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| **Topic** | Black Beauty | **Week** | 5 |

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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 question * Write answers to comprehension questions * Read the text on their own * Read and understand the words to know * Understand the moral of the story * Enhance their listening and speaking skills * Enhance their writing skills * Enhance their 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 * Answer the questions with reference to context * Provide the meanings of the given phrases with the help of a dictionary * Identify and categorize the gender nouns * Identify the linking verbs * Identify the verbs indicating actions * Differentiate between linking and non-linking verbs * Use the linking verbs in sentences * Replace verbs with phrasal verbs * Use phrasal verbs in sentences * Convey opinions on a particular topic and have solid argument to backup opinion * Discuss with partner about a given topic * Write a short composition * Write an argumentative essay while providing support for their argument |

| **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. Who is the speaker in the story? 2. Where does the story start? 3. What was the commotion a sign of? 4. Which animal was caught by the hunters? 5. What happened to the rest of the herd? 6. What happened to the two hunters?   **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. The main speaker in the story is a horse. 2. The story starts in the early spring, in the middle of a field. 3. The commotion was the sign of an animal being caught by a hunter. 4. A hare was caught by the hunters. 5. The rest of the herd managed to escape. 6. One hunter fell into a pond, the other fell and broke his neck.   **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.  **While reading:**  **Inferring vocabulary**  Ask the students to read the text individually and highlight unfamiliar words in the text, guess their meaning using context clues, and check their conjectures against a reliable dictionary. Finally, use them in their own sentences as a part of their daily usage. Keeping a vocabulary notebook is also a viable reading strategy to broaden mental lexicon.   |  |  |  |  | | --- | --- | --- | --- | | **Words** | **Contextual clues** | **Inferred meaning** | **Dictionary meaning** | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |   **HOMEWORK:**  Read the story and summarise the text. | 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 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: DID YOU MEAN THIS?**   1. Ask the students to say sentences at random. 2. Write the sentences on the board. 3. Alter a few words to make the sentences a bit more difficult. 4. Write at least 50 sentences. 5. Ask the students to find the correct meaning as per the context and write it in their notebook. 6. Check the meanings after everyone has done their work.   **ADDITIONAL HELPFUL RESOURCES:**  **EXERCISE: VOCABULARY**  **Read the groups of words given below. Out of the four words given one is an antonym. Pick the odd one out.**  1. solemn, formal, ceremonious, informal  2. adamant, obstinate, submissive, inflexible  3. cheerful, joyful, despondent, happy  4. friendly, amiable, affectionte, surly  5. deride, acclaim, extol, praise  6. eccentric, strange, balanced, queer  7. casual, enthusiasm, passion, ardor  8. delight, charm, disgust, excite  9. modest, conceited, humble, unassuming  10. reduce, lower, curtail, enlarge |  |
| **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.  **HOMEWORK:**  Practice using conjunctions. | Verbal Response  Counting skills  Writing skill  Brainstorming  Creative writing |
| **Day 3: 00/00/00**  **20 min** | **ACTIVITY: PHRASAL VERBS**  1. You will need a list of as many phrasal verbs as there are students in your class.  2. Write out the phrasal verbs on small pieces of paper or small cards and for each also write out its meaning on a separate strip of paper.  3. For the game, you will distribute all the cards carrying phrasal verbs to some students in the class and you will distribute the paper strips carrying the meaning of those phrasal verbs to the remaining students.  4. It is important to keep the two groups separate and not let them interact before you have explained the rules of the game.  5. The task of the students is to form pairs in such a way that the phrasal verbs on the cards are correctly matched with their meanings on the paper strips.  6. The first three correctly formed pairs should be awarded prizes.  **ADDITIONAL HELPFUL RESOURCES:**  **EXERCISE: GENDER NOUN**  **Change the gender of the nouns and pronouns in the following sentences.**  1. Their uncle worked for a news agency until he retired last year.  2. I asked the waiter to give us a menu, and he just ignored me.  3. The tigress was so brave, she fought the jackals off for her children.  4. My brother loves watching films during his free time.  5. The priest made us realise the power of prayer and commitment.  6. The con-man made his living by tricking and robbing people.  7. They kept a pet gander who lived for a very long time.  8. His mother takes care of the cooking and cleaning in the house.  9. My cousin decided to go abroad for her college education.  10. The actor forgot his lines during his performance.  **EXERCISE: VERBS**  **Fill in the blanks and complete the following sentences with the most suitable form of the verbs given in brackets.**  1. They \_\_\_\_\_\_\_\_\_\_\_\_\_ (organise) this function at the Town Hall on 16th of next month.  2. Tomorrow \_\_\_\_\_\_\_\_\_\_\_\_\_ (be) Sunday.  3. We \_\_\_\_\_\_\_\_\_\_\_\_\_ (devote) some time for practice on holidays.  4. Shehla \_\_\_\_\_\_\_\_\_\_\_\_\_ (read) a lot of books in her leisure time.  5. Look, she \_\_\_\_\_\_\_\_\_\_\_\_\_ (sit) in that room with her brother.  6. Both of them \_\_\_\_\_\_\_\_\_\_\_\_\_ (read) novels now.  7. I \_\_\_\_\_\_\_\_\_\_\_\_\_ (go) by school bus every day.  8. But I \_\_\_\_\_\_\_\_\_\_\_\_\_ (go) with my friend in his car tomorrow.  9. We \_\_\_\_\_\_\_\_\_\_\_\_\_ (come) back soon.  10. She \_\_\_\_\_\_\_\_\_\_\_\_\_ (get) some time to discuss the matter with them.  **EXERCISE: PHRASAL VERBS**  **Fill in the gaps with suitable phrasal verbs given in the box in appropriate tense.**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | take off | tumble off | hurry off | get off | ran into | | peel off | switch off | fly off | fall off | jump off |   1. The cat \_\_\_\_\_\_\_\_\_\_\_\_\_ the windowsill as soon he opened the shutters.  2. The books are lying on the floor. They have \_\_\_\_\_\_\_\_\_\_\_\_\_ the shelf.  3. Remember to \_\_\_\_\_\_\_\_\_\_\_\_\_ the fan before you leave the room.  4. He \_\_\_\_\_\_\_\_\_\_\_\_\_ to the gate as soon as he heard the bell.  5. Take the town bus and \_\_\_\_\_\_\_\_\_\_\_\_\_ at the railway station.  6. He \_\_\_\_\_\_\_\_\_\_\_\_\_ his best friend at the airport.  7. The plane \_\_\_\_\_\_\_\_\_\_\_\_\_ at the right time yesterday.  8. Jamal \_\_\_\_\_\_\_\_\_\_\_\_\_ the ladder and broke his leg.  9. Aleem \_\_\_\_\_\_\_\_\_\_\_\_\_ the outer skin before cutting the potato into pieces.  10. The birds \_\_\_\_\_\_\_\_\_\_\_\_\_ at the sound of the barking dog. | Writing skill  Brainstorming |
| **20 min** | **Class Work:**  Attempt Exercise C 1, 2, 3, 5 in class.  **Feedback:**  Give feedback on responses and correct any answer if required.  **HOMEWORK:**  Complete exercise 4, 6. |  |
| **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.  **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:  Create a poster to illustrate the spelling strategy you have learnt | Brainstorm  Verbal Response |

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