes are sour
4. Raghar is honest person

Give another example

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?

A word that add meaning of verb is called Adverb

NOON :- a noun is the name of a person, place or thing.
Eg: - Ram, shyam

PRONOUN :- a pronoun is a word which is used instead of noun.
eg: - He is a boy

VERB :- A verb is a verb which used to express an action or state.
eg: - Ram is writing

ADVERB :- it is used to add something to meaning of verb
eg: - Ram is writing fast

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	STUDENT'S ACTIVITY	BLACK-BOARD ACTIVITY
VERB	<p>A verb is a word used to express an action or state.</p> <p><u>Fore-g</u> ① Kolkata is a big city.</p> <p>② Iron and copper are useful metals.</p> <p>can you give and example of speech?</p>		
ADVERB	<p>It is a word used to add something to meaning of verb an adjective or another adverb.</p>		
PREPOSITION-ON	<p>It is a word used for a noun or pronoun to show, now the person or things denoted by noun or pronoun. Stand in relation to something else.</p>		<p><u>Preposition</u> it is a word used with noun or pronoun eg: Here is the cow in the garden.</p>
<u>For eg:</u>	<p>Here is a cow in the garden</p>		

SUBJECT
MATTER

PUPIL-TEACHER
ACTIVITY

STUDENT'S
ACTIVITY

BLACK-BOARD
ACTIVITY

INTERJE
-CTION

It is a word which
express some sudden
Feelings

Foreg

Alas! she is dead
Hurray! we have won
the match

Student's

Show
active

participation

Interjection
it is word
which express
some sudden
feelings

CONJUNCTI
-ON

It is a word used
to join words or
something

Forex

Rama and Hari
are cousins

Student's
answer

It helps
to join the
word or
sentences

conjunction
it is a
word used to
join or add
in sentence
for ex: But,
and

Ques

what is conjunction?

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
sentences to the other
sentences.

RECAPITULATION

- 1) what do you mean by Noun?
- 2) what are interjection?
- 3) what do you mean by conjunction?

HOME-WORK

Explain what do you mean by verb, write the definition of preposition and pronoun give example of each.

P

PARTS OF SPEECH

NOUN

PRONOUN

ADJECTIVE

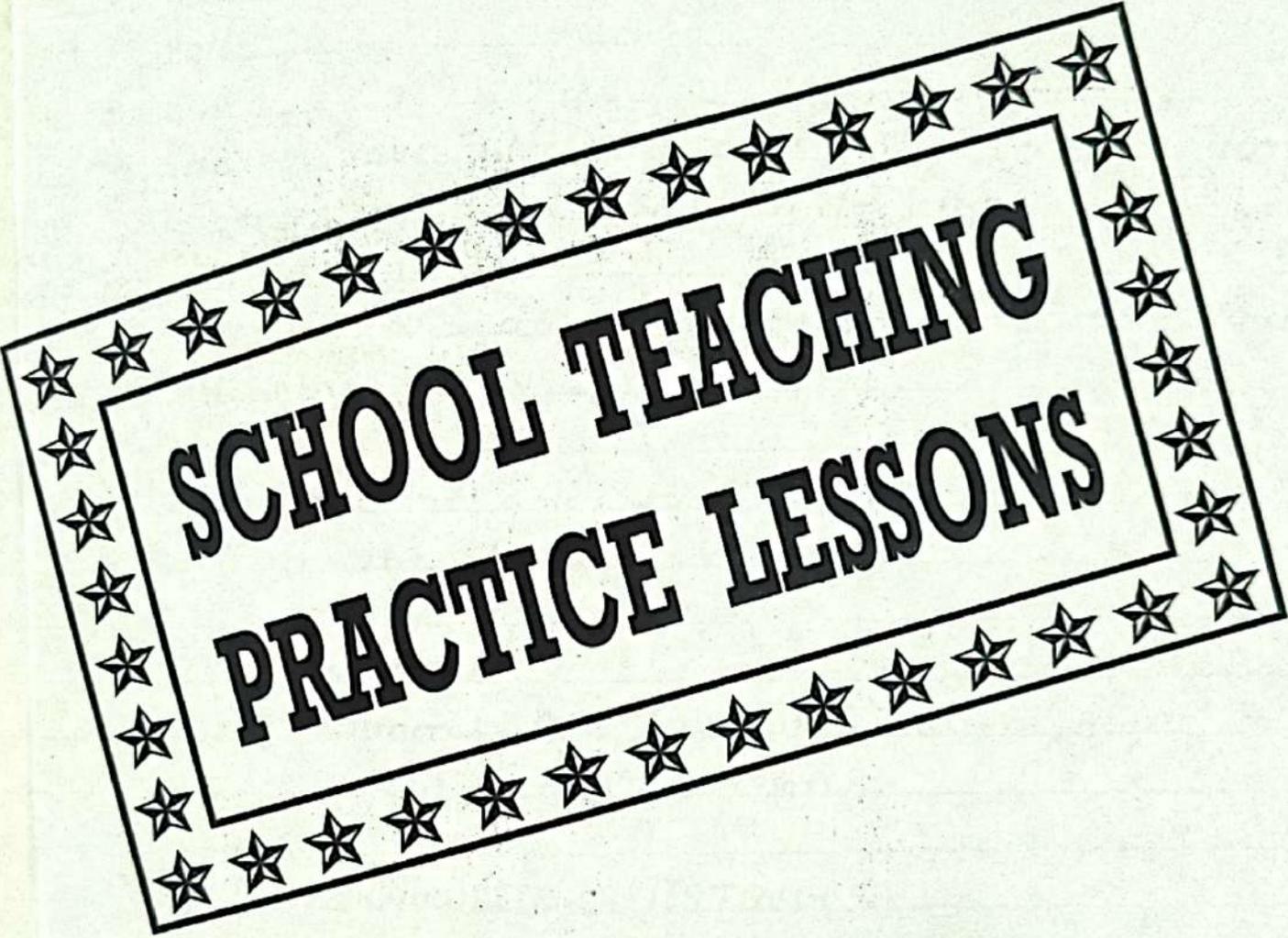
VERB

ADVERB

PRE-POSITION

CONJUNCTION

INTERJECTION



**SCHOOL TEACHING
PRACTICE LESSONS**

Date... 01-12-2024 LESSON No. ... 1

Pupil Teacher's Name ... Ruby Jha

Duration of the period... 40 min

Class... VII

Pupil Teacher's Roll No. ... 2446

Subject... English

Average Age of the pupils...

