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For Grade 8 **LESSON PLAN
AND ANSWER KEY**



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Written by Geetha Kumar, Meera Srinivas, Ashima Bath, and Shefali Ray
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LESSON PLAN

UNIT 1: GOING PLACES – Section 1 Adventures in Antarctica

Grade: VIII	Subject: English	Material: Textbook
Teacher:	Date:	Week:
<p>Learning objectives:</p> <p>This section will help learners develop the following skills/competencies:</p> <ul style="list-style-type: none"> • answer questions orally and in writing on a variety of texts • interpret tables, charts, diagrams and maps, and incorporate the information in writing • use material from various sources in English and other languages to facilitate comprehension and co-relation • learn how to write a formal letter 		
<p>Overview:</p> <p>This section presents the adventurous tale of siblings who undertake a thrilling journey to Antarctica, as the name suggests. As they narrate their story of how they got a place on a Chilean navy ship sailing to Antarctica, and the stormy seas that lay ahead. This piece is a good example of a first-hand account of a personal experience.</p>		
<p>Success criteria:</p> <p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> • understand that travel can be both exciting and dangerous at the same time. • answer factual, inferential and extrapolative questions. • speak and logically discuss an issue in a group. • write a formal letter expressing thanks. • glean information by listening attentively. • role-play and organize an excursion. • make notes from a given piece of material. 	<p>Generic skills:</p> <ul style="list-style-type: none"> • <i>Collaborative:</i> Students will work in groups and discuss answers to questions. They will also work together to improve their vocabulary and grammar, and discuss a topic. [<i>Learn to Read (Understand, Infer, Reflect), Learn Words, Learn Grammar, Learn to communicate</i>] • <i>Analytical:</i> students will comprehend the passage and answer questions by referring to the story. • <i>Critical thinking:</i> Students will reflect and discuss the given issues. [<i>Learn to Read (Reflect)</i>] • <i>Deductive:</i> students will work to arrive at conclusions after skimming and scanning information from the text. • <i>Study Skills:</i> students will learn new words; exercise their listening and comprehension skills; learn about the usage of articles, making notes, writing a formal letter 	

Starter:

- Ask the students to go through page 2 of the textbook. The starter will introduce the students to the theme of the unit, which is travel.
- Ask the students to attempt the question on their own and then share their answers with the class to corroborate.

Lesson Structure:

Pre-reading:

- **Pre-reading—Reading aloud prediction:** At the beginning of the lesson, read the paragraph below. Ask the students to listen to the following text (this paragraph is from the passage from today's lesson) carefully and after listening they will share their thoughts:

We could feel the tension on the ship. Everyone looked serious, their faces taut with anxiety. It was our third night on board, and it was time to enter the Drake Passage. This passage is the principal reason why the continent of Antarctica was not discovered for a long time. Seafaring explorers and courageous captains just could not get across it, nor pierce its mantle of ice and snow and shrouds of mist. Occasionally, one can encounter the 'Drake Lake', with low winds and calm waters, but one is more likely to get the fearsome 'Drake Shake,' with the unleashing of all the fury of the elements. You have waters so savage and treacherous that even the most experienced sailors fear to cross. Even with modern technological advances in seafaring, merciless storms in the Drake can leave ships stranded. It seemed that we were heading for some awesome conditions
- Ask the students to share their predictions after listening to your reading. Ask them what they think the passage will be about, they can also take clues from the title, 'Adventures in Antarctica'. Elicit responses from the students and ask them to note down their predictions to remember them. They will be revisited at the end of the lesson.

Reading:

- **While reading:** Ask the students to begin reading the passage silently. Ask them to read the passage till page 5 of the textbook. Remind them to refer to the glossary boxes on the page to refer to meanings of difficult words.
- **Collaborative Annotation:** Pair up students and ask them to revisit the paragraphs they have read from the text and have them annotate the passage by highlighting important information, writing comments or questions in the margins, and making connections.
- Tell the students that to annotate something means that an annotation might look like highlighting information or vocabulary in a text, marking a text with symbols to represent different ideas, creating notes in the margins of a text to keep track of thoughts and questions, or writing summaries at the end of a section for easy review.
- Ask that they can then share and discuss their annotations with the pair of students next to them. Walk around the class to facilitate the exercise, clear any ambiguity the students may have. At the end of the exercise ask the students how their experience was of the activity.
- Ask the students to continue reading till the end of the passage at page 7 of the textbook.

Learn to read:

- **Predictions and more:** Once the students have finished reading the passage, ask the students to revisit their predictions about the passage in the start of the lesson. Elicit responses from the students to ask them if they predicted accurately or not.
- Draw the attention of the students towards the last paragraph, where they read about an Albatross leading them through the Drake Passage. Ask the students if they know of any myths and legends about Albatrosses and sailing. Elicit responses and tell them that often sailors believe Albatrosses are a sign of good luck, and they can help in leading ships out of storms.
- Ask the students that now that the characters have almost reached the end of their journey. What can happen next to them in Antarctica? Ask the students to predict what might happen next.
- *Understand*
 - **Group work:** Divide the class into groups. Ask each group to discuss the answers to the given questions and make notes in their rough notebooks. Ask the other groups:
 - a. if they agree to the answer that has been read out;
 - b. if they have anything to add
 - Ask at least 3 groups to read out their points for each answer.
 - Then ask each question in class in the following manner.
 - Finally, the students will write the answers in their notebooks. The time limit for this exercise should not exceed 15 minutes.
- *Infer*
 - **Pair work:** Each pair will discuss Q.3 and make notes. Divide the class into pairs. The other students can then correct them if they want.
 - Ask at least 5 pairs of students to present their answer to the class. Guide them as required.
- *Reflect*
 - For Q.4, let the students brainstorm and come up with points. Write some of the key points on the whiteboard. Guide and discuss the topic with the students.
 - **Group work:** For Q.5, divide the class into groups. Ask each group to discuss the given question. Ask at least 5 groups to present their answer to the class. The other groups will give their views. Guide them as required.

Learn words: Opposites

- **Prior knowledge:** Ask the students to recall opposites of words, for a refresher, call out words and ask the students to tell you the opposite.
- **Pair activity – Question 1:** Pair up the students and open to page 9. Ask the pairs to go through the list of words given on the page and locate words that are roughly opposite to the given ones. Tell them to refer to the paragraph number written against the word to help in locating the word.
- Pairs can write their answers in their respective notebooks. Tell the students that today's activity is similar to word opposites however it will focus on various intensities of the word and their opposites.

- Write the word slow and ask the students its opposite, write the response, fast, on the whiteboard. Now ask the students what words they use if they want to express something which is fast but not so fast. Elicit responses and note them on the board. Draw their attention to the line given in question 2 on page 9:
- slow → quite slow → not slow → not fast → quite fast → fast
- You can also replicate this on the board. Tell them that the phrases used between slow and fast are varying degrees of slow and fast, it expresses something which is slow or not so slow or not so fast. These are adjectives of various intensities. Ask the students to share some more examples that they can think off.
- Draw their attention towards Question 2 on page 9. Facilitate them in completing the task. As a helpful hint, ask the students to follow the pattern given on page 9, draw a line and write the absolute adjectives, i.e., hot and cold on the right and left ends of the line, then fill up the middle by using various adjectives appropriately.
- **Wrap up:** Ask the students with come up with their own string of adjectives with various intensities.

Learn Grammar: Articles

- **Prior knowledge:** Ask the students to recall articles and their use, elicit their responses and write their feedback on the board. Remind the students that the:
 - Articles (a, an, the) are used before nouns and are a type of adjective.
 - The definite article (the) is used before a noun to indicate that the identity of the noun is known to the reader.
 - The indefinite article (a, an) is used before a noun that is general or when its identity is not known.
- **Individual work:** Facilitate the students in completing exercise 1. Ask them to go over the paragraph with a pencil and underline/circle all the articles used. They can then focus on rewriting the paragraph with the correct article.
- **Subordinating Conjunctions:** Recall what are conjunctions and clauses with the students. Elicit feedback from the students and jot it down on the whiteboard.
- Explain to the students that today they will be studying subordinating conjunctions. Draw their attention to the explanation given on page 9
- **Subordinating conjunctions** are words that connect an independent clause (a complete sentence) to a dependent clause (a group of words that cannot stand alone as a sentence). They help to show the relationship between the two clauses, such as cause and effect, contrast, or time.

Example:

Subordinating Conjunction: Because

He could not attend the meeting because he was sick.

Dependent clause: Because she was tired, she went to bed early.

- **Individual work:** Ask the students to attempt question 2. Take rounds around the class to monitor the students' work and provide feedback where needed.

Learn to Study: Making Notes

- Ask the students to share information about someone they know or have heard of who works for welfare and helping other people. Elicit responses from them.
- Tell the students that they will be read a passage about two girls who cycle for a cause. After reading the passage they will be making study notes about the passage, hence while reading they need to underline important information.
- Instruct them to open to page 10 of the textbook. Tell them to read the passage first and then read the important points given in the speech bubble on page 10 above the passage. Take feedback from the students to check their understanding of the task.
- **Individual work:** Once they have finished reading the passage ask them to go through the points given on page 12 and fill out the missing information. This is an outline of the notes pertaining to the passage.

Learn to Write: Paragraph and Formal Letter

- **Question 1:** For Question 1, ask the students what is their favourite book or movie that they have read recently. Ask them to share a few points about the book.
- **Individual work:** Instruct the students that they will write a small paragraph in their notebooks describing their favourite book or movie and why they like it.
- Ask the students underline the articles they use in their paragraph.
- **Pair work:** once students have written their paragraph, ask them to pair up and read their paragraphs to each other. Once the partner finishes the reading the listener will relay what he has heard and understood to the first speaking partner and then they will switch roles.
- **Formal Letter:** Before you teach the lesson, bring samples of formal letters (one for each group). A sample is given below and the teacher can use that.
- **Prior knowledge:** Ask the students if they have written an application to the school. Elicit responses to how they wrote it and what were the things they were careful about. Jot them on the board.
- Explain that letters, applications, etc. written to people other than family and friends are called formal letters. A formal letter is a written communication between two or more people in a formal setting, such as a business or government organization, head of the school, your teacher, a company manager, etc.
- **Group Activity:** Divide the class into groups of four, give each group a sample formal letter and explain to them that they must discuss what features they can identify in the sample letter. Keep one copy of the sample letter with you. The sample letter can be something like this:

Ahmed Nadeem
Happy Primary School,
Gulshan,
Karachi.
30 May 2025
Faisal Aslam
Magnificent Centre of Science,
West Wharf,
Karachi
Dear Mr Faisal,

I am writing to say thank you to you and your team for the recent scientific experience that I attended with my school at your Magnificent Centre of Science. We were able to do so many different activities all of which were so much fun!

The workshop about the Space in the auditorium was fantastic, I really liked finding out how we can travel through space and if we can find new life on other planets. I also liked conducting the science experiments on electricity, these helped me in understanding how electricity works as well.

I would recommend your centre to anyone who likes having fun and who wants to learn more about the science.

I would love to visit again one day.

Yours sincerely,

Ahmed Nadeem

Class 8

Primary School

- Give the students 10 – 15 minutes to discuss and note down features. Start taking responses from each group about their findings and note them on the board. Elicit the features and format of a formal letter in this manner. Take a copy of the sample letter and paste it on the board, now one by one start highlighting the components of the formal letter on your copy of the letter. Refer to sample below.
- Remind the students of the following points to remember as well:
 - Use a professional tone and avoid slang, contractions, or informal language.
 - Address the recipient by name and use their appropriate title.
 - Be clear and concise in your writing and organize your letter logically.
 - Proofread your letter carefully for spelling and grammar errors before sending it.
- **Pair activity:** Pair up the students and turn page 13 of the textbook. Ask the students to read the section thoroughly and underline the purpose of the letter. Ask the pairs to first brainstorm ideas for writing the letter and write notes on the template given on page 14. Keep the purpose of the letter in mind. You can share the following template with the pairs or paste a copy on the board for students to study.

[Your Name]
[Your Address]
[City]
[Date]
[Recipient Name]
[Recipient Title]
[Organization Name]
[Address]

Dear [Recipient Name],

Opening Paragraph: Begin your letter by introducing yourself and explaining why you are writing. If you are writing for a specific purpose, mention it here. Be clear and concise in your opening paragraph.

Body Paragraph(s): Use this section to provide more details about your purpose, to explain your experiences or to provide additional information. Each paragraph should focus on a single idea and be organized logically. Provide evidence or examples to support your position.

Closing Paragraph: Summarize your main points and conclude your letter with a request for an appointment or a request for a response. Thank the recipient for their time and consideration.

Sincerely,

[Your Signature]

[Your Name]

- **Individual work:** Using the guidelines taught and the ones given on page 13 and 14 students can discuss their ideas in pairs and then complete their letters individually in their notebooks. Remind them to stay in the word limit of 250 – 300 words. Proofread and edit their letter before writing a final version.
- **Peer review:** Once done the students can swap their letters for a pair review and write what positive aspect they observed from their peer's work.

Learn to Communicate:

- **Listening: Questions 1: Instructions to students:** Ask the students to listen attentively to the passage that you will be reading.
- **Question 1:** Instruct the students to read question 1 given in the Learn to communicate on page 15. Tell them that they must remember important details from the passage they hear to answer the questions.
- Read out the relevant listening passage once to the students from the end of the textbook. Make sure they are focused and pay close attention to the details. Ask them to answer the questions after the first listening.
- To reinforce their learning, you can reread the passage, and have the students check their answers again. This helps to solidify their understanding and improves their listening skills. Be sure to provide positive feedback and support throughout the activity, making it an enjoyable and educational experience for the students.
- **Speaking – Question 2: Group work:** Divide the students in groups of four. Explain to the students that they will first read the question on page 15 and points to remember on page 16. Give them five minutes to read together.

- **Role-play:** Tell the pairs that they will now prepare for a role-play. Give them a few minutes to prepare and decide their roles for each scenario. They can rehearse their performances. Tell the students that they must give expressions to their performance to make it look convincing. While delivering dialogues they should be clear and audible.
- Invite the groups to perform their role-plays on the scenarios in front of the class. Encourage and motivate them while giving constructive feedback.
- Tell the students that they will assess their peers using the rubric given on page 16 while they perform. Explain the parameters the pairs will assess each other. They will be giving their partners scores between 0 and 5.
- Once students are finished with their tasks ask the students to share their experiences of talking to each other and assessing each other. Give the students time to share their assessments for each other positively, Remind students they have to be respectful and constructive while sharing their assessments.

Class assessment:	✓	X
Can the students read the story Adventures in Antarctica?		
Can the students answer the comprehension questions accurately?		
Can the students use recall and use articles accurately?		
Can the students make notes according to the parameters given?		
Can the students write a formal letters with all its conventions?		
Can the students listen for details and answer questions?		
Can the students perform role-play according to the scenario given with confidence, expressions and clarity?		

Teacher's notes:

- If students find it hard to read the story, teachers can pair them up with stronger readers to read together. Another option can be to read the story aloud to the class while students follow along. Or break the story into smaller parts and go over each part slowly.
- Recall grammar rules before grammar exercises, discuss the rules, asking questions to ensure that the learners have understood what they need to do in the given task. Individual learners may be asked to read out the rules.
- Encourage learners to refer to the rules and ask questions while they are doing the exercise.
- After the students have done the exercise, discuss the answers to ensure that learners understand the rules.
- If you feel that more practice is required in class, use the explanation(s) in the coursebook followed by reinforcement worksheets or homework.
- If students struggle with writing a formal letter provide them with various samples to read and identify the features. Ask them to underline the formal language used. Give them tasks to practice.

Unit 1 – Section 2 The Brook

Grade: VIII	Subject: English	Material: Textbook
Teacher:	Date:	Week:

Learning objectives:

This section will help learners develop the following skills/competencies:

- locate sequence of ideas, events and identify main idea of a story/poem through various types of comprehension questions
- prepare a write up after seeking information in print/online, notice board, newspaper, etc.,
- after understanding the context for different types of writing: here for example, they learn about creating brochures

Overview:

This is a poem which has been included to enable young learners to imagine how something which we think of as inanimate might be capable of travelling and having an experience of its own. The idea is to make the learner imagine and give a voice to things that are non-living. There is an element of fantasy as well. In the poem, a stream talks in detail about how it travels from its source till it joins the river. Students also realise that a stream's journey lasts forever unlike men who are mortal.

Success criteria:

By the end of the lesson, students should be able to:

- appreciate a poem and enjoy its rhythm and language.
- answer factual, inferential, referential and evaluative questions.
- understand that even an inanimate object may travel and have its own story to tell.
- prepare a travel brochure for an imaginary town.

Generic skills:

- *Collaborative:* Students will work in groups to analyze the poem and draw out its meaning. Students will also work together to create a travel brochure. *(Activity)*
- *Analytical:* Students will analyze the given text to arrive at the correct conclusion. *(Learn to Read)*
- *Study skills:* Students will learn to appreciate a poem. *[Learn to Read (Appreciate)]*
- *Creativity:* Students will use their imagination to make a fictitious town attractive to tourists. *(Activity)*

Lesson structure:

Pre-Reading:

- The students should sit with their books closed. Do not disclose the name of the lesson they are about to read.
- Introduce the topic and generate a discussion through the following questions. Allow the students to answer either individually or in chorus. Allot ten minutes for the discussion.
 - *Can they imagine a non-living thing to have experiences similar to those of a human being while travelling?*
 - *Offer a few examples—coin, book, tree, rock. What kind of experiences would these objects have?*

- *What kind of an experience does a river have?*
- *Can they chart the course of a river from its source to the sea?*
- *Talk about the various landscapes that people, animals and rivers would be likely to cross on its journey.*
- The above questions will generate a lively discussion, which the teacher should monitor to prevent chaos. All responses by the students should be appreciated.
- Then ask the students to open their books to the lesson concerned.

Reading:

- The meanings of difficult words have been given in little boxes on the page corresponding to the said word. Students should, however, be encouraged to discover the meaning themselves by referring to the context in the poem.
- Instruct the students to silently read the first 6 stanzas till *But I go on forever...* Tell the students to take care of rhythm, stress and intonation while reading.
- Ask the students the following questions with reference to the portion they have just read.
 - *What are all things the brook crosses on its journey until it reaches the river?*
 - *What does the brook mean when it says that 'For men may come and men may go, But I go on forever.'?*
 - *What kinds of sound does the brook make while it flows?*
 - *What kinds of land does the brook flow by?*
 - *Why do you think the brook repeats the lines: 'For men may come and men may go, But I go on forever.'?*
- Write the following questions on the blackboard. This will make sure that the students follow the text closely and scan the material for the answers.
 - *Which line shows that the brook meanders?*
 - *What kinds of fish live in the brook?*
 - *What grows for 'happy lovers'?*
 - *How does the brook behave with the swallows?*
 - *What does the brook make the sunbeams do?*
 - *Where does the brook 'linger' and 'loiter'?*
- Ask the students to read the next segment, that is, from *I wind about, and in and out...* till the end of the poem. While reading, the students will automatically scan for the answers to the questions given on the white/blackboard.
- You may read the poem aloud and instruct your students to follow the lines in their books.
- Now that the poem has been read and heard, divide the students into groups and have them discuss the following questions.
 - *Did they enjoy the poem?*
 - *What did they like most about the poem?*
 - *Do they think the brook is happy with its journey*
- Discuss and compare the answers with each group. All of the above discussions should be interactive, with you encouraging the students to participate in them.

Learn to read:

- *Understand and Infer*
- **Group work:** Divide the class into groups. Now, ask each group to discuss the answers from Q.1 to Q.4 and make notes in their rough notebooks. Then discuss each question in class in the following manner. Ask at least 3 groups to read out their points for each answer. Ask the other groups:
 - a. if they agree to the answer that has been read out;
 - b. if they have anything to add.
- *Appreciate*
 - *Explain alliteration and refrain (Q.5 to Q.8) to the students with examples on the whiteboard.*
 - *Finally, the students will write the answers to all the questions in their notebooks. The time limit for this exercise should not exceed 15 minutes.*

Activity: Making a Brochure

- **Prior knowledge:** Show the students a brochure and ask them if they know what it is? Elicit responses from the students, explain to them that this is a brochure, its purpose is to convey information and to convey awareness about any topic. Brochures are also commonly used as a form of advertisement and use persuasive language to convince the reader to do something.
- **Group work:** Divide the students into groups of four and distribute a brochure to each group. Ask the students to observe the given brochure and note down the prominent features on it. They can discuss the components amongst themselves and collate a list. Elicit responses from the students about the features of a brochure and jot their feedback on the board.
- Brochures can come in various designs and formats, but they typically include the following key features:
 - **Cover Page:** The cover page of a brochure is the first thing that catches the reader's attention. It often includes the title, a visually appealing image or graphic, and sometimes the organization's logo. The cover page sets the tone and creates the initial interest in the content.
 - **Introduction/Overview:** Brochures usually include a brief introduction or overview section that provides a concise summary of the main topic or purpose. This section aims to capture the reader's interest and give them a glimpse of what they can expect from the brochure.
 - **Body Content:** The body content of a brochure contains the main information or message being conveyed. It can be divided into sections or subsections, each focusing on a specific aspect or feature. The content can include text, images, charts, graphs, or other visual elements to effectively communicate the information.
 - **Visual Elements:** Brochures often include visual elements to enhance the overall appeal and convey information more effectively. These can include high-quality images, illustrations, infographics, or diagrams related to the subject matter. Visual elements help break up the text and make the brochure more visually engaging.
 - **Call to Action:** A brochure typically includes a call to action, which is a statement or instruction that encourages the reader to take a specific action. It can be to make a purchase, request more information, visit a website, attend an event, or contact the organization. The call to action guides the reader towards the desired outcome.
 - **Contact Information:** Contact details of the organization, including phone numbers, email addresses, website URLs, and physical addresses, are often included in a brochure. This allows readers to easily get in touch for further inquiries or to avail of the products or services being offered.

- **Design Elements:** A well-designed brochure pays attention to layout, typography, color scheme, and overall visual aesthetics. The design should be visually appealing, consistent with the organization's branding, and easy to navigate. It should also align with the target audience and purpose of the brochure.
- **Folded Format:** Brochures are often folded into different formats to provide multiple panels for content. Common folding options include bi-fold (single fold), tri-fold (two folds), or gate-fold (multiple folds). The folding style determines how the content is organized and displayed when the brochure is opened.
- Remember that the specific features of a brochure can vary depending on its purpose, target audience, and design preferences. It's important to tailor the brochure's features to effectively convey the desired message and engage the intended readership. These features can also be given to the students in the form of a handout after the teacher has elicited responses from the students.
- Tell the students that they will be making a brochure of their own. Ask them to open their textbooks to page 20 and 21 and go through the activity section on the page. Tell the students they will be drafting a travel brochure which will include the given pictures. These can be used as famous tourist spots.
- **Design and creation:** Ask the groups to brainstorm what their imaginary place will be called, what are the highlights of the location, and the tourists would like to visit. They should add information about the attractions, accommodations, transportation, and any other relevant details.
- Have the groups create an outline of the key information they want to include in their brochures. This can include headings, subheadings, and bullet points for each section. Emphasize the importance of engaging and descriptive language to captivate readers and entice them to visit the destination.
- Distribute the A4 papers or they can use their notebooks and art supplies to the groups, one sheet per group. Tell the students that they will have to fold their papers in three parts horizontally so that it appears to have three sections. Utilize both the sides of the sheet.
- The students can recreate the images on page 20-21 of the textbook in their brochure as drawings. Students can use rough sheets to draft and design their brochure. You can draw the following template on the board or give the groups as a handout:



- Use the following tips as a template to share with the groups as well:

Front Page

Title: This should be a catchy headline that will grab the reader's attention.

Image: An image of the place/s you are writing about will help to capture the reader's attention.

Short Description: This should give a brief overview of the place, including its location, climate, and some of its key attractions.

Inside Pages

Attractions: This section should list the main attractions of the place, along with brief descriptions.

Activities: This section should list some of the activities that visitors can enjoy in the place, such as hiking, biking, swimming, shopping, or dining.

Getting There: This section should provide information on how to get to the place, including transportation options and travel times.

Where to Stay: This section should list some of the accommodation options in the place, including hotels, bed and breakfasts, and vacation rentals.

Back Page

Contact Information: This should include the address, phone number, and website of the place's tourism board or visitor centre.

Call to Action: This should encourage the reader to visit the place, such as by providing a link to the tourism board's website or by offering a discount on travel expenses

- **Gallery walk:** Give the students ample time to brainstorm, design, and create their brochures. Once they have completed their brochures, pin them up on the display board in a manner that is spread around the class. Organise a gallery walk in the class, give each group a few sticky notes, tell them that in their groups they will take a walk around the class and using their sticky notes give comments about the presentations. They will focus on the following points:
 - The content of their travel brochure (does it include all of the key elements?)
 - The persuasiveness of their writing
 - The use of visual elements
- The teacher can read the comments the groups have given to each other and discuss them with the class, ensure to highlight the positives and motivate the students to do better.
- Give the students 10 minutes in the end to use the self-assessment rubric given on page 21 of the textbook.

Class assessment:	✓	X
Can the students read the poem The Brook with intonation and rhythm?		
Can the students answer the comprehension questions accurately?		
Can the students make and present their travel brochures as per given directions?		
Can the students appropriately assess themselves?		

Teacher's notes:

- If students find it hard to read the poem Vocation, teachers can pair them up with stronger readers to read together. Another option can be to read the poem aloud with elocution to demonstrate to the class while students follow along.
- If the student struggle with making travel brochures share multiple samples online or bring to the class to help stimulate their imagination.

Unit 2: MAKING SENSE OF THE WORLD – Section 1 The World at our Fingertips

Grade: VIII

Subject: English

Material: Textbook

Teacher:

Date:

Week:

Learning objectives:

This section will help learners develop the following skills/competencies:

- read, compare, contrast, think critically and relates ideas to life
- read a variety of texts for pleasure (here, non-fiction)
- use grammar in context such as active and passive voice

Overview:

This section has been included keeping in mind the importance of the sense organs we are blessed with. The aim of the lesson is to highlight the unique abilities of our different organs, mainly the sense of touch and the skin, in gaining knowledge about our environment and the things around us.

