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| **Topic** | Light in the night | **Week** | 4 |

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| **Class** | VII | **Duration** | 60 min |

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| **Learning Outcomes** | Upon completion of this lesson, students will be able to:   * Comprehend text post reading * Write composition * Answer while reading questions * Write answers to comprehension questions * Read the text on their own * Answer challenge questions * Read and understand the words to know * Understand the moral of the story * Enhance their listening and speaking skills * Enhance their writing and reading skills * Work on individual tasks * Work well in pair tasks * Answer challenge question * Learn to use dictionary on their own * Answer challenging questions on their own * Make sentences on their own * Correct the incorrect sentences * Answer the questions with reference to the context * Read sentences and note which words which are used to show a sequence * Think of a suitable adjective to go with a noun * Discuss the function of modal verbs * Identify the type of sentence * Use model auxiliary verb in the type of sentence * Use articles appropriately * Differentiate between the use of different articles, for example ‘a’ and ‘the’ * Correct the statements (using articles) * Identify the adverbs and write the type * Sort the given words into three categories: nouns, adverbs, and adjectives * Write the meanings of the given words (may use dictionary for help) * Identify nouns and pronouns in the given sentences * Play the word definition game * Collect information (conduct research) |

| **Date and Time** | **Content and teacher activity** | **Formative assessment** |
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| **Day 1: 00/00/00**  **05 min** | **Settling time:**  As this is the third week of the term, students are still settling in. Help them out with their textbooks and notebooks. If there are any new students in the class, take the time to introduce them to their classmates and make them feel comfortable before moving on with the session. | Verbal response |
| **10 min** | **Starter:**  Recap through questioning. Ask students the questions to see how much they remember from the previous lesson. Ask the students who were present in the previous class to help them revise and through this activity the new students will get to know what was taught the week before. Try and gauge their speaking and listening skills as well.  **Class presentation skills:**  If someone is willing to come to the front of the class and present, invite them. Start with the most confident students, however, gently move towards the shy students and encourage them to participate as well. Encourage the students to say a few points of summary on the previously discussed topic.  Keep in mind that some students may be shy to participate but may have excellent listening and speaking skills. Scaffold information and make them feel comfortable enough so they may participate. | Verbal response  Recall  Speaking and listening skills |
| **10 min** | **Pre-reading:**  A *pre-reading activity* is useful in securing the attention of the students through activities that lead them to the text. Prereading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been designed. It should be used to lead a class discussion.  Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text. Use any other interesting pre-reading activities with direct relevance to the text to be taught. All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that the students read a text with that focus in mind.  Ask the pre-reading question present with the text. Try to scaffold the information. Provide helpful hints and gauge if they are able to provide information on their own.  Gently probe students and encourage them to participate. | Brainstorming  Creative thinking |
