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Micro Lesson

LESSON PLAN - 1

INTRODUCTION SKILL

PT's Roll no - 1944

Subject - English.

Topic - "Pt. Jawahar Lal Nehru"

Class - VIII

Duration - 06 min

Date - 17-11-14

Pupil Teacher:-

Today we will give introduction about "Pandit Jawahar Lal Nehru".

Pt. Jawaharlal Nehru was the first prime minister of free India. He was born on 14th Nov, 1889 at Allahabad. His father's name was Pt. Motilal Nehru. Jawaharlal Nehru was the only son of his parents. He was brought up like a prince amidst riches. He studied in England and returned to India by becoming a lawyer. He came in touch with Mahatama Gandhi. He became his disciple. He was fond of children. They called him "Chacha Nehru". That is why his birthday is celebrated as "children's Day".

Pupil's Teacher's activity	Pupil's activity	com
1. Who is the first Prime minister of free India?	Pandit Jawaharlal Nehru	Good
2. How was he brought up?	like prince amidst riches.	conv esse
3. How was Gandhi's influence on him?	Gandhi's influence on him was so great that he became his disciple.	conv esser
4. Why is his birthday as "Children's day"?	Because he was fond of children.	Te Under

OBSERVATION SCHEDULE - CUM

OBSERVER'S NAME:-

TALLIES	COMPONENTS DESIRABLE BEHAVIOUR	RATING
	using appropriate beginning and conducting	0 1 (2) 3 4 5 6
	using explaining skills	0 1 2 (3) 4 5 6
	covering essential points	0 1 2 (3) 4 5 6
	Testing pupil's understanding	0 1 2 3 (4) 5 6
	Undesirable Behaviours :-	
	using irrelevant statement	0 (1) 2 3 4 5 6
	lacking continuity	0 1 2 3 (4) 5 6
	lacking fluency.	0 1 2 (3) 4 5 6
	using inappropriate vocabulary, vague words and phrases	0 1 2 (3) 4 5 6

observer's signature

EVALUATION SCHEDULE

Tallies	COMPONENT	RATINGS
	<u>Desirable Behaviour</u>	
IIII	using appropriate beginning and concluding statement.	0 1 2 3
IIII	using explaining links.	0 1 2 3
IIII	Covering essential points	0 1 2
III	Testing pupils understanding	0 1 2
	<u>Undesirable Behaviour</u>	
	using irrelevant statement	0 1 2 3
	lacking continuity	0 1 2 3
	Lacking fluency	0 1 2
	using inappropriate vocabulary vague words.	0 1 2 3

Chy
 2/10/14

LESSON PLAN - 2

5

STIMULUS VARIATION SKILL

PT's Roll no - 1944

Subject - English

Topic - "Nothing will Die"

Class - VIII

Duration - 6 mins.

Date - 18-11-14

STEPS	PUPIL'S TEACHER'S ACTIVITY	Pupil's Activity	Components
Introduction	The teacher tells the students the name of the poem "Nothing will Die". and the name of the poet is Alfred Tennyson. she writes the name of the poem and poet on the black board.	Student's listen carefully.	Audio - visual ai are used.
Model reading	The teacher recite the poem - Never, or never nothing will die, the stream flows, the wind blows. The clouds fleet, the heart beats, Nothing will Die, nothing will Die. All things will change. through entirely tis the world's winter, Autumn, Summer are gone long ago.	Student's listen carefully.	
Comprehensive study	Difficult words are:- ① A weary-tired ② Autumn - a season. (The pupil teacher will write difficult words on the black board)	A weary-stream is never weary of flowing Autumn is a spring season. (The students note down the meaning of difficult words)	Teacher pupil Introduction Body movement audio visual carefully

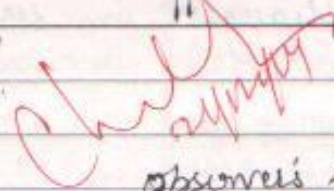
STEPS	Pupil's teacher activity.	Pupil's activity	Comp
Model reading (with open Book)	Never, o never Nothing will die, The stream flows, the wind blows, The cloud fleets, the heart beats Nothing will die.	students listen carefully.	cho spee pal
Evaluation	The pupil's teacher asks same questions:- ① What will never die? ② What does the stream do? ③ The teacher ask the 'central idea of the poem?	Nature will never die. The stream flows. The central idea of the poem is the eternity of the nature.	

OBSERVATION SCHEDULE - CUM

7

observer's name —

Tallies	Components	Rating
	Body Movements	0 1 2 (3) 4 5 6
	Gesture	0 1 2 3 4 (5) 6
	Changes in speech pattern	0 1 2 3 (4) 5 6
	Focussing	0 1 2 (3) 4 5 6
	Changes in introduction	0 1 2 3 4 5 (6)
	Changes in audio-visual sequence	0 1 2 (3) 4 5 6
	Focussing.	0 1 2 3 4 5 (6)



observer's signature

Evaluation Schedule.

Tallies	Components	Rating
	Body Movement	0 1 2 3
	Gestures	0 1 2 3
	Changes in speech pattern	0 1 2 3
	Focussing	0 1 2 3
	changes in audio-visual sequence	0 1 2 3
	Focussing & pausing.	0 1 2 3
	Changes in interaction style.	0 1 2 3

[Signature]
24/10/19

LESSON PLAN- 3

9.

REINFORCEMENT

Pt's Roll no- 1944

Subject - English

Topic - "About our School"

Class- VIII

Duration- 6mins

Date - 19-11-24

Pupil's Teacher's Activity	Pupil's Activity	Components.
① In which school do you study?	D.A.V. High school.	use of appreciable work
② Where it is situated?	Outside the city	yes, you are saying right, use of accepting statement.
③ How many rooms are there in your school?	40 rooms.	Repetition answer.
④ How many playground in it?	Two play grounds.	listen carefully, use of symbolic verbal language.
⑤ How many teachers are there in your school?	40 teachers.	Yes, you are right, use of accepting statement.
⑥ Who is the headmaster of the school?		yes! you are right, use of accepting statement.

⑦ What is his qualification?

(ok). use appropriate words.

⑧ How many students in your school?

400 students.

(ok) use of appropriate words.

⑨ Holan, do you feel proud on your school?

yes, I feel proud of my school.

write the answer on your blackboard.

OBSERVATION SCHEDULE - CUM

Tallies	Components	Rating.
Desirable Behaviour.		
IIII	use of appropriate word.	0 1 ② 3 4 5
IIII	use of accepting statement.	0 1 2 ③ 4 5
III	Repetition answer.	0 1 ② 3 4 5
IIII	write the right answer on the blackboard.	0 1 2 3 ④
III	use of symbolic non-verbal language.	0 1 ② 3 4 5
IIII	use of other verbal.	0 1 2 3 ④ 5
Undesirable Behaviour		
	use of discourage words.	0 1 2 3 4
	use of discussing statements	0 1 ② 3 4
	use of negative non-verbal components	0 1 2 3 ④ 5
	use of reinforcement	0 1 ② 3 4
observer's signature		

Evaluation schedule

11.

Tallies.	Components.	Rating.
	Desirable Behaviour.	
	use of appropriate word	0 1 2 3 4 5 6.
	use of accepting statement.	0 1 2 3 4 5 6
	Repetition	0 1 2 3 4 5 6
 	write the right answer on the blackboard.	0 1 2 3 4 5 6
	use of symbolic non-verbal language	0 1 2 3 4 5 6
	use of other verbal	0 1 2 3 4 5 6
	Undesirable Behaviour.	
	use of discourage words.	0 1 2 3 4 5 6
	use of disarming sentences	0 1 2 3 4 5 6
	use of negative non-verbal language or components	0 1 2 3 4 5 6
	use of reinforcements	0 1 2 3 4 5 6.

Evaluation's Signature

LESSON PLAN - 4

ILLUSTRATION

Pl's Roll no - 1944

Subject - English

Topic - sentence

class - VII

Duration - 60

Date - 20-1

Pupil Teacher's Activity	Pupils Activity	Comp
1) Boys go to school 2) Ram is playing.	Students listen carefully	making deduct
There are some sentence examples. Now I am going to tell you about sentences. A group of words which makes a complete sense is called a sentence.		
Those sentences declared something which are assertive sentences.	Students listen carefully and note down on their copies.	making deduct

Pupil's Teacher's Activity	Pupil's Activity	Components.
for eg:- ① His father is at home ② A brave man does not fear anybody. ③ These sentences express question called interrogative sentence.	Students carefully listen.	formulating interesting
① what are you looking at? ② who teaches you English? ③ Do you eat staple food?	Student's listen carefully.	
These sentences shows order, request, advice. So they called imperative sentences.		
① what a beautiful stroke it was? ② Alas! He is ruined.		
These sentences express a wish or a prayer is called adaptive sentences. for example:-		
① May you live long? ② May god bless you! (write on the black-board).		

OBSERVATION SCHEDULE COM

Tallies	Components	Rate
IIII	formulating relevant examples	0 1 2 3
IIII	formulating simple examples	0 1 2 3
II	formulating interesting examples	0 1 2 3
IIII	using of appropriate media for examples	0 1 2 3
III	Making use of inductive and deductive	0 1 2 3

Evaluation Schedule

Tallies	Components	Rating
	formulating relevant examples	0 1 2 3 4 5
	formulating simple examples	0 1 2 3 4
	using of interesting examples	0 1 2 3 4
	using of appropriate media for examples	0 1 2 3 4
	making use of inductive and deductive	0 1 2 3 4 5

Evaluator's signature

LESSON PLAN- 5

15

PT's Roll no - 1044

Subject - English

Topic - Sentences

Class - VIII

Duration - 6 mins.

SKILL - Probing question

Date - 21-11-14

Pupils Teacher's Activity	Pupils Activity	Components
① What is the Sentence?	A group of words.	Prompting.
② How many kinds of Sentences are there?	Five	Seeking further information.
③ What is assertive sentences?	Declares something.	Redirection.
④ How many kinds of assertive sentences are there?	Two	Refocusing.
⑤ What is negative sentences	conveys a positive meaning.	Redirection.
⑥ What is Interrogative sentences?	Asks a question	Refocusing.
⑦ What is imperative sentences?	Express request Command and advice?	prompting.
⑧ What is optative sentences?	Express a wish or prayer?	seeking further information.
⑨ What is exclamatory sentences?	Express a sudden feeling of Joy, sorrow and wonder?	
⑩		

OBSERVATION SCHEDULE - CUM

observer's name —		Rating
Tallies	Components	
	prompting	0 1 2 ③ 4 5 6
	seeking further information	0 1 2 3 4 5
	Refocusing	0 1 ② 3 4 5
	Redirection	0 1 2 3 ④ 5
	critical awareness	0 1 2 3 4 5

observer's signature

Evaluation Schedule

Tallies	Components	Rating
	Prompting	0 1 ② 3 4 5
	seeking further information	0 1 2 3 4
	Refocusing	0 1 ② 3 4
	Redirection	0 1 ② 3 4
	critical awareness	0 1 2 3 ④

Evaluators signature

LESSON-1

M's Roll no - 1944

Class - VII

Subject - English

Duration - 30

Topic - Chandni (Prose)

Date - 24/

(*) Content Analysis

- Introduction of the Prose
- Explanation of the Chandni
- Summary of the Chandni

(*) General objectives

- ① To enable the students read English correctly.
- ② To enable the students express their ideas in English.
- ③ To enable correct interest of studies in English language.