Topic... voice - types of examples

INSTRUCTIONAL OBJECTIVES

- 1) Student's are able to recognize and recall the voice
- 2) Student's are able of classifying and editing Examples of voice and their types
- 3) Student's are able to reason out the Rules of changing voice
- 4) Student's 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

STUDENT'S ACTIVITY

1) what is a sentence?

A group of words that make a complete sense

2) what is the structure of system of a sentence?

Sub + V + Obj

3) Can we change the system?

No, Response

ANNOUNCEMENT OF THE TOPIC

Students today we will discuss about voice

PRESENTATION

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	STUDENT'S ACTIVITY	BLACK-BOARD ACTIVITY
DEFINATION	A voice is a form of verb which known its connections with a sentences.		<u>VOICE</u> voice is a form of verb which known its connections with a sentences
TYPE OF VOICE	There are two types of voice ① Active voice ② Passive voice		Types of voice ① Active voice ② passive voice
ACTIVE VOICE	When the subject acts or performs the action.	Student's listen carefully	<u>Ex Active voice</u> when the sub acts or perform the action
EXAMPLE	The hunter killed the lion.		Ex: The hunter killed the lion.
PASSIVE VOICE	when the subject of the verb is acted upon the action.		

SUBJECT MATTER

PUPIL-TEACHER ACTIVITY

STUDENT'S ACTIVITY

BLACK-BORD ACTIVITY

EXAMPLE

The lion was killed by the hunter.

DIFFERENCE BETWEEN ACTIVE AND PASSIVE VOICE

The cow eats grass -
grass eaten by the cow

AND

→ The meanings are different in these structure the subject is cow in the 1st sentence but in the 2nd sentence the subject (grass) does not do any work itself so the 1st sentence is Active and 2nd sentence is passive

CHANGE THE RULE OF VOICE

The rules of changing active into passive

- 1) We change Subject into object and object into Subject.
- 2) The use of types of the types of verb (is, am, are, was, were)

Difference b/w Active & passive voice

change the role of voice

we change sub into object and object into subject.
→ The use of types of the types of verb (is, am, are, was, were)

② When we change the subject into object we use the word (by) before the word.

SUBJECT MATTER

PUPIL-TEACHER ACTIVITY

STUDENTS ACTIVITY

BLACK-BOARD ACTIVITY

been being and IIIrd form of verbs
3) When we change subject into object we, used the word (by) before the word.

If the subject is any pronoun then we should change it into object

- 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

man we shall change into objects

I	=	me
we	=	us
He	=	Him
She	=	Her
It	=	it
they	=	them
She	=	Her

RECAPITULATION

change following sentence into Passive voice

- 1) I see a bird
- 2) He eats the apple
- 3) He makes chain

HOME-WORK

change the voice of the above in your notebooks.

ADK

VOICE

ACTIVE VOICE

Tells us what a person or thing does.

The Subject performs the action (verb) on the object.

Sub + verb + object

Example! -

- 1) Ram eats a mango.
- 2) They read a book.

PASSIVE VOICE

Tells us what is done to someone or something. The Subject is being acted upon.

object + verb + subject

Example! -

- 1) A mango is eaten by Ram
- 2) A book is read by them

LESSON No. ... 2 ...
Date... 03-12-2024
Pupil Teacher's Name ... Ruby Jha
Class... VI
Subject... English
Duration of the period... 40 min
Pupil Teacher's Roll No. ... 2446
Average Age of the pupils...
Topic... The Thirsty Crow

INSTRUCTIONAL OBJECTIVE

- 1) Student's are able to recognize and recall the story the "thirsty crow".
- 2) Student's are able to interpret the story "The Thirsty Crow".
- 3) Student's are able to predict and establish hypothesis on the story "The Thirsty Crow".
- 4) Student's are able to synthesis on the meaning of the story the "thirsty crow".

TEACHING AID

GENERAL AID :- Chalk, duster, Pointer Board

SPECIFIC AID :- charts

PREVIOUS KNOWLEDGE TESTING.

PUPIL-TEACHER ACTIVITY

- 1) Do you know about any story?

STUDENT'S ACTIVITY

Student's answer Yes we know about the greedy dogs story

2) what is the system of sentence

Student's answer it is sub + verb + obj

3) can we change the system

NO, Response

ANNOUNCEMENT OF THE TOPIC

Student today we will listen about the story "THE THIRSTY CROW"

PRESENTATION

SUBJECT MATTER

PUPIL-TEACHER ACTIVITY

STUDENTS ACTIVITY

BLACK-BOARD ACTIVITY

MODEL READING

Teacher will ask the students to open the book and he will read a paragraph of the story with proper power and correct pronunciation

one hot day a crow was very thirsty. He searched for water everywhere but there was no water anywhere.

PRONOUNCIATION AND DRILL

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.

He tried hard but couldn't reach. He picked the pebbles one by one.