| **10 min**  **10 min** | **Classroom procedure (group and pair work)**  The students should be given enough opportunities to find answers in pairs and groups and refer to the texts as many times as they want.  After reading of the text is done, follow this sequence for the questions: i. comprehension, ii. vocabulary, and finally, iii. pronunciation.  **Focused [Group / Silent] Reading:**  After pairing the students into groups, write the following questions on the board ask the students to find out the answers after reading the chapter once.   1. How was London before the 1700s? 2. List down the dangers that lure after dark before the 1700s. 3. What was the one measure taken by people who had to travel at night? 4. When did the streetlamps arrive on the busy streets of London and Paris? 5. Which city was the first to introduce streetlamps? 6. How were the lamps initially introduced? 7. What other solutions were offered later on? 8. What was the plus point of having streetlamps? 9. What change did London see in the 1700s? 10. When did gas lamps replace hand lamps?   **Class discussion:**  Write the above-mentioned questions on the board and ask the students to read through the text and try to find the answers to these questions. However, ask them to be mindful and not share the answers with anyone.  After the entire class has read through the chapter and has successfully found all the answer then as a class discuss the answers and see how many pairs have found the correct answers. | Reading skills  Comprehension skills  Silent reading skills  Discussion skills  Skim & scan  Focused reading |
| **10 min** | **Teacher’s Resource: Answers**   1. London was much smaller. On moonlit nights people would go out and socialize, as due to lack of night lights night-time was considered dangerous. 2. Following are the dangers that lure after dark before the 1700s:  * You could trip * You could fall and injure yourself * You could fall in the river and hence drown * You could be attacked * You could be robbed by thieves roaming in the dark * You could get lost  1. People who had to travel at night would carry lamps and the rich would hire people to carry the lamps for them. 2. By the early 1700s, busy cities, like Paris and London had streetlamps in some areas. 3. Paris was the first city to introduce streetlamps. 4. The first streetlamps of Paris were placed at the windowsills of houses. People had to relight the lamps in case they were out, or face being fined. 5. Later, many people offered their services as lamp lighters in exchange for money. 6. The streetlamps made people feel safe to travel at night and even in their homes. 7. In the 1700s, London grew rapidly in trade and manufacturing and trade. A large number of people were coming in and out of London and the city needed to stay open and entertainment was needed till late in the night. 8. In 1805, gas lamps started to be used, and hence there was a change of work for the lamp lighters.   **Feedback:**  Give feedback on responses. |  |
| **10 min** | **Reading aloud:**  Have a reading session with the students. Focus on the words that they are having difficulty in and repeat until they can read the passage without any problem.  **Post-reading**  The 1700s is called **The Age of Enlightenment**, because freedom and equality became a prominent cause of revolution between the lower class. The age of enlightenment was followed by the Victorian Era, that lasted between 1837 to 1901. British society changed in many ways during this long period. Countries were ruled by empires, new machines were invented, literacy increased, and the population of cities increased. How do you think these changes affected the people at the time?  If you were living in the Age of Enlightenment or the Victorian times, what would your life be like? What kind of clothes would you wear? What games would you play? What food would you eat? What would your home be like? What would you study at school?  Fill in the table below to compare the present times with the Age of Enlightenment and the Victorian age based on what you have learned from the unit, or you may also conduct your own research about how the people / children used to dress and live during those times.   |  |  |  |  | | --- | --- | --- | --- | |  | **Present day** | **Age of Enlightenment** | **Victorian age** | | **Food** |  |  |  | | **Games** |  |  |  | | **Clothes** |  |  |  | | **Subjects in the school** |  |  |  | | **Home** |  |  |  |   **HOMEWORK:**  Now that you have read about different eras, which era would you will like to live in. Provide reason for your answer. | Reading skills  Comprehension skills |