Success criteria:

By the end of the lesson, students should be able to:

- answer factual and inferential questions.
- speak and logically discuss an issue in a group.
- form new words using appropriate suffixes.
- match expressions with their meanings and use correctly in sentences.
- learn how words with more than one syllable are pronounced stressing on the required syllables.
- use passive voice to form grammatically correct sentences.
- learn to correctly use conditional clauses (a fulfillable condition, an unreal condition, an unfulfilled condition) in sentences.
- develop sensitivity to people with special needs.
- appreciate their sense organs and develop their visualization skills.
- recognize many phrases associated with different senses.

Generic skills:

- *Collaborative:* Students will work in groups and discuss answers to questions. They will also work together to improve their vocabulary and grammar, and discuss a topic. [*Learn to Read (Understand, Infer, Reflect), Learn Words, Learn Grammar*]
- *Analytical:* students will comprehend the passage and answer questions by referring to the story. [learn to read; learn to study]
- *Critical thinking:* Students will reflect and discuss the given issues. [*Learn to Read (Reflect)*]
- *Deductive:* students will work to arrive at conclusions after skimming and scanning information from the text.
- *Study Skills:* students will learn new words; exercise their listening and comprehension skills; learn about suffixes, using passive voice, correctly use conditional clauses, forms of verbs

Starter:

- Use the starter to introduce the theme of the unit, which is inclusivity and diversity, especially related to differently-abled people.
- **Pair work:** Pair up the students to attempt the matching question on page 22 of the textbook.
- Ask the students to share their responses once they have completed

Lesson structure: Pre-Reading:

- The students will sit with their books closed. Do not disclose the name of the lesson they are about to read. Ask the students to name the five sense organs. Let them discuss the following question:
 - *Which sense do you think is the most important? Why?*
- Divide the class in groups of 4–5. Take a bag of objects—water bottle, notebook, fruits, pen, pencil, colours, chocolate, etc. Give one scarf to a member of each group to blindfold himself. Hand over one object to each group. Ask them to guess what it could be by using their other senses. The other members could ask questions like:
 - *How is its texture—rough, dry, smooth?*
 - *How does it smell?*
 - *How does it taste?*
- Let each member get a turn. After 15 minutes, ask the students to share their experiences. Generate a discussion by asking the following questions:
 - *How would your life be different without the sense of vision?*
 - *How would you go about carrying daily tasks?*
 - *How would you entertain yourself without visual sources like the television?*
- The teacher should ensure that students discuss the issue with sensitivity. All students' responses should be appreciated. Now ask the students to open their books to the corresponding lesson.

Reading:

- Write the difficult words on the board. As the students come across the words in the text, ask them to guess their meanings in the given context. Let 2–3 students answer. Then ask them to read the meaning given in the box.
- Ask the students to do a silent reading of the first paragraph (from '*Imagine living in a world... pressing them with fingers*'). Discuss the following questions with the students:
 - *Which sensation is the writer highlighting in the paragraph?*
 - *How would your lives be different without the sense of touch?*
 - *What helps in detection of an object by touching it?*
 - *How does one determine if a fruit is ripe or not?*
- Write the following questions on the blackboard. Ask the students to find answers to these questions while they read the next two paragraphs (from '*We can also figure out ... maximum number of receptors*'). The students will follow the text closely and scan the material for answers.
 - *How can you recognize an object without looking at it?*
 - *How does the skin of our fingers act like? What are the different sensations it can distinguish between?*
 - *Which method does the visually impaired use to read? How does it work?*
- Repeat the same activity here as given above and ask the students to read the next segment (from '*Some aspects of an object ... chew a hard object*'). While reading, the students will automatically scan the material for the answers to the following questions written on the whiteboard.
 - *How is the skin on our palms different than the skin elsewhere on the body?*
 - *Mention some of the tasks that the skin on our fingers is suited for.*
 - *What is the use of touch receptors?*

- *Besides the fingertips, which part of our body has many touch receptors?*
- *Why do we have more receptors on our lips and tongue?*
- Now ask one student to read aloud (from: 'Another feature of the skin ... gives us a cool feeling.').
- Check the pronunciation, intonation and stress. Discuss the following questions:
 - *Which feature of the skin is the writer talking about?*
 - *Why is it important to be able to detect temperature variations?*
 - *Do we have one receptor or multiple ones?*
 - *Why do we feel hot while eating chillies?*
- Now that the whole lesson is read, ask the students the first question again.
 - *Which sense organ do you think is the most important? Why?*
- Let the students choose one organ, more or all and justify their opinions. The teacher should help the students in refining/improving their answers. Ask them to use examples to justify their opinions.

Learn to read:

- *Understand*
 - **Pair work:** For Q.1, divide the class in pairs. Give them 5 minutes to discuss the answers with their partner. Then ask each question from a different pair. Let the other pairs respond in the affirmative if the answer is correct.
 - In case of an incorrect answer, ask the next pair to indicate which paragraph the answer can be found in. Let the previous pair find out the correct answer from the paragraph.
 - For Q.2, 3 and 4, let the students work individually. Give them 10 minutes to come up with the correct answers. Discuss all the questions with them, giving opportunity to each student to answer. Let students note down the answers their notebooks.
- *Infer*
 - This is an exercise on simple similes. Revise this figure of speech by asking the students to make their own similes by using 'as' and 'like'. Examples:
 - **Group work:** For Q.5 and 6, divide the students in groups. Ask them to discuss the questions among themselves and note down the valid points. Take one question at a time. Ask one group to answer and other groups to add more points to the answer. Give them 5 minutes to discuss the answers with their team members.
- *Reflect*
 - **Pair work:** For Q.7, divide the class in pairs. Let students give their individual responses. The teacher should take all responses into consideration and encourage the students to think logically. Give them 5 minutes to discuss the answers with their partner.

Learn to Study:

- Ask the students what they do in order to analyse a text. Elicit responses and write them on the whiteboard. Tell the students that get better at understanding and analyzing complex paragraphs, follow these steps:
 - Find Sentences that support the main idea: Look for sentences that help
- explain or support the main idea of the paragraph.
- Use different ways to support sentences: Understand how sentences can use evidence, show cause and effect, or use comparison and contrast to support the main idea.
- Tell the students to read the story 'The World at Our Fingertips'. As you read, find sentences that support the main idea.

- Tell them to look for sentences that give evidence, show cause and effect, or use comparison and contrast to support your analysis.
- **Pair work:** pair up the students to compare each others findings. Ask random pairs to share their findings with the class.

Learn Words: Suffixes

- **Prior knowledge:** Ask the students to recall what are suffixes. Elicit their responses and write them on the board. Ask the students to share examples of words with suffixes.
- Explain to the students that A suffix is a group of letters added to the end of a word to make another word. Adding suffixes to words can change or add to their meaning.
- Draw the attention of the students to the table on page 26. Ask them to identify the suffix used. Column B contain words formed by the use of the suffixes: *-tion, -ness, -ment, -ity* and *-al*.
- Let the students complete Qs. 1 on their own. If need be, they can use a dictionary for reference.
- Monitor the students progress by taking rounds and observing their work. Facilitate where needed.
- Once the students complete their work discuss the answers and write the suffixes on the board.
- For Qs. 2, list the expressions given in column A on the whiteboard and ask the students if they can understand their meanings or not. Elicit a few responses and tell the students that these expressions are based on the five senses. Facilitate the students in matching the correct meanings from column B.
- Let the students complete Qs. 3 on their own in their notebooks.

Learn Pronunciation: Syllables

- **Prior knowledge:** Ask the students if they can recall what are syllables. Reinforce the definition of syllables that syllables are:
a unit of pronunciation having one vowel sound, with or without surrounding consonants. A word is made up of one or more than one syllable.
- Now call out a word (with more than one syllable) and ask the students if they can identify how many syllables it has. Write the word on the board if students are finding it difficult to understand. Elicit responses from the students.
- Break the word into syllables, mark where the word breaks into a syllable and ask the students to practice reading it by blending the syllables and reading it.
- **Exercise:** Draw the attention of the students to the words written in the table on page 28. Ask them to notice the letters in italics, these syllables are to be stressed will pronouncing the word. Ask the students to read the words individually and then read them out as a whole class.

Learn Grammar: Passive Voice

- Write the three sentences on page 28 on the whiteboard. Ask the students to read them carefully. Can they identify the subject, object and verb in the sentence?
- Elicit responses from the students and explain to the students that:
 - In each case, we learn what is done to the subject—***each letter, the skin on our lips and the messages from the sensors.***
 - The verbs are in the form of be (is, are) + **the –ed or past participle form (represented, designed, received).**

- Tell the students that these sentences are in passive voice.
 - The doer of the action is either not important or is not known.
 - The main focus or subject of the sentence is the action and not the doer of the action. In some cases, the doer is referred to at the end of the sentence using a *by ...* phrase.
- Ask the students to study the sentences in question 1 thoroughly and note the use of subject, object and verb.
- For question 2, ask the students to use a suitable form of the word in the blank thus changing the sentences to passive voice. Ask the students to notice how the object becomes the subject and vice versa.
- Once done ask the students to share a few sentences in passive voice to consolidate their understanding and correct any misconceptions.

Learn Grammar: Conditional Clauses

- **Use of the 1st conditional clause (a fulfillable condition)—Introduction:** Ask the students to study the following sentences:
 - *If you suck a lozenge, it will give you a cool feeling.*
 - *If we press the bicycle tyre with our fingers, we can gauge the air pressure.*
- Circle the word *if* and discuss with the students about its use. Discuss that the word *if* is used when a condition is present. The clause beginning with *if* is a conditional clause is, and the other clause is the main clause.
- Discuss with the students the following rules and write them on the board:
 - The *if* clause describes something that has not happened yet but *may happen* in the future, or it describes a situation in which one thing has to happen before something else can happen.
 - When the *if* clause comes first, it is usually followed by a comma. The verb in the *if* clause is usually in the present simple tense (*study, fake*) and is used to talk about the future.
 - The verb in the *if* clause does not normally use *will*. We do not say *If I will study hard... / If you will fake illness ...*, etc.
 - *Will* or an imperative form normally appears in the main clause. (*If I study hard, I will be able to cope with the exams. / If you park the car there, lock it and leave the key with the attendant.*)
- Ask the students to go through questions 4 and 5. Discuss the questions given. In the first question, ask the students to read the sentences thoroughly and decide which correct form of word needs to be used in the blanks. For the next question let the students come up with appropriate clauses on their own.
- Remind the students of the rule: The verb in the *if* clause is usually in the present simple tense (*study, fake*) and is used to talk about the future. The verb in the *if* clause does not normally use *will*. *Will* or an imperative form normally appears in the main clause. Facilitate them in completing the exercises.
- **Use of the 2nd Conditional (an unreal condition)—Introduction:** Ask the students to study the sentences on page 31 of the coursebook:
 - If the back had more receptors, it would be more sensitive.
 - If I were you, I would not buy that camera.
- Ask the students to recall what they learnt in using the 1st conditional clause. Ask the students to identify the difference in between the 1st conditional clause and the 2nd conditional clauses. Elicit responses from the students.

- Discuss with them that the conditions in the 2nd conditional clauses are unreal, that means they are not existent, the speaker is expressing something which he/she may not have/or do/or exist.
- For example: In the above sentences, the conditions in these sentences are unreal. (*The back does not have more receptors/I am not you.*)
- In an unreal condition, the following rules will apply:
 - The verb in the *if* clause is usually in the past simple tense (*had, were*)
 - While the verb in the main clause has the modal *would*, with the verb itself in the present simple tense (*would lend, would not buy*).
- Ask the students to complete a sentence by asking a few clauses using an unreal condition and ask the students to complete them following the discussed rules to check their understanding. Gently correct them if they make mistakes and reinforce the rules.
- Ask the students to go through question 7. They can read the beginnings of sentences in column A and the endings of the sentences in column B. Draw their attention towards the completed example at the end of the table, If I had lots of money, I would travel round the world. Draw their attention towards the rules being applied.
- Facilitate the students in completing the exercise.
- **Use of the 3rd Conditional (an unfulfilled condition)—Introduction:** Recap the rules applied in the 1st and 2nd conditional sentences. Introduce the 3rd conditional form of sentences, ask the students to read the following sentences (also given on page 31 of the textbook):
 - If the coffee had not been so hot, it would not have burned my lips.
 - If you hadn't worked hard, you would have failed your exam.
- Ask the students to recall the tenses used in the 1st and 2nd conditional clauses and then observe the difference in the above sentences. Explain to the students that the conditional clauses in these sentences refer to conditions that cannot be fulfilled since the actions have already taken place. For example: In the first sentence, the conditional clause: If I had been given another chance indicates that the opportunity had already passed, and the speaker is recalling or reminiscing about having another chance. In this situation the following rules would be applied to the sentence structure:
 - The verb in the conditional clause is in the *past perfect* tense (*had been given, had not worked*)
 - While the verb in the main clause usually takes the form *would + perfect* tense of the verb (*would have done, would have failed*).
- Ask the students to share examples of sentences in the 3rd conditional form and correct any misconceptions they might have.
- Ask them to go through Qs 9. on page 32 and draw their attention towards the solved example pattern given. Emphasise on using the correct tenses in the 3rd conditional. Facilitate the students in completing the exercise.
- **Wrap up:** Ask the students to revise the tenses used in the three conditional sentences. Make a table on the board and fill it by eliciting responses from the students:

Condition Type	Structure	Example
Fulfillable Condition	If + Simple Present, Future Simple	If it rains, I will bring an umbrella.
Unreal Condition	If + Simple Past, Would + base form	If I won the lottery, I would travel the world.
Unfulfilled Condition	If + Past Perfect, Would + have + past participle	If she had studied harder, she would have passed the exam.

- Recall the following:
 - A fulfillable condition refers to a condition that is likely to happen or can be fulfilled in the future.
 - An unreal condition refers to a condition that is unlikely or contrary to the present or past reality.
 - An unfulfilled condition refers to a condition that was not met or completed in the past, leading to an unrealized result.

Class assessment:	✓	X
Can the students read the passage <i>The World at our Fingertips</i> appropriately?		
Can the students answer the comprehension questions accurately?		
Can the students make new words using suffixes appropriately?		
Can the students change sentences from active voice to passive voice using correct form of verbs?		
Can students use conditional clauses correctly?		

Teacher's notes:

- If students find it hard to read the passage, teachers can pair them up with stronger readers to read together.
- If the student struggle with making suffixes help them refer a dictionary to build their vocabulary. You can also make a suffix vocabulary similes share a list of similes with them to refer to.
- If the students struggle with converting passive voice to active voice and vice versa. Start with small, simple sentences and let the students convert those through practice worksheets.
- If the students struggle with conditional clauses, paste the table shared in the lesson plan in the end and help students make practice sentences as reinforcement. Revisit the concepts students struggle with as mini-fillers for lessons or in extra time.

Unit 2 – Section 2 Without Glasses

Grade: VIII	Subject: English	Material: Textbook
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Teacher:	Date:	Week:
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Learning objectives:

This section will help learners develop the following skills/competencies:

- ask questions in different contexts and situations—interview people from various professions
- refer sources such as dictionary, thesaurus and encyclopedia to facilitate reading

Overview:

This section has been included to help students understand the importance of ‘sight’, and how glasses have enabled us to function seamlessly, despite poor eyesight. This lesson is a humorous description of the problems a person faces when he loses his glasses for a few days.

Success criteria:

By the end of the lesson, students should be able to:

- understand the importance of sight and corrective glasses, and recognize the problems one might face when sight is disrupted in any way.
- answer factual and inferential questions.
- speak and logically discuss an issue in a group.
- write a report on a visit to a restaurant with hearing and speech impaired staff.
- be sensitive towards the differently-abled and their problems.

Generic skills:

- *Collaborative:* Students will work in groups and discuss answers to questions. They will also work together to improve their vocabulary and grammar, and discuss a topic. [*Learn to Read (Understand, Infer, Reflect), Learn Words, Learn Grammar, Learn to write, learn to communicate*]
- *Analytical:* students will comprehend the passage and answer questions by referring to the story.
- *Critical thinking:* Students will reflect and discuss the given issues. [*Learn to Read (Reflect), learn to write*]
- *Deductive:* students will work to arrive at conclusions after skimming and scanning information from the text.
- *Study Skills:* students will learn new words; exercise their listening and comprehension skills; learn about pronouns, verbs, using the dictionary; writing a report

Lesson structure: Pre-Reading:

- The students will sit with their books closed. Do not disclose the name of the lesson they are about to read
- Introduce the lesson and ask the students the following questions. Permit them to answer individually or in chorus. Allow 10 minutes for the discussion.
 - How many of them wear corrective glasses?
 - How old were they when they started wearing them? How did they know they needed glasses?
 - How were the initial days of wearing glasses?
 - Have they ever broken or lost their glasses? What difficulties do they face on such days?
- The above questions will generate a lively and fun discussion, which the teacher should monitor to prevent chaos. All responses by the students should be appreciated.
- Now ask the students to open their books to the corresponding lesson..

Reading:

- The meanings of difficult words have been given in little boxes on the page corresponding to the said word. Students should, however, be encouraged to discover the meaning themselves by referring to the context in the poem.
- Instruct the students to silently read from (*I was staying in the country ... best can be said for her effort.*)
- Ask the students the following questions with reference to the portion they have just read.
 - *Where had the writer placed his glasses? Why?*
 - *What happened to the glasses?*
 - *How did Potter make his confession?*
 - *What did the hostess do with the glasses?*
- Write the following questions on the white/blackboard. This will make sure that the students follow the text closely and scan the material for the answers. (*I had tried to ... zeal as a duster had brought me.*):
 - *Why couldn't the writer read with pleasure?*
 - *Why was the writer's weekend miserable?*
 - *What are the things the writer tried to do over the weekend?*
 - *What were the only things possible for him to read without the glasses?*
 - *What was the writer inwardly boastful about when he was a child?*
 - *Which fact was he unaware of regarding long-sightedness as a child?*
- (*I tried to read ... distance in middle age.*):
 - *What did the writer suspect about wearing glasses?*
 - *Why did nothing come out of his visit to the oculist the first time?*
 - *What happened to all the glasses the writer had bought after the visit?*
 - *What were the punishments of long-sightedness that the writer had described?*
 - *How was this visit to the oculist different than the previous one?*
 - *How does the writer describe his new glasses?*
- (*The punishment of long-sightedness ... level for a day or two.*):
 - **Group work:** *Divide the students into groups and discuss the following questions.*
 - *What was the exquisite pleasure that the writer had described?*
 - *What are the things the writer could not do in the last few days?*
 - *When can a writer not sit down and think?*
 - *How did Potter reduce the writer to the levels of our ancestors?*
- Now that the story has been read out, ask the following questions to each group.
 - *Did they enjoy the story? Why?*
 - *Did they like the description of his days given by the writer? Could they think of any other simple incident that could be described in a similarly humorous way?*
- Discuss and compare the answers with each group. All the above discussions should be interactive with you encouraging the students to participate.

Learn to read:

- *Understand*
 - **Pair work:** Divide the class into pairs. Ask each pair to discuss the answers to Q.1, 2 and 3 and make notes in their rough notebooks. Then discuss each question in class in the following manner.
 - Ask each pair to answer one question. Ask the other pairs:
 - a. if they agree to the answer that has been read out.
 - b. if they have some other answer.
 - For Q.4, let the students find out the answers by going back to the text. Discuss the answers with the students. Finally, ask the students to write the answers in their notebooks. The time limit for this exercise should not exceed 15 minutes.
- *Infer*
 - **Group work:** Divide the class into groups. Ask each group to discuss the given question amongst them.
 - Ask at least 5 groups to present their arguments to the class. The other groups can then present their views. Guide them as required.
- *Reflect*
 - *Read aloud each question. Let the students think about the answers for 5 minutes. Ask the answers from many students. Discuss them further by adding your own insights. Let the students write the answers in their notebooks.*
 - *Note: Students may have different answers to these questions. Appreciate the variety of answers.*

Learn Grammar: Pronouns and Verbs

- **Prior knowledge:** Ask the students to recall what are pronouns. Elicit responses from them and write them on the board. Ask them if they can recall the types of pronouns, they can recall what different pronouns are used in different situations. Elicit various responses from the students. Write the different types of pronouns:
 - Personal Pronouns (primarily associated with a particular grammatical person):
 - Subject Pronouns (subject of a sentence): I, you, he, she, it, we, they.
 - Object Pronouns (object of a sentence): me, you, him, her, it, us, them.
 - Possessive Pronouns (shows who owns something):
 - Singular: mine, yours, his, hers, its.
 - Plural: ours, yours, theirs.
 - Reflexive/Intensive Pronouns (refers to the subject):
 - Singular: myself, yourself, himself, herself, itself.
 - Plural: ourselves, yourselves, themselves.
 - Demonstrative Pronouns (points out a noun):
 - Singular: this, that.
 - Plural: these, those.
 - Interrogative Pronouns:
 - Who, whom, whose, which, what.

Relative Pronouns:

- Who, whom, whose, which, that.

Indefinite Pronouns (does not refer to any person, amount, or thing in particular):

- Singular: anyone, someone, no one, everybody, somebody, nobody, everything, something, nothing.
- Plural: all, some, few, several, many, both.

Reciprocal Pronouns (when two or more subjects are acting in the same way towards the other:

- Each other, one another.

- **Video watching:** Scan the QR code to watch the video on pronouns with the students. Ask the students questions to check their understanding after watching the video.
- Ask the students to look at exercises 1 – 3 and solve the questions. Facilitate them to complete the exercise and take feedback from them for some answers.
- **Verbs – Prior knowledge:** Recall what are verbs with the students. Elicit their feedback on the board.
- **Ask the students** to read the description given on page 38 of the textbook. Ask the students to share examples of the verbs they have read about.
- **Students** will complete Qs. 4 on their own, Take feedback from the students once they have completed the exercise.

Use the Dictionary

- Different meanings of a word: Ask students to read the information about ‘eye’ given in the box. Give them 5 minutes.
- Discuss the things the dictionary had covered, parts of the speech, singular, plural, countable, uncountable, multiple meanings in different contexts, sentences which illustrate the use of the words, etc.
- Ask the students to read the information about the ‘ear’ given in the box on page 39. Ask them to pay close attention to the three areas the dictionary covers i.e.
 - information about the part of speech that the word is
 - different meanings of the same word
 - sentences which illustrate the use of the word
- Now ask them to attempt the exercise (Qs. 2) by referring to the information given in the boxes.
- Discuss the answers with the students. Then let the students write down the answers in their notebooks.

Learn to Write: Writing a report

- **Note:** Give some homework prior to the lesson to research about how the speech and hearing impaired can find work in our society and bring their findings to the class.
- **Introduction—Prior knowledge:** Ask the students to recall writing a report on any topic. Elicit responses from them and write them on the board. Tell the students that they will be writing a report.
- Write the word, ‘differently-abled people’ on the white/blackboard and ask the students what it means. Elicit responses from them and write it on the board. Tell the students that “Differently-abled” is a term used to describe individuals who have physical, mental, or sensory differences that may require accommodations or adaptations. This term emphasizes their abilities and strengths rather than focusing on limitations. It promotes a positive and inclusive perspective, recognizing that everyone has unique talents and contributions to offer.
- Tell the students that they will be writing a report for their school magazine describing a visit to a restaurant where the serving staff were hearing and speech impaired.

- **Exposition:** Ask the students to recall the features of a report, what should they include while they write a report? Elicit responses from the students and write their feedback on the white/blackboard. Ask the students to go through the format and sample report on page 42 of the textbook. The features of writing a report should include the following points:

- **A clear and concise introduction:** The introduction should grab the reader’s attention and state the purpose of the report. It should also give a brief overview of the topic that will be covered.
- **A well-organized body:** The body of the report should be divided into paragraphs that support the main points of the report. Each paragraph should be well-organized and should flow logically from one point to the next. that your ideas are written sequentially, your opinions have adequate reasoning and they support the topic sentence and the main idea of the report. Use precise vocabulary and maintain a formal style of writing.
- **Evidence from research:** The report should be supported by evidence from research. This evidence can be in the form of quotes, statistics, or facts.
- **A clear and concise conclusion:** The conclusion should summarize the main points of the report and restate the purpose of the report. It should also leave the reader with something to think about.
- **Proper grammar and spelling:** The report should be written in proper grammar and spelling. It should also be free of errors in punctuation and capitalization. Proofread and edit the draft before writing.

- Ask the students to open the textbook on page 40. Tell them to read the prompts given in the box to make an outline for their report. They can refer to the writing workshop given at the end of the textbook as well.
- They will draft their report first by writing a compelling introduction to hook the reader, then elaborate the events sequentially, fleshing out the prompts given on page 40. They can add a few facts to support their report and eventually move towards a clear concise conclusion.
- Ask the students to proofread and edit their drafts, making sure what they have written is logical has a flow. There final drafts can be of about 150 words.

- **Peer review:** Pair up the students and ask them to swap their reports, ask them to assess their peer's reports on the following criteria:
 - Interesting introduction
 - Events sequentially included
 - Clear concluding statement/paragraph
 - **Wrap up:** A few students can share their reports with the class and also discuss how differently-abled people are also members of the society and can work to build the society, we should behave with empathy and kindness towards them.

Learn to Communicate:

- **Speaking – Question 1:** Ask the students to read the information about different personalities given on page 41 of the textbook. Ask them to think of the question: *Which person had the greatest impact on them and why?*
- Give them 15 minutes to read the information and think of the answer.
- **Group work:** Now, divide the class in groups of 4 or 5 and ask them to discuss their answers among the group. Walk around to monitor the discussion and ensure full participation of all the members.
- Now, ask two students from different groups to speak on each person, explaining their reasons for choosing them.

Class assessment:	✓	X
Can the students read the passage, Without Glasses independently?		
Can the students answer the comprehension questions accurately?		
Can the students use pronouns and verbs accurately?		
Can the students write a book report withing the given parameters?		
Can the students express themselves with confidence and relevant information?		

Teacher's notes:

- If students find it hard to read the passage, teachers can pair them up with stronger readers to read together. Another option can be to read the poem aloud with elocution to demonstrate to the class while students follow along.
- If the student struggle with writing reports, share sample reports with the students to help them get a better idea of who reports are written, Ask them to highlight the discussed features of a report in their sample reports.