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	STUDENT'S ACTIVITY	BLACK-BOARD ACTIVITY
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The teacher will now perform a pronunciation drill of the following difficult words

<u>Words</u>	<u>Meaning</u>
Summer	दिवस
Thirsty	प्यासा
Flew	उड़ना
Search	तलाश
water	पानी
get	पाना
Anywhere	कहीं भी
Last	अंत
Reached	पहुंचा
garden	बगीचा

Student's will learn about the pronunciation of words and Note the difficult words-meaning in their Notebook.

words	meaning
Summer	दिवस
Thirsty	प्यासा
Flew	उड़ना
Search	तलाश
water	पानी
get	पाना

IMITATION READING



Difficult word meaning

IMITATION READING

Student's to read the story
The pupil-teacher will make the error of student's during the reading

Other student listen

SUBJECT MATTER

PUPIL-TEACHER ACTIVITY

STUDENT'S ACTIVITY

BLACK-BOARD ACTIVITY

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

Student's Listen carefully and write the words in the Notebooks

Silent reading

Teacher will ask students to read the story without moving their lips and pronouncing sound and teacher looking at the student's

DIFFICULT WORD

Words **Meaning**

Saw देखा

very बहुत

little थोड़ा

Beats पीटा

Reach पहुँचा

Drink पीता

Do करता

SILENT READING

what did the crow do?
Teacher will ask student's to read story without moving their lips and pronouncing sounds and teacher looking at the students

He flew about in search of water

MORAL OF

THE

STORY

READING OF THE STORY BY STUDENTS

The pupil-Teacher will make error of student's during reading.

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

Students will listen carefully

MORAL OF THE STORY

Where there is a will there is a way

RECAPITULATION

1. What is the title of the story?
2. Where did the crow reach and what did he do?
3. What is the moral of the story?

HOME-WORK

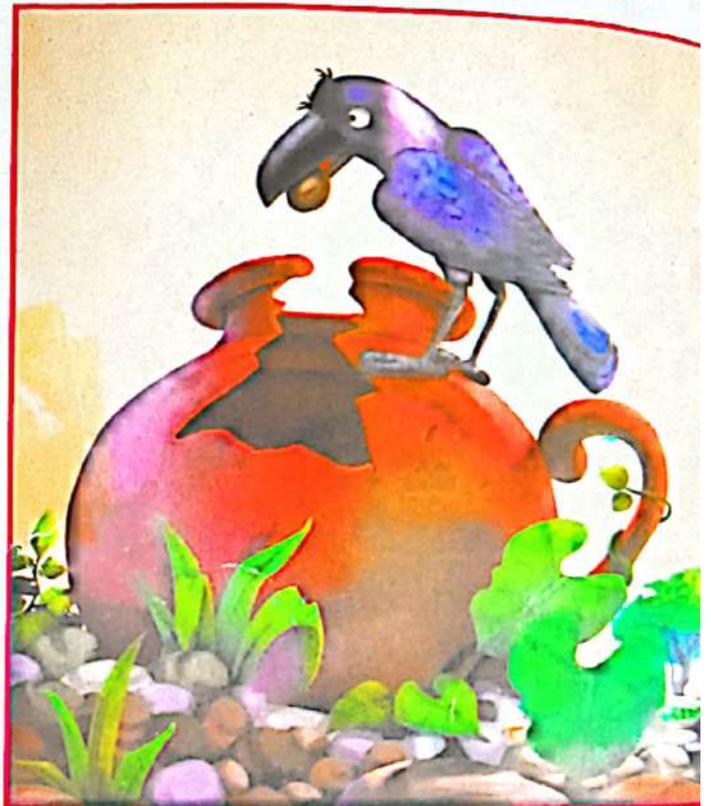
Write and learn the story in your own words.

STORY TELLING

STORY

Thirsty Crow

A Thirsty crow flew around a village in search of water but couldn't find any. After a long time he finally found a pitcher with very little water in it. He put his beak inside but was unable to reach the water. He looked around and saw few pebbles. He dropped the pebbles, each at a time, and saw the water level rising up and finally it reached the brim. The crow drank water and quenched his thirst.



Date... 09.12.2024

LESSON No. 3

Pupil Teacher's Name Rubytha

Duration of the period... 40 min

Class... VII

Pupil Teacher's Roll No. 2446

Subject... English

Average Age of the pupils...

Topic... The Fox & The Grapes

INSTRUCTIONAL OBJECTIVE

Knowledge objective

- 1) Student's are able to recognize and recall the story "THE FOX AND THE GRAPES"

UNDERSTANDING OBJECTIVE

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

APPLICATION OBJECTIVE

- 1) Student's reason out and try to add hypothesis to the story

SKILL OBJECTIVE

- 1) Student's analyze and write 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	STUDENT'S ACTIVITY
1) Do you know about any story?	Yes, we know about the story of the "generous Good"
2) Do you know about the structure of sentence	Student's answer Sub + V Obj.
3) Can we change this system	No, response

ANNOUNCEMENT OF THE TOPIC

Student's today we will discuss about the story "The Fox and the grapes".