| **Day 2: 00/00/00**  **20 min** | **Comprehension questions**  Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a *class discussion* leading towards better understanding of the text. They should not be used for rote learning and memorization of facts from the text.  Extra clues from the text / learning questions should be used during discussion to help the students grasp the context and the text better. It is always a good idea to ask the students to go back to the text to find out the facts during a class discussion.  Comprehension questions should be done orally in a discussion mode and not in a question-answer mode.  The students may write the answers after the oral work.  **Class Work: Comprehension**  Attempt Exercise A 1, 2, 3 in class.  **Challenge Question:**  Have a small discussion on ‘Challenge Question’.  **Feedback:**  Give feedback on responses and correct any answer if required. | Verbal response  Brainstorm  Creative thinking  Prediction  Foreshadowing |
| **20 min** | **ACTIVITY: ADJECTIVES**  Ask students to watch television for an hour at home paying attention to advertisements and language used in them. They should note down adjectives which have been used to describe products in the advertisements. Each student should make a list of adjectives and how they are used in sentences. In the class, ask students to share their list with each other. Students should be asked to write a few lines describing their favourite product using some new adjectives they have learnt from their friends.  **ADDITIONAL HELPFUL RESOURCE:**  **EXERCISE: ADJECTIVES**  **A. Fill in the blanks with suitable participles of verbs given in brackets. Choose the correct alternative.**  1. There was a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (creeping/crept) insect inside the glass box.  2. There is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (growing/grew) concern about its safety.  3. It was an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (unknowing/unknown) species.  4. It was found near some \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (burning/burnt) wood.  5. Scientists and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (learning/learned) men spoke about the new species at the meeting. |  |
| **20 min** | **Class Work: Working with words:**  It is not necessary to give the meanings of all the unknown words to the students because getting the message / meaning of a text does not depend on understanding every word occurring in it. It is best not to give the meanings of the essential words to the students right away. For young students, the following approach can be used to deal with the vocabulary items occurring in a text:  • Generally, the meaning of a word is available from the context in which it occurs. Students should be trained in guessing the meaning of words using the contextual clues available. The meaning of some words can be given through pictures. For many verbs, actions can be used to show their meaning, for example, ‘laughed’.  **Class Work: Working with words:**  Attempt Exercise B 1, 2, 3.  **HOMEWORK:**  Practice using dictionary. | Verbal Response  Counting skills  Writing skill  Brainstorming  Creative writing |
| **Day 3: 00/00/00**  **20 min** | **ACTIVITY 1: WORD FORMATION**  1. Divide the class into five or six small teams.  2. Create a small list of the common suffixes used to create nouns from adjectives and verbs. You can use the suffixes given on pages 150–152 in the book.  3. Also, carefully create a list of words—verbs and adjectives—to which these suffixes could be attached in order to get nouns.  4. Create small flash cards, each of which will show one verb or adjective to be used in conjunction with the suffixes. These cards should remain with you.  5. Each team will receive a copy of the list of suffixes.  6. For the game, you will read aloud one word and one team will field that word. The team will have to select an appropriate suffix from the list and create a noun from the verb or adjective that has been read out.  7. For a correct answer, award the team full credit. Keep checking off the words on your word list once you have called out the word.  **ACTIVITY 2: ARTICLES**  1. Divide the class into five teams.  2. Each team should prepare a list of ten sentences. It is important that the sentences are short. Five of these should have an article and the other five should be without an article. Tell them to make correct as well as incorrect sentences.  3. Write the following two examples on the board:  • Anees dislikes playing the cricket. (incorrect)  • We would like to ask a question. (correct)  4. For the game, a member of one team will read out one sentence and the team next in sequence would have to say whether the article has been used or omitted correctly.  