Unit 2 – Section 3 Nature's Way

Grade: VIII	Subject: English	Material: Textbook
Teacher:	Date:	Week:

Learning objectives:

This section will help learners develop the following skills/competencies:

- recite poems with appropriate pause, intonation and pronunciation
- make oral and written presentations with posters using drawings and pictures
- read, compare, contrast, think critically and relate ideas to life
- write a coherent and meaningful paragraph through the process of drafting, revising, editing and finalizing

Overview:

This poem has been included to bring young learners close to nature. The idea is to help the learner step away from his regular world and connect to nature via his various sense organs which help him appreciate the beauty of nature.

Success criteria:

By the end of the lesson, students should be able to:

- appreciate a poem and enjoy its rhythm and language.
- answer factual, inferential, referential and evaluative questions.
- understand that even an object, thing or animal can be seen to have human characteristics.

Generic skills:

- *Collaborative:* Students will work in groups to analyze the poem and draw out its meaning. [learn to read]
- *Analytical:* Students will analyze the given text to arrive at the correct conclusion. (*Learn to Read*)
- *Study skills:* Students will learn to appreciate a poem through personification and rhyme scheme. [*Learn to Read (Appreciate)*]

Lesson structure: Pre-Reading:

- The students should sit with their books closed. Do not disclose the name of the lesson they are about to read.
- Introduce the topic by reading the poem by William Wordsworth. Generate a discussion through the following questions. Allot 10 minutes for the discussion.
 - How do we experience the world surrounding us?
 - Which are the different senses mentioned in the poem?
 - How do different senses help shape reality for us?
 - Would our experiences be the same without any one of the senses?
- Talk about the various landscapes that have captured your attention. Can you describe them in terms of your senses?
- The above questions will generate a lively discussion, which the teacher should monitor to prevent chaos. All responses by the students should be appreciated. Then ask the students to open their books to the lesson concerned.

Reading:

- The meanings of difficult words have been given in little boxes on the page corresponding to the said word. Students should, however, be encouraged to discover the meaning themselves by referring to the context in the poem.
- Instruct the students to silently read the first stanza till ... *within your hair*. Ask the students the following questions with reference to the portion they have just read:
 - Which season is described in the poem?
 - What does the poet mean by nature's way?
 - What should we breathe?
 - What should we feel?
- Write the following questions on the blackboard. This will make sure that the students follow the text closely and scan the material for the answers.
 - Which line suggests that nature can be seen as human being?
 - Where will you see the deer play?
 - Which line suggests you have to walk barefoot?
 - What are the things one can hear?
 - What are the things one can smell?
 - What are the things one can see?
 - Why is the poet telling us to lay on the ground?
- Ask the students to read the next segment (from '*The grass will poke between your toes ...*' till the end of the poem). While reading, the students will automatically scan for the answers to the questions given on the blackboard.
- You may read the poem aloud and instruct your students to follow the lines in their books.
- Now that the poem has been read and heard, divide the students into groups and have them discuss the following questions:
 - Did they enjoy the poem?
 - How do they feel after reading the poem?
 - Do they sense all these things when they come across a beautiful landscape?
- Discuss and compare the answers with each group. All of the above discussions should be interactive, with you encouraging the students to participate in them.

Learn to read:

- *Understand*
 - **Pair work:** Divide the class into pairs. Now, ask each pair to discuss the answers of Q.1, 2 and 3. They can refer to the poem for the answers. Ask them to make notes in their rough notebooks.
 - Then discuss each question in class in the following manner. Ask one pair to answer one question. Ask the other pairs:
 - if they agree to the answer that has been read out;
 - if they have anything to add

- *Infer*
 - For Q.4 you can also discuss a few festivals that are related to spring—both within the country and outside. In Thailand, they have the Songkran Water Festival, the Thai New Year; Sweden celebrates the Walpurgis Night, which include the singing of traditional spring folk songs and the lighting of bonfires, etc.
- *Appreciate*
 - **Mini Lesson – Prior knowledge:** Ask the students to recall what is personification. Elicit responses from the students and write their feedback on the white/blackboard. Ask the students to share examples using personification. Reiterate the concept by telling them the following:
 - **Personification** is a literary device in which human qualities or characteristics are attributed to inanimate objects, animals, or abstract concepts. It involves giving human attributes such as emotions, actions, or speech to non-human entities, which helps create vivid and imaginative descriptions or narratives. Personification is often used in poetry, literature, and storytelling to make the writing more engaging, relatable, and descriptive. By personifying objects or concepts, writers can evoke emotions, enhance the reader’s understanding, and bring life to their writing.
 - Ask the students to read Qs. 5 on page 45 of the textbook and read the lines. Ask them to point out the personification elements.
 - **Rhyming scheme—Mini lesson:** Ask the students to recall how to determine the rhyming scheme of a poem. The rhyming scheme of a poem is the pattern of sounds that are repeated at the end of lines. To find the rhyming scheme of a poem, you need to identify the last sound of each line and then see which lines rhyme with each other.
 - Ask the students to read Qs. 6 .on page 46.
 - Here are the steps on how to find the rhyming scheme of a poem:
 - Read the poem aloud and listen to the last sound of each line.
 - Identify the rhyming pairs. Two lines rhyme if the last sound of each line is the same.
 - Label the rhyming pairs with different letters. The most common letters used to label rhyming pairs are A, B, C, D, and so on.
 - Continue labelling the rhyming pairs until you reach the end of the poem.
 - Facilitate the students to find out the rhyming scheme of the poem ‘Nature’s Way’. Draw their attention to the point that the first and second lines of the stanza rhyme, they will be labelled as AA and then the second- and fourth-lines rhyme, they can be labelled BB. Hence, the rhyming scheme will be AABB.
 - Discuss Qs. 7 with the students, and read out the lines. Facilitate the students in finding the rhyming scheme, explain the reason for their answers.

Class assessment:	✓	X
Can the students read the poem Nature’s Way with intonation and rhythm?		
Can the students answer the comprehension questions accurately?		
Can the students identify personification and they rhyme scheme in a poem?		

Teacher's notes:

- If students find it hard to read the poem, teachers can pair them up with stronger readers to read together. Another option can be to read the poem aloud with elocution to demonstrate to the class while students follow along.
- If the student struggle with identifying personification, share sample lines or texts with them and identify how personification has been used.
- If the students struggle to calculate the rhyme scheme of a poem, give them small nursery rhymes to deduct the rhyme scheme from and then progress to more complex poems.

UNIT 3: CHALLENGES AT SCHOOL – Section 1 Pepper the Phantom Pet

Grade: VIII	Subject: English	Material: Textbook
Teacher:	Date:	Week:
<p>Learning objectives:</p> <p>This section will help learners develop the following skills/competencies:</p> <ul style="list-style-type: none"> • use the dictionary for reference • write coherently with focus on appropriate beginning, middle and end • write articles/paragraphs etc. with a sense of audience • read to seek information from tables • take notes while teacher teaches/from books/from online materials 		
<p>Overview:</p> <p>This section is a play about a young student who is known as an expert on animals in her class. However, she lies about owning a Capuchin monkey in order to preserve her reputation. Through her experience, students will understand that one should not lie in order to protect one's reputation—just as it is not necessary to own an exotic pet just because one loves animals. Every student is good at something or the other, be it academics or sports or arts, and no one should submit to peer pressure unnecessarily.</p>		
<p>Success criteria:</p> <p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> • read a play and understand its structure. • understand that one should not submit to peer pressure unnecessarily. • answer factual and inferential questions. • speak and logically discuss an issue in a group. • write an informal letter narrating the incident as the protagonist. • glean information by listening attentively. • Analyse characters from a story • Identify the writer's viewpoint in a story • understand the differences in spellings in British and American English. • understand that British English and American English have different words for the same object • write a descriptive essay 	<p>Generic skills:</p> <ul style="list-style-type: none"> • <i>Collaborative:</i> Students will work in groups and discuss answers to questions. They will also work together to improve their vocabulary and grammar, and discuss a topic. [<i>Learn to Read (Understand, Infer, Reflect), Learn Words, Learn Grammar</i>] • <i>Analytical:</i> students will comprehend the passage and answer questions by referring to the story. • <i>Critical thinking:</i> Students will reflect and discuss the given issues. [<i>Learn to Read (Reflect)</i>] • <i>Deductive:</i> students will work to arrive at conclusions after skimming and scanning information from the text. • <i>Study Skills:</i> students will learn new words; exercise their listening and comprehension skills; using the dictionary; degrees of adjectives; compound prepositions; write a descriptive essay 	

Starter:

- Use the starter to introduce the theme of the lesson which is challenges at school.
- Ask the students to read the starter question given on page 49. Ask the students to write their individual responses to the three categories mentioned. Ask the students why school is fun, they are not too sure whether it is fun or not, and why they think it might be awful.
- Encourage all sorts of responses.
- **Pair work:** Ask the students to form pairs and discuss each of their responses. Remind them to listen carefully when their partner is speaking and not to interrupt them.

Pre-reading:

- Ask the students the following questions:
 - *What is their favourite subject (in academics/sports/arts)?*
 - *What do they like about the subject? Do they try and improve their knowledge on it outside school?*
 - *Is it important to be good at everything? Give reasons.*
 - *Is it important to prove to people that they are good at their subject or is their personal enjoyment of the subject more important?*
- Elicit responses from the students and motivate them to participate. Then tell the students that they will be reading a play based on a classroom scenario.

Reading:

- Ask the students to read (Teacher: Good morning, children! ... They...):
 - What does the teacher want to discuss with the students?
 - Why do you think the class likes the discussion?
 - Do you think the students are well-behaved and respect their teacher?
 - How does the teacher try to make the discussion interesting?
 - What kind of pet does Shama have?
 - Why are Angora rabbits bred?
 - What kind of pet does Rehan have?
 - Why does he tell the teacher not to come near his dog?
 - Why were the cats named Silver and Gold?
- Explain the dramatic device—aside—that has been used in the play to allow Hira to directly express her thoughts to the audience without letting the other characters know.
- (Hira: I'm in such trouble ... she speaks up 'A monkey.'):
 - What is Hira an expert on?
 - Do you think it is necessary for an animal expert to own an exotic pet? Give reasons.
 - What kind of pet did Hira have?
 - Why does she say her dog is silly? Do you think she is right?
 - How do the students mock Hira? Why?
 - Why does Hira ask for forgiveness?
 - Why does Hira decide to lie?

- (Class erupts with excitement ... stunned at the brilliance of the idea.):
 - Why does the class erupt with excitement?
 - What does Hira name her monkey?
 - What other details does she make up about the monkey?
 - How did the teacher manage to control the children?
 - Why does the teacher ask Hira to prepare a lecture?
 - What was the brilliant idea?
 - Why do the students begin to act like monkeys?
 - What do you think Hira will do now?
- (Students: Ma'am, ma'am, tell her to ... I'm just carrying the message.):
 - Why does the teacher say that she will ask for special permission?
 - What does the 'boy' misunderstand?
 - Why do you think Hira feels that she couldn't disappoint her peers?
 - Do you think showing off is a good thing?
 - Why do you think the principal wanted to see Hira?
- (Enter the Principal from downstage right ... Ali, come here please.):
 - What did the books on morals teach?
 - Why did the principal think that bringing Hira's monkey to school was a good idea?
 - Why did the principal want to talk to Hira's parents?
 - Why does Hira begin to feel sick? Do you think she is pretending?
 - What reason does Hira give to the principal about her parents not being able to talk to him?
 - When Hira says, 'I'm lying sir.' What meanings does the line have?
 - Why do you think Hira doesn't want the principal to call her brother?
- (Ali [running up from right wing.] ... 'what you'd like, please, Hira?'):
 - Why do you think the principal kept calling the monkey Garam Masala?
 - What does 'sensation' here mean?
 - What explanation does Ali give for Hira's sudden illness?
 - Why do you think Ali was enjoying Hira's discomfort?
 - What remedy does Ali suggest for Hira?
 - Do you think Ali did the right thing?
- (Hira [standing up]: 'Yes, sir;'):
 - Why does Hira agree to the maths test?
 - Why does Ali say that it would be impossible to bring the monkey to school?
 - Why do you think Ali would prefer a monkey to his sister?
 - How does Hira expect her brother to blackmail her?
 - Do you think Hira deserved her punishment?
 - What kind of a brother is Ali?
- Now that the play has been read, ask the following questions to each group:
 - Did they enjoy the play?
 - What did they like most about the play?
 - What would they have done if they were in Hira's shoes?
 - What would they have done if they had been Ali?

Learn to read:

- *Understand*
 - **Group work:** Divide the class into groups. Ask each group to discuss the answer to each question and make notes in their rough notebooks. Discuss each question in class in the following manner.
 - Ask at least 3 groups to read out their points for each answer. Now, ask the other groups:
 - if they agree to the answer that has been read out;
 - if they have anything to add
 - Finally, the students will write the answers in their notebooks. The time limit for this exercise should not exceed 15 minutes.
 - **Pair work:** Divide the class into pairs. Each pair will discuss and argue the questions given under Q.3. They will share then their argument with the class. The other students can then corroborate or refute them, as may be the case.
 - Q.4 can be undertaken individually by the students. Choose some students who can share their answers with the class.
- *Reflect*
 - **Group work:** Divide the class into groups. Each group will discuss the two given questions along with the information given.
 - Ask at least 5 groups to present their answers to the class.
 - Revise writers' perspectives with the students:

First person	In first-person point of view writing, a character tells the story from his or her perspective using 'I' pronouns. By choosing this point of view, the writer can deeply explore the character's personality through his or her own words that reveal thoughts, feelings, and reactions to the events that occur in the story. This perspective is used mostly while writing autobiographies or personal recounts.
Second person	In second person point of view writing, the writer uses 'you' to put the reader in the hot seat. This method is difficult to sustain in long works of fiction, but it has the effect of putting the reader in the action of the story.
Third person	In third-person point of view writing, the author narrates the story from an outside perspective, referring to characters by name or using pronouns like he, she, and they. This perspective is mostly used while writing stories.

- Ask the groups to read through the text and underline key phrases and words that help describe a character
- The other groups will give their views—and some of the key points should be noted down on the white/blackboard.

Use the dictionary: US and British Spellings

- Ask the students to bring a dictionary to class when teaching this component.
- Explain how common words have different spellings in British and American English. Ask the students to work on Exercise 1 individually. Ask different students for the spelling of each word.
- **Group work:** For Exercise 2, divide the students into groups. Explain how several common words in British English are different in American English with a few examples on the white/blackboard.
- Each group will then work on the given exercise. Ask for the answer to each question from a different group.

Learn Grammar: Degrees of Adjectives and Compound Preposition

- **Prior knowledge:** Ask the students to recall adjectives and their various degrees.
- Ask the students to read the description written on page 61 of their textbooks.
- Elicit the students' responses on what they have read. Write their feedback on the white/blackboard.
- Ask the students to share examples of varying degrees of adjectives.
- Ask students to attempt Qs. 1 on their own in their textbooks and take feedback from them to consolidate their understanding.
- **Compound Preposition**
- **Introduction:** Ask the students to read the description written on page 62 of compound prepositions. Ask the students to explain the topic in their own words.
- **Video watching:** Scan the QR code and view the video on the topic. Ask the students questions to check their understanding.
- **Exposition:** Write the following sentence on the board (also on page 20 of the coursebook):
...benches were *set around* the table to keep me out of everybody's reach.
- Tell the students that Compound prepositions are those prepositions that are made by prefixing the preposition to a noun, an adjective, or an adverb. For example, set around in the above example
- They take the form prefix + noun/adjective/adverb – that is why it is called a compound preposition.
- Elicit examples of compound prepositions from the students such as amongst, amidst, above, around, along, across, about, below, beneath, besides, between, beyond, outside, within, without.
- **Individual work:** Ask the students to go through Qs. 2. on page 62 of the textbook. Go through the first question and elicit correct responses to the question. Facilitate the students to complete the rest of the exercise individually.

Learn to Write: Writing a Descriptive Essay

- **Introduction:** Discuss the question given on page 62 in Learn to Write. Explain that students will write a descriptive essay based on a picture from a recent school event.
- **Explain Descriptive Writing:** Highlight the importance of descriptive writing in making the reader feel as if they are experiencing the event.
 - **Features of a Descriptive Essay: Ask** the students what they think might be included in a descriptive essay, write their feedback on the white/blackboard. Then proceed to write the following features they need to be mindful of while writing their essays:
 - **Sensory Details:** Emphasize the use of the five senses (sight, sound, smell, taste, touch) to create vivid imagery. Make an ample use of adjectives and adverbs.
 - **Figurative Language:** Introduce similes, metaphors, and personification to enhance descriptions.
 - **Organized Structure:** Explain the importance of having a clear introduction, body, and conclusion.
- **Analyzing the Picture: Observation:** Display the picture and ask students to note down details they observe.
- **Discussion:** Facilitate a class discussion on the observed details and encourage students to imagine the context and emotions of the event.
- **Brainstorming:**
- **Mind Mapping:** Have students create a mind map of ideas and details they want to include in their essay.
- **Group Sharing:** Divide the students into groups of four or five. Allow students to share their mind maps with or small group for additional ideas and feedback.
 - **Writing the First Draft**
- **Guided Writing:** Provide a step-by-step guide for writing the first draft:
 - **Introduction:** Set the scene and introduce the event.
 - **Body Paragraphs:** Describe the event in detail, focusing on interesting and important moments.
 - **Conclusion:** Summarize the experience and reflect on its significance.
- Share the peer review checklist (given below) before the students begin writing their first draft to give them an idea of what aspects will be considered.
- **Reviewing the First Draft – Peer Review:** Pair students to exchange essays and provide constructive feedback using a checklist. The Peer review check list should include:
 - **Content and Organization**
 - **Introduction:** Does the essay have a clear and engaging introduction that sets the scene?
 - **Body Paragraphs:** Are the body paragraphs well-organized and do they describe the event in detail?
 - **Conclusion:** Does the essay have a strong conclusion that summarizes the experience and reflects on its significance?
 - **Descriptive Language**
 - **Sensory Details:** Does the essay use sensory details (sight, sound, smell, taste, touch) to create vivid imagery?
 - **Figurative Language:** Are similes, metaphors, and personification used effectively to enhance descriptions?

- **Show, Don't Tell:** Does the essay show the reader what happened rather than just telling them?
- **Clarity and Coherence**
 - **Flow:** Does the essay flow smoothly from one idea to the next?
 - **Transitions:** Are there effective transitions between paragraphs and ideas?
 - **Clarity:** Is the writing clear and easy to understand?
- **Grammar and Mechanics**
 - **Spelling:** Are there any spelling errors?
 - **Punctuation:** Is punctuation used correctly?
 - **Grammar:** Are there any grammatical errors?
- **Overall Impression**
 - **Engagement:** Is the essay engaging and interesting to read?
 - **Imagery:** Does the essay create a vivid picture in the reader's mind?
 - **Emotional Impact:** Does the essay evoke any emotions or feelings?
- **Additional Comments**
 - **Strengths:** What are the strengths of the essay?
 - **Suggestions for Improvement:** What are some areas that could be improved?
 - **Self-Review:** Encourage students to read their own essays critically and make notes for improvement.
- **Proofreading and Editing:**
- **Proofreading Tips:** Teach students how to check for grammar, punctuation, and spelling errors.
- **Editing Tips:** Guide students on how to improve sentence structure, word choice, and overall flow.
- **Finalizing the Descriptive Essay:** Rewriting: Allow time for students to rewrite their essays based on peer and self-feedback.
- Encourage students to add any final details or enhancements to their essays.
- **Sharing and Reflection:** Invite students to read their final essays aloud to the class or in small groups.
- **Reflection:** Facilitate a discussion on what they learned about descriptive writing and how they can apply these skills in future writing tasks.

Learn to Communicate:

- **Speaking – Question 1: Group work:** Divide the students in groups of four or five. Explain to the students that they will first read the question on page 63. Give them five minutes to read together and then begin their discussions.
- **Brainstorming:** Each group will brainstorm and discuss the points given in the textbook. A representative from each group will share their argument with the class. The rest of the class will fill in the assessment chart for the four representatives. Tell the students that they will assess their peers using the rubric given on page 63 while they perform. Explain the parameters on which they will assess each other. They will be giving their partners scores between 0 and 5.
- Once students are finished with their tasks ask the students to share their experiences of talking to each other and assessing each other. Give the students time to share their assessments for each other positively,
- Remind students they have to be respectful and constructive while sharing their assessments.

Class assessment:	✓	X
Can the students read the story Pepper, the Phantom Pet? Can the students answer the comprehension questions accurately?		
Can the students use differentiate between US and British English accurately?		
Can the students identify degrees of adjectives?		
Can the students write a descriptive essay conventions?		
Can the students discuss and present ideas according to the scenario given with confidence, expressions and clarity?		

Teacher's notes:

- If students find it hard to read the story, teachers can pair them up with stronger readers to read together. Another option can be to read the story aloud to the class while students follow along. Or break the story into smaller parts and go over each part slowly.
- Recall grammar rules before grammar exercises, discuss the rules, asking questions to ensure that the learners have understood what they need to do in the given task. Individual learners may be asked to read out the rules.
- Encourage learners to refer to the rules and ask questions while they are doing the exercise.
- After the students have done the exercise, discuss the answers to ensure that learners understand the rules.
- If you feel that more practice is required in class, use the explanation(s) in the coursebook followed by reinforcement worksheets or homework.
- If students struggle with writing a descriptive essay provide them with various samples to read and identify the features. Ask them to underline the formal language used. Give them tasks to practice.

UNIT 4: THE SPIRIT OF SCIENCE – Section 1 Is Science Useful?

Grade: VIII

Subject: English

Material: Textbook

Teacher:

Date:

Week:

Learning objectives:

This section will help learners develop the following skills/competencies:

- identify details, characters, main idea and sequence of ideas and events while reading
- read, compare, contrasts, think critically and relate ideas to life
- infer the meaning of unfamiliar words by reading them in context
- use grammar in context such as active and passive voice, reported speech, tenses, parts of speech, etc.

Overview:

This section has been included keeping in mind the importance of scientific inquiry in our lives. This story will help learners appreciate the various inventions science has brought to us and the idea that inquiry is its own reward. One cannot always foresee the utility of an idea but it is still important to explore it.

Success criteria:

By the end of the lesson, students should be able to:

- understand the importance of scientific inquiry and discovery.
- recognize the dangers of scientific knowledge.
- appreciate various scientific inventions.
- answer factual and inferential questions.
- speak and logically discuss an issue in a group.
- learn plural of words taken from Latin and Greek languages.
- understand to make sentences using future perfect form.
- make sentences with gerund phrases and non-defining adjective clauses.
- improve vocabulary by learning the use of words in different contexts.

Generic skills:

- *Collaborative:* Students will work in groups and discuss answers to questions. They will also work together to improve their vocabulary and grammar, and discuss a topic. [*Learn to Read (Understand, Infer, Reflect), Learn Words, Learn Grammar*]
- *Analytical:* students will comprehend the passage and answer questions by referring to the story.
- *Critical thinking:* Students will reflect and discuss the given issues. [*Learn to Read (Reflect)*]
- *Deductive:* students will work to arrive at conclusions after skimming and scanning information from the text.
- *Study Skills:* students will learn new words; exercise their listening and comprehension skills; learn about gerund phrases, use future perfect form, plural word spellings; non-defining relative clause

Starter:

- Use the starter to introduce the theme of the lesson which is science.
- Ask the students to read the starter question given on page 67. Ask the students to attempt the first question on their own and share responses.
- **Group work:** Ask the students to form group and discuss each of their responses and the remaining questions. Ask the groups to share their collective ideas with the class.

Pre-reading:

- The students will sit with their books closed. Do not disclose the name of the lesson they are about to read.
- Introduce the lesson and ask the students the following questions. Permit them to answer individually or in chorus. Allow 10 minutes for the discussion.
 - *What are the most important scientific inventions?*
 - *How did we live before the invention of electricity? How has our life changed since then?*
 - *What are the things invented after the invention of electricity? Could they be invented without electricity?*
 - *Is it possible to predict the utility of all scientific research? Should we still continue it?*
- The above questions will generate a lively and fun discussion, which the teacher should monitor to prevent chaos. All responses by the students should be appreciated.
- Now ask the students to open their books to the corresponding lesson.

Reading:

- Read the first two paragraphs till ... *knits the world together*. Discuss the following questions with the students:
 - *What is the fate of a scientist?*
 - *Why would the scientist not be interested in showing the practical use of his research?*
 - *What did Plato teach in ancient Greece?*
 - *What did the student of Plato ask him?*
 - *What did Plato do about it? Why?*
 - *What is the use of the theorems now?*
- Write the following questions on the blackboard. Ask the students to find the answers to these questions while they read the next segment. This will make sure that the students follow the text closely and scan the material for the answers.
 - *Why are most people doubtful about the value of a new discovery?*
 - *What was Faraday famous for?*
 - *What did Faraday illustrate in his 1840s lecture?*
 - *What did a member of the audience ask Faraday in this lecture? What was Faraday's response?*
 - *What is the relation between the two things Faraday compared?*
 - *What did Faraday go on to discover using this phenomenon?*
- Now ask the students to read the next segment, (from '*... this story of Plato ... to ... cheaply and in quantity.*'). While reading, the students will automatically scan for the answers to the questions given on the blackboard.
- *Even the shrewdest of men ... all his future existence on earth:*
 - *What can the shrewdest of men not judge?*
 - *What kind of man was Thomas Alva Edison? What did he discover?*
 - *What was the phenomenon Edison noticed? Why did he not explore it further?*
 - *What were the things later discovered because of the 'Edison effect'?*
 - *What is more difficult than showing that real science is useful?*
 - *Which discoveries did the work of physicists in 1930s and 40s lead to?*

- The point is that we cannot... till the end of the story:
 - *What are the things the scientists did not foresee?*
 - *What can we be sure of regarding scientific research?*
 - *What remains to the wisdom of mankind?*
 - *What can only offer hopes of correction to the dangerous side-effects of new knowledge?*
 - *What does the writer suggest should we continue to do?*
- Now that the story has been read out, ask the following questions to each group:
 - *Did they enjoy the chapter?*
 - *What did they like about the chapter? Do they agree with the writer? Why?*
- Discuss and compare the answers with each group. All the above discussions should be interactive, with you encouraging the students to participate in them.