PRESENTATION

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	STUDENT'S ACTIVITY	BLACK-BOARD ACTIVITY
MODEL READING	Teacher will ask the student's to open and look into their books. She will read the story	Student's will see in their books & listen	

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	STUDENT'S ACTIVITY	BLACK-BOARD ACTIVITY
	with proper pause and correct pronounciation.	Carefully	<div data-bbox="1085 448 1556 1702" style="background-color: black; color: white; padding: 10px;"> <p><u>MODEL READING</u></p> <p><u>Pronunciation of drill</u></p> <p>Exploration of the difficult word</p> <p>Hunger - <u>ख़र</u></p> <p>Search - <u>ख़तर</u></p> <p>Saw - <u>देखा</u></p> <p>Ripe - <u>फ़ल</u> <u>फ़ल</u></p> <p>Reached - <u>पहुँचा</u></p> </div>
PRONOUNCIATION AND DRILL	Now pupil-teacher will conduct a pronounciation drill of the following words	Student's will listen correct pronounciation of the word.	
EXPLANATION OF THE DIFFICULT WORDS	Hungry <u>ख़र</u> Search <u>ख़तर</u> Reached <u>पहुँचा</u> Garden <u>बाग़</u> Saw <u>देखा</u> Grapes <u>ख़मिर</u> Ripe <u>फ़ल फ़ल</u>		
IMITATION READING	Teacher will ask two or three student's to read the story aloud	Other student listen	
READING OF STORY BY THE STUDENTS	The pupil teacher marks error of the student's during reading. The Teacher will write words & their meaning on the board and		

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	STUDENT'S ACTIVITY	BLACK-BOARD ACTIVITY
----------------	------------------------	--------------------	----------------------

explain them one-by-one
 wanted चाहता
 Jumped कूटना
 Reached पहुँचा
 Again दोबारा
 Tired थकता
 Fall गिरता
 Ill बिकर

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

Student's will read the story silently.

Application of difficult words of student's in class
 pupil-teacher will ask students to read the story and sound the class for looking at that student.

pupil-teacher will ask student's to use the difficult words in their own sentence

MORAL OF THE STORY: THE GRAPES ARE SOUR

Application of difficult words in class
 pupil teacher ask student's to read the story and sound the class for looking at the student
Moral of the story
 The grapes are sour.

RECAPITULATION

Ques what is the title of the story?

Ques what did the fox search for?

Ques what did the fox do?

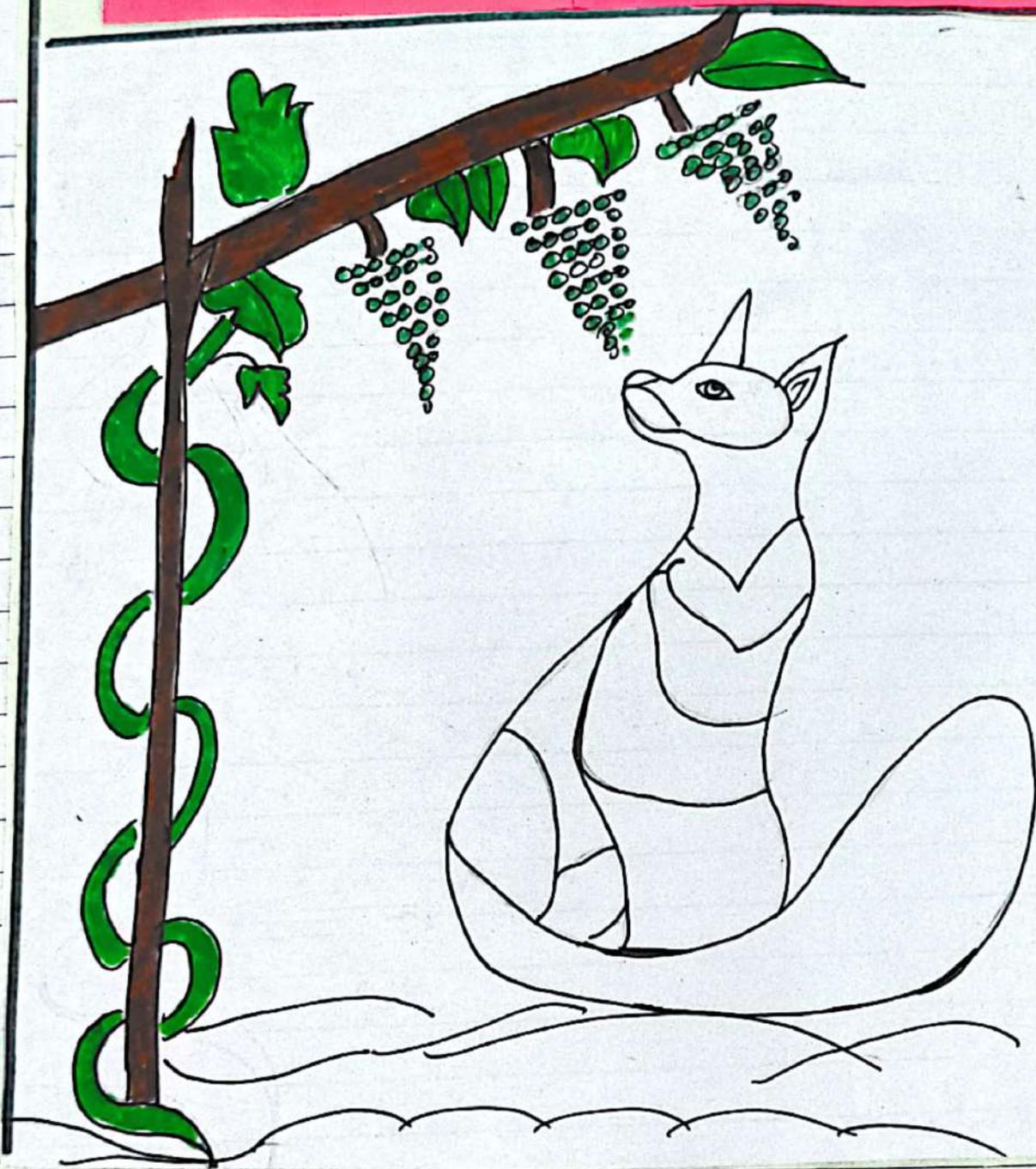
Ques what is the moral of the story?

HOME-WORK

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

W

THE FOX AND THE GRAPES



Once there was a Fox. He was very hungry. He came to a garden. He saw branches of grapes. The grapes were very high. He jumped to get them. He could not reach them. At last, he was tired. He gave up hope. He said, "Grapes are sour." He went away.

