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| **Topic** | The story of an invitation | **Week** | 6 |

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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 * Talk about the author of the story * Understand and talk about the moral of the story * Answer challenge question * Answer challenging questions on their own * Make sentences on their own * Answer questions with reference to the context * List down the sequence of events to trace the elements of a story * Complete the crossword by solving the clues * Organize the given phrases and clauses into three columns: phrase, subordinating clause, and main clause * Label subject and predicate in the given sentences * Discuss and label the given sentences as simple or compound * Identify and label the sentences as: declarative, interrogative, exclamatory, imperative * Make their own sentences: declarative, interrogative, exclamatory, imperative * Talk about different tenses * Ask questions regarding a given topic, use the provided words * Map the elements of the story * Write a biography * Use elements of the story to write the biography * Conduct meaningful research to write the biography * Imagine a scenario and act accordingly |

| **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.  **PRE-READING TASK 1:**  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.  **PRE-READING TASK 2:**  What are the attributes or virtues of a true friend? List at least five adjectives to describe a friend.  Thereafter complete the sentence— **If I had a friend like Grace I would …**  Keep the following points in my mind:   * Any one thing that you would do for your friend like Grace. * Do you have a friend like Grace? * They do not have to be in the same situation, they may need any sort of help or maybe just for you to be there for them.   Share your answers with the class.  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 did Bertha and Grace know each other? 2. How was Bertha different from Grace? 3. Why was Grace so quiet? 4. How did Bertha’s friendship change Grace? 5. Where does the story start? 6. Who invites Bertha for the vacations? 7. Where was Grace spending her holidays? 8. What solution does Bertha come up with after hearing Grace’s holiday plan? 9. Was Grace excited to visit Aunt Meg instead of Bertha? 10. What was the result of the switch?   **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. Bertha and Grace attended the same boarding school. 2. Bertha was bright and cheery with a pleasant personality, whereas Grace grave and a quiet girl who was always dressed in mourning. 3. Grace’s ant who had raised her, had recently passed away. 4. Bertha had a very pleasant effect on Grace, and they soon became good friends. 5. The story starts when the exams are about to end and in a week’s time the students would head back to their homes. 6. Aunt Meg invites Bertha and her cousins over for the holidays. 7. Grace was going to spend her holidays working at the Clarkmans’ bookstore. She needed to earn money to pay for her tuition and winter clothes. 8. Bertha, after much contemplation, asks Aunt Meg to invite Grace instead of her. 9. No, Grace was extremely apprehensive, but she did not want to spend her vacations working at a bookstore so she took a chance. 10. Grace became a delightful guest at Aunt Meg’s. Aunt Meg did not have a child of her own and have always wanted to adopt one. After spending the vacation, she offers to adopt Grace and Grace obliges.   **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**  **Analysing a theme: Making decisions**  In The story of an invitation*,* we see Bertha undertaking a decision. Each of the three characters mentioned (Bertha, Grace, and Aunt Meg) make decisions throughout the story. One of the most crucial decisions comes from Bertha that jumpstarts the cycle and begins the entire situation.  This story presents a good opportunity for some practice in decision making.  **Activity:**  **Connecting literature to real-life situations**  Select 5-6 students for this activity. For the most productive outcome, avoid choosing students with similar personalities. Seat them around a table in front of the classroom. The other students are to observe the group.   * Announce a problem on which the group must make a decision. For example, what kind of classroom activity to have next week, or where to have next year’s school picnic? * Give the group five minutes to think about the problem. Then, ask them to answer the questions, taking turns:  1. What is the problem? Here it is important to guide students to express their understanding of the problem in clear, specific words. 2. What possible solutions can be used? Encourage students to identify 2 or 3 possible solutions to the problem. For example, listing 3 different activities or 3 picnic spots. 3. Which solution do you prefer? Why? Students would be likely to base their initial response on their subjective preferences, i.e. choose their favourite picnic spot, or a classroom activity that they are particularly good at. Encourage them to state their preferences at this stage. 4. For each solution, what will be the result (good or bad) for you? For the other members of the group? This is the most crucial step of the activity where students focus on consequences of their decisions. They also learn that they are responsible for how their choices affect other members of the group. 5. Now that you have heard possible solutions from other group members, which solution should be selected? Why? Ideally, students should modify their preferences at this point because they have developed an empathy for other students. As students respond to this question, help them to express their understanding of other people’s interests and how they can balance those interests with their own to arrive at a decision.   The purpose of this activity is to enable students to understand a problem and explore possible solutions. They will also learn to reflect on the biases that drive them to prefer their initial solutions. Next, they learn to look at things from the perspective of other people who will be affected by their decision and modify their initial position.  **HOMEWORK:**  What would you have done had you been at Bertha’s place? | 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.  **Feedback:**  Give feedback on responses and correct any answer if required. | Verbal response  Brainstorm  Creative thinking  Prediction  Foreshadowing |
| **20 min** | **ADDITIONAL HELPFUL RESOURCE:**  **EXERCISE: PHRASES AND CLAUSES**  **Read these sentences. Decide whether the italicised group of words are phrases (P) or Clauses (C). Identify them and write P or C.**  1. *When I was reading a detective novel at night,* I heard a strange sound outside. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. The lady lost her documents *through sheer negligence*. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. *While my brother was helping mother in cooking*, my sister was helping father in cleaning the car. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4. *In spite of all his degrees*, he lacks common sense. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5. The man lost his job *because of his own incompetence.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  6. They could reach in time *because their driver knows the way to the venue*. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  7. Haris and Anas could play the match *despite their injuries*. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  8. They have sent word *because they wanted some workers urgently*. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  9. They have to prepare the ground *for the next match on Sunday*. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  10. Their sports teacher was present *whereas their parents could not come*. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| **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 phrases. | Verbal Response  Counting skills  Writing skill  Brainstorming  Creative writing |