(*) Instructional Knowledge:-

After going through this prose lesson the students are expected

(a) Knowledge -

I know about the Chandni recognise and recall about characters, preposition into and sentences construction.

(b) Understanding

Understanding, read and write simple English correctly.

Application

Apply the good points in the daily life learnt from the Chandni

G) Previous Knowledge testing

In order to introduce the lesson and pupil teacher will ask some questions.

PRESENTATIONS

Teaching Points	Pupil's Teacher Activity	Student's Activity
Introduction	P.T will say introduction	
To the Prose	Introduction of the Prose 'chandni' orally pt read and teach the prose chandni.	
Introduction of the lesson	chandni was very pretty and good. She was white as snow and a pair of glimpsy road eyes. Apply when called for chandni.	Students listen carefully.

Evaluation.

At the end P.T will ask some questions for repetition.

- ① What is the name of old man?
- ② Who is the writer of the poem?

Reference.

The prose lesson has been from the class "An alien" Handbook at Haryana Government.

LESSON - 2

PI's Roll no - 1944

Class - VIII

Subject - English

Duration - 35

Topic - "The Diwali"

Date - 25-11-

(*) Content Analysis

- History of the Diwali
- How to celebrate the festival?
- Moral of this festival.

(*) General objectives

- To enable the students read English correctly.
- To enable the students to explain their ideas in English.

(*) Instructional objectives

After going through the essay students expected to.

(a) Knowledge -

The students will get knowledge about the essay on my teacher.

(b) Understanding

- understanding the essay in English language.
- the students get (listening) practise.

(c) Application.

- Construct the sentences in English language correctly in sp.

(d) Skill.

- Develop listening skill by listening the essay orally from the

c) Previous Knowledge Testing

P.T asks some questions from the students

PRESENTATION

Teaching point	Pupil Teacher's Activity :-	Pupil's Activity
Introduction of the essay	P.T will say with the help of the teaching aid and questions. PT will start saying our country is known as the home of festivals. We celebrate many kinds of festivals.	All students listen very carefully.
Oral development of the essay.	Diwali is celebrated during night of Amavasya of Kartik month.	All the students are listening in a very interesting mood.
Oral practice of this essay.	After telling the essay P.T will give the oral practice to students.	
Evaluation of students	After practice the P.T will ask some questions to students for their evaluation.	
Question-1	Name some famous Indian festival.	Holi, Dussehra, Diwali.

* Evaluation 6-

- ⇒ Tell some names of Hindu festivals?
- ⇒ Why we celebrate Diwali?
- ⇒ In which night we celebrate Diwali?

* Home WORK :-

- ⇒ Read the essay very carefully at home
- ⇒ Write and learn this essay.

* Reference :-

This essay's topic has been taken from the grammar book of Maryana Governone

LESSON - 3

PT ROLL NO - 1944

Class - VIII

Subject :- English

Duration :- 35 mins

Topic :- Lion and mouse

Date :- 26-11-14

* Content analysis :-

- 1) Lion and Mouse
- 2) Outline of the story
- 3) Develop the story orally
- 4) Do good, have good.

* General objectives :-

- To enable the students read English correctly.
- To enable the students to express their ideas in English.

* Instructional objectives :-

after going through the story the students expect to

* Knowledge :-

- 1) Recall the story.
- 2) Recall the moral of the story.

* Understanding -
understanding the story in English language.

* Application :-
construct the students in English language in speaking.

* Skill :-
Develop listening skill by listening the story orally from the teacher.

* Previous knowledge testing :-
P.T will ask some questions from the students about previous knowledge.

PRESENTATION

Teaching Point	P.T Activity	Pupil
Develop the story orally	P.T will develop the story orally with the help of pictures by asking questions.	Students give proper response.
Questions	What do you see in first picture?	A lion mouse.
Question	What are they doing in the scene?	mouse is front lion.

Question	What do you see in the second picture	Lion has caught to the mouth.
Question	What happened with the lion in the story	The lion was caught in a big net.

* REPULATION :-

P.T will ask following questions:-

- Where were the lion sleeping?
- What was the mouse doing?

* Homeworks:-

- Write the whole story in textbook.
- Leave the summary of this story.

* REFERENCE:-

This interesting story has been taken from the class grammar book of Haryana Govt.

Chand
20/11/24

LESSON - 4

PT ROLL NO - 1944

CLASS - V

SUBJECT - English

DURATION -

TOPIC - Television

DATE - 27

Content Analysis:-

- To develop the composition orally.
- Outline of the paragraph.
- Word meaning of the paragraph.

General Objectives:-

- To enable the students to read English lang.
- To enable the students to express their in English.

Knowledge:-

The students acquire knowledge of new words & phrases.

Understanding:-

- Understanding the meaning of difficult words.

Skill:-

- To develop listening skill in English.
- To develop writing skill in English.

Previous Knowledge testing:-

To know the previous knowledge testing of the students.

PRESENTATION

Teaching point	Pupil's Teacher's activity	Pupil activity
Development of the composition.	PT will develop the composition orally. PT will be asking asking questions with the help of picture.	Students gives positive response
Question.	What are you seeing in the picture?	This is a picture of a television.
Question	Are you watching Television regular?	yes, sir.
Question.	What is its value?	It is very important for us.
Question	How does television help to spread literary.	NO answer.
Outline of the paragraph.	Television is a big source of entertainment of word.	Students will write down the outline in notebook

Evaluation:- PT will ask the following questions recapitulation of the the students - ① What is the best source of entertainment?

② What is the advantage of television?

Homework → write a composition on television. in the notebook?
→ write the advantage of television?

Reference:- This paragraph has been taken from 4th class Grammar book of Haryana Government.

LESSON-5

PT's Roll no - 1944

Subject - English

Topic - "The Bear story"

Class - VIII

Duration - 35

Date - 28-11-

(*) Content Analysis

- Introduction of the main character
- Summary of the story
- Explanation of the story
- Word meaning of the story.

(*) General objectives

- To enable the students to read English correctly.
- To enable the students to express their ideas in
- To enable the students to make correct pronunciation of the words.
- To enable the students to listen English language understanding.

(*) Instructional objectives

- After going through ~~lesson~~, the students will read story are expected to -

(a) Knowledge - To give knowledge about the Bear. Recall about story.

(b) Understanding - After the good points, understand difficult meanings of the story.

- To develop the imagination power in students.

(1) Application

- Apply the good points in their daily life.
- Construct simple sentences in English language correctly in speaking.

(2) Skill

- To develop listening skills in students.
- To develop writing skills in students.

(3) Teaching aids:-

- Blackboard, Chalk, duster, Chart, pointer, etc.

(4) Teaching method:-

- direct method, Translation method, bilingual.

(5) Previous Knowledge assumed:-

- assumed that students could have some ideas in the Bear story.

(6) Previous Knowledge testing:-

- In order to introduce the lesson and pupil teacher will ask some questions.

INTRODUCTION

S.NO.	P.T's Activity	Student's Activity
1)	Do you like the story?	yes, Teacher.
2)	Do you like stories of animals?	yes.
3)	Give some name of story which you have listen before?	A lion and mouse, The greedy dog.

Announcement of the Topic

Well students! Today we will read and discuss a prose "A Story".

PRESENTATION

Teaching Point	Pupil Teacher's Activity	Students Activity										
Introduction	PT creates a proper atmosphere to introduce the lesson and gives some models to explain the lesson.	Students listen carefully.										
First model reading by the Teachers.	PT reads the lesson with taking care of punctuation marks such as i.e and exclamatory signs.	Students listen carefully.										
Second model of reading by the teacher.	PT reads the second model of lesson with the help of textbook.											
word-meaning of the lesson.	After the explanation of lesson the PT written the word meaning of the lesson on the blackboard. <table border="0"> <thead> <tr> <th><u>word</u></th> <th><u>word Meaning</u></th> </tr> </thead> <tbody> <tr> <td>Slain</td> <td>Killed</td> </tr> <tr> <td>companion</td> <td>friendly</td> </tr> <tr> <td>Cabbage</td> <td>a vegetable</td> </tr> <tr> <td>orchard</td> <td>apruit tree</td> </tr> </tbody> </table>	<u>word</u>	<u>word Meaning</u>	Slain	Killed	companion	friendly	Cabbage	a vegetable	orchard	apruit tree	
<u>word</u>	<u>word Meaning</u>											
Slain	Killed											
companion	friendly											
Cabbage	a vegetable											
orchard	apruit tree											

Recapitulation

- PT asks some questions to students for their evaluation —
- who was the main character of this prose?
 - where did the bear lived?
 - How does bear found his home?

Home work

- Read this prose in loud noise.
- learn the word meaning of this prose.
- what is the moral of this?
- write the summary of this prose?

Reference

This topic has been taken from the prose book of class 7th of Haryana Government.

Mega Lesson

MEGA LESSON PLAN - 1

39

Pupil Teacher's Roll no - 1944

class - IXth

Subject - English

Duration - 30 mins

Topic - Noun

Date - 1-12-14

(*) CONTENT ANALYSIS

- Definition of Noun
- Uses of the Noun
- Types of Noun.

(*) GENERAL OBJECTIVES

- To enable the students to express their ideas in English.
- To make enable students to read English correctly.
- To enable the students to correctly pronounce words.
- To create interest in English language.

(*) INSTRUCTIONAL OBJECTIVES

① Knowledge → The students learn the meaning of Noun and definition.
→ They are able to know the uses of noun.

② Understanding → The Students understand the various types of Noun.
→ They also understand the rules of Noun.

③ Skills → The Students are able to develop the skills of listening, reading, writing and speaking.

④ Application → The students are able to construct the sentences into proper place.

⑤ Teaching aids → Chalkboard, duster, chalk, pointer and a chart of noun.

12. PREVIOUS Knowledge Testing →

Pupil Teacher will ask the following questions from the student check the previous knowledge.

INTRODUCTION

Pupil's Teacher's Activity	Pupil's Activity
Q1. What is this? (show a pen)	→ This is a pen.
Q2. who is he? (show picture of Pt. Nehru)	→ Pt. J. L. Nehru
Q3. In grammar, what are these things called?	→ Nouns.
Q4. Can you tell the meaning of Noun.	→ Unanswerable question

Announcement of the Topic :-

Finding the students unable to answer the last question, the Teacher will say "Students! Today we shall learn about Noun their different kinds."