Learn to read:

- *Understand*
 - **Group work:** Divide the class into groups. Ask each group to discuss the answers to the given questions and make notes in their rough notebooks. Then discuss each question in class in the following manner. Ask one answer from a group. Ask the other groups:
 - a. if they agree to the answer that has been read out;
 - b. if they have anything to add.
 - Finally, ask the students to write the answers in their notebooks. The time limit for this exercise should not exceed 15 minutes.
 - *Infer*
 - *Group work: Divide the class into groups. Ask each group to discuss the given question amongst them.*
 - *Ask at least 5 groups to present their arguments to the class. Ask the students to refer to the paragraphs which support their answer. The other groups can then present their views. Guide them as required.*
- *Reflect*
 - **Brainstorm:** For Q.4, let the students brainstorm and come up with examples on superstitions. Write down some of the examples on the white/blackboard. Ask them the ways in which we can get rid of them. Guide them wherever required.
 - For Q.5, divide the class into pairs. Ask each group to discuss the examples of the use of scientific knowledge in dangerous ways. Ask each pair to answer the question and write down the examples on the board.

Learn Words: Homonyms

- **Introduction:** Explain that there are several words in English which have multiple meanings. Ask the students to study the words and their meanings as given in Q.1. Verbally, ask a student to make a sentence with one of the given words. Ensure that all the meanings of the words are covered. Ensure that each sentence is given by a different student. Correct the grammar, logic, intonation and stress.
- **Group work:** Now, divide the class into groups. Each group will work out the answers to Q.2. Ask for the answer to each sentence from a different group. The other students will correct them as required.

Learn Spelling: Singular and Plural

- **Introduction:** Explain how English has borrowed several words from other foreign languages to add to its vocabulary. Discuss with the students the given list of plural inflections.
- **Group work:** Now, divide the class into groups. Each group will work out the answers to the given exercise. Ask for the answer to each word from a different group.
- The other students will correct as required. Guide the students.

Learn Grammar: Future Perfect Tense, Gerund Phrases, Non-defining adjective clause

- **Introduction—Prior knowledge:** Ask the students to recall what is the simple future tense. Elicit responses from the students and write their feedback on the white/blackboard. Ask them to recall the perfect tense of a verb. Elicit responses and add them on the board with the examples of future tense. Tell the students that today they will be recalling the future perfect tense.
- **Video Watching:** Scan the QR code to watch the video on the topic with the students.
- **Exposition:** Explain to students that the future perfect tense is used to talk about an action that will be completed by a specific time in the future. The base formula for the future perfect tense is:

Will/shall have + past participle

- For example, 'I will have finished my homework by the time my parents get home.'
- Write the following sentence on the board: 'By this time next year, I will have finished my novel.'
- Ask students to identify the tense used in the sentence and what it suggests.
- Explain that the future perfect tense is used to describe an action that will be completed before a specific point in the future.
- Provide more examples on the board, such as: 'By the time you arrive, I will have cooked dinner.'
- Ask the students to open to page 74 of the textbook and read the example sentences under the heading The Future Perfect Tense. Ask the students to identify the use of the future perfect tense in the paragraph.
- **Forming the Future Perfect Tense:** Revisit the structure of the future perfect tense using the following formula:

Will/shall + have + past participle (in the active)

- Write the formula on the board and give examples, such as: 'I will have studied,' 'He will have gone,' 'They will have finished.'
- Emphasize that the helping verb 'will' is followed by 'have' and the past participle form of the main verb.

Will/shall + have + been + past participle (in the passive)

- It refers to a future time, which *precedes* another future time. The period indicated by this tense may actually begin in the past, but will only be completed in the future.
- It is usually accompanied by a time expression (at, by, before...) to indicate when the event/action will be completed.
- **Practice—Sentence strips:** Write simple future tense sentences on the white/blackboard. For example:
 1. I will go to the store tomorrow.
 2. She will study for her exam next week.
 3. They will visit their grandparents over the weekend.
 4. We will have a party on Saturday.
 5. He will finish his project by the end of the month.

- Have students work in pairs to change the sentences to future perfect tense.
- **Qs. 1:** Pair up the students and ask them to go through exercise. Explain to them that they will have to think of a time in the future and then rephrase the sentence using the future perfect tense. Draw their attention to the solved example.
- Ask the students to complete Qs. 2 independently. Facilitate the students in completing the exercises in their notebooks.
- **Wrap up:** Ask the students to share an example from their solved exercise.
- **Exposition:** Ask the students to read the description written on page 75 of the textbook. Write the definition of a gerund on the board: 'A gerund is a verb form that ends in -ing and functions as a noun.'
- Discuss examples of gerunds, such as 'swimming,' 'reading,' 'writing,' 'running,' etc. Explain that a gerund phrase consists of a gerund along with its modifiers and objects. Provide examples of gerund phrases, such as 'Reading books is enjoyable' or 'She loves swimming in the ocean.' Elicit more examples from the students. Ask the students to open up to page 69 of the coursebook and go through the explanation under the heading Gerund Phrases. Ask questions from the students to check their understanding of the topic. Write a list of sentences on the board, some containing gerund phrases and others without. For example:
 1. I enjoy swimming in the ocean.
 2. She loves to dance on stage.
 3. Running a marathon requires dedication and training.
 4. The dog barked loudly at the mailman.
 5. Reading books is one of my favourite pastimes.
 6. They decided to go hiking in the mountains.
 7. Playing soccer with friends is always fun.
 8. I need to finish writing my essay before tomorrow.
 9. The children giggled while watching the clown perform.
 10. He couldn't resist eating a piece of chocolate cake.

(In this list, sentences 1, 2, 3, 5, 6, 7, 8, and 9 contain gerund phrases.)
- Ask students to identify and share the gerund phrases in each sentence. In pairs, have students determine whether each underlined phrase is a gerund phrase and explain their reasoning. Go through the sentences as a class, discussing the answers and clarifying any confusion.
- **Qs. 3:** Ask the students to go through question 3. Explain to them that they will be looking at the verb in the bracket and add their gerund form and preposition in the blank. Facilitate the students in completing the exercise.
- **Wrap up:** Engage students in a discussion about their hobbies, interests, or activities. Ask students to create sentences using gerund phrases to describe their hobbies or interests. Encourage students to identify and explain the gerund phrases in their sentences.

Non-defining adjective clauses

- **Introduction:** Explain non-defining adjective clauses through examples in the book given on page 76. Mention that nondefining adjective clauses provide additional information. Ask them to make a note of the following rules:
 - a. Always use commas to separate a non-defining adjective clause from the rest of the sentence.
 - b. Never use that as a relative pronoun in a non-defining adjective clause.
 - c. Do not omit the relative pronoun (unlike defining adjective clauses)
- Complete Qs. 4 verbally, as a whole-class activity. The students will then write down the answers in their notebooks.

Class assessment:	✓	X
Can the students read the story <i>Is Science Useful?</i>		
Can the students answer the comprehension questions accurately?		
Can the students use homonyms correctly?		
Can the students use spellings of plural words correctly?		
Can the students identify the future perfect tense, gerunds and non-defining adjective clauses accurately?		
<p>Teacher's notes:</p> <ul style="list-style-type: none"> • If students find it hard to read the story, teachers can pair them up with stronger readers to read together. Another option can be to read the story aloud to the class while students follow along. Or break the story into smaller parts and go over each part slowly. • Recall grammar rules before grammar exercises, discuss the rules, asking questions to ensure that the learners have understood what they need to do in the given task. Individual learners may be asked to read out the rules. • Encourage learners to refer to the rules and ask questions while they are doing the exercise. • After the students have done the exercise, discuss the answers to ensure that learners understand the rules. • If you feel that more practice is required in class, use the explanation(s) in the textbook followed by reinforcement worksheets or homework. • If students struggle with writing a descriptive essay provide them with various samples to read and identify the features. Ask them to underline the formal language used. Give them tasks to practice. 		

Unit 4 – Section 2 The Day of an American Journalist 2889

Grade: VIII	Subject: English	Material: Textbook
Teacher:	Date:	Week:

Learning objectives:

This section will help learners develop the following skills/competencies:

- read to seek information in print/online, notice board, signboards in public places, newspaper, hoardings etc.
- use English news (newspaper, TV, Radio) as a resource to develop listening and reading comprehension, note-taking, summarizing, etc.

Overview:

This section introduces students to science fiction. The story, set in 2889, is a thousand years into the future from the time of writing the tale. While some of the inventions, such as a ‘phonotelephote’ are already available, though it has a different name, other inventions such as aero-cars are still to become a reality. Students will find the story engaging and appealing to their imagination.

Success criteria:

By the end of the lesson, students should be able to:

- appreciate a science fiction narrative.
- answer factual, inferential and extrapolative questions.
- speak and logically discuss an issue in a group.
- write a notice announcing an event.
- make notes by attentively listening to an audio recording.

Generic skills:

- *Collaborative:* Students will work in groups and discuss answers to questions. They will also work together to improve their vocabulary and grammar, and discuss a topic. [*Learn to Read (Understand, Infer, Reflect), Learn Words, Learn Grammar*]
- *Analytical:* students will comprehend the passage and answer questions by referring to the story.
- *Critical thinking:* Students will reflect and discuss the given issues. [*Learn to Read (Reflect)*]
- *Deductive:* students will work to arrive at conclusions after skimming and scanning information from the text.
- *Study Skills:* students will learn new words; exercise their listening and comprehension skills; write a notice; make notes; learn about modals
- *Creativity:* Students will write a notice, practice free writing [*Learn to write*]

Lesson structure:

- **Pre-reading—Prediction:** Ask the students to think about what the world will be like in the year 2889. Pair up the students to discuss their thoughts. Remind the students to follow the rules of listening attentively to each other, not to interrupt and talk in turns. Give the pairs a few minutes to compile their ideas. Take random feedback from the pairs, motivate the students to participate.
- Tell the students that they will be reading a passage in which the setting is based in the year 2889. Ask the students to remember their predictions and while reading if they can identify any which will be found in the passage.

Reading:

- The meanings of difficult words have been given in little boxes on the page corresponding to the said word. Students should, however, be encouraged to discover the meaning themselves by referring to the context in the poem.
- Instruct the students to silently read from (*That morning ... day's work was going to begin.*):
 - *Why did Bennett awake in a bad temper?*
 - *What is a phonotelephote?*
 - *Do you think we have this technology available already? Give examples.*
 - *Why did everyone bless the inventor?*
 - *What did Bennett's mechanized dressing-room do?*
- (*Francis Bennett went on into ... turning our satellite right round.*)
 - *What did the fifteen hundred reporters do?*
 - *What did commuters allow the reporter to do?*
 - *What recent discoveries were made in the stellar world?*
 - *What did they think was the communication problem with Jupiter?*
 - *What did the reporters think caused trouble in the correspondence with the moon?*
 - *What does Bennett suggest they should do to find out about the other side of the moon?*
 - *What do the scientists begin work on?*
- (*On the whole, Francis ... phonotelephotic apparatus.*):
 - *Why was Bennett satisfied?*
 - *Why do you think he liked precision?*
 - *Why did he want the news to appear in that day's issue?*
 - *How did they advertise it?*
 - *Do you think this form of advertisement will actually be possible in future?*
 - *What had Mr and Mrs Bennett arranged and why?*
- (*Like everybody else in ... to ... high degree of intelligence.*):
 - *How did Bennett organize his food supply?*
 - *What is an aero-car? How fast is it?*
 - *What did the moving pavements do?*
 - *Do you think moving pavements might become a reality in a thousand years?*
 - *What did the accumulator works do?*
 - *What did Bennett do during the daily audience?*
 - *What invention do you think the young man wanted to propose?*
- (*'Sir,' he began, 'though ... gliding along on its rails ... till the end.*):
 - *What did the young man say he would be able to prove? What would be the result of that discovery?*
 - *Why do you think Bennett approved this proposal?*
 - *What was the second inventor's idea?*
 - *Why do you think Bennett was attracted by the project?*
 - *What was the Central Concert?*
 - *What was Edith's travel plans?*
 - *Why were submarine tubes better than aero-trains?*

- Now that the story has been read, ask the following questions to each group.
 - *Did they enjoy the story?*
 - *What did they like most in the story?*
 - *Do they like the future predicted in the story?*

Learn to read:

- *Understand*
 - **Group work:** Divide the class into groups. Ask each group to discuss the answers to the given questions and make notes in their rough notebooks. Then discuss each question in class in the following manner.
 - Ask at least 3 groups to read out their points for each answer and ask the other groups:
 - a. if they agree to the answer that has been read out;
 - b. if they have anything to add.
 - Finally, the students will write the answers in their notebooks. The time limit for this exercise should not exceed 15 minutes.
- *Infer*
 - **Pair work:** Divide the class into pairs and ask the class to discuss Q.7. Each pair will share their argument with the class. The other students can then agree with or refute the argument. Guide them as required.
- *Reflect*
 - Ask the class to attempt Q.8 on their own. The teacher can choose a few students who will read out their answers. Others will add to the discussion. The important points can be noted down on the white/blackboard.
 - **Group work:** Divide the class into groups for Q.9 and 10. Each group will discuss the answers to the given questions. Ask at least 5 groups to present their answers to the class. The other groups will give their views. Guide them as required.

Learn Grammar: Modals

- **Introduction:** Introduce modals as auxiliary verbs that express necessity, possibility, permission, or ability. Explain that they are used before the main verb to give additional information about its function. Ask the students to read the description on page 84.
- You can give the following explanation and examples
 - **Necessity:**
 - Must: You must wear a helmet when riding a bike.
 - Have to: She has to finish her homework before going out.
 - **Possibility:**
 - May: It may rain tomorrow.
 - Might: He might come to the party.
 - **Permission:**
 - Can: Can I borrow your book?
 - May: May I leave the room?
 - **Ability:**
 - Can: She can play the piano beautifully.
 - Could: When I was younger, I could run very fast.

- **Group Work:** Divide students into small groups and provide each group with a set of sentences.
- Ask each group to identify the modal verbs in the sentences and determine their function (necessity, possibility, permission, or ability).
 - Examples:
 - You should study for the test. (Necessity)
 - He will help you with your project. (Possibility)
 - Can you help me with this? (Permission)
 - She could swim when she was five. (Ability)
- Have each group present their findings to the class.
- Facilitate a class discussion to compare and contrast the different functions of modals identified by each group. Encourage students to provide additional examples.
- Write the following sentences on the white/blackboard and ask students to fill in the blanks with the appropriate modal verbs based on the context of each sentence.
 - Examples:
 - You ___ (should/must) see a doctor if you feel unwell. (Necessity)
 - She ___ (can/may) speak three languages fluently. (Ability)
 - ___ (Can/May) I use your phone? (Permission)
 - it ___ (might/will) snow tonight. (Possibility)
- Ask the students to now attempt Qs. 1 individually in their textbooks. Ask a few to share their responses.

Learn to Write: Writing a notice

- **Introduction—Prior knowledge:** Ask the students to recall reading notices that they receive in school. Elicit the description of the notices. Ask the students what they think is the purpose of a notice.
 - **Exposition:** Ask the students if they can deduce any features they might recall. Tell the students a notice would need to have:
 1. A subject headline
 2. Brief description explaining the purpose of the notice with all relevant details
 3. The date
 4. The sender of the notice or who to contact in case anyone requires further information
 - Explain to the students that the purpose of a notice is to inform people about any matter. Ask the students to open to page 85 of the textbook and read the given information for preparing the notice.
 - Ask the students to look at the layout given on the page, you can also replicate it in the board and discuss it with the students.
 - Facilitate the students in preparing their notices in their notebooks.
- Free Writing**
- Ask the students to read the description of free writing given on page 85. Following the rules of free writing, set a timer of 15 minutes and ask the students to write their free writing paragraphs in their notebooks.
 - Once the time ends, ask a few students to share if they are comfortable. This task need not to be assessed.

Learn to Communicate:

- **Speaking – Question 2: Pair work:** For Exercise 2, divide the class into pairs. Each pair will discuss the given issue. At the same time, they will observe each other and make notes. Once their discussion is finished, each pair will evaluate each other according to the given assessment chart.
- If possible, let those who have finished earlier, observe their fellow classmates and evaluate them as well. Guide the students throughout the activity.

Class assessment:

	✓	X
Can the students read the passage, A day in the life of an American Journalist 2889 independently?		
Can the students answer the comprehension questions accurately?		
Can the students write a notice accurately?		
Can the students identify and use modals correctly?		
Can the students express themselves with confidence and relevant information?		

Teacher's notes:

- If students find it hard to read the passage, teachers can pair them up with stronger readers to read together. Another option can be to read the poem aloud with elocution to demonstrate to the class while students follow along.
- If the student struggle with writing notices, share sample notices with the students to help them get a better idea of how a notice can be written.

Unit 4 – Section 3 Archimedes' Principle

Grade: VIII	Subject: English	Material: Textbook
Teacher:	Date:	Week:

Learning objectives:

This section will help learners develop the following skills/competencies:

- identify details, characters, main idea and sequence of ideas and events while reading
- read, compare, contrast, think critically and relate ideas to life
- infer the meaning of unfamiliar words by reading them in context

Overview:

This poem narrates the story of Archimedes' discovery in the bathtub and how he excitedly ran to inform the king about it, without putting on clothes. The entertaining story will generate the students' interest in science as they realise that significant discoveries can be made while doing the most mundane tasks.

Success criteria:

By the end of the lesson, students should be able to:

- appreciate a poem, and enjoy its rhythm and language.
- answer factual, inferential, referential and evaluative questions.
- understand that remarkable discoveries can be made through everyday activities in life.
- prepare a wall magazine.

Generic skills:

- *Collaborative:* Students will work in groups to analyze the poem and draw out its meaning. *(Activity)*
- *Analytical:* Students will analyze the given text to arrive at the correct conclusion. *(Learn to Read)*
- *Study skills:* Students will learn to appreciate a poem through understanding verse. *[Learn to Read (Appreciate)]*
- *Creativity:* Students will use their imagination to make a wall magazine. *(Activity)*

Lesson structure: Pre-Reading:

- Ask the students in their opinion, which invention has been the most beneficial to mankind. Elicit responses and ask them why they think the invention is beneficial. Ask the following questions:
 - *Do they like science? Give reasons.*
 - *Do they know any famous scientists and their discoveries? Share some examples with the class.*
 - *Do they know how the discoveries were made?*
 - *Do they think it is important to be imaginative in science? How and why?*
 - *Is there anything that they would like to discover?*
- Tell the students that they will be reading a poem called Archimedes' Principle and how the inventor of the principle had invented it. Ask the students if they are aware of the Archimedes Principle. After eliciting responses briefly explain that the Archimedes' Principle is used in Physics and is very useful for calculating the volume of an object that does not have a regular shape. Tell the students the incident mentioned in the poem is true.

Reading:

- The meanings of difficult words have been given in little boxes on the page corresponding to the said word. Students should, however, be encouraged to discover the meaning themselves by referring to the context in the poem.
- Instruct the students to silently read the first stanza (till ... *he noticed the water beginning to rise.*):
 - *What were students of physics told?*
 - *What had the Sicilian King ordered?*
 - *Why did the king suspect that the jeweller had cheated him?*
 - *How had the jeweller cheated the king?*
 - *What was Archimedes' problem?*
 - *What happened when he climbed into the bathtub?*
- Write the following questions on the blackboard.
 - *Why did Archimedes scream?*
 - *What did he discover?*
 - *What would make it easy to determine whether the jeweller had cheated the king or not?*
 - *Why did Archimedes leap out of his bath?*
 - *Why were the men in the street confounded?*
 - *What line had Archimedes shouted as he ran through the streets?*
- Now that the poem has been read and heard, divide the students into groups and discuss the following questions.
 - *Did they enjoy the poem?*
 - *What did they like most about the poem?*

Learn to read:

- *Understand*
 - **Group work:** Divide the class into groups. Each group will discuss the answers to the given questions under Q.1 and make notes in their rough notebooks. Then discuss each question in class in the following manner: Ask at least 3 groups to read out their points for each answer. Ask the other groups:
 - a. if they agree to the answer that has been read out.
 - b. if they have anything to add.
- *Infer*
 - For Q.2 and 3, ask a representative from each group to read out their answers. Check the logic, intonation and stress. Finally, the students will write the answers in their notebooks.
 - Each student's work will need to be checked for spelling errors, punctuation and grammar.
 - The time limit for this exercise should not exceed 20 minutes.
- *Reflect*
 - Discuss Q.4 with the students and ask them if the factors listed really contribute to success.
 - Some of the important points articulated during the discussion can be written down on the board. The students can then write down their own answers. Ask at least 5 students to read out their answers for the class.
 - Correct their logic, intonation and grammar if required.

- *Appreciate*
 - Conduct a discussion in the classroom about narrative poetry. Narrative poetry is a form of poetry that tells the story of an event. Some examples are ‘The Charge of the Light Brigade’ by Lord Alfred Tennyson, ‘The Road Not Taken’ by Robert Frost and ‘The Raven’ by Edgar Allan Poe. (You can bring these poems as samples to show the students.)
 - The students can be divided into pairs and asked to answer this question. The teacher can ask 5 or 6 students to answer this question. Correct their answers as required.

Activity:

- **Introduction:** Write the following topic on the board, ‘Technology: A Boon and a Bane’. Ask the students to share what their understanding of the phrase. Ask them the meaning of the words, boon and bane. Elicit responses from the students and explain to them that the phrase refers to science being a blessing as well as a challenge or a problem.
- **Group activity:** Divide the students in groups of four, give each group a chart paper and a marker. Ask the students to open to page 69 – 70 of their textbooks and read the activity section thoroughly. Elicit responses from the groups to check their understanding. Ask the groups to first decide on a scientific development that they think has a positive effect and a negative effect as well. They can refer to the examples given on page 70 or think of their own too.
- Once they have decided on such an invention, ask the students to list down the positives and negatives of the development. They need to select a positive and a negative from their list on which they will be able to write a write-up.
- Ask the groups to draft their write-ups first so that they can proofread and edit it before writing it on the chart paper.
- Give the students a ample time for the activity.
- Once done, ask the students to stick/pin up their write-ups on the display boards around the class.
- **Gallery walks:** Ask the groups to do a gallery walk around the class, reading the write-ups written by different groups.
- **Wrap up:** Once they have read the write-ups, ask the groups, which write-up they consider to be most compelling. Which scientific development do they think might have the most negative impact on the world, can they think of an alternative to it.

Class assessment:

	✓	X
Can the students read the poem Archimedes’ Principle with intonation and rhythm?		
Can the students answer the comprehension questions accurately?		
Can the students create a wall magazine using the given parameters?		

Teacher’s notes:

- If students find it hard to read the poem, teachers can pair them up with stronger readers to read together. Another option can be to read the poem aloud with elocution to demonstrate to the class while students follow along.
- If the students struggle with writing a wall magazine, share sample articles or write-ups with the students.

UNIT 5: FREEDOM IS STRENGTH – Section 1 From Darkness to Light?

Grade: VIII

Subject: English

Material: Textbook

Teacher:

Date:

Week:

Learning objectives:

This section will help learners develop the following skills/competencies:

- practice sentence matching and gap-filling exercises
- understanding figurative language (idioms)
- convert sentences from one tense to another

Overview:

This section has been included to make young learners aware of the importance of literacy.

People who have not had an opportunity to get an education lead a very difficult life as they are dependent on other people for basic requirements such as to read signs and to do calculations. Such people are susceptible to being misused by people who are literate but wicked. Literacy empowers people to be able to live life on their own terms and not be bound by the helplessness that illiteracy bestows.

Success criteria:

By the end of the lesson, students should be able to:

- understand that literacy provides self-empowerment.
- answer factual, inferential and extrapolative questions.
- speak and logically discuss an issue in a group.
- match idioms with their meanings.
- correctly use suffixes and spell such words correctly.
- understand and use correctly the past perfect continuous tense.
- understand and correctly write reported speech.
- correctly use gerunds in a sentence.
- correctly use question tags in a sentence.

Generic skills:

- *Collaborative:* Students will work in groups and discuss answers to questions. They will also work together to improve their vocabulary and grammar, and discuss a topic. [*Learn to Read (Understand, Infer, Reflect), Learn Words, Learn Grammar*]
- *Analytical:* students will comprehend the passage and answer questions by referring to the story.
- *Critical thinking:* Students will reflect and discuss the given issues. [*Learn to Read (Reflect)*]
- *Deductive:* students will work to arrive at conclusions after skimming and scanning information from the text.
- *Study Skills:* students will learn new words; exercise their listening and comprehension skills; learn about the usage of idioms, suffixes, revise grammar topics. [learn spellings, learn words, learn grammar]

Starter:

- Use the starter to introduce the theme of the lesson which is freedom.
- **Pair work:** Ask the students to read the starter question given on page 91. Ask the students to form pairs and discuss the questions. Ask the pairs to share their collective ideas with the class.

Pre-reading:

- Introduce the lesson and ask the students the following questions. Permit them to answer individually or in chorus. Allow 10 minutes for the discussion.
 - *Can they imagine not being able to read or write or count? Share a few imaginative experiences.*
 - *What difficulties do the illiterate people face?*
 - *What can we do to help these people?*
 - *Can literacy be acquired only at a certain age or time in life? Discuss with reasons.*
- The above questions will generate a lively and fun discussion, which the teacher should monitor to prevent chaos. All responses by the students should be appreciated.

Reading:

- Read the first two paragraphs till ... *out on even one evening*. Discuss the following questions with the students:
 - *Why had the narrator felt lost? What terrified her?*
 - *Why was she dependent on her children?*
 - *Why does she say that her thumb was her best friend?*
 - *Why do you think she had been unable to change her situation?*
 - *What golden opportunity was presented to her?*
 - *Why do you think she feels empty if she happens to miss a class?*
- Write the following questions on the white/blackboard. Assign groups to the students and discuss the following questions.
 - *What had literacy taught the narrator?*
 - *What gave her the greatest sense of achievement?*
 - *How had people taken undue advantage of her illiteracy?*
 - *How would the narrator keep track of her debtors?*
 - *How has literacy given her financial security and self-reliance?*
- Now that the story has been read out, ask the following questions to each group:
 - *Did they enjoy the story?*
 - *What did they like most about the story?*
- Discuss and compare the answers with each group. All the above discussions should be interactive, with you encouraging the students to participate in them.