MORAL :- THE GRAPES ARE SOUR.

Date..... 12-12-2024
 Pupil Teacher's Name Ruby Jha
 Class..... VIII
 Subject..... English
 LESSON No. 4
 Duration of the period..... 40 mins
 Pupil Teacher's Roll No. 2446
 Average Age of the pupils.....
 Topic..... Life of Marco Polo

INSTRUCTIONAL OBJECTIVES

- 1) Students recall and recognize the European who travelled Asia.
- 2) Student's are able to interpret the experience of Marco Polo, while crossing Asia.
- 3) Student's are able to reason out the escapes of Marco Polo.
- 4) Student's are able to evaluate the hardships of coming through Asia, which we all do understood.

TEACHING AID

GENERAL AID :- chalk, duster Board, pointer
 SPECIFIC AID :- Model

PREVIOUS KNOWLEDGE TESTING

PUPIL-TEACHER ACTIVITY	STUDENT'S ACTIVITY
1) what is the name of the person who travelled	Student's discuss and answer colombus

by sea and discovered America?

2) Who discovered the sea route of India

Vasco - da - gama

3) What was the name of the European who travelled right across asia

ANNOUNCEMENT OF THE TOPIC

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

PRESENTATION

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	STUDENT'S ACTIVITY	BLACK-BOARD ACTIVITY
MODEL READING	Teacher will ask students to open and look into the books. He will read the paragraph from the topic with proper pause and pronunciation.	Students will see in their books with correct and proper pronunciation	
PRONUNCIATION AND	Now Pupil-teacher will conduct a drill of		

SUBJECT MATTER	PUPIL'S - TEACHER ACTIVITY	STUDENT'S ACTIVITY	BLACK-BOARD ACTIVITY
DRILL	pronunciation and explain difficult words	Student's will listen carefully	<u>Life of marcopoto</u> → <u>Model Reading</u> → <u>pronunciation drill</u> <u>Imitation Reading</u> → meaning of difficult word. → <u>Comprehension</u>
	Famous <u>शसिद्ध</u>		
	Empire <u>राज्य</u>		
	Traveller <u>यात्री</u>		
	Language <u>भाषा</u>		
	Emperors <u>महाराजा</u>		
	Governor <u>राज्यपाल</u>		
	Permission <u>अज्ञात</u>		
READING PARAGRAPH BY TEACHER	Now teacher will read the para loudly with correct and proper pronunciation	Student's will listen carefully and note down the difficult	
IMITATION READING	Teacher will ask 2-3 Student's to read the paragraph individually Teacher will write words and meanings on the board	Words in their Notebooks	
MEANING OF DIFFICULT WORDS:	Empire <u>साम्राज्य</u> Kingdom <u>साम्राज्य</u> King <u>राजा</u> important <u>जरुरी</u>		

SUBJECT MATTER	PUPIL'S-TEACHER ACTIVITY	STUDENT'S ACTIVITY	BLACK-BOARD ACTIVITY
COMPREHENSION QUESTION	who was the emperor of china When Marco polo reached there?	Kubla Khan	Silent Reading
SILENT READING	Teacher will ask students to read the paragraph silently without moving their lips and without producing any sound Teacher will move around and observe the student's		Teacher will ask student's to read the paragraph silently.
COMPREHENSION QUESTION	How Kubla Khan received Marco Polo?		Comprehension Question
QUESTION	Ans: Kubla Khan received Marco polo with great kindness pupil teacher will write wrongly pronounced words on board and will provide pronounced drill to student's to improve their english pronunciation.	great kindness Student's will learn correct pronunciation of words	① How Kubla Khan received marco polo? Ans Kubla Khan received marco-polo with the great kindness.

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 asia?

HOME-WORK

write & learn the summary of Marco polo in your notebook.

Marco Polo

Marco Polo was one of the first and most famous Europeans to travel to Asia during the Middle Ages. During his 24-year journey that was along the Silk Road, reaching China and Mongolia. Marco Polo was born around 1254 into a Venetian merchant family. His father, Niccolo, and his uncle Maffeo were jewel merchants. The Polo brothers took 17-year-old Marco with them to Asia. The Polos traveled through Armenia, Persia, and Afghanistan. The journey took three to four years; finally, the Polos reached Beijing and met Kublai Khan.



Marco immersed himself in Chinese culture, learning the language and taking notes of customs. The Khan was impressed and appointed Marco as special envoy. This position allowed Marco to travel Tibet, Burma and India. Over the years, Marco was promoted to governor of a great Chinese city, and to an official seat on the Khan's Privy Council. Through it all, he was impressed with the empire's paper money, efficient communication system, coal burning and porcelain. The Polos stayed in China for 17 years.

Eventually, the Polos made it back to Venice. After being gone for 24 years, people did not recognize them. His writings are known as "The Travels of Marco Polo." Therefore, Polo went on to start a business, marry, and father three daughters. Polo died in 1324. The information in his book proved vital to European geographic understanding and inspired countless explorers.

Date 14-12-2024

Pupil Teacher's Name Ruby Sha

Class VII

Subject English

Duration of the period 40 min

Pupil Teacher's Roll No. 2446

Average Age of the pupils

Topic How beautiful is the Rain.

INSTRUCTIONAL OBJECTIVE

- 1) Students recall and recognize the poem "How beautiful is the rain".
- 2) Student's are able to learn example and express the beauty brought by rain.
- 3) Student's reason out the beauty of the rain
- 4) Student's synthesis their importance towards the poem.

TEACHING AID

GENERAL AID : chalk, duster Board Pointer

SPECIFIC AID : chart

PREVIOUS KNOWLEDGE TESTING

PUPIL-TEACHER
ACTIVITY

STUDENT'S ACTIVITY

1) How many seasons are there in a country?