PRESENTATION

Teaching Points	Pupil's Teacher's Activity	Pupil's Activity
Definition of Noun	The P.T tells the students "A noun is the name of a person, place, animal, thing. Examples - Ravi - person, Mumbai - place, Table - Thing, Dog - animal."	Students listening
Types of Noun	The P.T tells that there are five types of Noun.	
Proper Noun	The Noun of a particular person, place or a	

thing is known as proper noun-eg:- (1) Kavita is a good girl, (2) Delhi is a big city.

Common Noun.

A common noun is a name given to every person, place or thing of same kind. for example:- (1) Rahim is a boy, (2) Mumbai is a big city.

Collective Noun.

A collective noun is the name given to a group or collection of a person or things. eg:- (1) A bunch of grapes.

Material Noun.

Material noun is a name word used for substance of which things are made. eg:- wood, gold, silver, copper, etc.

Students write all of the above explained points in their note books.

Abstract Noun.

An abstract noun is a name given to a thing which cannot be seen, touched but can be felt. for eg:-

- (1) Honesty is the best policy.
- (2) Wisdom is better than strength.

RECAPITULATION

To evaluate the students, the pupil-teachers will ask following questions:—

① pick out the noun in the following sentences and what kind of noun they are?

① Kamal has a book.

② New Delhi is the Capital of India.

③ Poverty is the great curse.

④ She always speaks the truth.

HOMEWORK

pupil Teachers will ask the question to write the name of Noun - as homework.

Reference —

Based on IXth class NCERT Book.

MEGA LESSON PLAN-2

3

PT'S Roll NO - 1944

SUBJECT - English

TOPIC - Articles

Class - IXth

Duration - 30 mins.

Date - 3/12/14

CONTENT ANALYSIS

- Meaning of Articles
- Use of the Articles
- Various types of Articles
- Rules of using Articles.

GENERAL OBJECTIVES

- To enable students to express their ideas in English.
- To make students able to read English correctly.
- To enable students make correct pronunciation
- To create interest in students for English language.

INSTRUCTIONAL OBJECTIVES

Knowledge → The students come to know the meaning of Articles
→ They are able to know the uses of Article.

Understanding → The student's understand the various types of Articles.
→ They are also able to understand various rules of Articles.
The students are able to develop the skills of listening, reading, speaking and writing.

Skills:- The students are able to construct the sentences into the proper place by using appropriate articles.

(d) Application → pupil teachers will ask the following questions the students to check their previous knowledge.

(e) Teaching aid → Chalkboard, chalk, duster, pointer and a chart showing the rules of using articles.

INTRODUCTION

Pupil's Teacher's Activity	Pupil's Activity
① What is this? (showing a Pen)	→ This is a pen.
② What is this? (showing an Apple)	→ This is an Apple.
③ Do you know what is used before the name of any river or a country.	→ The Ganga, The India
④ Can you tell me where An, A and The are used?	→ unanswerable question

Announcement of the Topic

Finding the students unable to answer the last question, the P.T. says, Well students! Today, we shall study about the articles and their uses.

PRESENTATION

Teaching Point	Pupil Teacher's Activity	Pupil's Activity
Step-I Definition of Articles	'A', 'An' and 'The' are called the articles. They are really the Demonstrative Adjectives.	Students Carefully.
Step-II Types of Articles.	The pupil teacher tells that articles are of two types:- ① Definite articles ② Indefinite articles	

Definite Articles

The P.T tells that definite articles are those which denotes some particular person or thing. for eg:- "The".

STEP - II USE OF "THE"

1. It normally points out some particular person or thing.

eg:- I have lost the pen that you gave me.

Students are listening carefully to the pupil's teachers.

2. To represent a whole class.

eg:- The cow is a useful animal.

3. Before some proper name.

eg:- Oceans, seas, rivers, deserts, lakes, group of island, mountains, ranges.

4. Before unique things.

5. With superlative degree.

Eg:- Bina is the tallest girl in the class.

6. Before a proper noun.

eg:- The immortal Shakespeare.

INDEFINITE ARTICLES

In this category we always use 'a' and 'an'.

USE OF "A"

1. The P.T tells that the form 'a' is used before a word beginning.

in consonant. Eg:- Apen

2. In the numerical sense of one.

Eg:- He gave me a gift.

3. To present a class. Eg:- I dokey in their

4. The names of professions. Eg:- my brother is a doctor.

student
listen
important

USE OF 'AN'

The form 'an' is used before words beginning with a vowel or words beginning with mute 'h' eg:- An elephant, An hour.

STEP-IV

Correction work $\Rightarrow$ The P.T will ask the students overread out what they have written. The teacher points out the mistake and the students will correct their mistakes themselves in their note.

RECAPITULATION

In order to evaluate the pupil the pupil teachers are to fill up some blanks in which articles are used.

1. She is _____ European lady.

2. This is _____ book.

3. I have bought _____ Umbrella.

HOMEWORK:- PT will ask the students to solve the exercise of in their grammar book as their homework.

LESSON PLAN-3

PT ROUND - 1944
 Subject :- English
 class :- X

Time :- 30 min

Topic :- The Fox and the Grapes
 Date :- 5-12-14

CONTENT ANALYSIS :-

1. Knowledge about the story "The Fox and the Grapes".
2. The moral of the story is "The Grapes are sour".
3. Difficult words in the story "Hungry, Hot, Search".

GENERAL OBJECTIVES :-

1. To enable the students to express their ideas in English.
2. To make students able to read English correctly.
3. To enable the students make correct pronunciation.
4. To create interest in students for English language.

INSTRUCTIONAL OBJECTIVES :-* Knowledge :-

1. The students get knowledge about the story "The Fox and the Grapes".
2. They are able to recognize and recall the story used.

* Understanding :-

1. The students are able to understand the moral "The Grapes are sour".
2. They are able to give more sentences of that type.

(*) Skills -

- ① The students get listening practise.
- ② They get practise of writing English correctly.
- ③ they get practise of proper pronunciation (speaking skill)

(*) Application -

The students are able to apply moral of the story in the

(*) Teaching aids -

chalkboard, duster, Chalk, pointer, flashcard and a chart showing the picture of fox and the grapes -

(*) Previous Knowledge Testing

The pupil - Teacher will ask the following questions from students to check their previous knowledge.

INTRODUCTION

Pupil Teacher's Activity	Pupil's Activity
Q1. What is this? (showing the picture of the fox)	fox
Q2. What is the meaning of grapes?	Name of the fruit given
Q3. Have you read any story	yes
Q4. Have you read any story? "The fox and the grapes"	yes unanswerable

Announcement of the Topic

"Finding the students unable to answer the last question the pupil teacher will say, well students! Today we shall learn about the Composition 'the fox and the Grapes'."

PRESENTATION

Teaching Point	Pupil Teacher's Activity	Pupils Activity
Step-1	oral development of composition by the pupil - Teacher →	
The fox and the Grapes	It was a hot summer day. Once there was a fox. He was very hungry. He was roaming here and there in search of food. But he did not get food anywhere. At last he reached a garden. There he saw ripe grapes.	
Good reading of passage by the pupil teacher	His mouth watered. He wanted to eat them. The grapes were very ripe. The fox jumped again and again. But he could not reach them. At last he was completely tired. He decided to give up further efforts. He went away saying that "The grapes are sour". "I shall not eat them."	
STEP-II	oral development of composition by students:- Now, the aids used by P.T will continue. Here and students are able to develop composition orally.	

Teaching Point	Pupil Teacher's Activity	Pupil A
Q1.	One hot summer day how did a fox fill?	The sho
Q2.	At last where did he search?	try to
Q3.	what did he there?	answer
Q4.	what did he say at last?	questio
Q5.	what is the moral of the story?	
STEP-III	Writing of composition by the students. The students will be asked to write down the write down the story in their notebooks.	students write the Compo
STEP-IV	Correction work → Then the note books of all the students will be collected for correction work.	

HOMEWORK

The students will be asked to learn and write the story again.

Reference

N.C.E.R.T. class - VII

Discussion Lesson

DISCUSSION LESSONS

PT's Roll no - 1944

class - $\bar{x}^{14}$

Subject - English

Duration - 30m

Topic - Adjectives

Date - 8-12-19

(*) Content Analysis

- ① Definition of Adjectives
- ② Types of Adjectives.
- ③ Application of different types of Adjectives.

(*) General Objectives -

- ① To enable the students to express their ideas in English.
- ② To make students able to read English correctly.
- ③ To enable the students make correct pronunciation.
- ④ To create interest in students for English language.

(*) Instructional objectives

- ① The students get knowledge about the Adjectives.
- ② They are able to know the uses of the Adjectives.

(a) Understanding

- ① The students understand the various types of adjectives.
- ② They also understand the various rules of adjectives.

(b) Skills

The students will be able to develop the different types of skills, i.e. speaking, reading and writing.

Application

The students will be able to recall and recognise the objectives.

Teaching aids

Chalk, duster, Blackboard, pointer, a chart of Adjectives.

Previous Knowledge testing:

The pupil- Teacher will ask the following questions from the students in order to check their previous knowledge.

INTRODUCTION

Pupil's Activity	Teacher's Activity
Q1. What do you mean by noun?	→ Noun is the name of any person, place or a thing.
Q2. Give some examples of noun?	→ Ram, pen, Delhi, etc.
Q3. What do you mean by pronoun?	→ The words which are used in place of noun are called pronouns.
Q4. What do you mean by Adjectives?	→ Unanswerable question.

Announcement of the topic -

Finding the students unable to answer the last question the teacher will announce the topic related to Adjectives.

Teaching Point	Pupil Teachers Activity	Pupils Activity
Definition of Adjectives	The P.T will define the objectives:- An adjective is a word which qualifies a noun or a pronoun.	Students listen carefully.
Types of Adjectives	There are six types of Adjectives:- (1) Adjective of quality (2) Adjective of quantity (3) Numeral Adjectives (4) Distributive Adjectives (5) Demonstrative Adjectives (6) Interrogative Adjectives	Students write them in their notebooks.
(1) Adjective of Quality	The P.T tells that adjectives of quality points out the quality of a person or thing. for eg:- (1) This is a beautiful picture. (2) Sunil is a good player.	
(2) Adjective of quantity	The P.T tells that Adjective of quantity denote how much of a thing is meant? for eg:- (1) The boy does not drink much milk. (2) I have little time to waste.	
(3) Numeral Adjectives	The P.T tells the students that numeral adjectives are those which show how many persons or things are meant.	eg:- Hand in

Distributive Adjective.	Distributive adjective denote each one of a number. the PT will explain this type of adjectives with help of examples written by her on black-board.	the students listen carefully.
Demonstrative Adjectives	The pupil teacher will explain demonstrative adjectives as those which points out person or thing which is referred to the P.T will give examples on black-board.	
Interrogative Adjectives	those adjectives are used with nouns to ask question the pupil-teacher will explain it with the help of examples.	(g) whose car is this? (2) which book are you reading?

RECAPITULATION

The pupil-Teacher will ask questions to the students what kind of adjectives are used in the following sentences:-

- ① there are thirty boys in the class.
- ② that house belong to Hari.
- ③ Shiver is a good played.