Learn to read:

- *Understand*
 - **Group work:** Divide the class into groups. Ask each group to discuss the answers to the given questions and make notes in their rough notebooks. Then discuss each question in class in the following manner. Ask at least 3 groups to read out their points for each answer. Ask the other groups:
 - a. if they agree to the answer that has been read out;
 - b. if they have anything to add
 - Finally, the students will write the answers in their notebooks. The time limit for this exercise should not exceed 15 minutes.

- *Infer*
 - Let the students discuss Q.5 verbally with the rest of the class. Allow the students to answer in chorus or individually. Write the key points on the blackboard. Guide the students through the discussion.
 - For Q.6, divide the class into groups. Each group will discuss the given question. A representative from each group will share their answer with the class. The other students can then give their views. Guide them as required.
- *Reflect*
 - **Group work:** Divide the class into groups. Each group will discuss the answers to the given questions.
 - Ask at least 3 groups to present their answers to the class. The other groups will give their views to add. Guide them as required.

Learn Words: Idioms

- **Prior knowledge:** Recall what idioms are with the students. Write their feedback on the board. Ask the student to share a few examples of idioms.
- Ask the students to read the definition given on page 95 of idioms. Ask the students a few questions to check their understanding.
- **Group work:** For Q.1, divide the students into groups. Each group will match the idioms with their respective meanings. The students may take the help of the dictionary if required. Ask for the answer to each idiom from a different group. Let the other students correct or agree with the answer.
- Do the given exercise (Q.2) verbally as a whole-class activity. The students will then write down the answers in their notebooks.

Learn Spelling: Suffixes

- **Prior knowledge:** Recall suffixes with the students. Ask them to share some examples of words with suffixes.
- Explain how spellings may change when a suffix is added to a word. Students will work on the given exercise individually. They may take the help of the dictionary if necessary.
- Ask for the answer to each word from a different group. The rest of the class will corroborate or correct them as required.

Learn Grammar: Revision: Tenses; Past Perfect Continuous Tense; Reporting Questions; Infinitives or Gerunds; Question Tags

- **Introduction – Prior Knowledge:** Tell the students that these topics are revision topics and require the students to recall many previously learnt concepts.
- **Tenses:** Elicit responses from the students on Tenses and write their feedback on the white/blackboard. Ask them to recall the different tenses of a verb, focus on the tenses mentioned in Qs. 1. Elicit responses and add them on the board with examples.
- Students will attempt Qs. 1 individually in their notebooks.
- **Past perfect continuous tense:**
- **Prior knowledge:** Ask the students to study the questions given on page 97 of the textbook. Recall the past perfect continuous tense and its structure:

- **Form:** had + been + verb + -ing
- **Usage:** This tense expresses an action or event that had begun and was ongoing up to a point of time in the past. The focus is on the duration of the action.
- **Examples:** Elicit examples of the Past Perfect Continuous Tenses.
 - I had been using my children as crutches until then.
 - I had been asking people to write their expenses in my bill book only to find that I was often cheated.
- Discuss how these sentences emphasize the duration of the actions that were ongoing in the past.
- **Group Activity – Qs. 2 Changing Verbs to Past Perfect Continuous:** Divide students into small groups and provide each group with a set of sentences.
- Ask each group to change the underlined verbs in the sentences into the past perfect continuous tense and observe the shift in focus to the duration of the action.
- Examples:
 - The actor who had played the part of Shiraz became too ill to go on stage.
 - The actor who had been playing the part of Shiraz became too ill to go on stage.
 - The armies had fought for several hours before their general came to separate them.
 - He said that he had tried to contact us by phone since eight o'clock that day.
 - For a long time they had planned to visit the caves of Pir Ghayab and Lahoot Lamakan.
 - She explained that she got up late because she had studied till midnight.
- Have each group present their sentences to the class. Facilitate a class discussion to compare and contrast the original sentences with the revised ones. Emphasize the shift in focus to the duration of the actions.
- Ask the students to complete Qs. 3 on their own in their notebooks. Once completed ask them to share a few responses.

Reporting Questions

- **Prior knowledge:** Ask the students to recall the basic rules of Reported speech. They can read the descriptions given on pages 98 – 99 of the textbook. Elicit responses from the students to check their understanding. Write a few sentences of your own on the white/blackboard and ask the students to change it to reported speech.
- Ask the students to go through Qs. 4 and 5. Students can attempt the questions on their own and give feedback to a questions in their notebooks.

Infinitives or Gerunds:

- Explain that the choice of using a gerund or infinitive depends on the meaning that is to be conveyed in the sentence. Write some examples on the white/blackboard. Ask the students to go through the explanation given on pages 100 – 101. Ask questions from the students to check their understanding. Ask students to share their own example sentences.
- **Group work:** Divide the class into groups. Each group will work on the given question 6. Ask for the answer to each question from a different group. Also ask them to explain why they used an infinitive or a gerund, as may be the case. The others will correct and corroborate the answers as required.

Question Tags

- Ask the students to read the description given on page 102 of the textbook. Ask questions from the students to check their understanding of question tags. Elicit the rules applied for using question tags, mentioned on page 102. Discuss the change in intonation for statements using question tags.
- Ask students to complete Qs. 7 and 8 on their own in their notebooks. Ask a few students answers to questions and corroborate whether it is correct or incorrect with explanations.

Class assessment:	✓	X
Can the students read the story From Darkness to Light?		
Can the students answer the comprehension questions accurately?		
Can the students use idioms correctly?		
Can the students use suffixes on words correctly?		
Can the students recall and use tenses, Past Perfect Continuous Tense; Reporting Questions; Infinitives or Gerunds; Question Tags accurately?		

Teacher's notes:

- If students find it hard to read the story, teachers can pair them up with stronger readers to read together. Another option can be to read the story aloud to the class while students follow along. Or break the story into smaller parts and go over each part slowly.
- Recall grammar rules before grammar exercises, discuss the rules, asking questions to ensure that the learners have understood what they need to do in the given task. Individual learners may be asked to read out the rules.
- Encourage learners to refer to the rules and ask questions while they are doing the exercise.
- After the students have done the exercise, discuss the answers to ensure that learners understand the rules.
- If you feel that more practice is required in class, use the explanation(s) in the textbook followed by reinforcement worksheets or homework.
- If students struggle with writing a descriptive essay provide them with various samples to read and identify the features. Ask them to underline the formal language used. Give them tasks to practice.

Unit 5 – Section 2 Princess September

Grade: VIII	Subject: English	Material: Textbook
Teacher:	Date:	Week:
<p>Learning objectives:</p> <p>This section will help learners develop the following skills/competencies:</p> <ul style="list-style-type: none"> • use the information on signboards, posters and prepare a write up after seeking information • use the dictionary for reference • listen to interviews of people from various professions 		
<p>Overview:</p> <p>This section is an endearing tale about the friendship and love between a young princess and a little bird. Young learners will be able to appreciate that true love requires one to be selfless. Even though the princess is misguided by her jealous sisters and almost kills the bird by imprisoning it, she realises that the bird's life is more important than her desire to own the pretty bird.</p>		
<p>Success criteria:</p> <p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> • appreciate the importance of selfless love. • answer factual and inferential questions. • speak and logically discuss an issue in a group. • create a poster to high light cruelty to animals and its prevention. • make notes by attentively listening to an audio recording. • understand and correctly use the preposition/participle that goes with a word. 	<p>Generic skills:</p> <ul style="list-style-type: none"> • <i>Collaborative:</i> Students will work in groups and discuss answers to questions. They will also work together to improve their vocabulary and grammar, and discuss a topic. [<i>Learn to Read (Understand, Infer, Reflect), Learn Words, Learn Grammar</i>] • <i>Analytical:</i> students will comprehend the passage and answer questions by referring to the story. • <i>Critical thinking:</i> Students will reflect and discuss the given issues. [<i>Learn to Read (Reflect)</i>] • <i>Deductive:</i> students will work to arrive at conclusions after skimming and scanning information from the text. • <i>Study Skills:</i> students will learn new words; exercise their listening and comprehension skills; learn about using the dictionary, • <i>Creativity:</i> Students will create a poster on promoting awareness on animal cruelty. [learn to write] 	

Lesson structure:

Pre-Reading:

- The students will sit with their books closed. Do not disclose the name of the lesson they are about to read
- Introduce the lesson and ask the students the following questions. Permit them to answer individually or in chorus. Allow 10 minutes for the discussion.
 - *Do any of them have pets? What kind?*
 - *How much do they love their pets? If their pets could talk, what do they think they would say?*
 - *Would they like it if someone was cruel to their pet? What would they do?*
 - *How can we make people be kind to animals?*
 - *What would they do if they saw someone being cruel to an animal?*
- The above questions will generate a lively and fun discussion, which the teacher should monitor to prevent chaos. All responses by the students should be appreciated.
- Now ask the students to open their books to the corresponding lesson..

Reading:

- The meanings of difficult words have been given in little boxes on the page corresponding to the said word. Students should, however, be encouraged to discover the meaning themselves by referring to the context in the poem.
- Instruct the students to silently read (till ... *Princesses put their heads together.*)
- Ask the students the following questions with reference to the portion they have just read.
 - *What was the little bird's song about?*
 - *What did the little bird offer to the princess?*
 - *How did the bird eat and bathe?*
 - *Why were the Maids of Honour surprised?*
 - *How did the princess make a perch for the little bird?*
 - *Why do you think the princess wanted to show the bird to her sisters?*
 - *Why do you think the eight princesses 'put their head together'? What does the phrase mean?*
- Write the following questions on the white/blackboard. This will make sure that the students follow the text closely and scan the material for the answers. (*'Do you mind our asking' ... stood there empty and ready.*):
 - *Where had the bird gone?*
 - *What advice do her sisters give the princess?*
 - *Why was September uneasy?*
 - *What did she fear had happened to the bird?*
 - *What had she prepared for the bird?*
- (*Suddenly September heard ... 'go to sleep instead!'*):
 - *Why had she been unable to hear the bird?*
 - *Why was the bird used to September holding him?*
 - *Why was the bird surprised?*
 - *What reason did the princess give to the bird?*
 - *Why didn't the bird feel like singing?*
 - *Do you think the princess did the right thing?*

- (So he put his head under ... 'his cage by tomorrow,' she said.):
 - Why did the bird want to be let out at dawn?
 - What 'comforts' did September say she would give to the bird in the cage?
 - What reasons does the princess give for putting him in a cage?
 - Why was the bird unable to sing?
 - What advice did her sisters give her?
 - Why was September unable to argue with her sisters?
 - Do you think the bird will become used to the cage by the next day?
- (And next day when she awoke ... till the end):
 - In what condition was the bird the next morning?
 - What explanation does the bird give for his need of freedom?
 - Why does the princess give the bird his freedom?
 - How does the bird express his love for her?
 - Why do you think the princess grew extremely beautiful?
- Now that the story has been read, ask the following questions to each group:
 - Did they enjoy the story?
 - What did they like most about the story?
 - What did they learn about love through this story?
- Discuss and compare the answers with each group. All the above discussions should be interactive with you encouraging the students to participate.

Learn to read:

- *Understand*
 - **Group work:** For Q.1 and 2, divide the class into groups. Ask each group to discuss the answers to the given questions and make notes in their rough notebooks. Then discuss each question in class in the following manner. Ask at least 3 groups to read out their points for each answer.
 - Ask the other groups:
 - a. if they agree to the answer that has been read out;
 - b. if they have anything to add.
- *Infer*
 - **Pair work:** Divide the class into pairs. Each pair will discuss the given questions. Each pair will share their answers with the class. The other students can then corroborate or refute the answers.
Guide them as required.
- *Reflect*
 - **Group work:** Again, divide the class into groups. Each group will discuss the answers to the given questions. Ask at least 3 groups to present their answers to the class. The other groups will give their views to add. Guide them as required.

Use the Dictionary

- **Note:** Ask the students to bring a dictionary to class when teaching this section. Explain how it is important to understand which preposition or participle will go with a word in a sentence.

- Explain how this information is given in the dictionary through examples. Let the students work on the given exercise individually. Ask for the answer to each question from a different group. Also ask the student if their answer had been right before they looked in the dictionary. The rest of the class can correct the answers as required.

Learn to Write: Poster Writing

- **Note:** Have chart papers, markers and various art supplies ready prior to the lesson.
- **Introduction:** Ask the students to come up with different adjectives/synonyms depicting animal cruelty. Elicit various responses and write their feedback on the white/blackboard. Tell the students that they will be making a poster on Animal Cruelty. Ask the students to read the description and guidelines given on pages 110 and 111.
- **Group activity:** Group the students in groups of four and provide each group with a chart paper, art supplies, a dictionary, and a thesaurus.
- **Brainstorming:** Ask the students keep in mind the parameters given and brainstorm slogans, layout, etc.
- Once their list is ready. Tell the students to design a poster with all these parameters. They can sketch out the design on a paper and then make it on the chart paper. Ask them to use crayons, markers, etc to make it colourful.
- Explain the format of the poster and the given exercise. Let the students brainstorm and come up with points and slogans to write on the poster. Write some of the key points on the white/blackboard. Ensure that the ideas are coherent and relevant.
- Ask at least 5 groups to read out their content. Correct the grammar, syntax and logic as required. Each group's work will need to be checked for spelling errors, punctuation and grammar.
- Then each group will make their poster, using the content, diagrams, pictures, etc.
- **Gallery walks:** Give the students ample time to complete and once they are done ask them to pin up the posters around the class. Ask the groups to walk around the class looking at each other's poster. Ask the students to rate the posters according to the words they used to depict courage and heroism.
- **Wrap up:** Students can vote which posters they liked the most.

Learn to Communicate:

- **Listening: Questions 1 and 2: Instructions to students:** Ask the students to listen attentively to the passage that you will be reading.
- **Questions 1 and 2:** Instruct the students to read question 1 given in the Learn to Communicate on page 111 of the textbook. Tell them that they must remember important details from the passage they hear to answer the questions.
- Read out the relevant listening passage once to the students from the end of the textbook. Make sure they are focused and pay close attention to the details. Ask them to answer the questions after the first listening.
- To reinforce their learning, you can reread the passage, and have the students check their answers again. This helps to solidify their understanding and improves their listening skills. Be sure to provide positive feedback and support throughout the activity, making it an enjoyable and educational experience for the students.
- **Speaking – Question 3:** Ask the students to read question 3 given on page 112 of the textbook. Ask them to think of the question.

- Give them 15 minutes to read the information and think of the answer.
- **Group work:** Now, divide the class in groups of 4 or 5 and ask them to discuss their answers among the group. Walk around to monitor the discussion and ensure full participation of all the members.
- Now, ask two students from different groups to speak on each person, explaining their reasons for choosing them.
- Ask the students to evaluate their peers using the peer assessment rubric given.

Class assessment:	✓	X
Can the students read the passage, Princess September independently?		
Can the students answer the comprehension questions accurately?		
Can the students use the dictionary accurately?		
Can the students design a poster using the given parameters?		
Can the students listen attentively for detail and answer questions accurately?		
Can the students express themselves with confidence and relevant information?		

Teacher's notes:

- If students find it hard to read the passage, teachers can pair them up with stronger readers to read together. Another option can be to read the poem aloud with elocution to demonstrate to the class while students follow along.
- If the student struggle with designing posters, share sample posters with the students to help them get a better idea of who reports are written, Ask them to highlight the discussed features of a report in their sample reports.
- If the students have weak listening skills practice by having students repeat what they heard in their own words. Ask students to summarize the main points of a discussion or story.
- If the students struggle with speaking skills you can assign short presentations on various topics. Organize debates on age-appropriate and interesting topics. Use role-playing activities to practice different speaking scenarios.

UNIT 6: LIVE AND LET LIVE – Section 1 Tangerine, the Wasp

Grade: VIII	Subject: English	Material: Textbook
Teacher:	Date:	Week:

Learning objectives:

This section will help learners develop the following skills/competencies:

- practice sentence matching and gap-filling exercises
- understanding figurative language (idioms)
- identify details, characters, main idea and sequence of ideas and events while reading
- read, compare, contrast, think critically and relates ideas to life
- infer the meaning of unfamiliar words by reading them in context
- read a variety of texts for pleasure

Overview:

This section is an entertaining narrative about how a wasp prevented a war by stinging the general's horse. Young learners will understand that war in itself is futile and merely causes more destruction instead of solving any issue. In the aftermath of war, not only are human lives ruined but also the environment, plant and animal kingdoms.

Success criteria:

By the end of the lesson, students should be able to:

- understand that war destroys not only humanity but also the environment.
- answer factual and inferential questions.
- speak and logically discuss an issue in a group.
- understand that the word heel can be used in different phrases/expressions to mean different contexts.
- make continuous tense and past tense form of a word and use them in a sentence correctly.
- understand and use object complements correctly in a sentence.
- make comparisons by changing a sentence into its comparative form.
- correctly use adverbial clauses of time, purpose, reason and concession.

Generic skills:

- *Collaborative:* Students will work in groups and discuss answers to questions. They will also work together to improve their vocabulary and grammar, and discuss a topic. [*Learn to Read (Understand, Infer, Reflect), Learn Words, Learn Grammar*]
- *Analytical:* students will comprehend the passage and answer questions by referring to the story.
- *Critical thinking:* Students will reflect and discuss the given issues. [*Learn to Read (Reflect)*]
- *Deductive:* students will work to arrive at conclusions after skimming and scanning information from the text.
- *Study Skills:* students will learn new words; exercise their listening and comprehension skills; learn about the usage of adverbial clauses of time, purpose, reason and concession; correlative conjunctions; degrees of adjectives; object compliments

Starter:

- Use the starter to introduce the theme of the lesson which is peaceful co-existence.
- Ask the students to read the starter question given on page 113.
- **Pair work:** Ask the students to form pairs and discuss each of their responses and the remaining questions. Ask the pairs to share their collective ideas with the class.

Pre-reading:

- Introduce the lesson and ask the students the following questions. Permit them to answer individually or in chorus. Allow 10 minutes for the discussion.
 - *Why do they think wars are fought?*
 - *What damages are caused by war to human lives, animal kingdom, plants and trees? Discuss.*
 - *What can they do to prevent war?*
 - *What can be done to help the environment recover from the aftermath of a battle?*
- The above questions will generate a lively and fun discussion, which the teacher should monitor to prevent chaos. All responses by the students should be appreciated.

Reading:

- The meanings of difficult words have been given in little boxes on the page corresponding to the said word. Students should, however, be encouraged to discover the meaning themselves by referring to the context in the poem.
- Instruct the students to silently read (*till ... how sick we were of wars!*):
- Ask the students the following questions with reference to the portion they have just read.
 - *Why was the wasp named Tangerine?*
 - *How did he behave like a pet cat?*
 - *What are the two characteristics of Tangerine that defined him?*
 - *Which was his favourite story?*
 - *Where was the battlefield of Bunkerloo situated?*
 - *Where did the wasps make nests?*
 - *Why do you think the wasps hated the battles?*
- Write the following questions on the white/blackboard. This will make sure that the students follow the text closely and scan the material for the answers.
 - *(Yes, indeed, all those wars ... to ... our nest should be defended.)*
 - *What did the armies bring?*
 - *What would the evil-smelling gunpowder do?*
 - *What would they leave behind after the battle?*
 - *Why didn't the war settle anything?*
 - *Why hadn't Tangerine seen any of the wars?*
 - *What news did his uncle give?*
 - *What did Tangerine decide to do?*
- *(The next day, I went out ... The battle had begun!)*:
 - *What did Tangerine see at the southern end of the valley?*
 - *How did Tangerine know who was General Blohardi?*
 - *Why did the wasps call him Blohardi?*

- *Who were the two opposing armies?*
- *Why do you think the wasps had named the two armies so?*
- *Why had the general ridden up to the high point?*
- *What do you think Tangerine will do?*
- *(Now the whole object ... till the end of the story.):*
 - *Why didn't it matter to the wasps which side won?*
 - *What idea did Tangerine think of?*
 - *What happened when Tangerine stung the horse the first time?*
 - *How many times did Tangerine sting the horse?*
 - *What did the Bombasteronians do when they saw their general running away?*
 - *Who had really won the battle? What had he won?*
- Now that the story has been read, ask the following questions to each group:
 - *Did they enjoy the story?*
 - *What did they like most about the story?*
- Discuss and compare the answers with each group. All the above discussions should be interactive with you encouraging the students to participate.

Learn to read:

- *Understand*
 - **Group work:** For Q.1–3, divide the class into groups. Ask each group to discuss the answers to the given questions and make notes in their rough notebooks. Then discuss each question in class in the following manner. Ask at least 3 groups to read out their points for each answer. Ask the other groups:
 - a. if they agree to the answer that has been read out;
 - b. if they have anything to add.
 - Finally, the students will write the answers in their notebooks. The time limit for this exercises should not exceed 15 minutes
- *Infer*
 - **Group work:** Divide the class into groups. Each group will discuss the given questions. Ask at least 3 groups to share their answers with the class. The other students can then corroborate and correct them. Guide them as required.
 - *Reflect*
 - For Q.7, discuss the manner in which wars destroy innocent lives and are detrimental to our environment, our resources, and how it affects our society. Mention how:
 - a. Modern chemical, biological and nuclear warfare has the potential to wreak unprecedented environmental havoc on us.
 - b. War tears apart families and warfare causes the mass movement of people; the resulting impacts on the environment can be catastrophic. Tell the students about refugees, bringing up the newer laws that prohibit them from seeking shelter in certain countries.
 - Again, divide the class into groups. Each group will discuss the answers to the given questions. Ask at least 3 groups to present their answers to the class. The other groups will give their views too. Guide them as required

Learn words: Expressions and Vague pronouns

- **Introduction:** Explain that some words, such as heel, can be used in different phrases or expressions to mean different contexts. Let the students study question 1 individually.
- Ask the students to read question 2. Elicit responses on what they understand what a vague pronoun is. Do the given exercise (question 2) verbally as a whole-class activity. The students will then write down the answers in their notebooks.

Learn Spellings: Articles

- **Prior knowledge:** Ask the students to recall tenses with the students, elicit their responses and write their feedback on the board. Ask the students to study pages 119 and 120. Ask questions from the students to check their understanding and correct any misconceptions.
- **Individual work:** Facilitate the students in completing exercise 1. Ask the students to share their responses once they have completed the exercise. Exercise 2 can be done as a whole class.

Learn Grammar: Object Compliments

- Ask the students to study the sentences given on page 121. Ask them what they understood about object compliments. Elicit responses from them.
- **Video watching:** Scan the QR code and watch the video with the students. Ask the students questions once they have viewed the videos to check their understanding of the video. They can even explain the concept in their own words as well to gauge their understanding.
- Explain object complements (a noun or an adjective which follows the direct object renaming or modifying it) through examples on the blackboard. You can use the following examples:
 - a. Our tenants have kept the apartment clean. (Answer: clean—adjective)
 - b. We called the girl on the bicycle, Alina. (Answer: Alina—noun)
- **Group work:** Divide the class into groups. Each group will discuss and work on Exercise 1. Ask for the answer to each question from a different group. The other students will correct them as required. Explain how comparisons can be made in a sentence through examples on the white/blackboard.
- **Comparative Adjectives**
- Ask the students to study the sentences on page 121. Ask the students to explain the concept in their own words. Ask them to share more examples of comparative adjectives. Write them on the white/blackboard.
- Examples:
 - The more they studied, the less confident they felt about the exam.
 - The more he practiced, the better he became at playing the piano.
 - The more she traveled, the more she appreciated her hometown.
 - The more they argued, the less they understood each other.
 - The more he exercised, the healthier he felt.
- **Group work:** Divide the class in groups. Each group will discuss and work on Exercise 1. Ask one group to read out their answer. Correct the logic, intonation and stress.
- The other students will correct them as required. Do the Exercise 2 verbally as a whole-class activity. The students will then write down the answers in their notebooks.

Learn Grammar: Adverbial clauses of time, purpose, reason and concession; correlative Conjunctions

- **Prior knowledge:** Ask the students to recall conditional clauses. Elicit responses from the students to check their understanding.
- Introduce adverbial clauses as clauses that provide additional information about the main clause, such as time, reason, purpose, or concession. Ask the students to study the descriptions mentioned on pages 122 – 123. Recap the following types of adverbial clauses, Ask the students to give examples and write them on the board:
 - **Types of Adverbial Clauses:**
 - **Time:** after, when, as, while, till/until, as soon as, whenever, since, as long as
 - **Example:** After he had got used to Doctor Dolittle, he would follow him around the house like a pet cat wherever he went.
 - **Purpose:** so ... that, that, in order that
 - **Example:** I felt so furious as I watched him there, snapping out his pompous orders, that I was ready to do anything.
 - **Reason:** because, since, as, now that
 - **Example:** We called him Blohardi because he was blowing so hard through his long red moustache, which puffed out before him when he spoke.
 - **Concession:** although, though
 - **Example:** I was hopeful that I might do something on behalf of my fellow wasps—though I had no idea what it could be.
- Provide students with a worksheet containing sentences that need to be rewritten using adverbial clauses and the given conjunctions.
- **Examples:**
 - They finally won freedom. They had been struggling for it for over a hundred years. (struggle, over a hundred years)
 - Kiran solved the problem. (try every possible method, for more than an hour)
 - He decided to move to Peshawar. (think of this move, a long time)
 - The company had to close down. (make losses, for several years)
 - Mani appeared greatly relieved. (anxious wait, for the results)
 - She joined the Society for the Prevention of Cruelty to Animals. (follow with interest, activities, for some time)
- **Group Work:** Divide students into small groups and ask them to complete question 4 in the textbook.
- **Group Presentations:** Have each group present their sentences to the class.
- **Class Discussion:** Facilitate a class discussion to compare and contrast the original sentences with the revised ones. Emphasize the function of each adverbial clause and the conjunctions used.

Correlative Conjunctions

- **Introduction and prior knowledge:** Discuss how conjunctions have an important part in adverbial clauses. Recall conjunctions and ask students to share examples from adverbial clauses. Ask the students to read the description given on page 124.
- Write example sentences that need to be completed using correlative conjunction pairs.
 - Examples:
 - Both the teacher the students enjoyed the field trip.
 - You can have tea coffee with your breakfast.
 - Neither the dog the cat wanted to go outside.
 - He is tired excited about the trip.
 - Not only did she complete her homework, she also helped her brother with his.
- **Group work:** Divide students into small groups and provide each group with a set of incomplete sentences. Ask each group to complete the sentences given in exercise 5/ using the correct correlative conjunction pairs.
- **Group Presentations:** Have each group present their completed sentences to the class.
- **Class Discussion:** Facilitate a class discussion to compare and contrast the sentences. Emphasize the function of each correlative conjunction pair and how they connect words or phrases of equal importance.