The student's discuss and answer "there are four main seasons".

2) write the names of the seasons

Student's answer
Summer, autumn, Rainy
Season and winters

3) what is the season when the clouds cover the sky

No, Response

ANNOUNCEMENT OF THE TOPIC

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

PRESENTATION

SUBJECT
MATTER

PUPIL-TEACHER
ACTIVITY

STUDENT'S
ACTIVITY

BLACK-BOARD
ACTIVITY

How
Beauty ----

Fairy
Street

Gist of
the
poem

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.

where there is rainfall,
it cools, refreshes the
earth and all the people

How beautiful
is the Rain

The Rainy-
Season when
there is a
Rainfall it
cools down
the earth.
The people
enjoys the
Rain ----

SUBJECT MATTER	PUPIL - TEACHER ACTIVITY	STUDENT'S ACTIVITY	BLACK-BOARD ACTIVITY											
	<p>enjoy the rain because it looks very beautiful at that time. But after sometime, there is mud and mud on the roads</p> <p>Rain soothes the hearts of people & they like it.</p>	<p>Student's will keep their note books closed & listen the poem very attentively</p>	<p><u>Difficult Word meaning.</u></p> <p><u>Imitation Reading by the students</u></p> <p>Teacher will ask a few students to read the poem individually one by one</p> <p>→ Choral recitation</p> 											
	<p>Rain soothes the hearts of people and they like it.</p>	<p>Student's will pronounce</p>												
MODEL READING	<p>Now the teacher will recite the poem with proper pause rhythm</p>	<p>words individually one by one</p>												
PRONOUNCIATION SKILL	<p>Teacher will conduct a pronunciation drill of the following words :-</p> <table border="0"> <tr> <td>Beautiful</td> <td>रूँदर</td> </tr> <tr> <td>Broad</td> <td>चाई</td> </tr> <tr> <td>Fiery</td> <td>बहुन दिम</td> </tr> <tr> <td>Struggler</td> <td>सिद्ध</td> </tr> <tr> <td>Narrow</td> <td>नी</td> </tr> <tr> <td>Clotters</td> <td>की ली एम</td> </tr> </table>	Beautiful	रूँदर	Broad	चाई	Fiery	बहुन दिम	Struggler	सिद्ध	Narrow	नी	Clotters	की ली एम	
Beautiful	रूँदर													
Broad	चाई													
Fiery	बहुन दिम													
Struggler	सिद्ध													
Narrow	नी													
Clotters	की ली एम													

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	STUDENT'S ACTIVITY	BLACK-BOARD ACTIVITY
MODEL READING	Teacher will recite the poem in a well modulated voice as before.	Student's will try to note in the note	
DIFFICULT WORD MEANINGS	Teacher will try to explain the meaning of difficult words, in the clearest manner to be able to give the Student's the meanings of all the difficult words Broad - $\overline{\text{विस्त}}$ Fiery - $\overline{\text{दिव्य}}$ Suddenly - $\overline{\text{अचानक}}$	books, the meanings of all the difficult words.	
MODEL READING	The Teacher will recite poem again		
IMITATION READING BY THE STUDENTS	Teacher will ask a few students to read the poem individually one-by-one		
choral Recitation	Now the teacher will ask all student's to read the poem in a group.		

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.

Q

Date... 23-12-2024

Duration of the period... 40 min

Pupil Teacher's Name... Rubytha

Pupil Teacher's Roll No... 2446

Class... VIII

Average Age of the pupils...

Subject... English

Topic... Tense

INSTRUCTIONAL OBJECTIVE

- 1) Student's are able to recall and recognize the student's discussion on Tenses.
- 2) Student's are able to classify Tenses are of three types - Past, present & Future.
- 3) Student's can reason out and formulate hypothesis on the tense.
- 4) Student's analyze the type of tenses given in a customer's verdict / sentence.

TEACHING AID

GENERAL AID : Board, chalks, duster, Pointer

SPECIFIC AID : Model

PREVIOUS KNOWLEDGE TESTING

PUPIL - TEACHER ACTIVITY

STUDENT'S ACTIVITY

- 1) He is building a house
what is the Subject

Student's answer "He"

2) what is the verb in the sentence?

Student's answer "build"

3) what is the difference in the sentence.

No, Response

ANNOUNCEMENT OF THE TOPIC

Student's today we shall discuss "Tense"

PRESENTATION

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	STUDENT'S ACTIVITY	BLACK-BOARD 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	Student's listen carefully	
EXAMPLES	<ul style="list-style-type: none">• I like tea• His father was a farmer• He is going to Bombay		

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	STUDENT'S ACTIVITY	BLACK-BOARD ACTIVITY
TYPES OF TENSES	There are 3 types of tenses :- 1. Past tense 2. Present Tense 3. future tense		
PRESENT TENSE	This tense - tells of some work done now		
EXAMPLE	<ul style="list-style-type: none"> • I am playing • She is reading • They are working 		
TYPES OF PRESENT TENSE	There are 4 types :- 1. Present Indefinite 2. Present continuous 3. Present Perfect 4. present perfect continuous	Student's listen carefully	
PRESENT INDEFINITE TENSE	it is used to express something which is done habitually • I go to office everyday	Student's note in the notebook.	
<u>Ex:</u>	it is used to express a universal truth		

EXAMPLES

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

- Q He is _____ (write) a book.
- Q He _____ (work) here for 40 yrs.
- Q The sun _____ (set) in the west

HOME-WORK

Fill in the blanks with appropriate tenses.



Tenses



The tense of a verb shows the time and continuity of an action. It also indicates the extent of completion of its action.

There are three tenses. They are:

1. Present Tense

2. Past Tense

3. Future Tense

Each tense has four forms: Simple, Continuous, Perfect and Perfect Continuous.