HOMEWORK

The pupil-Teacher will say to the students to write any two Adjectives in their note-books.

Reference Book

Based on VIIth class NCERT Book.

Real Teaching Lesson

LESSON PLAN - 5

52

PT's Roll no - 1944

Subject - English

Topic - A greedy Dog (story)

Class - 8th

Duration - 20 mins.

Date - 12-12-14

Content Analysis

- 1 Knowledge about the story "A Greedy Dog."
- 2 the Moral of the story is "Do not be greedy."
- 3 Difficult words in the story Greedy repent & weep.

General objectives

- 1 To enable to students to express their ideas in English.
- 2 To make students able to read English correctly.
- 3 To enable the students make correct pronunciation.
- 4 To create interest in ~~study~~ for English literature.

Instructional objectives

- 1 The students to get knowledge about the story "A Greedy Dog."
- 2 They are able to recall and recognise the story and sentences used.

Understanding

- 1 They are able to understand the moral of the story "Do not be greedy."
- 2 They understand the difficult words meaning in the story.

Skills

- 1 The students will be able to develop their all four skills - listening, speaking, reading and writing.

(c) Application.

The students are able to apply moral of the story in their day life situations.

(d) Teaching aids

Chalk-board, chalk, pointer, duster, flash card and a c showing the pictures of dog and a river.

(e) Previous Knowledge Testing.

The pupil-Teacher will ask some questions from the sk to their previous knowledge.

INTRODUCTION

Pupil Teacher's Activity	Pupil's Activity
Q1) Name some pet animals?	→ Dog, cat, Rabbit.
Q2) Name the most faithful animal to Man?	→ Dog.
Q3) Do you have a pet dog at your home?	→ yes.
Q4) Do you know or develop the story of "A Greedy dog".	→ No response.

Announcement of the Topic

Finding the students unable to answer the last question teacher will say - well students! Today we are going discuss about the story of "A Greedy dog".

PRESENTATION

54

Teaching Point	Pupil's Teacher's Activities	Pupil's Activity.
STEP-I	ORAL DEVELOPMENT OF COMPOSITION BY THE P.T The P.T will display the chart of A Greedy Dog and develop the story orally. Once there was a dog. He was very greedy. He walked here and there but he found nothing. One day he found a piece of meat. He ran away to safe place. He had to cross the river.	The students listening carefully to the Teacher.
* Greedy Dog.	There was a bridge over the river while crossing the bridge, he looked below. He saw his own reflection. He thought it for another dog. With a piece of meat. He wanted to get that piece also, he began to bark. As he opened up his mouth his own piece of meat fell into the river and was lost. He began to repent. He began to weep and had nothing except repentance. MORAL-" Do not be greedy."	
STEP-II	ORAL DEVELOPMENT OF COMPOSITION BY THE STUDENTS. The Pupil teacher keep on using aids and helps the students in developing Composition orally. The P.T ask following questions - (Q1) why did the dog go here and there? (Q2) what was the result of his wandering? (Q3) What did he do at last?	Students trying to answer to the questions asked by the pupil teacher.

- Q4) What did he see in the water?
Q5) What was the result of his barking?
Q6) What do you understand by the story.

Whenever the students find difficulty in answering the teacher will give them down in note book by words.

STEP-III WRITING OF COMPOSITION BY THE STUDENTS:-

The pupil-teacher asks the students to write a summary on the story.
P.T will collect all the notebook of the students for correction work.

RECAPITULATION

Pupil-Teacher will ask some question to :-

- ① Who was hungry?
- ② Why did he see in the water?
- ③ Why did the dog go to river?
- ④ What is the moral of the story?

HOMEWORK

The pupil Teacher will ask the students to write the their fair note-book at home and learn it.

LESSON PLAN- 6.

PT's Roll no - 1944

Subject - English.

Topic Preposition

Class - 8th.

Duration - 20 mins.

Date - 15/12/14

Content Analysis

- ① Definition of preposition.
- ② Correct application of 'IN' and 'ON' preposition.

General Objectives

- ① To enable the students to express their ideas in English.
- ② To make students able to read English correctly.
- ③ To enable the students make correct pronunciation.
- ④ To create interest in students for English language.

Instructional objectives

Knowledge -

- ① The students comes to know the definition of preposition.
- ② They are able to recognise the uses of preposition.

Understanding -

- ① The students are able to understand the definition of preposition.
- ② They also understand the uses of the preposition.

Skills -

The students are able to develop the different skills, i.e. listening, speaking, writing and reading.

(d) Application -

① The students are able to construct the sentence into H place.

(e) Teaching aids used -

Chalkboard, Chalk, duster, pointer and chart showing p

(f) Previous Knowledge Testing:-

The pupil teacher will ask the following questions from to check their previous knowledge.

INTRODUCTION

Pupil's Teacher's Activity	Pupil's Activity
Q1. Where is the book? (putting the book on the table)	→ The book is on the table.
Q2. Where is the ball? (putting the ball in the basket)	→ The ball is in the basket.
Q3. Can you tell me what is preposition?	→ Unanswerable

PRESENTATION

Teaching Points	Pupil's Teacher's Activity	Pupil's Activity
STEP-I Definition of preposition	The pupil-teacher will tell what a preposition is? → A word placed before a noun or a pronoun to show its relation with some other word in their sentence. for eg:- The pen is on the book.	Students carefully down note

Step-II

The pupil-Teacher will tell that - 'In' is a preposition which shows a position of a thing when it is put inside of some thing.
for eg:- the ink in the inkpot (position).

uses of 'in'

① Pen is in the pen stand.

In is used for large countries, town, etc.

Exp - I live in Delhi.

'In' is used before months and year.

Exp - Rain started in July.

Question

Q1) Give one example of the use of 'in'

The pen is in the pocket.

Step III

The Pupil-Teacher will say that 'on' is used when some thing is put on the surface of anything. The PT will show a picture and he will say that a cup is on the table. The PT will ask the students to give one eg. of use of 'on'.

The lamp is on the table.

Step IV

Comprehensive Question.

The pupil Teacher will once again give the definition of preposition and ask the pupil to fill in the following blanks.

Step V

Correction work.

The PT will ask the students one by one to read out what they put the mistakes and the students correct their mistakes themselves.

RECAPITULATION

The pupil-Teacher will ask the following question from the in the form of recapitulation.

- Q1) What is preposition?
- Q2) What are the uses of 'on'?
- Q3) What are the uses of 'in'?

HOMEWORK

The pupil-Teacher will ask the students to write down answer of the following questions in their notebook as -work.

- Q1) What is preposition?
- Q2) What are the uses of 'IN' and 'ON'?
- Q3) Give five examples of each 'IN' and 'ON' sentences?

LESSON PLAN-7

P.T Roll no - 1944

Subject - English

Topic - My favourite

Class - 8th

Duration - 30 mins.

Date - 16-12-17

(*) Content Analysis

- ① Composition related to Pandit Jawahar Lal Nehru.
- ② Knowledge about his life span activities and his struggle as a great leader.

(*) General objectives

- ① To enable the students to express their ideas in English.
- ② To make the students able to read English correctly.
- ③ To enable the students make correct pronunciation.
- ④ To create interest in students for English language.

(*) Instructional objectives(a) Knowledge -

- ① The Students get Knowledge about their favourite leader.
- ② They are able to recognise and recall the paragraph and sentences use in it.

(b) Understanding -

- ① The students are able to understand 'PT Jawahar Lal Nehru' who was the first prime minister of India.
- ② They are able to understand more sentences of that type.

(c) Skills -

- ① the students get listening practise.
- ② they get proper practice of pronunciation.
- ③ the students get practice of writing english correctly.

(d) Application -

The students will be able to apply the art of writing comp in their daily life situations.

(e) Teaching aids used -

chalkboard, chalk, duster, pointer and a chart showing picture of favourite leader.

(f) Previous Knowledge Testing -

The pupil- teacher will ask the following question from students to check their previous knowledge.

Pupil's Teacher's Activity	Pupil's activity
① What is your name?	→ Sunil sharma.
② In which country do you live?	→ India
③ What is the capital of India?	→ Delhi.
④ Who is the prime minister of India?	→ Narendra Modi
⑤ Who was the first prime minister of India?	→ No answer.

Announcement of the Topic

Finding the students unable to answer the last question the teacher will say, well students! Today we shall learn about Jawah

PRESENTATION

Teaching Point	Pupil's Teacher's Activities	Pupil's Activities
Step-I My favourite leader.	ORal Development of composition by the Pupil Teacher. "Pt Jawahar Lal Nehru" was my favourite leader. He was the first prime minister of India. He was born on 14th Nov, 1889 at Allahabad. His father was Pt. Motilal Nehru. He was a great barrister. Pt Jawahar Lal Nehru was the only son of his parents. He was sent to England for higher studies. Having finished his education there, he returned to India and became a lawyer. He was fond of children. They called him chacha Nehru. That is why his birthday is celebrated as 'children's Day'. He died on 27th May, 1964. India lost a great son and a leader in him.	Students listen carefully and try to understand the topic.
Step-II	ORal Development of composition by the students - Now the aids used by the people-teacher will continue and students will be able to develop composition orally. Q1) Who is the first prime minister of India? Q2) When and where was he born? Q3) When did he die?	→ Pt Jawahar Lal Nehru → 14th Nov, 1889 at Allahabad → 27th May, 1964

Whenever the students find difficulty the pupil-Teacher will give them the Key-words.

Complete the following sentences -

- ① _____ is my favourite leader.
- ② A. J. L. Nehru was born on _____.
- ③ His father was _____.
- ④ Children called him _____.

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STEP-III

Writing of Composition by the students - The students will be asked to write down the composition in note-books. The P.T. also asked the students to write down the difficult words.

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STEP-IV

Correction Work -

then the note books of all the students will be collected for correction work.

RECAPITULATION -

P.T. will ask the following questions from the students in the of recapitulation.

- Q1) Who was the first prime minister of India?
- Q2) Who was his father? & when was he born?

HOMEWORK -

The P.T. will ask the students to write down the compo given at home.

Signature

P.T's Roll no - 1944

Class - 8th

Subject - English

Duration - 30 mins.

Topic - "Stopping by a wood on a snowy evening" (poem)

Date - 17-12-17

4) Content Analysis -

① Poem recitation about Robert Frost the great poet and his love for the natural beauty of woods.

② Summary of the poem -

Robert Frost was the great poet of nature. He was attracted by the natural beauty of the woods. His wife was waiting for him and he has to do important work at his farm. Therefore he didn't stay there or stop there any longer. The main idea is that duty is more important than enjoyment of life.

5) General Objectives -

- ① To enable the students to express their ideas in English.
- ② To make students able to read English correctly.
- ③ To create interest in students for English language.
- ④ To enable the students make correct pronunciation.

6) Instructional Objectives -

Knowledge -

- ① The students are able to recognise the ideas contained in the poem.
- ② They are able to recall the thoughts given in the poem.