Class assessment:	✓	X
Can the students read the story Tangerine, the wasp?		
Can the students answer the comprehension questions accurately?		
Can the students use expressions and vague pronouns accurately?		
Can the students use spellings formed by adding -ing and -ed correctly?		
Can the students use object complements, comparative adjectives, and adverbial clauses of time, purpose, reason and concession and correlative conjunctions?		

Teacher's notes:

- If students find it hard to read the story, teachers can pair them up with stronger readers to read together. Another option can be to read the story aloud to the class while students follow along. Or break the story into smaller parts and go over each part slowly.
- Recall grammar rules before grammar exercises, discuss the rules, asking questions to ensure that the learners have understood what they need to do in the given task. Individual learners may be asked to read out the rules.
- Encourage learners to refer to the rules and ask questions while they are doing the exercise.
- After the students have done the exercise, discuss the answers to ensure that learners understand the rules.
- If you feel that more practice is required in class, use the explanation(s) in the coursebook followed by reinforcement worksheets or homework.
- If students struggle with writing a formal letter provide them with various samples to read and identify the features. Ask them to underline the formal language used. Give them tasks to practice.

Unit 6 – Section 2 The United Nations

Grade: VIII	Subject: English	Material: Textbook
Teacher:	Date:	Week:

Learning objectives:

This section will help learners develop the following skills/competencies:

- develop his/her listening and reading comprehension, note-taking, summarizing skills
- know the features of various types of writing (emails)
- participate in activities in English like role play/group discussion/debate

Overview:

This section has been included to help students understand the importance of the United Nations, and how it functions to try to resolve global issues. This lesson is a non-fiction description and history of the organisation.

Success criteria:

By the end of the lesson, students should be able to:

- understand the importance of United Nations and how its different sections functions.
- answer factual and inferential questions.
- speak and logically discuss an issue in a group.
- write a semi-formal email to a tour director, asking for more information.
- hold a conversation to enquire for relevant information.
- write a summary of a larger passage.

Generic skills:

- *Collaborative:* Students will work in groups and discuss answers to questions. They will also work together to improve their vocabulary and grammar, and discuss a topic. [*Learn to Read (Understand, Infer, Reflect), Learn Words, Learn Grammar*]
- *Analytical:* students will comprehend the passage and answer questions by referring to the story.
- *Critical thinking:* Students will reflect and discuss the given issues. [*Learn to Read (Reflect)*]
- *Deductive:* students will work to arrive at conclusions after skimming and scanning information from the text.
- *Study Skills:* students will learn new words; exercise their listening and comprehension skills; write summaries; write an email;

Lesson structure: Pre-Reading:

- The students will sit with their books closed. Do not disclose the name of the lesson they are about to read
- Introduce the lesson and ask the students the following questions. Permit them to answer individually or in chorus. Allow 10 minutes for the discussion.
 - How many of them know about the United Nations?
 - How did they find out about it?
 - Do they know the different functions it performs?
 - Do you think it is an effective organization?
- The above questions will generate a lively and fun discussion, which the teacher should monitor to prevent chaos. All responses by the students should be appreciated.
- Now ask the students to open their books to the corresponding lesson.

Reading:

- Ask the students to silently read the page. Allot a few minutes for this.
- Ask the students to summarise the text in their own words.

Learn to Study: Summarising

- **Elicit** responses from the students on summarising the text on United Nations in their own words.
- Ask them to take a few minutes to summarise it as comprehensively and in the least amount of words as they can.
- Explain that summarizing is the process of condensing a passage into a shorter version, highlighting the main ideas and key points while omitting unnecessary details.
- **Importance of Summarizing:** Discuss why summarizing is a valuable skill, such as improving comprehension, aiding in studying, and enhancing writing abilities.
- Ask the students to highlight or underline key points and the main idea of the passage. They can note them down as mentioned on page 126
- **Group work:** Divide the students in groups of four. Ask the groups to read the guidelines given on page 126 for writing a summary.
- Ask the students to make a draft of their points and then count the words they used. If the words are less than 120 they would need to add in an important detail and if the word count is exceeding 120, they need to reduce some of the points.
- Their summary should carry the central idea and the main points only.
- Once the students have drafted their summaries. They can present their summaries in front of the class.
- Students will then write the final version of their summaries in their notebooks.

Learn Grammar: Forming adjectives from nouns and verbs

- **Prior knowledge:** Ask the students to recall what are adjectives. Elicit responses from them and write them on the board. Ask them if they can recall the forming adjectives from nouns and verbs. Elicit responses from the students and jot it down on the white/blackboard.
- **Video watching:** Scan the QR code to watch the video on pronouns with the students. Ask the students questions to check their understanding after watching the video.
- Ask the students to read the description written on pages 126 – 127. Ask the students what they learnt from the different positioning of adjectives.
- **Pair work:** Pair up the students to complete Qs. 1. Take feedback from the students once they have completed the exercise.

Learn to Write: Writing an email and Topic sentences

- **Introduction:** Explain the format of an email and the given exercise. Let the students brainstorm and come up with points to write in the letter. Write some of the key points on the white/blackboard. Ensure that the ideas are coherent and relevant.
- **Group work:** Divide the class into groups. Each group will discuss and write the draft of the letter. A representative from each group will read out their letter. Correct grammar, syntax and logic as required. Each student's work will need to be checked for spelling errors, punctuation and grammar.
- Tell the class that before they write their emails, they need to understand some of the basic rules of email writing. Ask them:
 - a. What style of writing they would use, if writing a letter to e.g. a prospective employer?
The answer is formal.
 - b. What style of writing they would use to email a close friend/family member?
The answer is informal.
 - c. c. What style of writing they would use if emailing a formal recipient?
The answer is semi-formal.
- (In this case, the style of writing that should be used to write to a tourist information centre is semi-formal.)
- Now focus on semi-formal email because emailing has become the main means of communication and so it is important to know the conventions of this style of writing. Ask them to keep the following in mind:
 - a. *Use an informative subject line, which says what the email is about.*
 - b. *Write the most important information first.*
 - c. *As emails are a fast means of communication, they tend to be less wordy and complex than formal letters—use simple grammar.*
 - d. *Use paragraphs to keep the email clear and easy to understand*
- Ask the students to look at the format given on page 128 of the textbook.
- **Pair work:** Pair up the students to write a draft email in their textbook format. Pairs can share their emails with the rest of the class and then write them individually in their notebooks.

Topic Sentences

- **Prior knowledge:** Ask the students to recall what are topic sentences. Tell them to recall that: The topic sentence is a sentence that states the main idea of your paragraph. It should be placed at the beginning of the paragraph. It covers the main idea of the paragraph. An effective topic sentence acts as a frame for the paragraph as well as the entire text. It uses specific words or figures of speech to be noticeable for the reader.
- Ask the students to read the features of an effective topic sentence given on page 129 of the textbook.
- The students will read and then summarise the features in their own words.
- Pair work: Pair up the students to study the text United Nations and identify the features mentioned above in the text.

Learn to Communicate:

- **Listening: Question 1: Instructions to students:** Ask the students to listen attentively to the passage that you will be reading.
- **Question 1:** Instruct the students to read question 1 given in the Learn to Communicate on page 129 of the textbook. Tell them that they must remember important details from the passage they hear to answer the questions.
- Read out the relevant listening passage once to the students from the end of the textbook. Make sure they are focused and pay close attention to the details. Ask them to answer the questions after the first listening.
- To reinforce their learning, you can reread the passage, and have the students check their answers again. This helps to solidify their understanding and improves their listening skills. Be sure to provide positive feedback and support throughout the activity, making it an enjoyable and educational experience for the students.
- **Speaking – Question 2:** Ask the students to read the question on page 130 of the textbook. Ask them to think of the question
- Give them 15 minutes to read the information and think of the answer.
- **Pairs work:** Now, form pairs and ask them to perform the roles of Sara and Nafisa. They can start by using the sample starter given in the question. Walk around to monitor the discussion and ensure full participation of all the members.
- Now, ask students assess their peers using the rubrics given on page 130 of the textbook.

Class assessment:	✓	X
Can the students read the passage, United Nations independently?		
Can the students use pronouns and verbs accurately?		
Can the students write a book report withing the given parameters?		
Can the students express themselves with confidence and relevant information?		

Teacher's notes:

- If students find it hard to read the passage, teachers can pair them up with stronger readers to read together. Another option can be to read the poem aloud with elocution to demonstrate to the class while students follow along.
- If the student struggle with writing emails, share sample emails with the students to help them get a better idea of who reports are written, Ask them to highlight the discussed features of an email in their samples.

Unit 6 – Section 3 A Prayer of Healing

Grade: VIII	Subject: English	Material: Textbook
Teacher:	Date:	Week:

Learning objectives:

This section will help learners develop the following skills/competencies:

- recite poems with appropriate pause, intonation and pronunciation
- read to seek information from notice board, newspaper, Internet, tables, charts, etc.
- locate sequence of ideas, events and identify main idea of a story/poem through various types of comprehension questions.

Overview:

This poem has been included to appeal to young learners to join hands in pledging to take care of our planet which has been harmed for so long. The poem asks us to take better care of our environment, our animals and our society, and to promote peace and harmony on earth.

Success criteria:

By the end of the lesson, students should be able to:

- appreciate a poem and enjoy its rhythm and language.
- answer factual, inferential, referential and evaluative questions.
- understand the importance of harmony and peace to protect our planet.
- write messages for world peace.

Generic skills:

- *Collaborative:* Students will work in groups to analyze the poem and draw out its meaning. *(Activity)*
- *Analytical:* Students will analyze the given text to arrive at the correct conclusion. *(Learn to Read)*
- *Study skills:* Students will learn to appreciate a poem. *[Learn to Read (Appreciate)]*
- *Creativity:* Students will use their imagination to write peace messages. *(Activity)*

Lesson structure:

Pre-Reading:

- Ask the students in their opinion, which invention has been the most beneficial to mankind. Elicit responses and ask them why they think the invention is beneficial. Ask the following questions:
 - *Discuss examples of how humanity has caused damage to the environment. (Global warming, extinction of animals, pollution, wars, etc.)*
 - *How can such damages be rectified?*
 - *What can they do in their daily lives to contribute to peace and the conservation of nature?*
 - *What do they think will happen if there is no control on pollution?*

Reading:

- The meanings of difficult words have been given in little boxes on the page corresponding to the said word. Students should, however, be encouraged to discover the meaning themselves by referring to the context in the poem.
 - *According to the poet, how can we bring 'life to the land'?*
 - *What elements should we celebrate?*

- *Why do you think we should celebrate the sea, the sunlight and the stars?*
- *How can the human community be improved?*
- *Why do you think the poet asks us to remember our children?*
- *What do you think is meant by 'one loving mystery'?*
- *What do you think is the link between healing the earth and life?*
- Now that the poem has been read and heard, divide the students into groups and discuss the following questions.
 - *Did they enjoy the poem?*
 - *What did they like most about the poem?*
 - *Will they take the pledge and follow it in their lives?*

Learn to read:

- *Understand and Infer*
 - **Group work:** Divide the class into groups. Each group will discuss the answers to the given questions and make notes in their rough notebooks. Then discuss each question in class in the following manner. Ask at least 3 groups to read out their points for each answer. Ask the other groups:
 - a. if they agree to the answer that has been read out;
 - b. if they have anything to add.
 - Finally, the students will write all the answers in their notebooks. The time limit for this exercise should not exceed 15 minutes.
- *Appreciate*
 - Explain why poets use repetition as a poetic device: either to emphasize a feeling or idea, create rhythm, and/or develop a sense of urgency. The students can be asked to think about how song lyrics often repeat lines, the use of chorus that are easily remembered etc.
 - In poetry, repetition is repeating words, phrases, lines, or stanzas. You can also read out some other poems that use repetition. Ask the class to read the poem in Q.5 aloud and underline the repetitions.

Activity: Writing Messages

- Discuss the nuclear explosion that had destroyed the city of Hiroshima on 6th August, 1945.
- Give a brief background of the tragedy: On August 6, 1945, Hiroshima experienced a devastating event when the United States dropped an atomic bomb on the city during World War II. This explosion resulted in immense destruction, killing tens of thousands of people instantly and causing long-term effects due to radiation exposure. The bombing of Hiroshima marked a significant moment in history, highlighting the catastrophic consequences of nuclear warfare and leading to global discussions on peace and disarmament.
- Every year on August 6, the people of Hiroshima commemorate this tragic event with a ceremony where they place peace messages on lanterns and float them in the river. These messages, along with inscriptions on benches in the Peace Memorial Park, serve as a poignant reminder of the importance of world peace.
- You can also show them this video which talks about how to protect yourself from a Nuclear explosion:
https://www.ted.com/talks/brooke_buddemeier_and_jessica_s_wieder_can_you_survive_nuclear_fallout?language=en
- Talk about how devastating and destructive Nuclear warfare is.
- Explain the exercise given to the students. Students will work on the messages individually.
- Ask at least 10 students to read aloud their messages to the class. Guide them and correct the messages if required. Each student's work will also have to be checked for grammar, spelling and punctuation.
- Some example messages can be:
 - Together, we can create a world where every child grows up in peace and safety.
 - Peace is not just the absence of war, but the presence of justice and love for all.
 - Peace begins with each of us; let our actions reflect our commitment to a better world.
- Read out a few messages for world peace which students have written and then ask them to evaluate their own message.
- The students will then complete the self-assessment table individually.

Class assessment:	✓	X
Can the students read the poem A Prayer for Healing intonation and rhythm?		
Can the students answer the comprehension questions accurately?		
Can the students write messages for peace appropriately?		
Can the students recognise the use of repetition in a poem?		

Teacher's notes:

- If students find it hard to read the poem, teachers can pair them up with stronger readers to read together. Another option can be to read the poem aloud with elocution to demonstrate to the class while students follow along.
- If the students struggle with writing messages for peach you can show them some videos on how peace is important for everyone.

ANSWER KEY

Unit 1: Going Places

Starter

1. Visiting friends and relatives
Tourism
Supporting something publicly
Migration
Exploration
Trekking
2. Encourage the students to think creatively and come up with their own answers. Some examples for answers can be:
 - a) Wherever one is travelling, the local customs and traditions of that place should be followed.
 - b) One should always be polite to the people around us and show our manners, for example, not be so loud in public places and always wait for our turns while in line for something.
 - c) Be mindful of the environment around us and avoid littering.

Section 1: Adventures in Antarctica

Learn to read (pg. 8 and 9)

1. a. it was a hot and sunny Christmas in the southern hemisphere.
2. (a) When the children came into the living room, they spotted the Christmas tree but could not find any gifts for themselves under the tree. Anyhow, they approached the tree and found two white envelopes with their names on it. They were still hoping to find presents but they found nothing. To their surprise, each envelope held a small computer printed invitation, entitling them to travel to Antarctica.
 - (b) 'Are we hallucinating?'; 'Antarctica? Are they kidding us?'
 - (c) Among what the children had read about Antarctica in geography textbooks, it was listed as the seventh continent of the world, largely unexplored, covered in ice and snow all year round. It released gigantic icebergs and had little penguins that looked like cute butlers in their black and- white plumage. Its ancient name was 'Terra Incognita', the Unknown Land.
 - (d) I think this was because the continent was largely unknown, frozen and in a faraway place. One had to conquer stormy seas and discover the untold secrets of the land. The children further found that they would have to traverse the world's most violent seas and skim past yet unnamed islands to reach the mysterious continent.
 - (e)
 1. Punta Arenas in Chile
 4. The Wollaston Island
 6. The Drake Passage
 - (f) This was because the seafaring explorers and courageous captains could not get across it,

nor pierce its mantle of ice, snow and shrouds of mist. Occasionally, the 'Drake Lake' had low winds and calm waters. But many a time, people experienced the 'Drake Shake', unleashing all the fury of the elements. The waters are so dangerous that even the most experienced sailors fear crossing it.

(g) The waters of the Atlantic, Pacific and Indian Oceans churn around Antarctica in a windy fury. This is known as the Antarctic Convergence.

(h) No, they had a previous brief encounter with the Drake, but it had not prepared them for the shaky-shaky-shakes.

(i) The children and their parents had not expected the full wind of 90 knots that hit them around two in the morning. They stayed in their cabins and clung to their berths. The vicious seas and the screaming winds all converged to put them through the 'Drake Shake'. They were afraid to let go of the side rails for fear of being pitched out onto the floor. They had taken seasickness pills, but there was no time to think of seasickness. At some point, they gave up trying to sleep and just concentrated on keeping themselves on the berth. Over the next two days, they ended up with skin burns and strained muscles from sliding from one end of the berth to the other. Just getting from their bunks to the bathroom was risky business. Their father was thrown clear across the cabin once and was lucky not to have cracked open his head. They had to crawl like insects to the toilet.

(j) When they woke up one morning to find that they had crossed the Drake and were in Antarctica, they were extremely happy. They had breakfast and were grateful to be alive, and to be able to stand straight without being knocked down. The stormy crossing was an experience to remember. The weather had eased, and the rolling of the ship was almost pleasant then, like a comfortable rocking chair.

1. (Answers may vary, accept all relevant answers.)

Element of surprise: Getting invites in the form of Christmas gifts.

Element of excitement: Crossing the worst of the Drake Passage and catching a glimpse of the 'fabled continent of Antarctica'.

Element of danger: The Big Drake Shake/the experience of crossing these turbulent waters, 'a nail-biting, hair-raising experience: howling winds, zero-visibility mist and fog, no sun and enormous waves tossing and spinning the ship ...'

2. (Answers may vary, accept all relevant answers.)

I am grateful for many things in my life. For example, my family, a house to live in, food to eat, opportunity to have good education, my siblings and friends.

3. Encourage the students to do this question on their own. The idea is to make the students think and analyze critically and explore how each story can have different parts / layers to it.

Learn grammar (pg. 9 and 10)

1. (a) a; the
(b) an; the

(c) The
(d) an

(e) a; the
(f) The

2. (a) although

(b) when
(c) although
(d) after
(e) until

(f) after
(g) unless
(h) although

Learn to study (pg. 10-12)

1. **(a) Participants: Yvonne, Anya, Paula and Lorenz.**
 - (b) Purpose: to spread awareness about asthma.
 - (c) Route details:
 - (i) Starting point: Washington, DC.
 - (ii) Places and distance covered: 24 countries and 4 continents, 15000 kms.
 - (iii) Time taken: 16 months.

2. **Difficulties faced:**
 - (a) Two earthquakes: One in Taiwan of 6.6 magnitude.
 - (b) caught in Mongolian drug racket.
 - (c) possessions ransacked by Russian guards.
 - (d) attacked by rabid dogs in Greece.
 - (e) attacked by rattle snakes in Montana and a six-foot water dragon in Australia.
 - (f) Yvonne broke foot.
 - (g) Anya bitten by a poisonous molokau in Tonga.

1. **On the positive side:**
 - a) **Memorable experiences:**

Experience diff places & food habits.

 - (i) slept in gers, castles, monasteries, grass huts, one retirement home.
 - (ii) Received gifts from people along the way.
 - b) **Achievements:**
 - (i) Raised awareness through media channels.
 - (ii) Raised money.
 - c) **Recognition gained:**

named by 'Teen Magazine' as two of the 'Top ten teens making a difference' in the USA.

Learn to write (pg. 13 and 14)

1. **An example paragraph about a favourite book:**

One of my favorite books is “**Anne of Green Gables.**” It’s about a spirited girl named Anne who is adopted by an elderly brother and sister living on a farm. Anne’s imagination and enthusiasm bring a lot of joy and adventure to their lives. I love how she faces challenges with courage and always finds a way to make things better. The story is filled with heartwarming moments and teaches the importance of friendship and being true to oneself.

2. **Sample letter:**

871, Triana
Santiago
Chile
15 May 2024
Admiral Angel Vergara Villalobos
Commander-in-Chief
Chilean Navy
Valparaiso
Chile
Dear Sir,

Subject: Expression of Thanks for the Memorable Trip

I am writing to express my heartfelt thanks to the Chilean Navy for the wonderful trip we had. It was an unforgettable experience, and I am very grateful for the opportunity.

During the trip, we visited many interesting places and learned a lot about the Navy's operations. The crew was very friendly and helpful, and we enjoyed every moment. The sights were amazing, and we took many photos to remember the trip.

I would like to request an appointment with you to personally share our experiences and present to you an album of photos we took during the trip. It would be an honor to meet you and thank you in person.

Yours faithfully,
(Your name)

Learn to communicate (pg. 15 and 16)

- 1. Destination: Switzerland**
Location: Between **Germany** and Italy.
How to get there: **Flight** to Zurich, Geneva via Interlaken.
When to visit: Ideal time autumn and **spring or summer**; December-January.
Places to visit: Zurich – **financial** hub.
Geneva, Lucerne, Interlaken.
Things to do: Sightseeing, canoeing and guided **tour** in Zermatt.
Trekking in the Swiss National Park.
Birdwatching in Grande Carrière Reserve.
Contact particulars: Phone: **56786543 and 67853421**.
Email: **www.royaltravels.com**.

- 1. The students will role-play the given act, with one student being the teacher and the other three being the students. Encourage the students to think creatively and critically about their dialogue. Remember, the idea is to enhance their thinking and understanding skills whilst making the correct use of grammar, including helping verbs, transitive verbs and intransitive verbs in an effective manner. The students will then evaluate their team members on how well they participated.**

A sample of dialogues could be:

Teacher: Hello all! Today there will be a briefing session about the school organizing an excursion trip to Murree.

Student A: Wow! That sounds exciting! When are we going teacher?

Student B: Are we allowed to bring our cameras and snacks?

Teacher: Yes students. You will be given instructions regarding everything. You guys should pack lightly with one winter jacket each.

Student C: What time are we supposed to leave?

Teacher: The reporting time for everyone is 8 am and we will leave at 8:30am.

Section 2: The Brook (Poetry)

Learn to read (pg. 19 and 20)

- 1. Fill in the blanks:**
- a) (a) haunts of coot and hern.
 - b) (b) ridges, twenty thorns, a little town and half a hundred bridges.
 - c) (c) Philip's farm.

2. **The brook passes by hills and villages, under bridges and over stony paths. It passes fields, fallow and foreland; lawns and grassy plots. It even passes through wildernesses covered in bramble.**
3. **(a) wind about, steal by, slide by, slip, glance, murmur, linger, loiter, curve, flow.**
 - (b) The brook moves both slowly and at great speed, at different times.
 - (c) No, the movement is not always at the same pace.
 - (d) The brook conveys a general feeling of happiness and liveliness, but it becomes calmer as it slows down.

1. **chatter, sharps and trebles, bubble and babble.**
2. **Encourage the students to read this poem out loud by themselves.**
3. **sudden sally, men may, willow weed, gloom glance.**
4. **deep, darkness, doubting, dreaming, dreams, dared dream.**
5. **The refrain in this poem are the lines:**

For men may come and men may go,
But I go on forever.

The idea conveyed here is that the brook is a permanent fixture of the landscape that will stay as it is for many generations of men.

Activity (pg. 20 and 21)

Sample content for a brochure:

Welcome to Sunnyville!

Discover the Magic of Sunnyville

Sunnyville is a charming town full of exciting places to visit and fun things to do. Whether you love nature, history, or just relaxing, Sunnyville has something for everyone!

Places of Interest

Rainbow Park

It is a beautiful place with colorful flowers, tall trees, and a sparkling lake. You can have a picnic, play games, or just enjoy the fresh air. Don't forget to visit the butterfly garden!

Starry Beach

You can swim, build sandcastles, or just lie on the sand and watch the waves. At night, the beach is perfect for stargazing!

Hotels and Accommodations

The Sunnyville Hotel; a comfortable and luxurious experience at a five-star hotel. Prices start at 70 pounds per night.

Rainbow Inn; a cute at home experience with bed and breakfast. Prices start at 40 pounds per night.

Food and Dining

Enjoy tasty meals at Sunnyville Café. They serve breakfast, lunch, and dinner, with options like pancakes, burgers, and pasta. Don't miss their famous ice cream sundaes!

Transportation

Tourists can reach Sunnyville by train or bus. The bus will be available at a cheaper rate, starting at 20 pounds per ticket.

This is how the students can create a brochure. Encourage them to be creative while thinking. The idea is to enhance their creativity, brainstorming and writing skills.

Unit 2: Making Sense of the World

Starter

1. Owl
2. Hawk
3. Earthworm
4. Mosquito
5. Dog
6. Turtle
7. Grasshopper
8. Butterfly

Section 1: The World At Our Fingertips

Learn to read (pg. 25 and 26)

1. **(a) hands; lips.**
(b) fewer
(c) hands
(d) embossed dots
(e) sensitive
(f) capsaicin
(g) receptors
2. **(a) touching a satin scarf and running your hand over sand at the beach.**
(b) picking up and pressing a soft pillow and pressing a rock.
(c) pressing an un-ripe banana and pressing an over-ripe banana.
(d) We can identify different letters if they are embossed on paper simply by touching them. If someone were to trace a letter on our back, we usually can tell which letter it is.
3. **The skin on our hands helps us feel if an object is hard or soft, and therefore, chewable. It prevents us from putting hard things in our mouth, which cannot be chewed and will hurt our tongue and teeth. Our skin also helps us tell if the temperature is too hot or cold. This helps us avoid extremes of temperature, which are not good for the working of the human body.**
4. **(a) Chilli contains the chemical ‘capsaicin’ which activates the heat receptor in our brain, and we feel hot when we eat chilli.**
(b) Throat lozenges contain ‘menthol’ which is a chemical that affects the receptor for coldness in our brain, making it feel cold.
5. **Conjunctions are words that connect sentences or parts of sentences. Some examples from the story are: and, because.**
 - “We check the air pressure in our bicycle tyres **and** decide whether we need to refill or not by

just pressing them with our fingers.”

- “The reason we have more receptors on the lips and tongue is so that we can detect the consistency of food.”

Transitional devices are words or phrases that help move from one idea to another. They make the text easy to follow. Some examples are: also, therefore, first and next.