Read the table given below :

	Present Tense	Past Tense	Future Tense
Simple	Sub + V1 + Obj Sheena writes a letter. I write a letter. We write a letter.	Sub + V2 + Obj Sheena wrote a letter. I wrote a letter. We wrote a letter.	Sub + will + V1 + Obj Sheena will write a letter. I will write a letter. We will write a letter.
Continuous	Sub+is/am/are+ V1+ing Sheena is writing a letter. I am writing a letter. We are writing a letter.	Sub+was/were+V1+ing +Obj Sheena was writing a letter. I was writing a letter. We were writing a letter.	Sub + will + be + V1 + ing + Obj Sheena will be writing a letter. I will be writing a letter. We will be writing a letter.
Perfect	Sub+has/have+V3+Obj Sheena has written a letter. I have written a letter. We have written a letter.	Sub+had+V3+Obj Sheena had written a letter. I had written a letter. We had written a letter.	Sub + will + have + V3 + Obj Sheena will have written a letter. I will have written a letter. We will have written a letter.



Learning by Doing

Complete the following sentences by using simple present tense and present continuous tense forms of verbs given in the brackets.

1. Wild animals _____ in forests. (live)
2. I _____ for California next week. (leave)
3. Joe can't play now as he _____ his mother in the house. (help)
4. An honest person always _____ the truth. (speak)
5. There are some birds that _____ every year. (migrate)
6. The snow _____ heavily now. (fall)

Complete the sentences using the simple past or the present perfect tense of the verbs given in the brackets. The first one has been done for you.

1. My pet **died** six years ago. (die)
2. No one _____ from her for the past six years. (hear)
3. I _____ that film last week. (see)
4. Someone _____ this crockery. (break)
5. You _____ your new coat. (tear)
6. You _____ us that already. (tell)

LEARNING OUTCOME(S)

- * Writing Skill
- * Experiential Learning



**DISCUSSION
LESSON**

Date..... 25-12-2024 LESSON No. 1
Duration of the period..... 40min
Pupil Teacher's Name..... Rubyjna Pupil Teacher's Roll No. 2446
Class..... VII Average Age of the pupils
Subject..... English Topic..... clause

INSTRUCTIONAL OBJECTIVE

- 1) Student are able to recognize and recall "clauses" and the "types of clauses".
- 2) Student's are able to see the relationships between clauses various types in a sentence and how it sets the structure of a sentence.
- 3) Student's are able to reason out the clauses, their types and uses.
- 4) Student's 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	STUDENT'S ACTIVITY
1) what is this? (pointing at a pen)	Student's answer "this is a pen"

2) In which state do you live?	Student's answer "Delhi"
3) Who is your best friend?	one of the student's answer "Ram"
4) In above question, what is Pen, Delhi & Ram	No, Response

ANNOUNCEMENT OF THE TOPIC

Student's today we shall discuss about "Clause"

PRESENTATION

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	STUDENT'S ACTIVITY	BLACK-BOARD ACTIVITY
CLAUSE	clause is a group of words which has a Subject and a predicate of its own, but forms part of a sentence.	Student's listen carefully	
EXAMPLE	I don't know <u>what he did</u> This is the house <u>where he lives</u> .		

SUBJECT MATTER	PUPIL-TEACHER ACTIVITY	STUDENT'S ACTIVITY	BLACK-BOARD ACTIVITY
EXAMPLES	<p>I cannot work while you are talking.</p> <p>In above sentences, the underlined words are clauses</p>	<p>Student's listen carefully and write in the Notebooks</p>	
TYPES OF CLAUSES	<p>clauses are of 3 types:</p> <ol style="list-style-type: none"> ① Principle clause ② sub-ordinate clause ③ coordinate clause 		
QUESTION	<p>How many types of clauses are there?</p>	<p>Student's answer There are 3 types of clauses</p>	
PRINCIPLE CLAUSE	<p>A principle clause is a clause which stands by its self, as complete sentence</p>		
EXAMPLE	<ul style="list-style-type: none"> • I do not know • I cannot work • This is the house 	<p>Student's listen carefully</p>	
QUESTIONS	<p>Are you satisfied with these examples?</p>	<p>Student's answer "yes"</p>	

TEACHING POINTS	PUPIL-TEACHER ACTIVITY	STUDENTS ACTIVITY	BLACK-BOARD ACTIVITY
SUBORDINATE-CLAUSE	<p>A Subordinate clause is a clause which depends on the principle clause in the sentence for its full meaning.</p>	<p>Student's listen carefully</p>	
EXAMPLE	<p>1. This is the house where <u>he lives</u></p> <p>2. I cannot work while <u>you are talking</u></p>		
QUESTION	<p>What is the meaning of the underlined words</p>	<p>These are Subordinate clauses.</p>	
COORDINATE CLAUSES	<p>coordinate clauses are introduced by subordinate conjunctions - as, because, since, than, though, if, that, but, and, so, or and otherwise</p>		
EXAMPLE	<p>I helped the old man and he thanked me for <u>this</u>.</p> <p>work hard <u>or</u> you will fail in the exams.</p>		

QUESTIONS what is the meaning of the underlined words

Student's answer
"Coordinate clause"

STRUCTURE OF SENTENCE There are 3 types of Sentences.

- SENTENCE
1. Simple Sentences
 2. compound Sentences
 3. complex Sentences.

"yes"

QUESTION Do you know about these Sentences?

SIMPLE SENTENCES it contains one subject and one verb in predicate

EXAMPLE Ashoka was a great king

Student's answer

there is

QUESTIONS Do you know the above underlined words?

one suby
and one verb.

RECAPITULATION

Ques what is the definition of "clause" ?