Understanding -

The students get the understanding that duty is more important than enjoyment of life.

(c) Skills -

The students are able to develop the different linguistic skills listening, speaking, writing and reading.

(d) Application -

The students are ^{able to} apply the act of reciting a poem in their different life situations. They can entertain themselves and others through recitation.

(e) Teachings aids used -

1 Blackboard, chalk, duster, pointer and flash cards.

(f) Previous Knowledge Testing -

In order to test the previous knowledge of all the students, the following questions will be asked.

- ① Name some of the poems that you have read?
- ② Which poem do you like the most?
- ③ Recite that poem?
- ④ Have you read the poem "Stopping by woods on a snowy evening"?

Announcement of The Topic -

Finding the students answer to the last question in the next the pupil-teacher will say- dear students, today we will study the poem "stopping by woods on a snowy evening".

HOMEWORK -

The students will be asked to write the summary of the poem.

PRESENTATION

Contents	Pupil's Teacher's Activities	Pupil's Activities
STEP-I	The pupil-teacher will give the recitation of the poem in her alive voice, while doing so, she will take care of pronunciation. The students will keep their books open.	
STEP-II	The P.T will use gestures whenever possible. A pointer will also be used to indicate differences aspects of the chart. The P.T will explain summary of the poem in simple English.	The Students will note down the difficult words.
STEP-III	A few difficult words contained in the poem are already written on the blackboard with chalks and it will be shown to the class.	
STEP-IV	A number of students will be asked to recite the poem one by one depending upon the time. If some students mispronounces any word, it will be corrected.	The students recites the poem one by one
STEP-V	The P.T will ask the students if they have any difficulty in the poem.	

RECAPITULATION-

To evaluate students P.T will ask the following questions:-
 1. What are the feelings of the traveller while passing through the work.
 2. Why does he not stay and enjoy himself?

LESSON PLAN - 9.

P.T's Roll no - 1944

Class - $\bar{X}^{th}$

Subject - English

Duration - 20 min

Topic - change of voice

Date - 18-12-

(*) Content Analysis -

- ① Meaning of active voice and passive voice.
- ② Rules of changing active voice into passive voice.

(*) General Objectives -

- ① To enable the students to express their ideas in English.
- ② To make students able to read English correctly.
- ③ To enable the students make correct pronunciation.
- ④ To create interest in students for English language.

(*) Instructional Objectives - (Knowledge) -

- ① The students comes to know the difference between active and passive voice.
- ② They are able to recall how the conversion of voice is done.

(*) Understanding -

- ① The students understand the rules of changing active voice into passive voice.
- ② They can create new sentences of active voice and change into passive voice.

(*) Skills -

The learners are able to develop the skills of listening, speaking, reading and writing.

Application -

The learners know the sentences of active and passive voice and so they can very well apply correctly in the language in their day to day like situations.

Teaching aids used -

chalk, chalk-board, duster, a chart showing the rules of changing active voice into passive voice.

Previous Knowledge Testing:

Pupil Teacher will ask the following questions from the students to check their previous knowledge.

INTRODUCTION.

Pupil's Teacher's Activity	Pupil's Activities
Q1) Tell me the three main types of tenses?	Ans - Present tense, past tense & future tense.
Q2) What do you mean by active voice and passive voice?	Ans - Active voice - In the sentence subject is directly related to verb. passive voice - In the sentences verb is related to the object.
Q3) Tell me the rules of changing active voice into passive voice.	→ No response.

Announcement of the topic -

Finding the students unable to answer the last question, the Pupil Teacher will say. Well students, today, we shall learn how to convert sentences from active to passive voice.

PRESENTATION

Contents	Pupil's Teacher's Activities	Pupil's Activities
STEP-I	Pupil Teacher will tell about the important rules of Active voice and passive voice with the help of sentences. ① Active voice - Ram writes a letter. ② Passive voice - A letter is written by Ram. As we see in the above sentences. ① Subject of the sentences of Active voice becomes object in the sentence of passive voice. ② Object of the Active voice sentence becomes subject in the sentence of passive voice. ③ In sentence of passive voice with object by is used as any other correct preposition is used. ④ While taking place of subject to object and object to subject, pronouns shapes changes as. ⑤ During change of voice of an sentences the shape of verb also changes.	Students listen carefully and try to understand as well as note down their notes. Students note down important points and note book.

STEP-II the pupil teacher writes the following sentences on the blackboard one by one. They will be converted into passive voice by the students.

- ① I like this picture.
- ② you need a book.
- ③ We play a match.
- ④ My brother sings a song.

STEP-III Generalisation — While converting sentences of active voice into passive voice subject is changed into object and object is changed into subject. In sentence of present tense — am, is, are, and 3rd form of the verb are used 'By' is also used.

Students will listen carefully note down the important points in their note book.

STEP-IV The Students will be asked to write down the above sentences and their passive form in their note books.

STEP-V Connection work —

The pupil-teacher will ask the students one by one to read out what they have written. The teacher points out the mistakes and the students will correct their notebooks themselves.

Recapitulation :-

pupil-teacher will ask the following questions from the students in the form of recapitulation —

- ① What do you mean by Active voice?
- ② What is the meaning of passive voice?
- ③ Tell the name of those tenses which cannot be changed into passive form active voice.

HOMEWORK.

The pupil - teacher will give some sentences to change them into passive voice and ask the students to note down in their notebooks.

- ① He Killed a snake
- ② She will forgive him
- ③ Bring a glass of water.
- ④ A dog was chasing a cat.
- ⑤ He should love his country.

Chiranjeev
24/11/24

LESSON PLAN-10

72.

P.T's Roll no - 1944

Subject - English

Topic - Use of "No sooner than"

Class - Xth

Duration - 30 mins

Date - 19/12/14

Content Analysis -

using the appropriate structure of 'No sooner than' rightly in spoken or written English.

General Objectives -

- ① The students are able to express their ideas in English.
- ② To make students able to read English correctly.
- ③ To enable the students make correct pronunciation.
- ④ To create interest in students for English language.

Instructional objectives -

(a) Knowledge -

- ① The students are able to recognise the structure of 'no sooner than' whenever it occurs.
- ② They are able to recall how this structure is used.

(b) Understanding -

- ① The learners are able to give the examples for the use of 'no sooner than'.
- ② They are able to clarify the use of the structure.

(c) Skills -

the students are able to develop the different skills, i.e., listening, speaking, reading and writing.

(d) Application -

The learners are able to use structure 'no' sooner than right in their written or spoken English.

(e) Teaching aids used -

Chalkboard, chalk, pointer, and chart on which a substitution table is prepared.

(f) Previous knowledge Testing -

The pupil-teacher will write the following sentences on the blackboard and ask the students to complete them orally one by one.

(a) When the teacher comes into the class. —

(b) When the rain comes, we —

(c) When the father comes home, the children —

Now speak the students sentences by using 'no sooner than'.

ANNOUNCEMENT OF THE TOPIC

Placing the students unable to speak sentences by using structure 'no sooner... than' the pupil - no sooner - the

PRESENTATION

Teaching points	Pupil's Teacher Activities	Pupil's Activities
SIIP-I	The pupil-teacher will take up the above sentence one by one and speak the sentences by using 'no sooner... than' of course will speak first sentence three or four times and then give enough drill.	

(1) No sooner does the teacher come into the class than all the boy stand up.

(2) No sooner does the rain come than we go into the house.

(3) No sooner does the father come than the children run home.

The students will listen carefully and students have go through drill process.

~~Step-I~~ The pupil-teacher will take up three more sentence. this time again he will be speaking first and then give the class thorough drill.

(1) No sooner did the rain come than the boys ran into the class rooms.

(2) No sooner did the officer come than the employees stood up to receive him.

(3) No sooner did the Conductor whistle than the driver started the bus.

~~Step-I~~ The pupil-teacher will display a chart on which there is the substitution table given and ask the students to read out different sentences one by one.

The students will listen carefully and try to understand the topic.

~~Step-II~~ Correction work - the pupil-teacher will ask the students one by one to read out what they have written and point out their mistake.

RECAPITULATION

Pupil Teacher will ask the following sentences on the black-board and ask the students to complete them orally, one by one.

(1) 'No sooner _____ the ministers arrive on the stage the cheered.

(2) _____ did the head master beat _____ than he begone to weep.

(3) No sooner did it rain _____

HOMEWORK

The students will be asked to write down the sentences starting with 'No sooner than' at home.

REFERENCE

- Based on IXth Class N.C.E.R.T Book.

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LESSON PLAN- 11

76

PT's Roll no - 1944

Subject - English

Topic - The Umbrella Man

Class - 8th

Duration - 30 mins

Date - 20/12/14

Content Analysis -

- ① Study of a Prose lesson "The Umbrella Man".
- ② Knowledge of new words and phrases and the ideas given in the passage.
- ③ The difficult words given in the prose are - a) dentist, b) stranger, c) costly, d) suspicious, e) cafe.

General objectives -

- ① To enable the students to express their ideas in English.
- ② To make students able to read English correctly.
- ③ To enable the students make correct pronunciation.
- ④ To create interest in students for English language.

Instructional objectives -

Knowledge -

- ① The students acquire knowledge of new words and phrases.
- ② They can recognise and also recognise those words.

Understanding -

- ① The students are able to understand the ideas given in the prose lesson.

Skills -

- ① The students are able to develop the different linguistic skills such as listening, speaking, reading and writing.

(d) Application -

- ① The students are able to make use of a few new words in their day to day life situations.
- ② They are able to read newspapers and others such as reading materials in a better way.

(e) Teachings Aids -

Chalkboard, Chalk, duster, flash cards or chart showing the picture of pavement.

(f) Previous Knowledge Testing -

In order to test the previous knowledge of students the pupil-Teacher will ask following questions -

- Q1) Name the lesson that you have read from your book?
- Q2) What is the meaning of 'Umbrella'?
- Q3) Have you read the lesson "The Umbrella Man"?

Announcement of the topic -

On finding a negative answer, from the students, the Pupil-Teacher will say 'Dear students' today we shall study the lesson "The Umbrella Man" from your English Reader Book.

PRESENTATION

Starting Points	Pupil's Teacher's Activities	Pupil's Activities
STEP-I	The pupil-teacher will give the model reading of the paragraph while doing so, he will take care of pronunciation the students will keep their books open. Subject Matter — The narrator is a girl of 12 years. She is narrating the incident that had happened with her and her and there, yesterday. yesterday she went with her mother to a dentist.	
STEP-II	Then the pupil-Teacher will draw attention of the students to the difficult words occurring in the paragraph. Those words will be written on blackboard. The pupil teacher will create situation with the help of pictures, flash cards, black-board, drawings and teach the words and phrases. Grammar work is done side by side — ① funny — He is telling _____ incidents of his childhood. (Asking the students to tell some funny incident of their childhood) ② Already. — It is 8:30 _____. (Asking one of the students	Students will listen carefully and try to understand the topic as well as note down important points.

What is the time in your watch?

③ yesterday

(Asking the students where did they go yesterday?)