- “We can **also** figure out shapes without looking at them.”
- For instance, whether a piece of rock is hard or soft cannot be decided by just using one’s eyes. **Therefore**, we often have to use our hands to explore things around us.

By using conjunctions and transitional devices, the author makes sure that the text flows smoothly, ideas are connected logically, and the reader can easily follow the development of thoughts. This helps create the desired effect of using conjunctions and transitional devices.

6. **If we did not have a high density of receptors in our lips and tongue, we would be unable to tell if the things we put in our mouth are hard or too hot or cold, causing damage to our teeth, mouth and digestive tracts. We would also not be able to tell the difference between fresh and stale food, without knowing the taste.**
7. **People who cannot hear can read and write, to communicate with other people. However, if they are in the company of others who have been trained in sign language, they can use it to have conversations effortlessly.**
8. **(a) would not be able to smell if anything is burning or gas is leaking.**
(b) would not be able to distinguish between stale and fresh food or identify foods that may cause an allergic reaction.

Learn to study (pg. 26)

The main idea of this passage is that our skin, especially on our hands, has the ability to detect and differentiate various sensations, which allows us to experience and interact with the world in many ways.

A few examples of different ways and sentences that support the main idea are:

1. **“For instance, one can tell if a mango is ripe or raw by holding it gently and applying pressure on it.”**
In this sentence, it explains how our skin can detect the ripeness of a mango through touch.
2. **“We can also figure out shapes without looking at them—one can distinguish an orange from a banana with one’s eyes closed.”**
This sentence compares the ability to distinguish shapes by touch, highlighting the sensitivity of our skin.
3. **“The skin on our fingers acts as a sensor that can differentiate smoothness, roughness, stickiness, softness, hardness, heat, cold, vibration, motion and much more.”**
This sentence shows us how our skin can detect various sensations, emphasizing its versatility.

Learn words (pg. 26-28)

1. **(a) exploration**
(b) dexterity
(c) readiness

- (d) postponement
- (e) approval

2. (a) vi.

- (b) viii.
- (c) ii.
- (d) vii.
- (e) iii.
- (f) v.
- (g) iv.
- (h) i.

3. (a) his fingertips.

- (b) an ear for.
- (c) a nose for.
- (d) all ears.
- (e) out of earshot.
- (f) eye for detail.
- (g) have a taste for.
- (h) out of touch with.

Learn pronunciation (pg. 28)

Encourage the students to read the given words out loud with proper stress on words. The idea is to make the students familiar with the idea of syllables and how the words are pronounced. Prompt the students wherever needed.

Learn grammar (pg. 28-32)

1. Students will read the given sentences on their own.
2. Sound waves are collected by the outer ear and sent to the middle ear. Here, vibrations are caused when the sound waves fall on the ear drum. The ossicles are made to move by these vibrations. The liquid inside the inner ear is made to form waves by this movement and the hairs are caused to move, sending nerve signals to the brain. These signals are decoded by the brain, and we hear the sounds.
3. The students will read the examples given. The idea is to make the students familiar with the idea of conditional clauses and how they can be used in the English language.
4. (a) have; stop.
 - (b) park; will tow away.
 - (c) jump; will be fined.
 - (d) do not have; will fine.
5. (a) If we start immediately, we can reach on time.
 - (b) If you change your mind, you may opt out.
 - (c) If the weather improves, we can continue our match.
 - (d) If I study today, I can go to the mall tomorrow.
 - (e) If you need my help, I will be available.
6. The students will read the given sentences on their own.
7. (1.) If I had lots of money, I would travel round the world. (a)

- (2.) If I were the Prime Minister, I would try hard to get rid of corruption. (e)
- (3.) If I were a cook, I would be able to cook Alfredo pasta. (b)
- (4.) If I were a phonetician, I would teach you spoken English. (c)
- (5.) If I were eighteen years old, I would be able to vote. (d)

8. **The students will read the sentences given on their own. The idea is to make them familiar and understand another element of conditional clauses.**
9. **..... to Karachi University. If she had not gone to Karachi University, she would not have studied Spanish. If she had not studied Spanish, she would not have gone to Spain to attend a conference in Madrid. If she hadn't attended a conference in Madrid, she would not have fallen in love with the city. If she hadn't fallen in love with the city, she would not have gotten a job in Spain. If she hadn't gotten a job in Spain, she would not have settled down happily.**

Section 2: Without Glasses

Learn to read (pg. 36 and 37)

1. **dusting; spectacles; blind; mended; optician; pleased.**
2. **i. eye glass: I ultimately found that it was possible to read books I already knew slowly through an eyeglass and turn from newspapers to Hamlet.**
 ii. **magnifying glass: I tried to work out a crossword puzzle with the help of a magnifying glass, but I had to give it up in despair.**
 iii. **pince-nez: Having procured a pair of pince-nez spectacles, I went out into the world with them, and they fell off and were shattered on the pavement.**
 iv. **reading glasses: It is only in the last year or two that I have taken to wearing reading glasses, but I suspect that I ought to have begun wearing them twenty years ago.**
3. **(a) iv. read Hamlet.**
 (b) v. all the above.
4. **(a) Potter, who had knocked the glasses off the mantelpiece by accident, felt miserable and apologetic. He brought the broken fragments to the author saying, 'I have a confession to make.' The hostess offered to do her best to mend the glasses as well as she could.**
 (b) Oculists have all kinds of devices to help them test the sight of a patient. The most common and frequently used method is to make the patient look through several different lenses at letters of the alphabet and gauge, which one (or combination of lenses) helps them see best.
 (c) This essay informs us that long sightedness is a defect in vision that makes it hard for a person to see objects with clarity, that are close to them, while they have good vision of objects a certain distance away. People with long-sightedness find it hard to read without glasses, although they can read words far away, such as signboards.
 (d) The 'exquisite' pleasure of life the writer refers to is gaining the ability to see properly when wearing a pair of spectacles for the first time.
 (e) During the days the author did not have his spectacles, he could only read the headlines in the newspaper. He passed the time listening to radio programs and was happy to engage in the company of his more talkative friends.
5. **The writer had a miserable weekend, while his spectacles were being mended because he couldn't indulge in the activities he loved most, which were reading and thinking. While**

the spectacles were necessary for reading, it was his habit of holding an open book while he thought, with the certainty that he could revert to reading that prevented him from thinking.

No, I do not think there was much he could do to deal with this situation differently because he seems to have considered all the things he could do to pass his time.

6. **Potter was sincerely affected by the circumstances. He apologized immediately after the mishap, and his apology was sincere. The affected person should also try to forgive someone who is sincerely apologetic about such accidents.**
7. **Encourage the students to write about their own experiences and to be creative with their answers.**

Sample answer:

One time, I felt incredible joy that I just had to share with everyone was when I got my first puppy. It was a sunny Saturday morning, and my parents surprised me with a fluffy little golden retriever. I named him Cookie.

The moment I saw Max, my heart felt like it was going to burst with happiness. He had the cutest little face and the softest fur. I couldn't wait to tell all my friends about him. I ran to my room, grabbed my phone, and started texting everyone I knew. I even made a video call to my grandparents to show them Max. They were so happy for me and couldn't wait to meet him.

Learn grammar (pg. 37 and 38)

1. **(a) She; him.**
(b) They; us.
(c) I; myself.
(d) We/ their.
(e) its.
2. **(a) When a student finishes their homework, he / she should put it in his/her bag.**
(b) The teacher told the class that they should do their best in the exam.
(c) Mentioned sentence is correct.
(d) Everyone should bring their lunch to their seat.
(e) Mentioned sentence is correct.

1. **(a) I cooked dinner myself.**
(b) The queen **herself** attended the event.
(c) You cleaned the entire house **yourself**.
(d) They solved the puzzle **themselves**.
(e) He painted the entire house **himself**.

2. **(a) does**
(b) play
(c) are
(d) feels
(e) felt
(f) heard
(g) thinks
(Answers may slightly vary, accept all relevant answers.)

Use the dictionary (pg. 38-40)

1. Encourage the students to read the dictionary excerpt given in the coursebook.

2. **Eye as noun**

(1) completed in table.

(2) Example: *A surgeon needs a good eye and a steady hand.*

(3) Meaning: a particular way of seeing something.

(4) Example:

Ear as noun

(5) Example: *She whispered something in his ear.*

(6) completed in the table.

(7) Meaning: the top part of a grain plant, such as wheat, that contains seeds.

Learn to write (pg. 40 and 41)

Sample report:

By: Maliha Ansari, Class 7B

On April 5th, our class, 7B, went on an unforgettable trip to a unique restaurant. There were 30 of us, along with our teacher, Mrs. Khan. We traveled by school bus, and the excitement was palpable. Before we left, Mrs. Khan briefed us about the restaurant. She explained that all the serving staff were hearing and speech impaired. She taught us some basic sign language to communicate, which was both fun and educational.

When we arrived, we were greeted with warm smiles. The staff used gestures and sign language to take our orders. It was a bit challenging at first, but we quickly adapted. I was amazed at how efficiently they worked and how friendly they were. I learned that despite their impairments, the staff were incredibly skilled and dedicated. It was inspiring to see how they overcame their challenges.

The highlight of the outing was when we all tried to sign “thank you” to the staff. Their smiles were priceless, and it was a moment I’ll never forget. This trip taught us the importance of empathy and communication. It was a day filled with learning, laughter, and delicious food.

Learn to communicate (pg. 41 and 42)

1. Encourage the students to brainstorm and come up with interesting answers. The idea is to help enhance their creative, thinking, brainstorming and writing skills. It is also essential that the students understand how having a disability is not a burden and if a person has willpower, they can change the world for themselves.

To communicate effectively, your thoughts should be expressed clearly and you should give reasons.

Section 3: Nature’s Way

Learn to read (pg. 45 and 46)

1. **Spring; senses; ways.**
2. (a) **sights: clouds forming shapes, a young deer playing in the meadow, the gentle stream flowing**
(b) **sounds: buzzing of bees, nature’s tale**
(c) **smells: scent of fresh air, flowers.**
(d) **experiences of touch: breeze in hair, grass poking between one’s toes.**

3. The poet suggests climbing a tree, picking daisies, smelling flowers, watching clouds and lying down on the ground to listen to nature tell its tale.
4. The story that nature must tell is of the joy and merriment of life. Spring is the season when the snow melts and the trees and soil are exposed to sunlight, prompting them to grow leaves, and dormant plant roots to 'spring' up suddenly (this is what the season got its name from) with new growth. The blooming of flowers follows, filling the air with the scent of pollen. Animals, having grown lean and weary during the cold winter when food is scarce, now enjoy the bounty of nature. The sights and sounds of new life, vibrant flowers and happy animals are extremely uplifting as we too, are indeed a part of nature and closely linked to the cycle of the seasons.
5. (a) Here, fire has been personified and is imagined as a creature that is eating (swallowing) up the forest like one would consume food.
(b) Here the wind has been personified. The sound that the wind makes as it blows against dry grass has been compared to whispering.
6. Encourage the students to read the poem again and focus on the last words of each of the lines in all stanzas.
7. beard – feared – beard; hen – wren.
Rhyme scheme: AABBA.

Unit 3: Challenges at School

Starter

Sample answers:

It's fun: I love doing arts and crafts in my creative class, it is so much fun!

I'm not too sure: I'm not too sure about science though, it gets a little tough for me at times.

It's awful: Mathematics really confuses me and is so hard for me. It's awful.

Section 1: Pepper the Phantom Pet

Learn to read (pg. 59 and 60)

1. (a) The class is unruly and in chaos. The children are either playing or fighting and there is a lot of noise being made.
(b) The teacher walks into the class bravely ignoring the misbehaved children's requests and tells them that they are to learn about domestic animals.
(c) Hira has a reputation for being an animal lover. She talks about animals all the time.
(d) Hira is worried when the teacher makes every student talk about their pet because she feels that being known as the animal expert among them, they would expect her to have some exotic pets. Her worry is justified. As she stands up to speak about her pet, some of her classmates already begin murmuring about how it must be something rare.
(e) When it is her turn, Hira hesitates to name her pet. Due to the pressure she feels to thrill the rest of the class and maintain her reputation, she blurts out that her pet is a monkey.
(f) Hira's lie about having a Capuchin monkey leads to more trouble when another student suggests she bring the monkey to school and her teacher agrees.
(g) Yes, Hira does succeed in gaining our sympathy.
(h) None of them find out that Hira is lying. We can tell this by the genuine disappointment they

show when Ali tells them that the monkey is on its way back to South America.

(i) Hira tells the principal that both of her parents are at very important meetings.

(j) (i) Yes, Hira's brother helps her out of the muddle she got herself in.

(ii) Yes, Ali, Hira's brother, satisfies the principal, with his 'revelation' that the monkey is being sent back to South America.

(k) The play ends with the principal, the teacher and the students learning, from Ali, that the monkey cannot be brought to school as it already has been sent away. At this point, Hira's mood is one primarily of relief, although she is slightly annoyed that her brother got a maths test lined up for her.

2. **(a) Pepper is called the "Phantom Pet" because he is invisible to everyone except Hira, the main character in the story. This means that while Hira can see and interact with Pepper, others cannot, making him seem like an element of her imagination. The term "phantom" perfectly describes Pepper because he appears to be a ghostly presence that only Hira can see.**

(b) In "Pepper the Phantom Pet," the writer uses several techniques to convey Hira's thoughts and feelings effectively. They include: first person narrative and descriptive language. By telling the story from Hira's perspective, the writer allows readers to directly access her inner thoughts and emotions.

(c) Yes, Hira's brother is older than her. This can be inferred from the story as the way Hira and her brother interact can give hints about their age difference. For example, Hira might look up to her brother or seek his advice, indicating that he is older and more experienced.

(d) Yes, I believe the principal is both sensitive and fair.

(e) Encourage the students to answer this question on their own. Encourage them to share their own experiences and be creative with their answers.

3. **The author uses dialogue to reveal the distinct voices and viewpoints of each character. For example, Hira's conversations with her brother and the principal showcase her imaginative and emotional perspective, while her brother's responses often reflect a more rational and protective viewpoint. Also, the author's stage directions offer insight into characters' actions and expressions, highlighting their emotional states and reactions.**
4. **In "Pepper the Phantom Pet," the author uses specific words and phrases to create effects, convey emotions, and highlight themes. The author uses words such as invisible and imaginary which highlight the theme of Hira being imaginative.**

The author seems to have a positive attitude towards imagination and the power of belief. By portraying Pepper as a comforting presence for Hira, the author suggests that imaginary friends can play a significant role in a child's emotional life.

(Answers may vary, accept all relevant answers.)

Use the dictionary (pg. 60 and 61)

1. Program

Center

Catalog

Dialogue

Traveled

License

Meter

Enroll

Odor

2. (a) truck

- (b) windshield
- (c) holiday
- (d) movie theater
- (e) pharmacist
- (f) sidewalk
- (g) apartment
- (h) elevator
- (i) trash can
- (j) cookie

Learn grammar (pg. 61 and 62)

1. (a) smarter

- (b) big
- (c) more interesting
- (d) tallest
- (e) faster
- (f) most delicious

2. (a) according to

- (b) because of
- (c) in front of
- (d) on behalf of
- (e) according to
- (f) in addition to
- (g) in between
- (h) on behalf of

Learn to write (pg. 62)

Encourage the students to write a creative and well thought descriptive essay on the given picture in the coursebook. Make sure the students follow the correct steps to write the essay with the information available. It is essential that the students bring out the interesting and important moments of the event in such a way that the reader relives the experience. The idea is for the students to improve their creative thinking and writing skills.

Learn to communicate (pg. 63)

- Children from the lower middle class are often deprived of going to school due to financial constraints, lack of awareness and certain children have to work to support their families due to necessity.
- There should be financial support in the form of aid, scholarship etc for these children, schools should be made more accessible and awareness should be made to ensure attendance at school. Local communities should be involved in supporting and promoting education for children.
- One can volunteer to offer teaching to these children, donations to charitable organizations that provide educational resources and support to underprivileged children can be made.

Moreover, awareness should be created to help underprivileged children as much as one can.

Encourage the students to have a participatory and creative discussion amongst themselves. The whole idea is for the students to improve and enhance their creative thinking, public speaking and listening skills.

Section 2: Arithmetic

Learn to read (pg. 65)

- – ‘Arithmetic tells you how many you lose or win if you know how many you had before you lost or won.’
 - ‘Arithmetic is numbers you squeeze from your head to your hand to your pencil to your paper till you get the answer.’
 - ‘.... double it again and then double it a few more times, the number gets bigger and bigger and goes higher and higher and only arithmetic can tell you what the number is when you decide to quit doubling.’
 - ‘..... and you carry the multiplication table in your head and hope you won’t lose it.’
 - ‘Arithmetic is where the answer is right, and everything is nice and you can look out of the window and see the blue sky.’
- 1) **No, the poet does not think that arithmetic is an easy and enjoyable subject. The poet finds being unable to arrive at the right answer extremely frustrating. He finds it hard to remember the multiplication tables, and he believes questions in arithmetic can be quite tricky.**
 - 2) **The poet, who is not fond of the subject, doesn’t think arithmetic is particularly useful.**
 - 3) **Encourage students to think creatively and formulate their own answers.**
For example:
‘Science, with its facts and laws, leaves me puzzled, full of flaws. Experiments and theories, they make me sigh, I wonder why I even try.’

d) The other pattern is: ‘If you....’

Activity (pg. 65 and 66)

Encourage the students to think creatively and formulate their own questions for the questionnaire. The idea is to improve and enhance their critical thinking and brainstorming skills. It is for the students to improve their listening and speaking skills as well.

Sample questions are mentioned in the coursebook. Guide the students wherever help is required. After the questionnaires are completed, the students will evaluate their work by using the table given in the coursebook.

Unit 4: The Spirit of Science

Starter

Encourage the students to answer on their own.

Section 1: Is Science Useful?

Learn to read (pg. 71 and 72)

1. (a) **Scientists and researchers are repeatedly asked regarding practical application of their findings.**

(b) The theorems formulated and taught by the ancient Greeks formed the basics for further scientific enquiry as the world progressed. Several of the mathematical theorems of the time are conditionally put into use, for example, in the planning and development of modern telephone networks.

(c) Yes, the principle demonstrated by Faraday did find use. It is the basic principle used to produce electricity on a mass scale, in every kind of power plant from hydroelectric to thermal.

(d) Edison observed that electricity flowed from the bulb's filament to the wire in a vacuum. However, he did not think it significant as he did not understand the principle behind it.

(e) Edison was proved wrong about the significance of electricity flowing from filament to wire in vacuum when John A. Fleming used this effect to create a current rectifier.

(f) Physicists in the 30s and 40s found that massive amounts of energy could be released in nuclear fission and fusion that would create huge explosions. The discovery and the circumstances of the Second World War led to the express development of nuclear bombs. On the brighter side, it also forms the theoretical basis on which energy creation occurs in nuclear power stations, which may offer mankind the brightest hope of ample energy for the foreseeable future.

2. (a) (i) **find learning, understanding and probing the universe to be its own reward**
(ii) **know that new findings, despite being insignificant in terms of practical utility, lead to further finding and understanding that could revolutionize the world.**

(b) While Thomas Edison was shrewd in finding the practical application of scientific principles, he didn't understand or place value in the finding that electricity passed from filament to wire in a vacuum. This principle was later used to develop many technologies.

- (c) (i) current rectifier; television
(ii) nuclear power

a) **the development of nuclear bombs.**

b) **Advancing knowledge will improve the material lot of man but needs to be guided by the wisdom of man.**

3. **The answer to all the three questions would be 'No'. The students should discuss this in detail. Encourage the students to discuss the following points:**

- environmental impacts
- technological impacts
- health impacts

4. **Superstitions are everywhere! Some people believe in them without thinking, but science helps us understand what is true. Here are two superstitions we should stop believing in:**

- **Black Cats Bring Bad Luck:** Many people think that if a black cat crosses your path, something bad will happen. But that's just a myth! Black cats are just like any other cat. They don't have magical powers, and science tells us that luck has nothing to do with animals walking by.
- **Breaking a Mirror Gives You Seven Years of Bad Luck:** If someone breaks a mirror, they might panic and think their life will be ruined for seven years. But that's just a silly belief from ancient times. The truth is, a broken mirror is just broken glass, it won't control your future.

We can help people stop believing in superstitions by:

- Learning more about science and how things really work.
- Asking questions instead of blindly believing myths.

- Sharing the truth with friends and family.
- Encouraging people to rely on logic and facts, not old myths.

5. Encourage the students to answer on their own. They can be asked to consider the following points:

Biological warfare has become a reality in these times. Consider, for example, the knowledge of how to build a virus like smallpox from the ground up or how to create other pathogenic, tailored organisms. Such knowledge can be easily used to wreak havoc on entire nations causing millions of deaths.

Weaponry: Take for example, the Gatling Gun. This machine can rapidly fire many rounds of bullets and was invented with the purpose of making armies smaller in size. Instead, it was used to expand the European colonial empires by killing native tribesmen armed with primitive weapons.

6. (a) The author compares the direct usefulness of applied sciences, such as engineering and medicine, with the seemingly indirect usefulness of pure sciences, such as mathematics.

(b) The essay explains how scientific discoveries lead to technological developments. Asimov discusses how pure science may not seem useful at first, but over time, its findings result in practical applications that significantly improve human life.

(c) The author also talks about the fact that people don't always see how pure science is helpful right away. They think it's not useful because its benefits take time to show. To solve this, Asimov gives examples from history where pure science led to huge discoveries that changed the world. He proves that even if science doesn't seem useful at first, it can become very important over time.

(d) Isaac Asimov believes that people care more about things that are useful right away instead of ideas that take time to show their value. He explains why this way of thinking is not smart because many important discoveries started as pure science with no clear use at first. He shows that all science, whether practical or theoretical—is important because it helps the world move forward and improves our lives over time.

Learn words (pg. 72 and 73)

- 1. Read the words given in the coursebook carefully. Understand each meaning of all the words.**
- (a) i.**
 - (b) iii.
 - (c) i.
 - (d) ii.
 - (e) ii.
 - (f) iv.
 - (g) iii.
 - (h) iv.

Learn spelling (pg. 73 and 74)

1. Plural forms

	Plural	Alternative plural form

Axis	Axes	
Alumna	Alumnae	
Cactus	Cacti	Cactuses
Index	Indices	Indexes
Formula	Formulae	Formulas
Syllabus	Syllabi	Syllabuses
Vertebra	Vertebrae	
Focus	Foci	Focuses
Emphasis	Emphases	

Learn grammar (pg. 74 – 77)

1. **(a) By the year 2050, all the major rivers in our country will have been connected to one another.**
 - (b) By the year 2055, rural Pakistan shall be as well developed as urban Pakistan.
 - (c) By the year 2040, every child will have access to education.
 - (d) By the year 2045, inter-caste distrust shall be a thing of the past.
 - (e) By the year 2050, every classroom shall have a computer.

1. **(a) solved in coursebook.**
 - (b) will have visited
 - (c) shall have repaid
 - (d) will have graduated
 - (e) will have improved
 - (f) will have been completed

2. **(a) of attacking**
 - (b) against taking
 - (c) of having
 - (d) to my going
 - (e) from continuing
 - (f) on paying

3. **(a) solved in the coursebook.**
 - (b) which was built by various Chinese dynasties over many centuries
 - (c) which was considered unsinkable
 - (d) who is the creator of Sherlock Holmes
 - (e) who flew the first aircraft
 - (f) who serves a term for five years
 - (g) which were presented by the Japanese embassy
 - (h) which was knitted by his mother

Section 2: The Day Of An American Journalist 2889

Learn to read (pg. 83 and 84)

1. **d. a visual device.**

2. **(a) yes.**

(b) no.

(c) no.

(d) no.

(e) no.

3. **(a) video calls**

(b) conference calls

(c) satellite images

(d) private jet

(e) pilot

(f) undersea tunnel

4. **Mechanization has changed life at home in the following ways:**

i. It enables one to communicate with another person anywhere in the world both with both real time visuals and sound.

ii. The whole process of getting ready for work, washing, shaving and dressing up is done for you by the mechanized dressing room.

iii. Food is served by an agency, through pneumatic tubes.

5. **(Answers may vary, encourage the students to answer on their own.)**

The advertisements in 2889 were put up as gigantic signs reflected on the clouds, so large that they could be seen all over a whole country. From that gallery, a thousand projectors were unceasingly employed in sending to the clouds the inordinate advertisements. The advertisements were reproduced in colour on the clouds. Today's advertisements are seen on huge billboards, displaying to the people in a part of a city the product and its uses.

6. **(Answers may vary.)**

The story describes many incredible inventions and ideas that people in the future are trying to achieve. One example is **instant communication**—instead of writing letters or emails, people send messages using phonotelephote, which lets them see and talk to each other instantly! Today, we have video calls like Zoom, but we are still improving how fast and easy communication can be.

Another thing is **weather control**—scientists in 2889 are working on ways to manage the temperature and control rain! Right now, we can predict the weather with satellites, but we still can't completely control it.

7. **Benefits and drawbacks:**

Mechanized dressing room: Very effective and helps reduce both time and indecision when it comes to getting ready in the morning. However, this lacks personal touch.

Food served through tubes: Tasty, hot food served directly on the table. Lacks personal touch. Similar answers can be discussed for the rest of the pointers.

8. **A human without a soul would be strange. If someone had no soul, maybe they wouldn't feel emotions like kindness, love, or guilt. They might not care about hurting others or making the world a better place.**

But I also think a soul isn't just about emotions, it's about learning and growing. Even if someone

starts off without feeling much, maybe they could change and learn to be kind.

For example, in movies and books, there are characters like robots or villains who don't seem to have a soul. They make decisions based only on logic, without thinking about how others feel.

9. The world keeps changing, and people invent things to make life easier. My partner and I came up with two cool gadgets that could be created in the future:'

- **The Homework Helper Bot:** This small robot sits on your desk and helps with homework. It doesn't do the work for you, but it explains things in a simple way, gives hints, and even quizzes you. It can talk, show examples on a screen, and motivate you when you feel stuck.
- **Instant Weather Shield:** Imagine if you could carry a small device in your pocket that instantly protects you from bad weather. If it starts raining, the shield expands like a force field to keep you dry. If it's too hot, it cools the air around you. No need for umbrellas, jackets, or waiting for the weather to change.

10. (Answers may vary, accept all relevant answers.)