| **Day 3: 00/00/00**  **20 min** | **ACTIVITY: KINDS OF SENTENCES AND CLAUSES**  Write a simple sentence on the board, e.g. The garden was beautiful. Ask a student volunteer to underline the verb in the sentence (was). Explain that the sentence has one verb, and tells us only one thing about the garden (it was beautiful) so we say it is a simple sentence made up of one clause. Write on the board a compound sentence e.g. The house was splendid and the garden was beautiful. Ask students to identify the verbs and elicit that this sentence contains two verbs, and two clauses and tells us two things. Also explain that each clause makes sense on its own – the clauses are of equal importance. Introduce the terms coordinate clause and compound sentence. Write on the board a complex sentence, e.g. The garden, which was lovingly cared for and contained many interesting plants, was beautiful. Again, ask students to identify the verbs and then the clauses and write the clauses on the board. (The garden was beautiful; ii. which was lovingly cared for; iii. contained many interesting plants;) Ask he students to identify the most important piece of information in the sentence and explain that this is the only clause that can stand alone; introduce the term main/principal clause. Point out that the other clauses provide more information about the garden but do not make complete sense on their own; introduce the terms subordinate/dependent clause and complex sentence. Point out that in a compound sentence, the clauses are of equal importance, but a complex sentence has one main clause and the other clauses are of lesser importance/subordinate. Explain briefly that, as with phrases, there are different types of clause, (noun, adjectival and adverbial).  **ADDITIONAL HELPFUL RESOURCES:**  **EXERCISE: SENTENCES, PHRASES, AND CLAUSES**  **Say which of the underlined groups of words are phrases and which clauses.**  1. Rehan ate a hearty meal, but Saniya drank only a glass of water.  .......................................................................................................................................................................  2. There was a crowd of people at the airport waiting to welcome the victorious team.  .......................................................................................................................................................................  3. Where did you see this wonderful sight?  .......................................................................................................................................................................  4. There is a bowl with a goldfish on the table.  .......................................................................................................................................................................  5. You must listen to this story which has been written by my brother.  .......................................................................................................................................................................  6. You must learn how to drive or you have to depend on a driver.  .......................................................................................................................................................................  7. This wooden table must be quite old.  .......................................................................................................................................................................  8. If you do not listen to me, you will be in trouble.  .......................................................................................................................................................................  9. Julius Caesar was one of the greatest Roman generals.  .......................................................................................................................................................................  10. Mother showed me a letter which was written by her grandfather.  .......................................................................................................................................................................  **EXERCISE: TYPES OF SENTENCES**  **Read the following and identify the sentences as (question, statement, instruction, exclamatory).**  1. A lift is a device that carries people or goods up and down inside tall buildings. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. Generally people use the lift to go to higher floors in an office or apartment. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. What a wonderful equipment a lift is! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4. A lift has mechanical, electrical, and electronic components. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5. Don’t you think these parts are susceptible to wear and tear? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  6. Maintenance of lift conveying equipment is of utmost importance. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  7. Do not enter the lift once the doors start moving towards each other. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  8. Make sure that the door is closed securely. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  9. How fast the lift moves up or down! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  10. The word ‘elevator’ is used in American English to mean a lift. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **EXERCISE: SUBJECT AND PREDICATE**  **Separate the subject and the predicate in the following sentences.**  1. The Bengal Tiger is an endangered animal.  2. The boy who lived in that building plays for the state football team.  3. Cozy and snug was that warm little bed at the lodge.  4. The money plant is an indoor house plant that produces a lot of oxygen.  5. Farah, please open the window.  6. Of all the teachers in school, she is my favourite.  7. The teacher with the soft voice retired from school last month.  8. We missed the movie screening last week.  9. Rida, give me that glass from the table.  10. I met my grandmother at the railway station.  **EXERCISE: KINDS OF SENTENCE (COMPOUND)**  **State what kind of sentence each of the following is—simple, complex or compound.**  1. This poem, written by William Wordsworth, describes  some daffodils seen by him one day. ...................................  2. London is the capital of England and Paris is the capital of France. ...................................  3. Ramiz, who is my friend, is a very good swimmer. ...................................  4. Some people like tea, some prefer coffee. ...................................  5. You should lie down because you look very ill. ...................................  6. Have you ever seen a black rose? ...................................  7. This house, where a famous man once lived, has now been turned into a museum. .......................  8. Listen to this music which was composed by the great Mozart. ...................................  9. If you walk along this street, you will see many shops that sell only old books and magazines. ...................................  10. The spider invited the fly into her parlour. ................................... | Writing skill  Brainstorming |
| **20 min** | **Class Work:**  Attempt Exercise C 1, 2, 3, 4in class.  **Feedback:**  Give feedback on responses and correct any answer if required.  **HOMEWORK:**  Practise types of sentences. |  |
| **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.  Remind the students that following are the elements of story writing:   * Setting * Character * Plot * Conflict * Resolution / Conclusion   **Feedback:**  Give feedback on responses and correct any answer if required. | Verbal response  Writing skills  Reading skills  Speaking skills  Listening skills  Composition skills  Mind mapping skills  Brain storming skills  Discussion skills  Group work |
| **05 min** | **Plenary:** Ask the students the following question:  Write dictionary definitions for new terms learnt today. | Brainstorm  Verbal Response |

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