STEP-IV

Loud

Reading

by the

student.

The Pupil-Teacher will ask some individual students to do the loud reading corrections if any will be made with the help of the students.

STEP-V

Silent

reading

by the class.

The Pupil-Teacher will say to the class for silent reading of the lesson. For this he prescribes the time limit.

STEP-VI

The Pupil-Teacher will ask the students if they have any difficulty in the lesson. The pupil-teacher will try to solve problems of students by using mother tongue.

RECAPITULATION

Pupil-Teacher will ask the following questions from the students in form of recapitulation:- Q1) How old is the narrator?
Q2) yesterday where did he go?

HOMEWORK.

The pupil-teacher will ask the students to read the lesson at home and use the following words in the sentences at home.

① Beautiful ② Moustache.

LESSON PLAN-12

P.T's Roll no - 1944
Subject - English
Topic - present tense

Class - 8th
Duration - 20 M
Date - 22/12

(*) Content Analysis →

① Definition of Present tense.

② Uses of the Present Indefinite, Present continuous, Present perfect and Present perfect continuous tense.

(*) General Objectives →

- ① To enable the students to express their ideas in English.
- ② To make students able to read English correctly.
- ③ To enable the students able to read correct pronunciation.
- ④ To create interest in students for English language.

(*) Instructional objectives →

(a) Knowledge -

- ① The students are able to recall the definition of tenses.
- ② They are able to recognise the different types of tenses.

(b) Understanding -

- ① Students are able to understand the definition of tenses.
- ② They are able to understand the use of different forms of present tense.

(c) Skills -

The students are able to develop the skills of writing and speaking.

Application -

- ① Construct the sentences of different forms of present tense of speech.
- ② Use of different tenses correctly in written language.

Teaching aids used -

Blackboard, Chalk, duster, pointer and a chart showing the rules of present tense.

Previous Knowledge Testing ->

The pupil-teacher will ask the following questions from students to check their previous knowledge.

Pupil's Teacher's Activities	Pupil's Activities
Q1. Give the definition of sentence?	Ans - Sentence is a group of words which makes a complete sense.
Q2. Do you know how many types of tenses are there?	Ans - Three types.
Q3. What are those types of tenses?	Ans - a) Present tense b) Past tense c) Future tense.
Q4. Can you further categorize these tenses?	Ans - NO answer.

Announcement of the Topic ->

Seeing the students unable to answer the last questions, the pupil-teacher will say, well students, today we shall study about tenses, the types and uses of present indefinite, continuous, perfect and perfect continuous.

PRESENTATION

Teaching Points	Pupil's Teacher's Activities	Pupil's Activities
STEP-I	The pupil-teacher will tell that the tenses are mainly of three types.	
Types of tenses	① Present types tense. ② Past tense ③ Future tense	
Further Categories	The pupil teacher will tell that there are four types of these each tenses. ① Indefinite tenses ② Continuous tenses ③ Perfect tense	Students listen and try to stand up
STEP-II	The pupil-teacher will tell about the formation of the present tense as follows —	
formation of Present tense	① Present definite tense formation :- subject + V^{1st} (s, es) + object. Eg:- I go to school. ② Present Continuous tense formation:- subject + helping verb (am, is, are + verb 1st form + ing + object. eg:- I am going to school. ③ Present perfect tense formation :- subject + helping verb (have + has) + V^{3rd} form + object. Eg:- I have gone to school.	

④ Present Perfect continuous tense (formation)

sub + H.V (have/has) + been + verb 1st form +
ing + object + since/for. exp - I have been
going to school for twenty minutes.

STEP-III

The pupil teacher will tell the uses of present
Indefinite tense with the help of class board.

uses of present Indefinite tense -

① with following words - daily, always,
once a week, frequently, generally everyday.

uses of present
Indefinite tense.

② To express universal truth. exp - the earth
revolves around the sun.

③ To express habit custom and daily routine.
exp - ① He always speaks the truth.

② She takes exercise daily.

④ To express an action which is going on at
the time of speaking. exp - He sings a song.

⑤ To express an action which is going to
happen in near future. exp - his marriage
comes in next week.

STEP-IV

uses of present
Perfect continuous
tense.

The pupil teacher will tell about the use of
present perfect continuous tense in the
following ways -

① To describe an action that began in past,
is still continuous and may extend into

the future. eg:- she has been waiting for you for three hours.

② It is also used for the sentence which begin with for how long and since when.
eg:- for how long have you been sitting here?

(*) Since is used for point of time.

(*) for is used for period of time.

The s
will be
careful

RECAPITULATION -

Pupil-Teacher will ask the questions from the students the form of recapitulation.

Q1) What are the types of tenses.

Q2) What are the four types of present tense?

Q3) What do you mean by past participle?

HOMEWORK -

The pupil-teacher will ask the students, to learn the uses of the present Indefinite, Present Perfect, present Continuous and present perfect Continuous tense.

REFERENCE -

Based on IXth class N.C.E.R.T. BOOK

LESSON PLAN-13

86

P.T's Roll no- 1944

Class-

Subject - English

Duration- 30 mins

Topic - "The Circus" (prose lesson)

Date - 23/12/17

Content Analysis -

1. Study and Knowledge about the prose lesson "The Circus".
2. The difficult words in the lesson are - Circus, Cage, catch, Rope.

General objectives -

1. To enable the students to express their ideas in English.
2. To make students able to read English correctly.
3. To enable the students make correct pronunciation.
4. To create interest for English language in students.

Instructional objectives in Behavioural terms ->

Knowledge -

1. The students acquire knowledge of new words and phrases.
2. The students can recognise and recall those words.

Understanding -

1. The students are able to understand the ideas given in the lesson.
2. They are able to understand different activities done by the characters.

Skills -

1. The student are able to develop different linguistic skills such listening, speaking, reading and writing.
2. The students can make use of Audio-visual aids related to the lesson.

(d) Application -

The students are able to make use of few words and phrases in their day to day life situations.

(e) Teaching aids used -

Blackboard, Chalk, duster, pointers, and a chart showing the Circus.

(f) Previous knowledge testing -

The pupil teacher will ask some introductory questions for creating proper environment and to check their previous knowledge.

Q1) Name the lesson that you have read from your text-book.

Q2) What do you mean by the word 'Circus'?

Announcement of the topic →

Finding the students unable to answer the last question the pupil-teacher will say, Dear students! Today we shall study the lesson "The Circus".

PRESENTATION

Teaching points	Pupil's Teacher's Activities	Pupil's Activities
STEP-I Model Reading. by the pupil.	The Pupil-Teacher will tell about the lesson in simple English during model and loud reading of lesson. The pupil-teacher lays more stress on pronunciation.	Students listen carefully and keep books open.
"The Circus" loud reading of 1 st paragraph	The P.T will give second loud reading of the lesson by stressing difficult words and try to make them easy by using mother tongue.	

(d) Application -

The students are able to make use of few words and phrases in their day to day life situations.

(e) Teaching aids used -

Blackboard, Chalk, duster, pointers, and a chart showing the Circus.

(f) Previous knowledge testing -

The pupil teacher will ask some introductory questions for creating proper environment and to check their previous knowledge.

- Q1) Name the lesson that you have read from your text-book.
Q2) What do you mean by the word 'Circus'?

Announcement of the topic →

Finding the students unable to answer the last question the pupil-teacher will say, Dear students! Today we shall study the lesson "The Circus".

PRESENTATION

Teaching points	Pupil's Teacher's Activities	Pupil's Activities
STEP-I Model Reading. by the pupil.	The Pupil-Teacher will tell about the lesson in simple English during model and loud reading of lesson. The pupil-teacher lays more stress on pronunciation.	Students listen carefully and keep books open.
"The Circus" loud reading of 1 st paragraph	The P.T will give second loud reading of the lesson by stressing difficult words and try to make them easy by using mother tongue.	

that students can learn easily.

Recapitulation —

The pupil-teacher will ask some questions from students in the form of recapitulation —

- Q1. Who went to the circus?
- Q2. Where was the lion?
- Q3. Who walked on the rope?
- Q4. Who danced in the circus?

Homework —

1. Read the lesson - "The Circus" at home.
2. Make the sentences from the following words - Ticket, Dance, Clap.

Reference —

Based on VIIth class NCERT Book.

LESSON PLAN-14.

P.T's Roll no - 1944
Subject - English.
Topic - Number.

Class - 8th
Duration - 30 mins
Date - 24-12-14

(*) Content Analysis -

- ① Definition of a number.
- ② Classify number into singular and plural number.
- ③ Rules of formation of plural numbers.

(*) General Objectives:-

- ① To enable the students to express their ideas in English.
- ② To make students able to read English correctly.
- ③ To enable the students make correctly pronunciation.
- ④ To create interest in students for English language.

(*) Instructional Objectives in Behavioral terms →

(a) Knowledge -

- ① The Students get knowledge of the definition of numbers.
- ② They can recognise the types of numbers.

(b) Understanding -

- ① The Students are able to understand the meaning of num
- ② They understand the classification as well as formation of plural numbers.

(c) Skills -

The Students will develop all the linguistic skill i.e listening, reading, speaking and writing.

(d) Application -

The students will be able to use numbers in their day to day life situations.

(e) Teaching aids used -

chalk board, chalk, duster, pointer, and a chart showing the number.

(f) Previous Knowledge testing -

Ball, chair, table, babies, armies, the pupil-teacher will ask the students to underline the words which are plural in number.

Announcement of the topic -

finding the students unable to respond to the questions. The pupil-teacher will say, students today, we shall learn about singular number and plural number.

PRESENTATION

Teaching points	Pupil's Teacher's Activities	Pupil's Activities
Meaning of number.	The pupil-Teacher will define the meaning of number with example - A noun is a word that tell us of its own quality. for eg:- Boy-Boys.	
Types	The pupil - teacher will tell the types of number with the help of chalk board.	
Singular number & plural number.	The pupil-teacher will define singular number and plural number as a noun that denotes one of a person, place or thing etc - is singular	

number. Exp:- Book, cow, cat. A noun that denotes more than one person, place or thing is plural number. for example:- books, cows, cats.

The pupil-teacher will explain the formation of plural number in the following ways:-

Formation of plural number.

① Some noun forms their plurals by adding 's' to their singular form.

for eg:- Book - Books.

Chair - Chairs

Students will listen carefully to the pupil-teacher.

② Nouns ending in ss, sh, ch, and forms their plural by adding 'es' to the singular.

eg:- Ass - Asses.

Tax - Taxes.

③ If a noun ends in 'y' preceded by a consonant then 'y' is replaced and 'ies' is added to form its plural.

eg:- Army - Armies

city - cities

④ A noun that ends in 'F' or 'Fe' forms its plural by changing 'F' or 'Fe' into 'v' and adding 'es' to its singular form. eg:- Man - Men

Foot - feet

Tooth - Teeth.

Students will try to understand the topic and note down important points in their notebooks.