Jules Verne imagined a future filled with cool inventions, and some of his predictions were really accurate. In *The Day of an American Journalist* in 1889, he talked about things like video calls, instant news updates, and flying machines—all things we now have today.

However, some ideas still need adjustments. For example, people in his future had controlled weather, but scientists today haven't figured out how to stop storms or make it rain whenever we want. Another thing is space travel—while we have explored the moon and Mars, we still don't live on other planets the way Verne imagined.

Learn grammar (pg. 84 and 85)

- 1. (a) must**
(b) may
(c) can
(d) could / should
(e) will

Learn to write (pg. 85)

1. Notice:

4th February, 2024

Movie Screening

In commemoration of the pioneering science fiction writer, Jules Verne, the school is organising a movie screening of the adaptation of his novel, 'A Journey to the Centre of the Earth'. It is to be held at the audio-visual Lab, on the anniversary of his birth, 8th February, at 2 p.m. All interested students from middle school classes are invited.

Aiman Ansari

Student Secretary

Middle School Science Club

2. Free Writing:

Encourage the students to write answers on their own. It is essential that they use their brainstorming skills for research purposes. It is also very important that they use their creative writing skills to show their learning.

Learn to communicate (pg. 85 and 86)

Encourage the students to have participatory discussion amongst themselves / in their groups. It is essential that they utilize their brainstorming skills alongside the words provided in the coursebook. The whole idea is to enhance their skills and help them improve their work.

After completing their discussion, every student will rate their partner using the rating table given in the coursebook.

Section 3: Archimedes' Principle

Learn to read (pg. 88 and 89)

- (a) forge a crown with a lump of gold he provided.**
 - he caught the goldsmith's eye as he was delivering the crown, and it seemed to the king that he was being lied to.
 - mixed a cheaper metal with the gold, so that he could sell the extra gold.
 - he climbed into his bath and observed the water being displaced.
 - the volume of an object.
 - the goldsmith had indeed mixed a cheaper metal into the gold.
 - forgetting to put on his clothes and shouting, 'Eureka! I've found it!'
- The King would have felt happy about having judged the goldsmith correctly. It would have been extremely shameful for his pride to have been cheated by the goldsmith. The King would have felt very angry at the goldsmith and certainly would deem it just to punish him, maybe even put him to death.**
- When an excited Archimedes reached the palace gates, it was just about dinner time for the King. The guards subdued and held Archimedes back, thinking him a mad man, but one of the guards recognized him and he was given some spare clothes before he sought out the King. Having explained his findings to the King, Archimedes ordered some vessels and water and samples of pure gold and other metals and weighing instruments. Using this, Archimedes found out that the density of the crown was different from that of pure gold and hence proved that there was at least one other metal mixed into it. The King, although unsure of his own understating of Archimedes' devices, was still outraged at the thought that the goldsmith thought that he could make a fool of the King.**

At once, he ordered some Palace guards to fetch the goldsmith from his house!

Realising that the King's anger might lead him to make a cruel decision and feeling personally guilty for the fate of the goldsmith, Archimedes convinces him to take his dinner and postpone the judgment of the goldsmith until later. The King, feeling much obliged to the thinker, orders that the goldsmith be put in prison, until the next morning.

- All the elements listed in the coursebook are necessary for a scientific experiment to be successful but faith in God is the most important one.**
- (Answers may vary, accept all relevant answers.)**

Sample answer:

Poetry and prose both convey stories, but they do it in their own different manner.

A narrative poem (like the one about Archimedes) tells a story using rhythm and rhyme. It uses short, exciting lines that make the story feel magical or dramatic. Sometimes, poems make you feel emotions more strongly because of how the words sound together.

A prose narration, like in a textbook or a storybook, tells the same story but in regular sentences.

It gives details in a clear and straightforward way, making it easier to understand. It doesn't have to follow a rhythm like poetry does.

(a) Examples:

“Leaping out of the bath at remarkable rate,”

Normal prose order: He leaped out of the bath at a remarkable rate.

“Ordered a crown from a large lump of gold,”

Normal prose order: The king ordered a crown made from a large lump of gold.

“The goldsmith's eye made the King suspect”

Normal prose order: The king suspected the goldsmith because of his eye for detail.

“His problem was then of outstanding immensity”

Normal prose order: His problem was extremely large.

(b) royalty—disloyalty

plain—contain

base—displaced

surprise—rise

immensity—density

metal—settle

told—gold

Activity (pg. 89 and 90)

Encourage the students to creatively participate in this activity. It is essential that they put their brainstorming skills to use and come up with creative ideas to create a wall magazine. The idea is to enhance and polish the creative, writing and execution skills of all the students.

Detailed instructions are given in the coursebook. Guide and help the students wherever needed.

Unit 5: Freedom Is Strength

Starter

- (a) The tree would want freedom to grow without any restrictions.**
(b) The country would seek independence and self-rule.
(c) The snake would want freedom from control. It would prefer to live in nature.
(d) The parrot's longing would be to fly in the open sky.

Learn to read (pg. 93 -95)

- (a) iv. her life's destiny.**
(b) iv. an autobiography.
- (a) Kong Cecilia found letters and numbers everywhere around her, on newspapers and signboards but she could not read them.**
(b) Being illiterate, she had to depend upon her children to read or write anything.
(c) She used to put her thumb impression wherever her signature was needed.
(d) Since she was illiterate, she used to ask the people who came to the tea shop where she worked to write their expenses in her bill book.
(e) Earlier she could not read the signboards, and she was often lost.
- (a) She got the opportunity to join literacy classes in her old age.**
(b) A group of conscious people who began adult literacy classes provided the opportunity to

her.

(c) The classes were held in the evening.

(d) At times she had feelings of tedium and laziness.

5. (a) She now can maintain calculations at the tea shop where she works.

(b) She can draw up a budget for her daily expenses.

(c) She can calculate her savings and put them in a bank.

(d) She can help her grandchildren in their studies.

6. Kong Cecilia's life has entirely changed after literacy 'found' her. She herself says that literacy changed her destiny. She now could live her life without depending

on others and was able to do everything that a literate person could do. She could maintain calculations at her workplace, make her budget, find her way of reading signboards and help her grandchildren in their studies. Thus, she could hold her head high in dignity and self-respect.

7. (Answers will vary, accept all relevant answers.)

Encourage the students to answer on their own. It is essential they critically think about the elements that will contribute to their answers.

Sample answer:

Different ways of helping people who are illiterate are:

- Teach them basic reading.
- Help them with basic writing, for example begin with writing their names, addresses etc.
- Teaching them basic arithmetic for example, teaching them how to add, subtract, and count money will make everyday tasks easier for them.
- Be patient and encouraging as learning takes time, and we need to support them without making them feel embarrassed.

8. Kong Cecilia's education would have helped her family in many ways.

First, she could teach her children how to read, write, and learn new things. This would make school easier for them and help them understand the world better.

Second, she would be able to make smart choices for her family. She could manage money well, make sure everyone stays healthy, and plan in the best way.

Also, education would have been able to help her find a good job and bring in money to support her family. If she had a career, she would have made sure her children had a better life with more opportunities.

9. Poverty and the illiteracy of the parents are two of the main reasons for children not being sent to school. The poor parents think that the wages of one more person, even if it is a child, would be a relief for them when they try to make ends meet. They think only of the present and do not have any vision of the future. They do not know that education would be a means of a better life for their children. When they become adults, they will not be able to find good jobs. They may get easily cheated when they depend on others for reading, writing or making calculations. They would never be able to know about laws and schemes made by the Government for their benefit.

Learn words (pg. 95 and 96)

1. (a) vi. to attract somebody's attention

(b) iv. to stop breathing for a moment because of fear, shock, etc.

- (c) iii. something happens to that person that they are not prepared for
- (d) v. to catch a very bad cold
- (e) ii. to be punished or spoken to angrily about something
- (f) i. to discover that someone is doing something that they should not be doing or has not done something that they should have done.

2. (a) caught with his pants down

- (b) catch it
- (c) catch your death of cold
- (d) caught me napping

Learn spelling (pg. 96)

3. (a) reliance

- (b) lovable
- (c) sanity
- (d) virtuous
- (e) arrival
- (f) hazy
- (g) proposal
- (h) simplify
- (i) endurance
- (j) moveable

Learn grammar (pg. 96 – 103)

1. (a) reads

- (b) are eating
- (c) have finished
- (d) played
- (e) were watching
- (f) had gone
- (g) will visit
- (h) will be travelling
- (i) will have completed

2. (a) solved in coursebook.

- (b) The armies had been fighting for several hours before their general came to separate them.
- (c) He said that he had been trying to contact us by phone since eight o' clock that morning.
- (d) For a long time, they had been planning to visit the caves of Pir Ghayab and Lahoot Lamakan.
- (e) She explained that she got up late because she had been studying till midnight.

3. (a) solved in coursebook.

- (b) She had been trying every possible method for more than an hour.
- (c) He had been thinking of this move for a long time.
- (d) They had been making losses for several years.
- (e) He had been anxiously waiting for the results.
- (f) She had been following with interest the activities of society for some time.

4. **(a) They wanted to know how old our school was.**
(b) They asked us whether we had a boarding facility.
(c) They wondered why we did not have a uniform.
(d) They enquired when we began our new session.
(e) They wished to know whether there were facilities for sports.
(f) They wanted to know where we had our morning assembly.

5. **(a) solved in the coursebook.**
(b) I wondered what he was doing.
(c) He asked them whether they agreed to the proposal.
(d) He asked me if he agreed with me.
(e) I enquired whether I could enroll in the course.
(f) He wished to know what the price of the carpet was.
(g) She told me where she lived.
(h) They asked why he left early.
(i) I wanted to know if she passed the exam.
(j) He wondered why she was sad.
(k) The teacher asked us if we had completed our homework.
(l) I could not understand what he said.

6. **(a) solved in the coursebook.**
(b) standing
(c) saying
(d) arguing
(e) to improve
(f) posting

7. **Before sentences:**
- I couldn't help being dependent, could I? (rising)
 - It was all so unfair, wasn't it? (falling)
 - It wasn't my destiny, was it? (falling)
 - The moneylenders could have cheated me, couldn't they? (rising)
 - You conduct literacy classes, don't you? (falling)

After sentences:

- I should be very grateful to my teachers, shouldn't I? (falling)
- I needn't rely on others anymore, need I? (rising)
- Now I can hold my head up with dignity, can't I? (rising)
- My grandchildren will feel proud of me, won't they? (rising)
- Let us thank our teachers, shall we? (rising)

8. **shall we; isn't it; are you; need we; will you.**

Section 2: Princess September

Learn to read (pg. 108)

1. **d. she was worried about the safety of her bird.**
2. **(a) The nightingale said that he was not as pretty as the parrot, but he had a much better voice.**

- (b) The bird sang a beautiful song, and the Maids of Honour were surprised as they had never heard anything so sweet. This made the Princess happy and proud.
- (c) Her sisters told her that the bird would fly away and never come back if she did not lock it up in a cage. They said so because they were jealous of Princess September. They knew that the bird would die if it was denied its freedom to fly out into the sky and that it would make the princess very sad.
- (d) Princess September was afraid that something might happen to her bird and so she thought that it was safer to keep the bird in a cage. She put him in a golden cage.
- (e) The bird became sad and silent. He could no longer sing as before. He also refused to eat.
- (f) When she woke up in the morning, Princess September saw that the bird was lying on his side at the bottom of the cage. He was barely alive. When the princess wept over him, he said that he couldn't sing if he was not free and if he could not sing, he would die. The princess loved him so much that she at once set him free.
- (g) The bird got back his freedom. He flew away among the trees and over the rich green fields and came back to the princess with new songs. The princess never lost the company of the little bird who came to her through the open window whenever he wanted. This was good for the princess who grew up in beauty. When she was old enough, she was married to the King of Cambodia and rode on a white elephant to the King's city.

3. (a) (Answers may vary, accept all relevant answers.)

- (i) Princess September's sisters show possessiveness when they advise her to keep her pet bird locked in a cage instead of allowing it to fly freely.**
- (ii) Princess September initially feels insecure when her sisters mock her for losing her old parrot. She worries about being different from them.**
- (iii) The older sisters are jealous of Princess September's happiness and the beautiful songs of her bird. They do not have such a wonderful pet, so they try to convince her to cage it, secretly hoping she will lose the special joy that they don't have.**
- (iv) Princess September experiences selfless happiness when she lets her bird fly freely, even though she misses it. She understands that true love means allowing someone to be happy, even if it means they are not always with her.**

(b) Princess September loved her little bird and wanted to keep it with her forever. Her sisters told her that the best way to do that was to put the bird in a cage so it wouldn't fly away. She thought she was keeping it safe, but instead, the bird became sad because it lost its freedom. September didn't realize that love means letting someone be happy, even if it means they aren't always by your side.

This does happen to people in real life as well. For example, when parents stop their children from doing a certain thing, they mean well but the children just want to explore, and they will only learn if they explore.

(c) Princess September listened to her sisters for two reasons. First, there were eight of them and only one of her, so she felt small and alone. When lots of people say the same thing, it's easy to think they must be right. Second, her sisters were older, and she thought they knew more than her. She didn't want to argue, so she did what they said, even though she wasn't sure it was the best thing to do.

4. The image of the golden cage is used deliberately by the poet. It is used to highlight the idea

that freedom cannot be exchanged for comfort or riches. Life in a golden cage with all comforts is still nothing but imprisonment. In the story, the golden cage brought only unhappiness to both the princess and the little Bird. It stands for the loss of freedom.

5. Princess September learns that love is not possessiveness and over-protection. Love should not interfere with the freedom of the person loved. It is letting go and not holding fast.

6. Encourage the students to solve this question and come up with their answers on their own.

Use the dictionary (pg. 109)

1. (a) between
(b) from
(c) to
(d) over
(e) out

Learn to write (pg. 110 and 111)

Encourage the students to think creatively and write a poster. The poster should be creative, eye-catching. The idea is to enhance and polish their brainstorming, creative thinking and writing skills. Guide the students wherever necessary.

Learn to communicate (pg. 111 and 112)

1. **Story of Kiran:**
 - (a) age of ten years.
 - (b) 1998.
 - (c) Intermediate college, Faisalabad.
 - (d) liberateAzaad:
 - (a) liberation.
 - (b) (i) solved in the coursebook.
(ii) law (iii) action

1. (a) concerned ministries
(b) film stars / the public

2. Encourage the students to think creatively and formulate their own answers. The key point here is to enhance and enable the students to think and write more creatively. It is to help them enhance their understanding of participatory group-based discussions and one must balance between speaking and listening when a group discussion takes place.

Sample answer content:

At home and school, I have a lot of freedom. I can choose my games, hobbies, and sometimes what to eat. At school, I can learn, make friends, and join different activities.

There are times when I don't have freedom. At home, my parents set rules. They decide my bedtime, study time, and how much TV I can watch. They don't always let me go out when I want. At school, I must wear a uniform, follow rules in class, and study hard for tests.

Before, I thought these rules were unfair. Why can't I watch TV for as long as I want? Why must I wear a uniform? But after talking to my friends, I realized rules are there to help us.

Unit 6: Live and Let Live

Starter

Sample answers:

1. If my sister wants to watch a serial and I want to watch a match, I will first talk to her politely and we could take turns watching what we want. For example, if the match is live, I can watch it first and then she can see her serial in the repeat telecast time.
2. If my classmate spills food, I might feel upset, but getting angry won't help. Instead, I can ask him nicely to clean it up. Maybe it was just a mistake, and being mad would only make things uncomfortable. If I help clean too, it shows that I care more about being friends than arguing over little things.
3. If my friend keeps calling me with questions while I am busy, I need to set rules without being mean. I can tell him / her, "I need to study right now, but I can help you later when I am done." This way, I am still being a good friend while also making sure I finish my own work.

Section 1: Tangerine, The Wasp

Learn to read (pg. 117 and 118)

1. (a) i. the intelligence of the wasp.
(b) ii. intelligence.
2. (a) The wasp was named Tangerine after his favourite food, which was marmalade made from tangerine oranges.
(b) The man on the hill looked very important, with messengers arriving from every quarter, bringing him news of the battle and departing again carrying his orders. These observations made Tangerine conclude that he was a very important individual.
(c) The General stood on the high point of the hill because it would enable him to get a good view of the battle, while remaining a safe distance away.
(d) Tangerine felt it was unfair that the horse had to bear the pain of the wasp's stings even though he committed no crime himself other than having been chosen by General Blohardi to be his mount.
(e) The Bombasteronian army was demoralized and disheartened to see their General, Blohardi fly from the battlefield, his horse galloping. Without their General guiding them in the battle, they were sure they would suffer a heavy defeat.
(f) The Smithereenians claimed victory since the Bombasteronians fled the battle. However, it was only because Tangerine had sent their General away. In the end, Tangerine got what he wanted, which was to keep the valley safe from wanton destruction.
3. (a) Battles brought fear to the wasps that lived in the valley. They could lose their nests and even their lives when battles occurred.
(b) Battles laid waste to the valley. It would destroy trees and burn up shrubs and grass. Hundreds of horses and men would die in battle and their bodies would be left in the valley to rot.
(c) Although much feared and extremely wasteful, in the end, battles didn't decide anything permanently and a few years later, there would certainly be another.
4. Both sides in the battle think they need to have control over the valley and are ready to

employ guns and cannons to destroy the other army, without a care for the scars they leave on nature. This heavy use of gunpowder and explosions as part of fighting is what makes the author give them the names Bombasteronians and Smithereenians.

5. Yes, I believe that Tangerine did a good job in preventing the battle. He saved his home and that of his fellow wasps. Additionally, by preventing heavy fighting, he saved the lives of many men and soldiers from both sides and kept natural life in the valley intact.
6. The wasp goes on to tactically sting General Blohardi's horse, sending him galloping away from the battle and thus causing the Bombasteronians to flee. With a few stings, the wasp prevented heavy fighting and made the Smithereenians win. From this story, we learn that no matter how small or insignificant a thing maybe, if it uses its strengths intelligently and at the right time, it could achieve great things.
7. Tangerine makes this statement because he has learnt that wars come again and again and lay waste on the valley. No matter who wins the war, peace doesn't last for long. Tangerine's reasoning applies to our world too. The best examples to illustrate this are the two World Wars, which were fought largely by the same countries against the same enemies, with only twenty years of peace between them.
8. In *Tangerine the Wasp* by Hugh Lofting, the author's point of view is one of admiration and curiosity. Lofting often takes a gentle and humorous approach when describing animals, showing their unique traits and behaviors in a way that makes them feel almost human-like. Lofting makes the wasp seem more like a person, so readers can connect with it and find it interesting. Instead of just explaining the wasp like a scientist, he tells a story that helps people see how important the wasp is in nature. His way of looking at the wasp is more thoughtful and respectful compared to others in the story.

Learn words (pg. 118)

1. The students will read the words and meanings given in the coursebook.
2. (Answers will vary, accept all relevant answers.)

Encourage the students to come up with their own answers. It is essential that they use their brainstorming skills to come up with relevant answers.

Learn spelling (pg. 119 and 120)

1. (a) dying
(b) mopping
(c) hoping
(d) lied
(e) scrapping
(f) hopped
2. Encourage the students to come up with their own answers.

Learn grammar (pg. 121 – 124)

1. (a) solved in the coursebook.
(b) difficult
(c) straight
(d) useless
(e) awake
(f) president

- (g) dull
- (h) crazy
- (i) speechless
- (j) busy

2. Sample answer:

Once there were two friends. The greater their friendship, the more frequent were their meetings. The more they met, the more they talked. The more they talked, the more they discussed different topics. But the more they discussed, the more they argued. The more they argued, the less they agreed. The less they agreed, the greater the friction between them. The greater the friction, the weaker their friendship became.

In the end, they realized that too many arguments had hurt their bond. They decided to listen to each other more and not argue over small things. The less they fought, the stronger their friendship became again.

3. (a) solved in the coursebook.

- (b) The later we reach the theatre, the lesser our chances of getting good seats.
- (c) The lesser the luggage you carry, the happier your journey will be.
- (d) The more you practice your sums, the easier they become.
- (e) The more money he earned, the more he spent.
- (f) The bigger the flat, the higher the rent.

4. (a) solved in the coursebook.

- (b) When they saw their famous General in flight, the Bombasteronians took to their heels.
- (c) Although I'd read the story twice, I wanted to read it again.
- (d) Now that the rain has stopped, we can resume playing
- (e) Though the rains were good last year, the city is still facing water shortage.
- (f) As long as we have Wasim Akram as our coach, we will continue to do well.
- (g) He built a fence around the garden so that stray cattle would be prevented from getting in.
- (h) While attending to cooking, my mother also keeps an eye on my little brother.

5. (a) Both; and

- (b) either; or
- (c) neither; nor
- (d) both; and
- (e) not only; but

Section 2: The United Nations

Learn to study (pg. 126)

Sample summary:

The United Nations, like the League of Nations before it, was set up as a voluntary organization to prevent war and maintain peace in the world. It also helps people by protecting their rights, improving living conditions, and solving problems between countries. The UN has different parts, like the General Assembly and the Security Council, which help run things. It also has special groups like FAO, which helps with food and farming, and UNESCO, which focuses on education. The UN does not control countries, but it asks them to work together. The UN Charter is like its rulebook, making sure that all nations are treated fairly. Even though it is hard to say

how successful the UN is, it still gives hope for peace and a better future.

Learn grammar (pg. 126 and 127)

1. **(a) different and interesting**
(b) new and shiny
(c) playful cat
(d) coin is rare
(e) bright and cheerful

Noun / Verb to Adjective:

- (a) dangerous
- (b) enjoyable
- (c) healthy
- (d) respectful
- (e) wise
- (f) inspiring

Learn to write (pg. 128 and 129)

1. Sample email:

From: aleenakhan01@gmail.com

To: editormalik@karachitimes.com

Cc: director@karachitimes.com

Subject: Disappointing state of River Indus

Dear Sir / Madam,

Hope this email finds you well.

I am Aleena Khan, a 13-year-old student from Karachi and I am writing this email to you with deep worry and concern regarding the condition of the River Indus. I recently visited the interior of Sindh and was shocked and saddened to see the polluted state of the River Indus. The water was dirty, filled with waste, and did not look healthy for people or animals.

I would be grateful if you could bring attention to this issue through your newspaper. The River Indus is important to many communities, and we must take care of it like a family member. Could the authorities take stronger action to stop industries from dumping waste into the river? Can local people be encouraged to keep the river clean and avoid throwing garbage into it?

We must show kindness to the river by reducing pollution, organizing clean-up drives, and spread awareness about water conservation. I hope you will highlight this issue so that more people take action.

Thank you for your time.

Yours Sincerely,

Aleena Khan.

2. Sample answer:

“The United Nations Charter guides nations in working towards fairness, peace, and progress.”

Learn to communicate (pg. 129 and 130)

- 1. (a) Greece; Greek; 1949.**
(b) 1958; N and D; British Nuclear; peace.
(c) 2002; peace.
(d) story; Hiroshima; peace park.
(e) cultural; destruction; art, science and religion.
- 2. Encourage the students to think creatively, brainstorm and then engage in a participatory discussion Sara and Nafisa would have had. It is essential that the students use their listening and speaking skills for this activity.**

Sample dialogue conversation:

Sara: Excuse me, I heard about the United Nations Song Contest on Times FM, and I want to know more about it. Can you help me?

Nafisa: Of course! What would you like to know?

Sara: First, who can take part in the contest?

Nafisa: Songwriters, composers, and singers can participate, whether they are solo artists or in groups.

Sara: That sounds amazing! Who are the organisers?

Nafisa: The contest is being organised by the World Music Foundation along with a team of UN volunteers.

Section 3: A Prayer For Healing

Learn to read (pg. 132 and 133)

- 1. (a) 4**
(b) 3
(c) 2
(d) 1
(e) 5
- 2. The industrial progress of man has wreaked havoc on all aspects of the natural world. Dumping of plastics and chemicals and destructive practices such as unchecked mining and fracking have created wastelands. Plastic and other chemical waste has also been dumped into rivers and oceans, creating hazards for natural life.**
Most energy required for electricity and industrial processes are made by burning coal, petroleum, etc., which releases damaging and poisonous gases in the atmosphere. Chemicals such as freons used in refrigerators evaporate and rise, causing damage to the ozone layer. Throughout history, man has been burning and cutting down forests to make farmland as cities expand to villages. This has occurred at an alarming rate over the past 150 years. Now human occupied land covers more area than forests, which for the most part have shrunk to a few national parks and wildlife reserves in every country.
- 3. Most human beings care only for the wellbeing of their families and friends and see this well-being as a privilege that has to be acquired out of the rights and happiness of others.**
For example, an everyday illustration of can be something as simple as a packet of chips you buy. The company that makes them only cares that their chips are fresh so that you buy them. Their use of plastic covers to package the chips is justified by them simply incorporating a slogan on the bag saying, 'Keep your city clean', while they take no further steps to ensure that these

plastics, they put out in the world, are handled responsibly. Such carelessness of responsibility to the planet and the rest of humanity can be observed being carried out in several industries and products.

Other than financial power, political power too is misused unjustly to further selfish agendas by corrupt politicians and bureaucrats every day, at the expense of the common man, whose rights and wellbeing are neglected.

4. By ‘one loving mystery’, the poet refers to the wonders of the universe and existence as a whole.

All life on the planet is inter linked and dependent on each other and the climate and landscapes of the Earth. As an example, consider the concept of animal migrations. When a part of the world gets too cold to live in, or too dry to sustain life, creatures, in huge numbers, travel amazingly long distances to other warmer, wetter places with enough resources to sustain them. Migrations are carried out by birds, fish, mammals and reptiles. Many species of bird fly south in winter. Sea turtles return to the places of their hatching 1000s of kilometers away when they are laying their eggs. On the way, these migratory groups affect the plants and animals they pass, sometimes being food themselves and sometimes hunting other animals along the way. This cycle has evolved through millennia, creating co-dependence on both the animals and plants and the landscapes they visit.

5. Break, break, break; O, well for the; O sea; That he.

Activity (pg. 134)

Encourage the students to do this exercise on their own. It is essential that they put their brainstorming, creative thinking and writing skills to work and create messages which could be sent to the Japanese consulate.

Sample messages:

“Let’s learn from the past and build a future where every child grows up in peace.”

“Let voices be louder than guns, and let love be stronger than hate.”