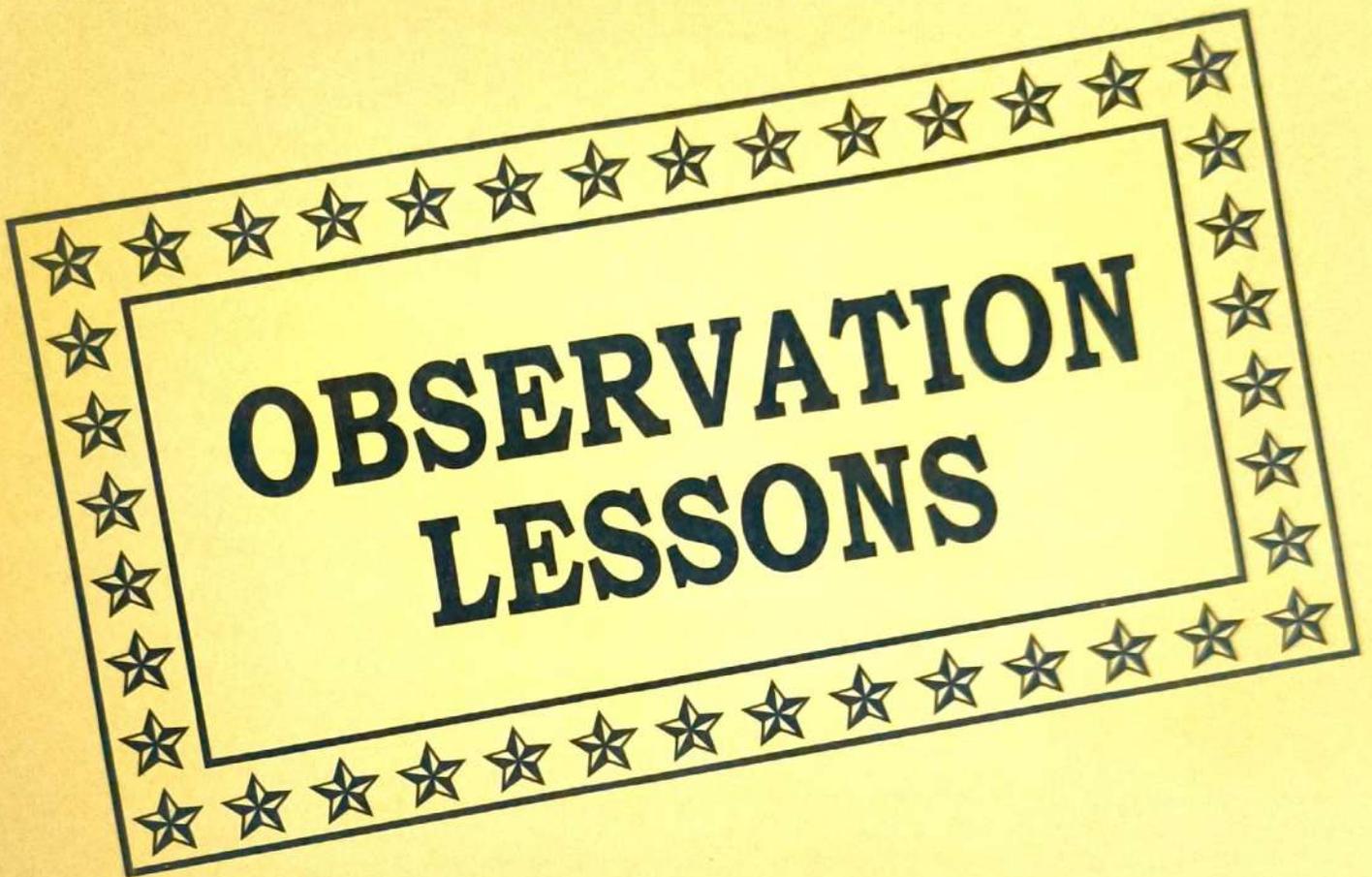
Ques How many types of clauses are there?

Ques Give some examples of clauses.

HOME-WORK

1. Learn and write the meaning and types of clauses?

W



**OBSERVATION
LESSONS**

Observation Lesson No. 1

Date.....

Duration of the period.....

Pupil Teacher's Name Ruby Jha

Pupil Teacher's Roll No. 2446

Class VII

Average Age of the pupils.....

Subject SST

Topic pollution

1. Previous Knowledge testing was simple and 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. student's were involved in the lesson.
7. Homework was given to the student's.

Ruby Jha

Sign. of Pupil Teacher

Sign. of Supervisor

Observation Lesson No. 2

Date.....

Duration of the period 30-35 min

Pupil Teacher's Name Ruby Jha

Pupil Teacher's Roll No. 2446

Class 8th

Average Age of the pupils.....

Subject English

Topic Adverb

- Previous Knowledge Testing was done by the teacher
- voice was loud and clear.
- chalk board work was very effective.
- classroom management was good
- explanation was given very effectively.
- lesson plan was well planned
- overall presentation was good
- Teaching aids were used properly.

Ruby Jha

Sign. of Pupil Teacher

Sign. of Supervisor

SCHOOL REPORT

Our teaching practice was held in Another model public school. On my first day in school, the principle of school introduced me with the staff members of the school. The time-table was prepared for me by the school administration as per schedule.

I went to the classroom, and introduced myself with student's and vice-versa. After that I asked some questions to the student's to test their previous knowledge.

All the student's participated very well. Finally I started the new chapter this was my experience in the school.

SCHOOL BUILDING :- The school was built in large area. It has airy rooms.

Facilities of drinking water and washrooms. There was a principle office, playground, library, science and mathematics labs. ICT lab, computer lab and classrooms. There was a chair, a board, duster, table, dustbin, fans and light on each room.