Solving difficulty

The pupil-teacher will ask the students if they have any difficulty in the topic. The

teacher will ask

pupil-teacher will explain it by using mother tongue.

problems to the pupil-teacher.

Recapitulation —

The pupil-teacher will ask some questions to the students:—

- Q1) What do you mean by singular number?
- Q2) Give some examples of singular number?
- Q3) Give some examples of plural number?
- Q4) Give the definition of number?

Homework —

The pupil-teacher will ask to make the plural form of the following words at home —

Boy, Hexo, Pesay, Army.

Reference —

Based on VIIth class NCERT book.

LESSON PLAN-15

P.T. Roll no - 1944

Subject - English

Topic - Gender.

Class - 8th

Duration - 80 min

Date - 25-12-1

(*) Content Analysis -

- 1) Study about Gender.
- 2) Types of Gender.
- 3) Masculine Gender.
- 4) Feminine Gender
- 5) Common Gender
- 6) Neutral Gender.

(*) General objectives.

- ① To enable the students to express their ideas in English.
- ② To make students able to read English correctly.
- ③ To enable the students make correct pronunciation.
- ④ To create interest in students for English language.

(*) Instructional objectives :-

(a) Knowledge -

- ① The students get knowledge of the Gender.
- ② They can recognise and recall the types of gender.

(b) Understanding -

- ① Students are able to understand the meaning of genders.
- ② They understand the meaning of classification and formation gender.

1) Skills -

The students will be able to develop all the linguistic skills i.e. listening, speaking, reading or writing.

2) Application -

The students will be able to use the genders in their day to day life situations.

3) Teaching aids used:-

chalkboard, chalk, duster, pointer, chart showing genders.

4) Previous Knowledge Testing:-

The pupil-teacher will ask some questions from the students to check their previous knowledge.

Q1) What is a noun?

Q2) Give some examples of noun?

Q3) Do you know about gender? - NO.

Announcement of the topic

finding the students unable to answer the last questions the pupil-teacher will say, Dear Students! Today we are going to discuss about 'Gender'.

PRESENTATION

Teaching Points	Pupil's Teacher's Activities	Pupil's Activities
Meaning of Gender.	The pupil-teacher will define the meaning of Gender as follows - Gender tells us about whether a noun is a male or a female, a lifeless object or it can be both.	Students listen carefully and try to understand the meaning.
Types of Genders	The pupil-teacher will tell that there are four types of gender in English. ① Masculine gender ② Feminine Gender ③ Common gender ④ Neutral gender.	
Masculine genders.	The pupil-teacher will define the meaning of the masculine Gender. ① Masculine Gender - A word in the masculine gender shows that the living beings as a male. Example - man, boy, uncle, son, father.	Students listen carefully and note important points in their notebooks.
feminine Gender	The pupil-teacher will define the meaning of the feminine Gender as - ② Feminine Gender - A word in the feminine gender shows that the living being is a female. for example - woman, girl, Mrs, Aunt.	

Common Gender	The pupil-teacher will tell the students about common Gender - (3) Common Gender - A word in a common gender shows that the living being can be either of a male or a female. examples - child, pupil, student, baby, teacher, patient.	Students will listen carefully and try to understand the topic.
Neutral Gender	The pupil-teacher will tell the students that a word which denotes neither male or female. It denotes lifeless things. for eg:- Rice, Silver, Gold, Army.	

Recapitulation:-

- The pupil-teacher will ask some questions to the students:-
1. Give any two examples of Gender?
 2. What do you know about Feminine Gender?
 3. Give any three examples of common Gender?

Home work -

Write and learn gender and its types with examples at home.

Reference -

Based on VIIth class NEERI book.

LESSON PLAN - 16

P.T. Roll No - 1944

Class - 8th

Subject - English

Duration - 30 min

Topic - Punctuation.

Date - 2-1-15

(*) Content Analysis -

- ① Definition of punctuation
- ② Marks of punctuation.
- ③ Use of punctuation marks.

(*) General objectives -

- ① To enable the students to express their ideas in English.
- ② To make students able to read English correctly.
- ③ To enable the students make correct pronunciation
- ④ To create interest in students for English language.

(*) Instructional objectives -

(a) Knowledge -

- ① The students are come to know the meaning of punctuation
- ② They are able to know the uses of punctuation.

(b) Understanding:-

- ① The students understand the marks of punctuation.
- ② They also understand the rules of punctuation.

(c) Skills =

The students are able to develop the skills of listening, speaking, reading or writing.

3) Application -

The students are able to use the marks of punctuation in the sentence at exact place.

4) Teaching Aids to be used -

Chalk-board, chalk, duster, pointer, flashcard and a chart showing the use and rules of using punctuation.

5) Previous knowledge Testing -

The pupil-teacher will ask the following questions from the students to check their previous knowledge.

Pupil's Teacher's Activity	Pupil's Activity
21) What is this? (showing a pen)	This is a pen.
22) What is used at the end of a sentence?	full stop (.)
23) What is this mark called (!)	Punctuation mark
24) Do you know the rules of usage of punctuation.	No response.

Announcement of the topic -

Finding the students unable to answer the last question the pupil-teacher will say well students today. we shall learn about punctuation and their marks.

PRESENTATION

Teaching Points	Pupil's Teacher's Activity	Pupil's Activity
STEP-I	The pupil-teacher tells the students - The right use of putting in marks, points or stops in writing is called punctuation. eg:- 'The cow', said the master is a useful animal." These marks are called Punctuation.	Students listening carefully
STEP-II	The pupil-teacher tells the uses of marks of punctuation one by one to the students.	
STEP-III	The pupil-teacher tells the marks of punctuation are as follows and writes it on the black-board.	Students note important points in the note-books from the black-board.
uses of full stop (.)	The pupil-teacher will tell that- ① full stop is used in the affirmative, negative and imperative sentences at their end. exp:- She is a good girl. ② It is also used for end of abbreviations and initial (exp - Give (Government) dues - give one example when full stop is used for abbreviation.	Ans - See Section
uses of Comma (,)	① Comma is used when we have to separate two or more than two words. exp - Sohan, Ravi, or is used in between	

last two words.

- (2) It is also used for vocative. eg:- Ramu,
being a glass of water for me.
- (3) It is also used in yes, no, well, sir,
madam, please and thank you, etc.

a of
rogative
in (?)

- (1) It is used in end of sentences of direct
question. Eg:- Are you going to market?
Note - Mark of interrogative is not used
in different question.

of
phen.

The P.T tells use of hyphen for

- (1) using compound words. eg:- passer by,
brother-in-law.
- (2) for separation of fractional parts. eg:-
one-third ($\frac{1}{3}$).

students will
listen carefully
and try to
understand
the topic as
well as
write the
important
points in
their notebooks.

of
ted
omas")

Inverted commas are used -

- (1) used in different speech for keeping
speaker in words in inverted commas.
eg:- "she said to me" "I cannot help you
in this matter."

of colon

The P.T tells use of colon (:) for introducing
a quotation. eg:- Borun says: "Reading
makes a full man!"

Exclamation
ks (1)

It is used after interjection and after
phases and sentences expressing sudden emotion

or wish, as eg: - Atas! oh dear!

connection
work

The P.T will collect the note books of
all the students for connection work.

Recapitulation

The pupil-teacher will ask the students to use correct punctuation mark in the following sentences -

- (1) He does not go to school.
- (2) I can read ~~speak~~ and write English.
- (3) Co-operative
- (4) Broker in law.

Homework

The pupil-teacher will ask the students to complete the punctuation exercise in their grammar book.

Reference

Based on VIIth class NCERT Book.

Handwritten signature and a large red checkmark.

LESSON PLAN - 17.

102

P.T's Roll no - 1944

Subject - English

Topic - Direct and Indirect speech

Class - 8th

Duration - 30 mins

Date - 6/1/19

*) Content Analysis -

- ① Study about meaning of direct and indirect speech.
- ② Rules of changing direct speech into indirect speech.

*) General objectives -

- ① Study about meaning of direct and indirect speech.
- ② To enable the students to express their views in English.
- ③ To make students able to read English correctly.
- ④ To enable the students make correct pronunciation.
- ⑤ To create interest in students for English language.

*) Instructional objectives -

(a) Knowledge -

- ① The students come to know the difference between direct and indirect speech.
- ② They are able to recall how this conversion is made.

(b) Understanding -

- ① The learners understand the rules of changing direct speech into indirect speech.
- ② They can clarify how sentences of direct speech are converted into indirect speech.

(c) Skills -

The students are able to develop the different skills i.e listening,

speaking, reading or writing.

(d) Application-

The learners know about direct and indirect speech and so they are able to apply their knowledge in the language and in the day to day life situations.

(e) Teaching Aids used-

Chalkboard, chalk, duster, pointer and a chart showing usage of direct and indirect speech.

(f) Previous Knowledge testing-

The pupil-teacher will ask the following questions from the students to check their previous knowledge.

Pupil teacher's Activity	Pupil's Activities-
① What are the two ways of reporting the words of a speaker?	Ans - Direct speech and indirect speech.
② What is Direct speech?	Direct speech is what the original speakers use exact words.
③ What is indirect speech?	Ans - No response.

Announcement of the topic-

finding the students unable to answer the last question, the pupil-teacher will say, Well students! Today we shall learn direct and indirect speech.

Teaching Points	Pupil's Teacher's Activity	Pupil's Activity
STEP-I Indirect speech.	The Pupil-teacher will tell the students that Indirect speech are the exact meaning of a remark or a speech without necessary the speaker is exact words.	students will understand the "son" rule and note down in their notebooks.
STEP-II Rules of changing direct speech into indirect speech.	The pupil-teacher will tell the rules of changing direct speech into indirect speech. In reporting verb 'said to' change according to the sentence of reported speech. for example:- She says 'I am on the right side.' I - s → she says that she is on the right side.	students will try to answer the questions.
Q:- In reporting speech if subject is 3 rd person what change will be according to reporting verb.		
STEP-III	Changes to verb - ① If reporting verb is present or future tense then reported speech - No change. exp- the teacher says that Ram tells a lie. ② If reporting speech is universal truth or habitual fact - there will be no change in tense. ③ If reporting speech is universal truth or	students will note-down important points in their note book.
STEP-IV	Rules for assertive sentences - The P.T will tell the rules for assertive sentences. ① If reporting verb have no object then no change. ② If reporting verb have object then say, tell will	

change to said, told.

(3) In place of inverted commas 'that' is used.

Step-V Correction work -

The P.T will ask the students one by one to read out what they have written in their notebooks.

The P.T will point out the mistakes and the students will correct the notebooks themselves.

Recapitulation:-

The P.T will ask the students to change the sentences into indirect speech:-

- (1) He said to me, "I shall help you at all costs."
- (2) She said to me, "Are you a doctor now?"

Home work:-

The P.T will ask the students to solve their exercise of Indirect speech in their grammar book at home.

Reference -

Based on VIIth class N.C.E.R.T. book.

LESSON PLAN - 18

106

P.T's Roll NO - 1944

Subject - English

Topic - Pronoun.