5. The responding team could thus say ‘correct’ or ‘incorrect’. But if they say ‘incorrect’, they will have to give the correct version of the sentence to score a point.  6. If you keep negative scoring, you should allow the responding team to choose to pass the question to the next team which, if it gives the correct answer, should be given the full score.  **ACTIVITY 3: ADVERBS**  1. Prepare a stack of cards and on each one write a verb in bold letters.  2. Divide the class into five small teams. The stack of cards will pass from one team to another, face down, and each time, one member will shuffle the cards and pull one out.  3. He/she will show the verb to the class and then, in consultation with the other team members, add an appropriate adverb to it to qualify it. For example, if a team member draws a card with ‘clean’ written on it, she/he could say, ‘clean carefully’ or use another appropriate adverb such as ‘cleaned slowly’.  **ADDITIONAL HELPFUL RESOURCES: REVISION**  **EXERCISE 1: AUXILIARY**  **Complete the dialogue with suitable modals and the verbs given in brackets.**  Neil: It is the D-day, Kevin. The show (1) \_\_\_\_\_\_\_\_\_ (start) at five in the evening.  Kevin: (2) \_\_\_\_\_\_\_\_\_ you \_\_\_\_\_\_\_\_\_ (come) to pick me up, Neil?  Neil: OK, I will. (3) \_\_\_\_\_\_\_\_\_ we \_\_\_\_\_\_\_\_\_ (meet) at 4 p.m. sharp?  Kevin: That’s too early, Neil. The programme (4) \_\_\_\_\_\_\_\_\_ (begin) at 6 p.m. if I remember correctly.  Neil: You (5) \_\_\_\_\_\_\_\_\_ (check) the invitation card. They (6) \_\_\_\_\_\_\_\_\_ (stage) the first item at six after the preliminaries.  Kevin: (7) \_\_\_\_\_\_\_\_\_ you \_\_\_\_\_\_\_\_\_ (mind) if I come a little later, Neil?  Neil: Why? We (8) \_\_\_\_\_\_\_\_\_ (miss) the first part of the programme. It (9) \_\_\_\_\_\_\_\_\_ (take) half an hour to reach the venue, you know.  Kevin: OK, I (10) \_\_\_\_\_\_\_\_\_ (get) ready by 4 o’clock.  **EXERCISE 2: ARTICLES**  **Read the dialogue. Fill in the blanks with suitable articles.**  Amir: It’s (1) \_\_\_\_\_\_\_\_\_ beautiful day. Let’s play (2) \_\_\_\_\_\_\_\_\_ game. I have (3) \_\_\_\_\_\_\_\_\_ orange coloured ball.  Aleem: Ok. Come on, Amir, take (4) \_\_\_\_\_\_\_\_\_ ball. Look, I am throwing it.  Amir: Wait. Can’t you see (5) \_\_\_\_\_\_\_\_\_ child? Let her get across.  Aleem: Why? She should walk fast. I am not waiting for (6) \_\_\_\_\_\_\_\_\_ child.  Amir: She’s (7) \_\_\_\_\_\_\_\_\_ small child, Aleem. Remember we’re playing on (8) \_\_\_\_\_\_\_\_\_ lane. If you throw (9) \_\_\_\_\_\_\_\_\_ ball now, it might hit her. Oh, no, Aleem, don’t.  Aleem: Why are you crying, child? (10) \_\_\_\_\_\_\_\_\_ ball didn’t hit you. Stop crying. Go home. Luckily she is not hurt.  Amir: Are you all right, child? That won’t do, Aleem. What did you do? You threw (11) \_\_\_\_\_\_\_\_\_ ball and frightened (12) \_\_\_\_\_\_\_\_\_ child. You should say sorry straightaway. That’s (13) \_\_\_\_\_\_\_\_\_ least you can do for your mistake.  Aleem: I’m so sorry, child.  **EXERCISE 3: ADVERBS**  **A. Fill in the blanks with suitable words given in brackets.**  1. Sonia speaks English \_\_\_\_\_\_\_\_\_\_\_\_\_\_ whereas Tehreem writes \_\_\_\_\_\_\_\_\_\_\_\_\_\_. (legibly / fluently)  2. My grandfather walks \_\_\_\_\_\_\_\_\_\_\_\_\_\_ while grandmother ambles along \_\_\_\_\_\_\_\_\_\_\_\_\_\_. (slowly / fast)  3. His father gave him a few coins \_\_\_\_\_\_\_\_\_\_\_\_\_\_ but David looked at him \_\_\_\_\_\_\_\_\_\_\_\_\_\_. (happily / disappointedly)  4. The boy works \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and his essay is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ written. (hard / well)  5. Please come \_\_\_\_\_\_\_\_\_\_\_\_\_\_ now or wait \_\_\_\_\_\_\_\_\_\_\_\_\_\_ for some time. (in / outside)  6. He is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ prepared for the test whereas his friend is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ busy with other things. (rather / fully)  7. I think you are \_\_\_\_\_\_\_\_\_\_\_\_\_\_ right but your neighbour is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ mistaken. (altogether / partly)  8. The man \_\_\_\_\_\_\_\_\_\_\_\_\_\_ makes mistakes but \_\_\_\_\_\_\_\_\_\_\_\_\_\_ admits them. (often / seldom)  9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ he has not understood the problems other people face, \_\_\_\_\_\_\_\_\_\_\_\_\_\_. (unfortunately / probably)  10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ it was a minor mishap. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ no one was hurt. (luckily / thankfully)  **EXERCISE 4: WORD FORMATION**  **Complete the sentences using the correct form of the words given in brackets. Add suitable suffix from the following: -*some, -ful, -ment, -able, -ity, -ty, -ly, -age*.**  1. It was an \_\_\_\_\_\_\_\_\_\_\_\_\_\_ performance by the dancer. (awe)  2. She is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ a great dancer. (true)  3. She claims to be of great \_\_\_\_\_\_\_\_\_\_\_\_\_\_ . (line)  4. All \_\_\_\_\_\_\_\_\_\_\_\_\_\_ measures have been taken. (safe)  5. This dress looks \_\_\_\_\_\_\_\_\_\_\_\_\_\_ bad. (awe)  6. I depend on your \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in this matter. (judge)  7. It is not permanent; it is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ any time. (change)  8. I was struck by the of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ two incidents. (similar)  9. The principle of \_\_\_\_\_\_\_\_\_\_\_\_\_\_ is followed here. (equal)  10. My grandfather has some \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in walking. (difficult) | Writing skill  Brainstorming |
| **20 min** | **Class Work:**  Attempt Exercise C 1, 2, 3 in class.  **Feedback:**  Give feedback on responses and correct any answer if required.  **HOMEWORK:**  Practise auxiliary verbs. |  |
| **20 min** | **Workbook Exercise:**  Workbooks are designed to support classroom learning and to provide the students an opportunity to develop their writing skills and practice their grammar. Generally filled with practice problems, with empty space after each question so that the answers can be written directly in the book.  Workbooks ensure that the students are acquiring the required learning outcomes of the selected topic / course. Each student’s learning style is different. There, merely attending the class or attempting the couple of exercises present in the textbook may not be enough for each and every student to grasp the concept. Workbooks ensure that the students get the chance to go through multiple types of exercise for the same activity but being approached in a different manner, that helps them get a better conceptual clarity.  **Advantages of Workbook:**   * Making lessons more effective * Introducing fun learning * Development of independent thinking * Ensuring better parent involvement * To keep children engaged * To help reduce screen time * Practice makes perfect * Enable easy revision * Help in gauging student’s performance * Help evaluate class progress * Bring a structure to the learning process   **Workbook: Class work**  Attempt workbook exercises.  **HOMEWORK:**  Complete any incomplete work. | Writing skill  Independent thinking  Revision  Practise |
| **Day 4: 00/00/00**  **15 min** | **Activity: Listening and pronunciation skills**  This activity will sharpen the students’ listening and pronunciation skills.  Divide the class in pairs and ask one to pronounce the words and the other to listen and write them then exchange roles.  Make sure that the students are enunciating the words and acting out the roles properly. The point of this exercise is not to check their memory or spelling, rather their speaking and listening. Move on when the students are able to speak and convey their message properly to the other party.  Attempt Ex: D  **Feedback:**  Give feedback on responses and correct any answer if required. | Verbal response  Acting skills  Pronunciation skills  Listening skills  Speaking skills  Observation skills |
| **Day 5: 00/00/00**  **20 min** | **Class Work: Composition**  Attempt Exercise E in class.  Discuss the composition with the students and make sure that they understand the concept in detail. Provide them with everything that they may require and keep providing them assistance whenever required.  Encourage students to think creatively to develop their own similes and metaphors. Guide them to differentiate between the two while making sentences.  Follow the instructions in the textbook.  **Feedback:**  Give feedback on responses and correct any answer if required. | Verbal response  Writing skills  Reading skills  Speaking skills  Listening skills  Composition skills |
| **05 min** | **Plenary:** Ask the students the following question:  Write 5 top tips/golden rules for getting a good grade? | Brainstorm  Verbal Response  Discussion skills  Cooperation skills |

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| **ASSESSMENT** | **REFLECTION** |