Class - 8th

Duration - 30 min

Date - 7/1/15

(*) Content Analysis -

- ① Knowledge about the meaning of Pronoun.
- ② Kinds of Pronoun.
- ③ Personal pronoun.
- ④ Reflexive pronoun.
- ⑤ Relative pronoun.
- ⑥ Interrogative pronoun.
- ⑦ Indefinite pronoun.
- ⑧ Demonstrative pronoun.
- ⑨ Distributive pronoun.

(*) General objectives -

- ① To enable the students to express their views in English.
- ② To make students able to read English correctly.
- ③ To enable the students to make correct pronunciation.
- ④ To create interest in student for English language.

(*) Instructional objectives -

(a) Knowledge -

- ① The students get knowledge of the meaning of pronoun.
- ② The students will be able to know the uses of pronoun.

(b) Understanding -

- ① The students will understand the definition of pronoun.
- ② They will understand the types of pronoun.

(c) Skills -

The students will be able to develop different linguistic skills such as listening, reading, writing and speaking.

(d) Application -

The students will be able to apply the uses of pronouns in their day routine life.

(e) Teaching Aids used -

Chalks, chalkboard, cluster, pointer and a chart showing the pronouns.

(f) Previous Knowledge Testing -

The pupil-teacher will ask the following questions to the students to check their previous knowledge.

Q1 - What is noun?

Q2 - Ram is a good boy?

Q3 - He plays cricket.

In both the sentences, what are the words Ram and he?

Announcement of the Topic →

finding the students unable to answer the last question the pupil-teacher will say, well students! Today, we shall discuss the pronouns.

PRESENTATION

Teaching points	Pupil's Teacher's Activity	Pupil's Activity
Meaning of pronoun	The pupil-teacher will tell definition of pronoun - Pronoun is a word used in place of a noun. for eg:- Neha is a good girl. she is beautiful also. 'Neha' in this sentence is a 'noun' and in the second sentence 'she' is used in place of 'Neha'. i.e. noun.	Student will listen carefully to the pupil teacher.
Kinds of pronouns	The pupil-teacher will tell the students that there are seven types of pronoun which will write on the chalk-board. ① Personal Pronoun - The word which stands for the name of person or thing is called personal pronoun. eg:- I, we, he, she, it, they. ② Reflexive Pronoun - When the action done by the subject turns back upon the subject, it is called reflexive pronoun as myself, yourself, herself. eg:- ① I washed my clothes myself. ② He pointed his house himself. ③ Reflective Pronoun - The pronoun that generally connects two sentences and comes after the noun it stands	

for it is called relative pronouns as- whose, who, that, whom.

eg:- ① Megha is a doctor.

② Her dance is very good.

Students are
listen carefully
and try to understand
the topic

④ Interrogative Pronoun -

A pronoun used to ask a question is

called Interrogative pronoun. for eg:-

① what do you want?

② who are you?

⑤ Indefinite Pronoun -

that does not refer to any particular noun is

called Indefinite pronoun as some,

someone. eg:- some passengers were injured.

⑥ Demonstrative Pronoun -

A pronoun which points out the object which it refers is

called a demonstrative pronoun. eg:-

This is my watch.

⑦ Distributive Pronoun -

It refers to person or things one at a time. eg:- come one by one to me.

connection work - The P.T will ask the students to collect their notebooks for the connection work.

Recapitulation.

The P.T will ask the students following questions:-

- Q1 - what is the definition of a Pronoun?
Q2 - what do you mean by relative pronoun?

Homework.

The pupil-teacher will say to the students to write two examples of each types of pronoun at home.

Reference -

Based on VIIth class NCERT book.

LESSON PLAN - 19

P.T's Roll no - 1944

Date - 7/1/15

subject - English

Class - 8th

Topic - Notice

Duration - 30 mins

(*) Content Analysis

① Importance of Notice

② Contents or valuable points to be included in framing a notice

(*) General objectives -

① To enable the students to express their views in English.

② To make students able to read English correctly.

③ To enable the students make correct pronunciations.

④ To create interest in students for English language.

(*) Instructional objectives

(a) Knowledge -

① The students are able to come to know the importance of Notice.

② They are able to know the use of Notice.

(b) Understanding -

① The students understand the importance of Notice.

② They also understand the main points to be included in framing a notice.

(c) Skills -

The students are able to develop the skills of listening, reading, speaking and writing.

1) Application -

The students will be able to make a good notice and apply it in their daily life.

2) Teaching aids used -

blackboard, chalk, duster, pointer, flashcard, and a chart showing the rules to make a notice.

3) Previous Knowledge Testing -

The pupil-teacher will ask the following questions related to their previous knowledge.

INTRODUCTION

Pupil-Teacher's Activity

- a1) Ram is going to school?
(tell me the tense).
- a2) Do you know about tenses?
- a3) Can you know about how to write a notice?

Pupil's Activities.

Present Continuous Tense.

Yes

No.

Announcement of the topic -

Finding the students unable to answer the last question the pupil-teacher will say, well students! Today we shall learn how to write an effective "notice".

	The P.T will show other such transparency of different types of value points included in a notice. eg:- events, lost and found, exhibition.	Students will try to understand the question given by the
STEP-III	The Pupil-teacher will give question to write a notice. Question — Raju Mann is the secretary of the literary society of K.P.S school, Karnal. The society is organising a talk on "How to beat examination blue" by a renowned writer Nitin Ghosh. Raju puts up a notice on the school notice board inviting the staff and the students write this notice giving necessary details is not more than 10 words.	pupil-teacher.

Recapitulation —

The pupil-teacher will show them the transparencies showing different value points for different types of notices. The students will be able to differentiate between them.

Home work —

The pupil-teacher will give students to write notices as home-work.

your watch was lost in the class when you were out in the dances period yesterday. As Asha Sharma, student of class 8th of Deep public school, Ambala. Draft a notice for the school notice board giving all the details exceeding not more than 40 words —

Reference — Based on 8th class N.C.E.R.T Book.

P.T's Roll no - 1944

Subject - English

Topic - My Best friend.

Date - 8/1/15

Class - 7th

Duration - 30 mins.

(*) Content Analysis -

Knowledge about developing a composition "My Best friend".

(*) General Objectives :-

- ① To enable the students to express their views in English.
- ② To make students able to read English correctly.
- ③ To enable the students make correct pronunciation.
- ④ To create interest in students for English language.

(*) Instructional Objectives :-

(a) Knowledge -

- ① The students will know the qualities of a best friends.
- ② The students get the knowledge of developing of composition.

(b) Understanding -

- ① The students will understand the qualities of a best friend.
- ② They are able to understand more composition of this type.

(c) Skills -

- ① The students will be able to develop their listening and speaking skills.
- ② They can practice of writing English writing.

d) Application-

The students are able to apply it in their daily life situations.

e) teaching aids used-

Chalk board, chalks, cluster, pointer, flash-boards, pointer.

f) Previous knowledge testing-

The pupil-teacher will ask the students the following questions by showing flash cards one by one -

Q1 - What is your name?

Q2 - In which class do you read?

Q3 - Do you have any friend?

Q4 - How many friends do you have?

Q5 - Who is your best friend?

Announcement of the Topic-

finding the students unable to answer the last question the pupil-teacher will say, well students! Today we shall develop Composition on "My Best friend".

PRESENTATION

Teaching Points	Pupil's Teacher's Activities	Pupil Activity
Rep-I	oral development of composition by the pupil-teacher.	
Best friend.	The pupil-teacher will start oral development of composition by showing the chart. He will also write the outlines of composition on chalkboard.	Students will listen carefully to P.T.

I have many friends, but Namita is my best friend. She is 12 years old. She reads in VIIth class. She is my class fellow. She is a good girl of sober nature. Her father is a doctor and her mother is a teacher. She gets up early in the morning. She is good at studies. She is polite and cheerful. I am proud of her. May she get success throughout her life.

"My Best friend"

Step-II

Oral development of Composition by the students —

The aids used by P.T will continue and the P.T will ask a few questions from the students.

- Q1. Who is your best friend?
- Q2. What does her father do?
- Q3. How old is she?
- Q4. When does she get up?

Whenever students find difficulty in answering the questions the P.T will give them key words.

Complete the following using sentences—

- ① — is my best friend.
- ② she is — years old.

Students answers.

	③ Her mother is a _____. ④ Her father is a _____. ⑤ She is my class _____.	The Students will write down the paragraph in their note-books.
STEP-III	Writing of Composition by the Students - The students will be asked to write down paragraph in their note books. The P.T will see that none of them copies the other students.	
STEP IV	Correction work - Then the notebooks of all the students will be collected for correction work.	

Recapitulation -
The Pupil-teacher will ask the following questions in the form recapitulation.

- Q1 - Who is your best friend?
- Q2 - In which class does he read?
- Q3 - What was his father and mother?

Homework -
The students will be asked to write and learn a composition "My Best friend" at home.

Reference -
Based on VIIth class NCERT book.

P.T's Roll no - 1944

Subject - English

Topic - Past Perfect Tense.

class - Vth

Duration - 30 mins

Date - 9/1/15

(*) Content Analysis -

- ① Knowledge about Past Perfect Tense's rule.
- ② Formation of past Perfect Tense in Affirmative sentences, negative sentences, Interrogative sentences.

(*) General Objectives -

- ① To enable the students to express their ideas in English.
- ② To make students able to read English correctly.
- ③ To enable the students make correct pronunciation.
- ④ To create interest in students for English language.

(*) Instructional objectives -(a) Knowledge -

- ① The students get the knowledge of past perfect tense.
- ② The students are able to know the rules of usage of past perfect tense.

(b) Understanding -

- ① The students will be able to understand the meaning of past perfect tense.
- ② They will be able to recall and recognise these types of sentences.

(c) Skills -

The students will be able to develop their all four linguistic

skills i.e., listening, writing, reading or speaking.

(d) Application -

The students will be able to use correct past perfect tense in their daily use.

(e) Teaching aids used -

chalk, chalkboard, duster, pointer, and a chart showing the rules of past perfect tense.

(f) Previous knowledge Testing -

The pupil-teacher will ask some questions from the students to check their previous knowledge -

- Q1. What do you mean by tense?
- Q2. How many types of past tense are there?
- Q3. Which form of verb is used in past tense?
- Q4. What do you know about past perfect tense?

Announcement of the Topic -

finding the students answer is negative to the last question the pupil-teacher will say, well students, today we shall discuss about "Past perfect tense".

Correction work -

The pupil-teacher will ask the students if they have any difficulty and ask them to collect their note book for correction work.

Recapitulation -

The pupil-teacher will ask the following questions from the students -

- Q1 - What is past perfect tense?
- Q2 - How many types of past tense are there?
- Q3 - Which form of verb is used in past perfect tense?

Homework.

Fill in the blanks with Past perfect Tense -

① The students _____ before the teacher came. (go).

② The market _____ by eight o'clock. (close)

Reference -

Based on VIIth Class N. G. R. T Book.